

Character and Social Development

Junior High

Grade 10

Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

**'FREE ISSUE
NOT FOR SALE'**

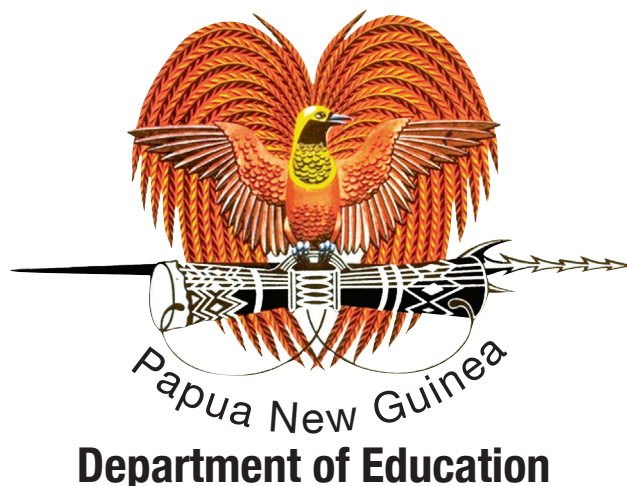
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Issued free to schools by the Department of Education

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Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BoS	Board of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
CSD	Character and Social Development
DA	Diagnostic Assessment
IHD	Integral Human Development
GoPNG	Government of Papua New Guinea
KSAV	Knowledge, Skills Values and Attitudes
MTDG	Medium Term Development Goals
NDoE	National Department of Education
OBC	Outcomes-Base Curriculum
OBE	Outcomes-Base Education
SAC	Advisory Committee
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SCG	Subject Curriculum Group
STEAM	Science, Technology, Engineering, Arts, and Mathematics

Secretary's Message

The ultimate aim of Standards-Based Education in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. Education will therefore focus on providing students with careers, higher education, and citizenship preparedness knowledge, skills, values, and attitudes that they can use to work, study and live in the 21st century.

The Character and Social Development Teacher Guide for Grade 10 is written to complement the implementation of the Junior High School syllabus in compliance to the government's directive for the revision of the curriculum to be based on Standards Based Approaches. The Standards Based Approach to curriculum development focuses on defining the purpose and the reasons for teaching and the content to be learnt in relation to the national standards set by the national education systems or organisations. In this context, the content standards are outlined in the syllabus with the benchmarks and performance standards.

Character and Social Development embraces STEAM and provides the students opportunity to integrate the essential values, attitudes, skills and knowledge of the Science, Technology, Engineering and Mathematics that are fundamental for this subject under study. The contents captured within the STEAM learning enables students to make appropriate decisions and make meaningful contributions as members of the local, national and international community.

Character and Social Development is a significant curriculum framework for teaching children and enabling them to progressively develop proficiency on work related values and principles, and decision-making, problem-solving, conflict management, relationship, and health knowledge, skills, values, and attitudes. Grade 10 students are expected to learn and demonstrate proficiency on core personal behaviour, family, and community, and citizenship values and principles, characteristics of different types of relationships, problem solving, goal setting and achievement, technology and media ethics, and identifying and addressing different types of violence.

Teachers are encouraged to read this teacher guide carefully to become familiar with the content so that they can be confident to use the new concepts and strategies as well as teach the content well. They can also adjust to suit the needs of the student.

I commend and approve this teacher guide for use in all high schools throughout Papua New Guinea.



UKE W. KOMBRA, PhD.
Secretary for Education

Introduction

Morals and values that were once the glue that bound together traditional societies in PNG were eroded and lost at the advent of colonization and during transition from a traditional to a modern society. Many of the relationship, governance and management, health, decision-making, authority, transparency and accountability, peace, and citizenship values and principles that were cherished, promoted, and adhered to in traditional PNG societies have been or are being lost and replaced with modern value systems, with serious consequences.

Character and Social Development aims to provide a meaningful pedagogical framework for teaching and learning essential and in demand knowledge, skills, values, and attitudes that are required for the preparation of students for careers, higher education and citizenship in the 21st century. Moreover, it aims to restore the essential values and principles that are critical for the development of personal character and well-being as well as for the improvement of social health and cohesion, and the well-being of PNG and its citizens.

Students are expected to learn and demonstrate proficiency on a range of character and social development knowledge, skills, values and attitudes. These include work related values, decision-making, problem-solving and conflict management concepts and skills, health behaviours and health decision-making and interpersonal relationships.

STEAM is an integral component of the core Curriculum. Students' employability will be enhanced through the study and application of STEAM principles. All students are expected to study STEAM and use STEAM related skills to solve problems relating to both the natural and the physical environments. The aim of STEAM education is to create a STEAM literate society. It is envisioned that the study of STEAM will motivate students to pursue and take up academic programs and careers in STEAM related fields. STEAM has been embedded in the Character and Social Development curriculum. Equal opportunities should be provided for all students to learn, apply and master STEAM principles and skills.

Character and Social Development is timetabled for 200 minutes per week in Grade 10.

Structure of the Teacher Guide

This teacher guide comprises of three main sections that provide essential information that all teachers should know and do to effectively implement the Character and Social Development Curriculum.

1. General Information

- Purpose of the teacher guide
- How to use the teacher guide
- Syllabus and teacher guide alignment
- Learning and performance standards
- Core Curriculum
- STEAM
- Curriculum Integration
- Essential KSVAs

2. Teaching and Learning

- Teaching and Learning Strategies
- Strands, Units and Topics
- Lesson Planning

3. Assessment

- Performance Assessment
- Performance Standards

4. Assessment Monitoring and Evaluation

The above components are linked and closely aligned. They should be connected to ensure that the intended learning outcomes and the expected quality of education standards are achieved. The close alignment of planning, instruction and assessment is critical to the attainment of learning standards.

Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do. The overarching purpose of this teacher guide is to help teachers to effectively plan, teach, assess, evaluate, report and monitor students' learning and mastery of national and grade-level expectations. That is, the essential knowledge, skills, values and attitudes (KSAVs) described in the content standards and grade-level benchmarks, and their achievement of the national and grade-level proficiency standards.

Thus, the teacher is expected to:

- understand the significance of aligning all the elements of Standards-Based Curriculum (SBC) as the basis for achieving the expected level of education quality;
- effectively align all the components of SBC when planning, teaching, and assessing students' learning and levels of proficiency;
- effectively translate and align the CSD syllabi and teacher guide to plan, teach and assess different CSD units and topics, and the essential knowledge, skills, values, and attitudes described in the grade-level benchmarks;
- understand the CSD national content standards, grade-level benchmarks, and evidence outcomes;
- effectively make sense of the content (knowledge, skills, values and attitudes) described in the CSD national content standards and the essential components of the content described in the grade-level benchmarks;
- effectively guide students to progressively learn and demonstrate proficiency on a range of CSD skills, processes, concepts, ideas, principles, practices, values and attitudes.
- confidently interpret, translate and use CSD content standards and benchmarks to determine the learning objectives and performance standards, and plan appropriately to enable all students to achieve these standards;
- embed the core curriculum in their CSD lesson planning, instruction, and assessment to permit all students to learn and master the core knowledge, skills, values and attitudes required of all students;
- provide opportunities for all students to understand how STEAM has and continues to shape the social, political, economic, cultural, and environment contexts and the consequences, and use STEAM principles, skills, processes, ideas and concepts to inquire into and solve problems relating to both the natural and physical (man-made) worlds as well as problems created by STEAM;
- integrate cognitive skills (critical, creative, reasoning, decision-making, and problem-solving skills), high level thinking skills (analysis, synthesis and evaluation skills), values (personal, social, work, health, peace, relationship, sustaining values), and attitudes in lesson planning, instruction and assessment;
- meaningfully connect what students learn in CSD with what is learnt in other subjects to add value and enhance students' learning so that they can integrate what they learn and develop in-depth vertical and horizontal understanding of subject content;

- formulate effective SBC lesson plans using learning objectives identified for each of the topics;
- employ SBC assessment approaches to develop performance assessments to assess students' proficiency on a content standard or a component of the content standard described in the grade-level benchmark;
- effectively score and evaluate students' performance in relation to a core set of learning standards or criteria, and make sense of the data to ascertain students' status of progress towards meeting grade-level and nationally expected proficiency standards, and
- use evidence from the assessment of students' performance to develop effective evidence-based intervention strategies to help students' making gradual or slow progress towards meeting the grade-level and national expectations to improve their learning and performance.

How to Use the Teacher Guide

Teacher guide provides essential information about what the teacher needs to know and do to effectively plan, teach and assess students learning and proficiency on learning and performance standards. The different components of the teacher guide are closely aligned with SBC principles and practice, and all the other components of PNG SBC. It should be read in conjunction with the syllabus in order to understand what is expected of teachers and students to achieve the envisaged quality of education outcomes.

The first thing teachers should do is to read and understand each of the sections of the teacher guide to help them understand the key SBC concepts and ideas, alignment of PNG SBC components, alignment of the syllabus and teacher guide, setting of content standards and grade-level benchmarks, core curriculum, STEAM, curriculum integration, essential knowledge, skills, values and attitudes, strands, units and topics, learning objectives, SBC lesson planning, and SBC assessment. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum, and therefore the effective implementation of grade 9 Character and Social Development Curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide to do the following:

Determine Learning Objectives and Lesson Topics

Units, topics and learning objectives have been identified and described in the teacher guide and syllabus. Lesson objectives are derived from topics that are extracted from the grade-level benchmarks. Lesson topics are deduced from the learning objectives. Teachers should familiarise themselves with this process as it is essential for lesson planning, instruction and assessment. However, depending on the context and students' learning abilities, teachers would be required to determine additional learning objectives and lesson topics. Teachers should use the examples provide in this teacher guide to formulate learning objectives and lesson topics to meet the educational needs of their students. What is provide here is not exhaustive. Teachers should develop additional learning objectives to target the learning needs of all their students.

Identify and Teach Grade Appropriate Content

Grade appropriate content has been identified and scoped and sequenced using appropriate content organisation principles. The content is sequenced using the spiralling sequence principles. This sequencing of content will enable students to progressive learn the essential knowledge, skills, values and attitudes as they progress deep into their schooling. What students learn in previous grades is reinforced and deepen in scope with an increase in the level of complexity and difficulty in the content and learning activities. It is important to understand how the content is organised so that grade appropriate content and learning activities can be selected, if not already embedded in the benchmarks and learning objectives, to not only help students learn and master the content, but ensure that what is taught is rigorous, challenging, and comparable.

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

Teachers should use this teacher guide to help them integrate the core curriculum – values, cognitive and high level skills, 21st century skills, STEAM principles and skills, and reading, writing, and communication skills – in their lesson planning, instruction and assessment. All students in all subjects are required to learn and master these skills progressively through the education system. Teachers are expected to plan, teach and assess the core curriculum.

Integrate Cognitive, High Level, and 21st Century Skills in Lesson Planning, Instruction and Assessment

Teachers should integrate the cognitive, high level and 21st century skills in their annual teaching programs, and give prominence to these skills in their lesson preparation, teaching and learning activities, performance assessment, and performance standards for measuring students' proficiency on these skills. Character and Social Development focuses on developing and harnessing responsible and evidence-based decision-making, problem solving, conflict management, healthy living, and peace skills. In addition, it envisaged all students attaining expected proficiency levels in these skills and will be ready to pursue careers and higher education academic programs that demand these skills, and use them in their everyday life after they leave school at the end of grade 12. Teachers should use the teacher guide to help them to effectively embed these skills, particularly in their lesson planning and in the teaching and learning activities as well as in the assessment of students' application of the skills.

Integrate Work, Relationship, Peace, Health, Social, Personal, Family, Community, National and Global Values and Attitudes in Lesson Planning, Instruction and Assessment

It is envisaged that all students will learn, master, promote, and model a core set of values and attitudes in their lives. These values and attitudes are outlined in the grade 10 syllabus. In Character and Social Development, students are expected to learn, promote and use work, relationship, peace, health, social, personal, family community, national and global values in their work and study environments as well as in their conduct as community, national and global citizens. These values and attitudes are critical for character formation and the development and instilling of appropriate mindsets and behaviours. Teachers should draw from the information and suggestions provided in the syllabus and teacher guide to integrate values and attitudes in their lesson planning, instruction, and assessment. They should report on students' progression towards internalizing different values and attitudes. If needed be they should provide additional support to students who are yet to reach the internalization stage to make positive progress towards this level.

Integrate Science, Technology, Engineering, Arts and Mathematics (STEAM) Principles and Skills in Lesson Planning, Instruction and Assessment

Teachers should draw from both the syllabus and teacher guide to integrate STEAM principles and skills, and methodologies in their lesson planning, instruction and assessment. STEAM teaching and learning happens both inside and outside of the classroom. Effective STEAM teaching and learning requires both the teacher and the student to participate as core investigators and learners, and to work in partnership and collaboration with relevant stakeholders to achieve maximum results. Teachers should use the syllabus, teacher guides and other resources to guide them to plan and implement this and other innovative and creative approaches to STEAM teaching and learning to make STEAM principles and skills learning fun and enjoyable and, at the same time, attain the intended quality of learning outcomes.

Identify and Use Grade and Context Appropriate, Innovative, Differentiated and Creative Teaching and Learning Methodologies

SBC is an eclectic curriculum model. It is an amalgam of strengths of different curriculum types, including behavioural objectives, outcomes, and competency. Its emphasis is on students attaining clearly defined, measurable, observable and attainable learning standards, i.e., the expected level

of education quality. Proficiency (competency) standards are expressed as performance standards/criteria and evidence outcomes, that is, what all students are expected to know (content) and do (application of content in real life or related situations) to indicate that they are meeting, have met or exceeded the learning standards. The selection of grade and contextually appropriate teaching and learning methodologies is critical to enabling all students to achieve the expected standard or quality of education. Teaching and learning methodologies must be aligned to the content, learning objective, and performance standard in order for the teacher to effectively teach and guide students towards meeting the performance standard for the lesson. They should be equitable and socially inclusive, differentiate, student-centred, and lifelong. They should enable STEAM principles and skills to be effectively taught and learned by students. Teachers should use the teacher guide to help them make informed decisions when selecting the types of teaching and learning methodologies to use in their teaching of the subject content, including STEAM principles and skills.

Plan Standards-Based Lessons

SBC lesson planning is quite difficult to do. However, this will be easier with more practice and experience over time. Effective SBC lessons plans must meet the required standards or criteria so that the learning objectives and performance standards are close aligned and the expected learning outcomes can be attained. Teachers should use the guidelines and standards for SBC lesson planning and examples of SBC lesson plans provided in the teacher guide to plan their lessons. When planning lessons, it is important for teachers to ensure that all SBC lesson planning standards or criteria are met. If standards are not met, instruction will not lead to the attainment of intended performance and proficiency standards. Therefore, students will not attain the national content standards and grade-level benchmarks.

Use Standards-Based Assessment

Standards-Based Assessment has a number of components. These components are intertwined and serve to measure students' achievement of the learning standards and evaluate, report, and monitor their achievement of the national and grade-level expectations, i.e., the essential knowledge, skills, values and attitudes they are expected to master and demonstrate proficiency on. Teachers should use the information and examples on standards-based assessment to plan, assess, record, evaluate, report and monitor students' performance in relation to the learning standards.

Make informed Judgements About Students' Learning and Progress Towards Meeting Learning Standards

Teachers should use the teacher guide to guide them to effectively evaluate students' performance and use the evidence to help students to continuously improve their learning as well as their classroom practice.

It is important that teachers evaluate the performance of students in relation to the performance standards and progressively the grade-level benchmarks and content standards to make informed judgements and decisions about the quality of their work and their progress towards meeting the content standards or components of the standards. Evaluation should not focus on only one aspect of students' performance. It should aim to provide a complete picture of each student's performance. The context, inputs, processes, including teaching and learning processes, and the outcomes should be evaluated to make an informed judgement about each student's performance,

identify the causal factors for poor performance, gaps in students learning, gaps in teaching, teaching and learning resource constraints, and general attitude towards learning. Evidence-based decisions can then be made regarding the interventions for closing the gaps to allow students to make the required progress towards meeting grade-level and national expectations.

Prepare Students' Performance Reports

Reporting of students' performance and progress towards the attainment of learning standards is an essential part of SBC assessment. Results of students' performance should be communicated to particularly the students and their parents to keep them informed of students' academic achievements and learning challenges as well as what needs to be done to enable the students to make positive progress towards meeting the proficiency standards and achieve the desired level of education quality. Teachers should use the information on the reporting of students' assessment results and the templates provided to report the results of students' learning.

Monitor Students' Progress towards Meeting the National Content Standards and Grade-Level Benchmarks

Monitoring of student's progress towards the attainment of learning standards is an essential component of standards-based assessment. It is an evidence-based process that involves the use of data from students' performance assessments to make informed judgements about students' learning and proficiency on the learning standards or their components, identify gaps in students' learning and the causal factors, set clear learning improvement targets, and develop effective evidence-based strategies (including preplanning and reteaching of topics), set clear timeframes, and identify measures for measuring students' progress towards achieving the learning targets.

Teachers should use the teacher guide to help them use data from students' performance assessments to identify individual students' learning weaknesses and develop interventions, in collaboration with each student and his/her parents or guardians, to address the weaknesses and monitor their progress towards meeting the agreed learning goals.

Develop additional Benchmarks

Teachers can develop additional benchmarks using the examples in the teacher guide to meet the learning needs of their students and local communities. However, these benchmarks will not be nationally assessed as these are not comparable. They are not allowed to set their own content standards or manipulate the existing ones. The setting of national content standards is done at the national level to ensure that required learning standards are maintained and monitored to sustain the required level of education quality.

Avoid Standardisation

The implementation of Character and Social Development curriculum must not be standardised. SBC does not mean that the content, lesson objectives, teaching and learning strategies, and assessment are standardised. This is a misconception and any attempt to standardise the components of curriculum without due consideration of the teaching and learning contexts, children's backgrounds and experiences, and different abilities and learning styles of children will be counterproductive. It will hinder students from achieving the expected proficiency standards and hence, high academic standards and the desired level of education quality. That is, they should not be applied across all contexts and with all students, without considering the educational needs and the characteristics of each context. Teachers must use innovative, creative, culturally relevant, and

differentiated teaching and learning approaches to teach the curriculum and enable their students to achieve the national content standards and grade-level benchmarks. And enable all students to experience success in learning the curriculum and achieve high academic standards.

What is provided in the syllabus and teacher guide are not fixed and cannot be changed. Teachers should use the information and examples provide in the syllabus and the teacher to guide them to develop, select, and use grade, context, and learner appropriate content, learning objectives, teaching and learning strategies, and performance assessment and standards. SBC is evidence-based hence decisions about the content, learning outcomes, teaching and learning strategies, students' performance, and learning interventions should be based on evidence. Teaching and learning should be continuously improved and effectively targeted using evidence from students' assessment and other sources.

Plan and address the principle of inclusive 'teaching and learning'

Teachers are obliged to create an inclusive learning environment to include students with special needs and those with physical disabilities to promote learning for all. These special needs may include students who are gifted or disadvantaged physically, emotionally and intellectually. Students may display combination of any of these needs and therefore, the teaching and learning activities must have students with special needs and physical disabilities to participate to their full ability. The different types of special needs in students include;

- physical disabilities
- hearing impairments
- sight-vision impairments
- intellectual disabilities
- speech impairments
- behavioural and emotional disorders.

It is important that the learning activities for Character and Social Development are inclusive and foster the learning needs of all students regardless of their disabilities.

Syllabus and Teacher Guide Links

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students' performance (performance standards).

It expands the content overview and describes how the content standards and their components (essential KSAVs) – can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. It also describes and provides examples of how to evaluate and report on students' attainment of the learning standards, and use evidence from the assessment of students' performance to develop evidence-based interventions to assist students who are making slow progress towards meeting the expected proficiency levels to improve their performance.

Grade 10 Character and Social Development comprises of Grade 10 Syllabus and Grade 10 Teacher Guide. These two documents are closely aligned, complimentary and mutually beneficial. They should be used together to plan lessons, teach relevant content, and assess the levels of students' proficiency. They are essential focal points for teaching and learning the essential Character and Social Development knowledge, skills, values and attitudes.

Syllabus and teacher guide Links	
Syllabus	Teacher Guide
Outlines the ultimate aim and goals, and what to teach and why teach it	Describes how to plan, teach, and assess students' performance
• Overarching and SBC principles • Content overview • Core curriculum • Essential knowledge, skills, values and attitudes • Strands and units • Evidence outcomes • Content standards and grade-level benchmarks • Overview of assessment, evaluation, and reporting	• Determine topics for lesson planning, instruction and assessment • Formulate learning objectives • Plan SBC lesson plans • Select teaching and learning strategies • Implement SBC assessment and evaluation • Implement SBC reporting and monitoring

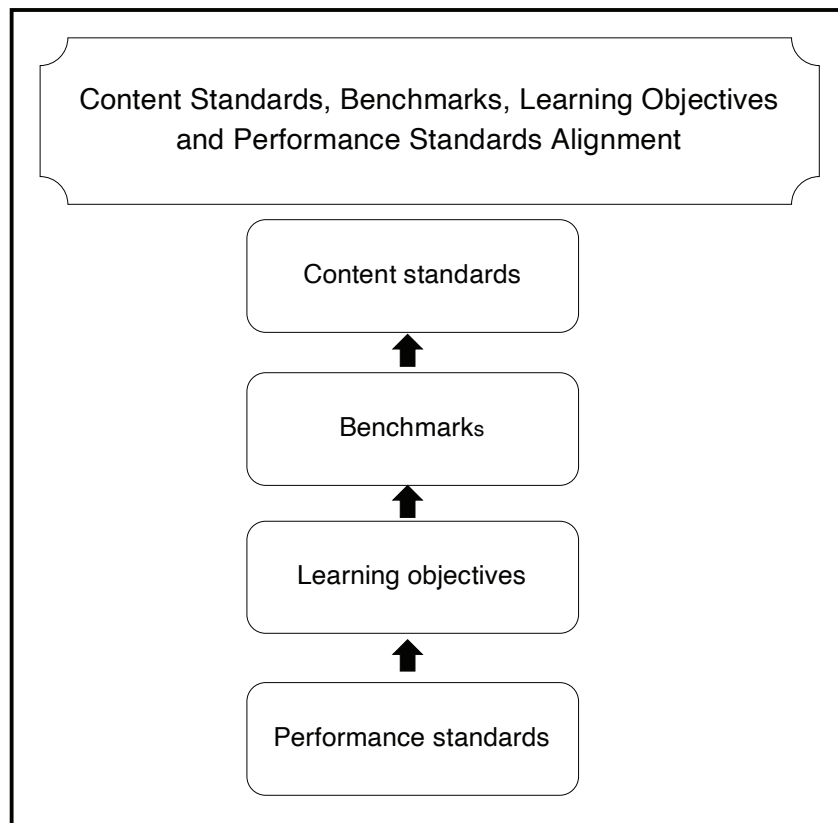
The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved.

This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 10 Character and Social Development content.

Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and for measuring students' attainment of the content standard as well as progress to the next grade of schooling

Learning and performance standards alignment

Content Standards, Benchmarks, learning objectives, and performance standards are very closely linked and aligned. There is a close linear relationship between these standards. Students' performance on a significant aspect of a benchmark (knowledge, skill, value, or attitude) is measured against a set of performance standards or criteria to determine their level of proficiency using performance assessment. Using the evidence from the performance assessment, individual student's proficiency on the aspect of the benchmark assessed and progression towards meeting the benchmark and hence the content standard are then determined.



Effective alignment of these learning standards and all the other components of PNG SBE and SBC (ultimate aim and goals, overarching, SBC and subject-based principles, core curriculum, STEAM, and cognitive, high level, and 21st century skills) is not only critical but is also key to the achievement of high academic standards by all students and the intended level of education quality. It is essential that teachers know and can do standards alignment when planning, teaching, and assessing students' performance so that they can effectively guide their students towards meeting the grade-level benchmarks (grade expectations) and subsequently the content standards (national expectations).

Learning and Performance Standards

Standards-Based Education (SBE) and SBE are underpinned by the notion of quality. Standards define the expected level of education quality that all students should achieve at a particular point in their schooling. Students' progression and achievement of education standard (s) are measured using performance standards or criteria to determine their demonstration or performance on significant aspects of the standards and therefore their levels of proficiency or competency. When they are judged to have attained proficiency on a content standard or benchmark or components of these standards, they are then deemed to have met the standard(s) that is, achieved the intended level of education quality.

Content standards, benchmarks, and learning objectives are called learning standards while performance and proficiency standards (evidence outcomes) can be categorised as performance standards. These standards are used to measure students' performance, proficiency, progression and achievement of the desired level of education quality. Teachers are expected to understand and use these standards for lesson planning, instruction and assessment.

Content Standards

Content standards are evidence-based, rigorous and comparable regionally and globally. They have been formulated to target critical social, economic, political, cultural, environment, and employable skills gaps identified from a situational analysis. They were developed using examples and experiences from other countries and best practice, and contextualized to PNG contexts.

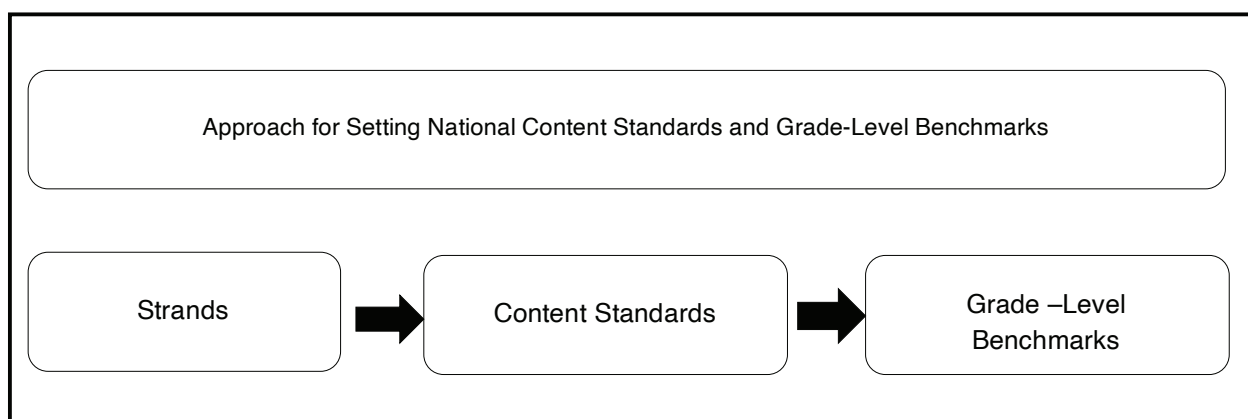
Content standards describe what (content - knowledge, skills, values, and attitudes) all students are expected to know and do (how well students must learn and apply what is set out in the content standards) at each grade-level before proceeding to the next grade. These standards are set at the national level and thus cannot be edited or changed by anyone except the National Subject-Based Standards Councils. Content Standards:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the national level;
- state or describe the expected levels of quality or achievement;
- are clear, measurable and attainable;
- are linked to and aligned with the ultimate aim and goals of SBE and SBC and overarching SBC principles;
- delineate what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide lesson planning, instruction, assessment;
- comprise knowledge, skills, values, and attitudes that are the basis for quality education;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- provides provinces, districts, and schools with a clear focus on how to develop and organise their instruction and assessment programs as well as the content that they will include in their curriculum.

Benchmarks

Benchmarks are derived from the content standards and benchmarked at the grade-level. Benchmarks are specific statements of what students should know (i.e., essential knowledge, skills, values or attitudes) at a specific grade-level or school level. They provide the basis for measuring students' attainment of the content standard as well as progress to the next grade of schooling. Grade-level benchmarks:

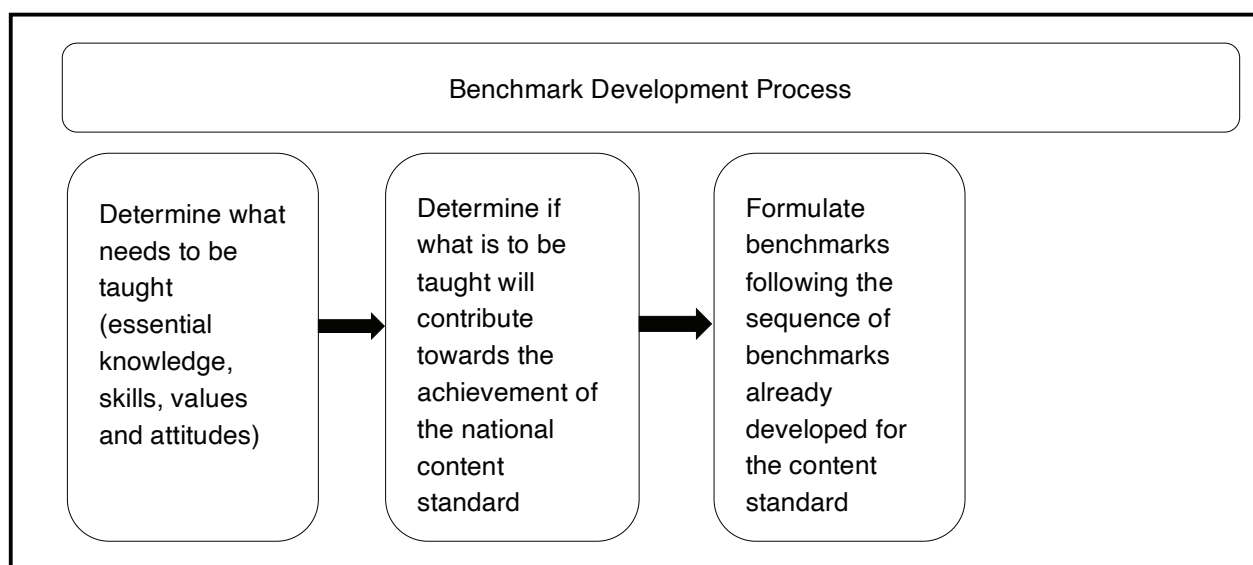
- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate that they are making progress towards attaining the national content standards;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- state clearly what students should do with what they have learned at the end of each school-level;
- enable students' progress towards the attainment of national content standards to be measured, and
- enable PNG students' performance to be compared with the performance of students in other countries.



Development of Additional Benchmarks

Teachers should develop additional benchmarks to meet the learning needs of their students. They should engage their students to learn about local, provincial, national and global issues that have not been catered for in the grade-level benchmarks but are important and can enhance students' understanding and application of the content. However, it is important to note that these benchmarks will not be nationally examined as they are not comparable. Only the benchmarks developed at the national level will be tested. This does not mean that teachers should not develop additional benchmarks. An innovative, reflect, creative and reflexive teacher will continuously reflect on his/her classroom practice and use evidence to provide challenging, relevant, and enjoyable learning opportunities for his/her students to build on the national expectations for

students. Teachers should follow the following process when developing additional grade-level benchmarks.



Learning Objectives

Learning or instructional Objectives are precise statements of educational intent. They are formulated using a significant aspect or a topic derived from the benchmark, and are aligned with the educational goals, content standards, benchmarks, and performance standards. Learning objectives are stated in outcomes language that describes the products or behaviours that will be provided by students. They are stated in terms of a measurable and observable student behaviour.

For example, *students will be able to identify all the main towns of PNG using a map.*

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “**be able to do**” or “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students’ demonstration or performance must be. They are explicit definitions of what students **must do to demonstrate proficiency or competency at a specific level on the content standards.**

Performance standards:

- measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students’ progress towards meeting grade-level benchmarks and content standards

Proficiency Standards

Proficiency standards describe what all students in a particular grade or school level can do at the end of a strand, sub-strand or unit. These standards are sometimes called evidence outcomes because they indicate if students can actually apply or use what they have learnt in real life or similar situations. They are also categorized as benchmarks because that is what all students are expected to do before exiting a grade or are deemed ready for the next grade.

Core Curriculum

A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern work places, higher-education programs and to be productive, responsible, considerate, and harmonious citizens. Common set of learnings are spirally sequenced from prep-grade 12 to deepen the scope and increase the level of difficulty in the learning activities so that what is learned is reinforced at different grade levels.

The core curriculum includes:

- cognitive (thinking) skills (Refer to the syllabus for a list of these skills);
- reasoning, decision-making and problem-solving skills;
- high level thinking skills (Analysis, Synthesis and Evaluation Skills);
- 21st century skills (refer to illustrative list in the Appendix);
- reading, writing and communication Skills (literacy skills);
- STEAM principles and skills;
- essential values and attitudes (Core personal and social values, and sustaining values), and
- spiritual values and virtues

The essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship.

All teachers are expected to include the core learnings in their lesson planning, teaching, and assessment of students in all their lessons. They are expected to foster, promote and model the essential values and attitudes as well as the spiritual values and virtues in their conduct, practice, appearance, their relationships and in their professional and personal lives. In addition, teachers are expected to mentor, mould and shape each student to evolve and possess the qualities envisioned by society.

Core values and attitudes must not be taught in the classroom only; they must also be demonstrated by students in real life or related situations inside and outside of the classroom, at home, and in everyday life. Likewise, they must be promoted, fostered and modelled by the school community and its stakeholders, especially parents. A whole school approach to values and attitudes teaching, promoting and modelling is critical to students and the whole school community internalising the core values and attitudes and making them habitual in their work, and school place, and in everyday life. Be it work values, relationship values, peace values, health values, personal and social values, or religious values, teachers should give equal prominence to all common learnings in their lesson planning, teaching, assessment, and learning interventions. Common learnings must be at the heart of all teaching and extracurricular programs and activities.

Science, Technology, Engineering, Arts and Mathematics (STEAM)

STEAM education is an integrated, multidisciplinary approach to learning that uses science, technology, engineering, arts and mathematics as the basis for inquiring about how STEAM has and continues to change and impact the social, political, economic, cultural and environmental contexts and identifying and solving authentic (real life) natural and physical environment problems by integrating STEAM-based principles, cognitive, high level and 21st century skills and processes, and values and attitudes.

CSD is focused on both goals of STEAM rather than just the goal of problem-solving. This is to ensure that all students are provided opportunities to learn, integrate, and demonstrate proficiency on all essential STEAM principles, processes, skills, values and attitudes to prepare them for careers, higher education and citizenship.

Objectives

Students will be able to:

- i. examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- ii. Investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
- iii. Identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- iv. Identify, analyse and select the best solution to address a problem.
- v. build prototypes or models of solutions to problems.
- vi. replicate a problem solution by building models and explaining how the problem was or could be solved.
- vii. test and reflect on the best solution chosen to solve a problem.
- viii. collaborate with others on a problem and provide a report on the process of problem solving used to solve the problem.
- ix. use skills and processes learnt from lessons to work on and complete STEAM projects.
- x. demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
- xi. explain the significance of values and attitudes in problem-solving.

Content Overview

STEAM is a multidisciplinary and integrated approach to understanding how science, technology, engineering, arts and mathematics shape and are shaped by our material, intellectual, cultural, economic, social, political and environmental contexts. And for teaching students the essential in demand cognitive, high level and 21st century skills, values and attitudes, and empower them to effectively use these skills and predispositions to identify and solve problems relating to the natural and physical environments as well as the impact of STEAM-based solutions on human existence and livelihoods, and on the social, political, economic, cultural, and environmental systems.

STEAM disciplines have and continue to shape the way we perceive knowledge and reality, think and act, our values, attitudes, and behaviors, and the way we relate to each other and the environment. Most of the things we enjoy and consume are developed using STEAM principles, skills, process, concepts and ideas. Things humans used and enjoyed in the past and at present are developed by scientists, technologists, engineers, artists and mathematicians to address particular human needs and wants. Overtime, more needs were identified and more products were developed to meet the ever changing and evolving human needs. What is produced and used is continuously reflected upon, evaluated, redesigned, and improved to make it more advanced, multipurpose, fit for purpose, and targeted towards not only improving the prevailing social, political, economic, cultural and environmental conditions but also to effectively respond to the evolving and changing dynamics of human needs and wants. And, at the same time, solutions to human problems and needs are being investigated and designed to address problems that are yet to be addressed and concurred. This is an evolving and ongoing problem-solving process that integrates cognitive, high level, and 21st century skills, and appropriate values and attitudes.

STEAM is a significant framework and focal point for teaching and guiding students to learn, master and use a broad range of skills and processes required to meet the skills demands of PNG and the 21st century. The skills that students will learn will reflect the demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. These skills include cognitive (critical, synthetic, creative, reasoning, decision-making, and problem-solving) skills, high level (analysis, synthesis and evaluation) skills and 21st century skills (see Appendix 2). Knowledge-based, information, and technology driven economies require knowledge workers, not technicians. Knowledge workers are lifelong learners, are problem solvers, innovators, creators, critical and creative thinkers, reflective practitioners, researchers (knowledge producers rather than knowledge consumers), solutions seekers, outcomes oriented, evidence-based decision makers, and enablers of improved and better outcomes for all.

STEAM focuses on the skills and processes of problem solving. These skills and processes are at the heart of the STEAM movement and approach to not only problem solving and providing evidence-based solutions but also the development and use of other essential cognitive, high level and 21st century skills. These skills are intertwined and used simultaneously to gain a broader understanding of the problems to enable creative, innovative, contextually relevant, and best solutions to be developed and implemented to solve the problems and attain the desired outcomes. It is assumed that by teaching students STEAM-based problem-solving skills and providing learning opportunities inside and outside the classroom will motivate more of them to pursue careers and academic programs in STEAM related fields thus, closing the skills gaps and

providing a pool of cadre of workers required by technology, engineering, science, and mathematics-oriented industries.

Although, STEAM focuses on the development and application of skills in authentic (real life) contexts, for example the use of problem-solving skills to identify and solve problems relating to the natural and physical worlds, it does not take into account the significant influence values and attitudes have on the entire process of problem solving. Values and attitudes are intertwined with knowledge and skills. Knowledge, skills, values and attitudes are inseparable. Decisions about skills and processes of skills development and application are influenced by values and attitudes (mindset) that people hold. In the same light, the use of STEAM principles, processes and skills to solve problems in order to achieve the outcomes envisaged by society are influenced by values and the mindset of those who have identified and investigated the problem as well as those who are affected by the problem and will benefit from the outcome.

STEAM Problem-Solving Methods and Approaches

Problem-solving involves the use of problem-solving methods and processes to identify and define a problem, gather information to understand its causes, draw conclusions, and use the evidence to design and implement solutions to address it. Even though there are many different problem-solving methods and approaches, they share some of the steps of problem-solving, for example:

1. identifying the problem;
2. understanding the problem by collecting data;
3. analyse and interpret the data;
4. draw conclusions;
5. use data to consider possible solutions;
6. select the best solution;
7. test the effectiveness of the solution by trialling and evaluating it, and
8. review and improve the solution.

STEAM problem solving processes go from simple and technical to advance and knowledge-based processes. However, regardless of the type of process used, students should be provided opportunities to learn the essential principles and processes of problem solving and, more significantly, to design and create a product that addressed a real problem and meets a human need.

The following are some of the STEAM problem solving processes.

Engineering and Technology Problem Solving Methods and Approaches

Engineering and technology problem-solving methods are used to identify and solve problems relating to the physical world using the design process. The following are some of the methods and approaches used to solve engineering and technology related problems.

Parts Substitution

Most basic of the problem-solving methods. It simply requires the parts to be substituted until the problem is solved.

Diagnostics

After identifying a problem, the technician would run tests to pinpoint the fault. The test results would be used either as a guide for further testing or for replacement of a part, which also need to be tested. This process continues until the solution is found and the device is operating properly.

Troubleshooting

Troubleshooting is a form of problem solving, often applied to repair failed products or processes.

Reverse Engineering

Reverse engineering is the process of discovering the technological principles underlying the design of a device by taking the device apart, or carefully tracing its workings or its circuitry. It is useful when students are attempting to build something for which they have no formal drawings or schematics.

Divide and Conquer

Divide and conquer is the technique of breaking down a problem into sub-problems, then breaking the sub-problems down even further until each of them is simple enough to be solved. Divide and conquer may be applied to all groups of students to tackle sub-problems of a larger problem, or when a problem is so large that its solution cannot be visualised without breaking it down into smaller components.

Extreme Cases

Considering “extreme cases” – envisioning the problem in a greatly exaggerated or greatly simplified form, or testing using extreme condition – can often help to pinpoint a problem. An example of the extreme-case method is purposely inputting an extremely high number to test a computer program.

Trial and Error

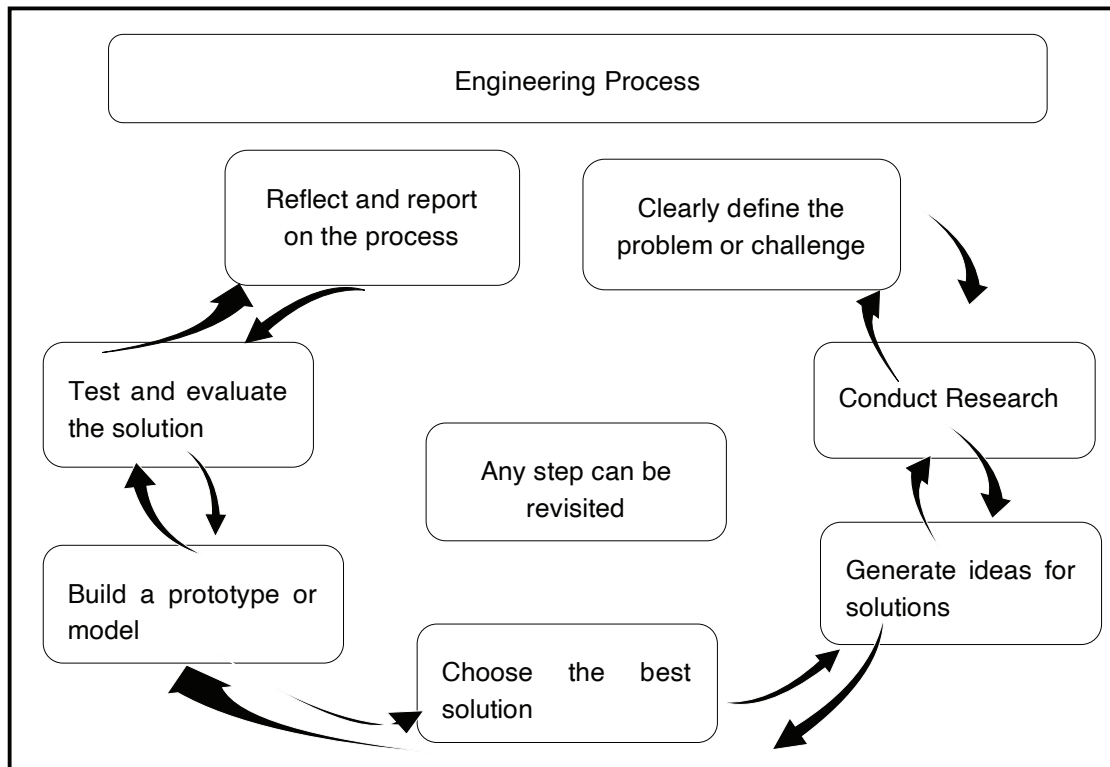
The trial and error method involve trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

Engineering Design Process

Technological fields use the engineering design process to identify and define the problem or challenge, investigate the problem, collect and analyse data, and use the data to formulate potential solutions to the problem, analyse each of the solutions in terms of its strengths and weaknesses, and choose the best solution to solve the problem. It is an open-ended problem-solving process that involves the full planning and development of products or services to meet identified needs. It involves a sequence of steps such as the following:

1. Analyse the context and background, and clearly define the problem.
2. Conduct research to determine design criteria, financial or other constraints, and availability of materials.
3. Generate ideas for potential solutions, using processes such as brainstorming and sketching.
4. Choose the best solution.
5. Build a prototype or model.

6. Test and evaluate the solution.
7. Repeat steps as necessary to modify the design or correct faults.
8. Reflect and report on the process.

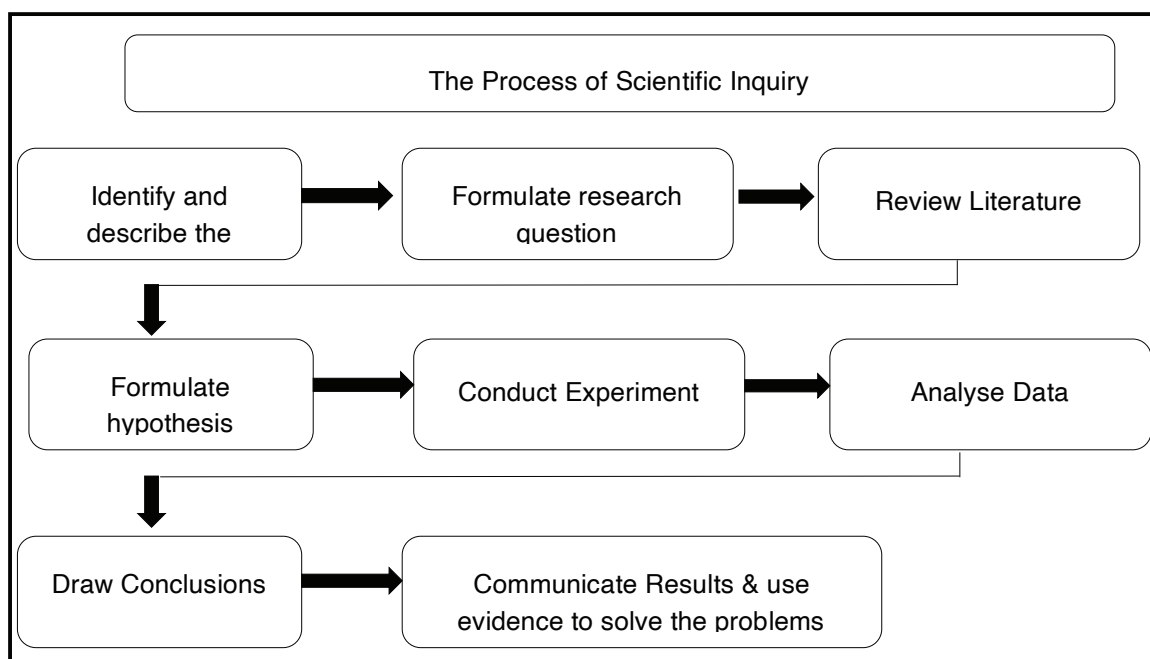


The Scientific Method and Approach to Problem-Solving

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems relating to the natural world. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

1. Observation
2. Communication
3. Classification
4. Measurement
5. Inference
6. Prediction

These processes are at the heart of the scientific inquiry and problem-solving process.



The above steps should be taught and demonstrated by students separately and jointly before they implement the inquiry process. Students should be guided through every step of the process so that they can explain it and its importance, and use the steps and the whole process proficiently to identify, investigate and solve problems. A brief explanation and examples of each step are provided below to help teachers plan and teach each step. Students should be provided with opportunities to practice and reflect on each step until they demonstrate the expected level of proficiency before moving on to the next one.

Step 1: Identify and describe the problem

Problems are identified mainly from observations and the use of the five senses – smell, sight, sound, touch and taste. Students should be guided and provided opportunities to identify natural and physical environment problems using their five senses and describe what the problem is and its likely causes.

Example: Observation

When I turn on a flashlight using the on/off switch, light comes out of one end.

Step 2: Formulate research question

After the problem is identified and described, the question to be answered is then formulated. This question will guide the scientist in conducting research and experiments.

Example: Question

What makes light comes out of a flash light when I turn it on?

Step 3: Review literature

It is more likely that the research problem and question have already been investigated and reported by someone. Therefore, after asking the question, the scientist spends some time reading and reviewing papers and books on past research and discussions to learn more about the

problem and the question ask to prepare him/her for his/her own research. Conducting literature review helps the scientist to better understand his/her research problem, refine the research question and decide on experiment/research approach before the experiment is conducted.

Example: Literature review

The scientist may look in the flashlight's instruction manual for tips or conduct online search on how flashlights work using the manufacturer's or relevant websites. Scientist may even analyse information and past experiments or discoveries regarding the relationship between energy and light.

Step 4: Formulate hypothesis

With a question in mind, the researcher decides on what he/she wants to test (The question may have changed as a result of the literature review). The research will clearly state what he/she wants to find out by carrying out the experiment. He/She will make an educated guess that could answer the question or explain the problem. This statement is called a **hypothesis**. A hypothesis guides the experiment and must be testable.

Example: Hypothesis

The batteries inside a flashlight give it energy to produce light when the flashlight is turned on.

Step 5: Conduct experiment

This step involves the design and conduct of experiment to test the hypothesis. Remember, a hypothesis is only an educated guess (a possible explanation), so it cannot be considered valid until an experiment verifies that it is valid.

Example: Experimental Procedure

1. Remove the batteries from the flashlight, and try to turn it on using the on/off switch.

Result: The flashlight does not produce light

2. Reinsert the batteries into the flashlight, and try to turn it on using the on/off switch.

Result: The flashlight does produce light.

3. Write down these results

In general, it is important to design an experiment to measure only one thing at a time. This way, the researcher knows that his/her results are directly related to the one thing he/she changed. If the experiment is not designed carefully, results may be confusing and will not tell the researcher anything about his/her hypothesis.

Researchers collect data while carryout their experiments. Data are pieces of information collected before, during, or after an experiment. To collect data, researchers read the measuring instruments carefully. Researchers record their data in notebooks, journals, or on a computer.

Step 6: Analyse data

Once the experiment is completed, the data is then analysed to determine the results. In addition, performing the experiment multiple times can be helpful in determining the credibility of the data.

Example: Analysis

1. Record the results of the experiment in a table.
2. Review the results that have been written down.

Step 7: Draw conclusions

If the hypothesis was testable and the experiment provided clear data, scientist can make a statement telling whether or not the hypothesis was correct. This statement is known as a conclusion. Conclusions must always be backed up by data. Therefore, scientists rely heavily on data so they can make an accurate conclusion.

If the data support the hypothesis, then the hypothesis is considered correct or valid. However, if the data do not support the hypothesis, the hypothesis is considered incorrect or invalid.

Example: Valid Hypothesis

The flashlight did not produce light without batteries. The flashlight did produce light when batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is valid, given that no changes are made to the flashlight during the experiment.

Example: Invalid Hypothesis

The flashlight did NOT produce light when the batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is invalid. In this case, the hypothesis would have to be modified to say something like, “The batteries inside a flashlight give it energy to produce light when the batteries are in the correct order and when the flashlight is turned on.” Then, another experiment would be conducted to test the new hypothesis.

An invalid hypothesis is not a bad thing! Scientists learn something from both valid and invalid hypotheses. If a hypothesis is invalid, it must be rejected or modified. This gives scientists an opportunity to look at the initial observation in a new way. They may start over with a new hypothesis and conduct a new experiment. Doing so is simply the process of scientific inquiry and learning.

Step 8: Communicate findings

Scientists generally tell others what they have learned. Communication is a very important component of scientific progress and problem solving. It gives other people a chance to learn more and improve their own thinking and experiments. Many scientists’ greatest breakthroughs would not have been possible without published communication or results from previous experimentation.

Every experiment yields new findings and conclusions. By documenting both the successes and failures of scientific inquiry in journals, speeches, or other documents, scientists are contributing information that will serve as a basis for future research and for solving problems relating to both the natural and physical worlds. Therefore, communication of investigative findings is an important step in future scientific discovery and in solving social, political, economic, cultural, and environmental problems.

Example: Communication of findings

Write your findings in a report or an article and share it with others, or present your findings to a group of people. Your work may guide someone else’s research on creating alternative energy sources to generate light, additional uses for battery power, etc.

Artistic Design

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

The equipping and enabling of students to become proficient in a broad range of STEAM skills, processes and predispositions can also lead to the attainment of many other societal goals, including national and global development goals and aspirations. These goals include:

- sustainability goals;
- peaceful related goals;
- work related goals;
- academic goals;
- relationship goals;
- health goals;
- adoption and internalisation of values and attitudes accepted by society, and
- improved social, political, economic outcomes.

Even though the original purpose and the drive of STEAM was to develop a pathway to engage students in learning about, experiencing, and applying STEAM skills in real life situations to motivate and hopefully get them to pursue careers in STEAM related fields and undertake STEAM related higher education programs to meet the demand for STEAM workers, STEAM education can also be used to teach and engage students to study more broadly the impact of STEAM on the social, economic, political, intellectual, cultural and environmental contexts. This line of inquiry is more enriching, exciting, empowering and transformative.

STEAM-Based Lesson Planning

Effective STEAM lesson planning is the key to achievement of expected STEAM outcomes. STEAM skills can be planned and taught using separate STEAM-based lesson plans or integrated into the standards-based lesson plans. To effectively do this, teachers should know how to write effective standards and STEAM-based lesson plans.

Developing STEAM-Based Lesson Plans

Teachers should use this to guide them to integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

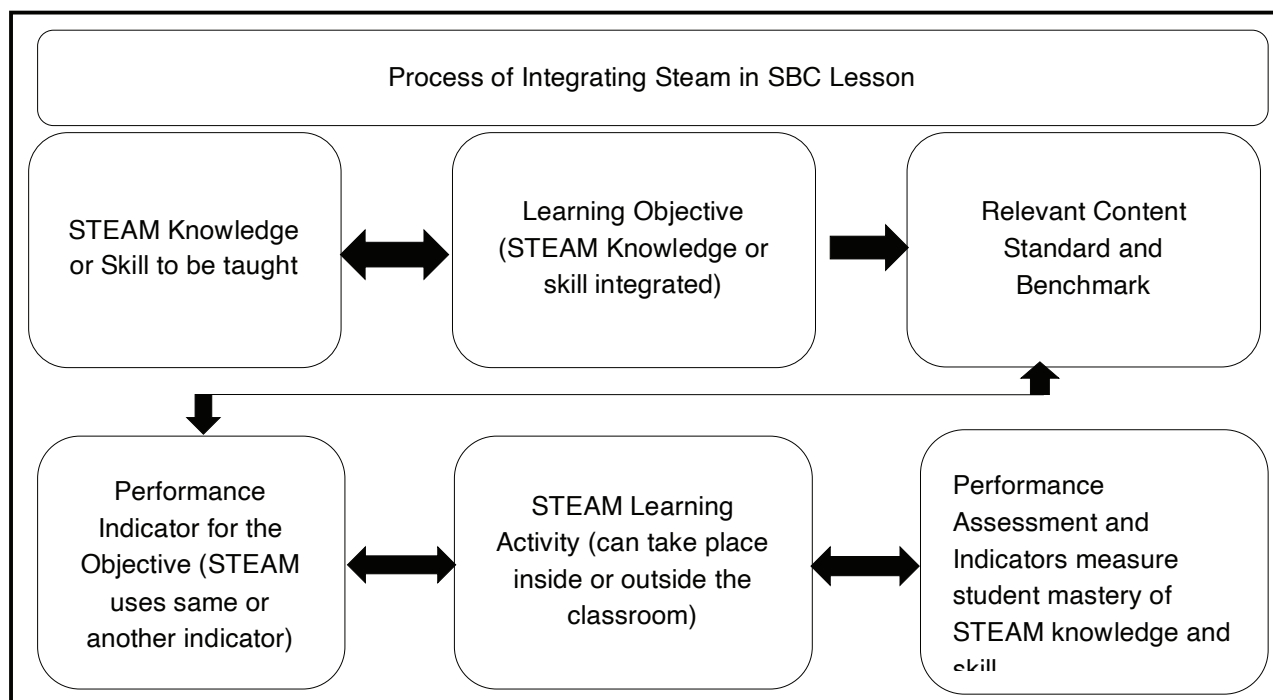
Integration of STEAM problem-solving skills into standards-based lesson plans

Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and assessment strategies into standards-based lesson plans is essential for achieving the desired STEAM learning outcomes. When integrating STEAM problem-solving skills into the standards-based lesson plans, teachers should ensure that these skills are not only effectively aligned to the learning objective and performance standards, they must also be effectively taught and assessed.

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21st century skills, is provided in the Grade 10 syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the Grade 10 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

Process for integrating STEAM principles and problem-solving skills into standards-based lessons



Teachers should follow the following steps when integrating STEAM problem-solving principles and skills into their standards-based lesson plans.

- Step 1:** Identify the STEAM knowledge or skill to be taught (From the table of KSVAs for each content standard and benchmark). This could already be captured in the learning objective stated in the standards-based lesson plan.
- Step 2:** Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) **if** this is different from the one already stated in the lesson plan.
- Step 3:** Develop student learning activity (An activity that will provide students the opportunity to apply the STEAM knowledge or skill specified by the learning objective and appropriate statement of the standards). Activity can take place inside or outside of the classroom, and during or after school hours.
- Step 4:** Develop and use performance descriptors (standards or indicators) to analyse students' STEAM related behaviours and products (results or outcomes), which provide evidence

that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator(s) of the standard(s).

STEAM Teaching Strategies

STEAM education takes place in both formal and informal classroom settings. It takes place during and after school hours. It is a continuous process of inquiry, data analysis, making decisions about interventions, and implementing and monitoring interventions for improvements.

There are a variety of STEAM teaching strategies. However, teaching strategies selected must enable teachers to guide students to use the engineering and artistic design processes to identify and solve natural and physical environment problems by designing prototypes and testing and refining them to effectively mitigate the problems identified. The following are some of the strategies that could be used to utilise the STEAM approach to solve problems and coming up with technological solutions.

1. Inquiry-Based Learning
2. Problem-Based Learning
3. Project-based learning
4. Collaborative Learning

Collaborative learning involves individuals from different STEAM disciplines and expertise in a variety of STEAM problem solving approaches working together and sharing their expertise and experiences to inquire into and solve a problem.

Teachers should plan to provide students opportunities to work in collaboration and partnership with experts and practitioners engaged in STEAM related careers or disciplines to learn first-hand about how STEAM related skills, processes, concepts, and ideas are applied in real life to solve problems created by natural and physical environments. Collaborative learning experiences can be provided after school or during school holidays to enable students to work with STEAM experts and practitioners to inquiry and solve problems by developing creative, innovative and sustainable solutions. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path.

Developing STEAM partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations can enhance students' learning and application of STEAM problem solving principles and skills.

1. Participatory Learning
2. Group-Based Learning
3. Task Oriented Learning
4. Action Learning
5. Experiential Learning
6. Modelling
7. Simulation

STEAM Learning Strategies

Teachers should include in their lesson plans STEAM learning activities. These activities should be aligned to principle or a skill planned for students to learn and demonstrate proficiency on at the end of the lesson. To expose students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.

STEAM-Based Assessment

STEAM-based assessment is closely linked to standards-based assessment where assessment is used to assess students' level of competency or proficiency of a specific knowledge, skill, value, or attitude taught using a set of performance standards (indicators or descriptors). The link also includes the main components such as the purpose, the assessment principles and assessment strategies and tools.

In STEAM-based assessment, assessments are designed for what students should know and be able to do. In STEAM learning, students are assessed in a variety of ways including portfolios, project/problem-based assessments, backwards design, authentic assessments, or other student-centred approaches.

When planning and designing the assessment, teachers should consider the authenticity of the assessment by designing an assessment that relates to a real world task or discipline specific attributes (such as simulation, role play, placement assessment, live projects, debates) which should make the activity meaningful to the students, and therefore be motivating as well as developing employability skills and discipline specific attributes.

Effective STEAM-Based Assessment strategies

The following sections describe six assessment tools and strategies shown to impact teaching and learning as well as help teachers foster a 21st century learning environment in their classrooms:

1. Rubrics
2. Performance-Based Assessments (PBAs)
3. Portfolios
4. Student self-assessment
5. Peer-assessment
6. Student Response Systems (SRS).

Although the list does not include all innovative assessment strategies, it includes what we think are the most common strategies, and ones that may be particularly relevant to the educational context of developing countries in this 21st century. Many of the assessment strategies currently in use fit under one or more of the categories discussed. Furthermore, it is important to note that these strategies also connect in a variety of ways.

1. Rubrics

Rubrics are both a tool to measure students' knowledge and ability as well as an assessment strategy. A rubric allows teachers to measure certain skills and abilities not measurable by standardized testing systems that assess discrete knowledge at a fixed moment in time. Rubrics are also frequently used as part of other assessment strategies (portfolios, performances, projects, peer-review and self-assessment). They will be discussed in those sections as well.

2. Performance-Based Assessments

Performance-Based Assessments (PBA), also known as project-based or authentic assessments, are generally used as a summative evaluation strategy to capture not only what students know about a topic, but if they have the skills to apply that knowledge in a "real-world" situation. By asking them to create an end product, PBA pushes students to synthesize their knowledge and apply their skills to a potentially unfamiliar set of circumstances that is likely to occur beyond the confines of a controlled classroom setting.

The implementation of performance-based assessment strategies can also impact other instructional strategies in the classroom.

3. Portfolio Assessment

Portfolios are a collection of student work gathered over time that is primarily used as a summative evaluation method. The most salient characteristic of the portfolio assessment is that rather than being a snapshot of a student's knowledge at one point in time (like a single standardized test), it highlights student effort, development, and achievement over a period of time; portfolios measure a student's ability to apply knowledge rather than simply regurgitate. They are considered both student-centred and authentic assessments of learning.

4. Self-assessment

While the previous assessment tools and strategies listed in this teacher guide generally function as summative approaches, self-assessment is generally viewed as a formative strategy, rather than one used to determine a student's final grade. Its main purpose is for students to identify their own strengths and weaknesses and to work to make improvements to meet specific criteria. Self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. In this way, self-assessment aligns well with standards-based education because it provides clear targets and specific criteria against which students or teachers can measure learning.

Self-assessment is used to promote self-regulation, to help students reflect on their progress and to inform revisions and improvements on a project or paper. In order for self-assessment to be truly effective four conditions must be in place: the self-assessment criteria is negotiated between teachers and students, students are taught how to apply the criteria, students receive feedback on their self-assessments and teachers help students use assessment data to develop an action plan.

5. Peer Assessment

Peer assessment, much like self-assessment, is a formative assessment strategy that gives students a key role in evaluating learning. Peer assessment approaches can vary greatly but, essentially, it is a process for learners to consider and give feedback to other learners about the quality or value of their work. Peer assessments can be used for a variety of products like papers, presentations, projects, or other skilled behaviours. Peer assessment is understood as more than

only a grading procedure and is also envisioned as teaching strategy since engaging in the process develops both the assessor and assessee's skills and knowledge.

The primary goal for using peer assessment is to provide feedback to learners. This strategy may be particularly relevant in classrooms with many students per teacher since student time will be more plentiful than teacher time. Although any single student's feedback may not be rich or in-depth as teacher's feedback, the research suggests that peer assessment can improve learning.

6. Student Response System

Student Response System (SRS), also known as Classroom Response System (CRS) or Audience Response System (ARS) is a general term that refers to a variety of technology-based formative assessment tools that can be used to gather student-level data instantly in the classroom through the combination of hardware, (voice recorders, PC, internet connection, projector and screen) and software.

Teachers can ask students a wide range of questions (both closed and open ended), where students can respond quickly and anonymously, and the teacher can display the data immediately on graphs. The use of technology also includes a use of video which examines how a range of strategies can be used to assess students' understanding.

The value of SRS comes from teachers analysing information quickly and then devising real-time instructional solutions to maximise student learning. This includes a suggested approach to help teachers and trainers assess learning.

Curriculum Integration

What is Curriculum Integration?

Curriculum integration is making connections in learning across the curriculum. The ultimate aim of curriculum integration is to act as a bridge to increase students' achievement and engage in relevant curriculum (Susan M. Drake and Rebecca C. Burns 2008).

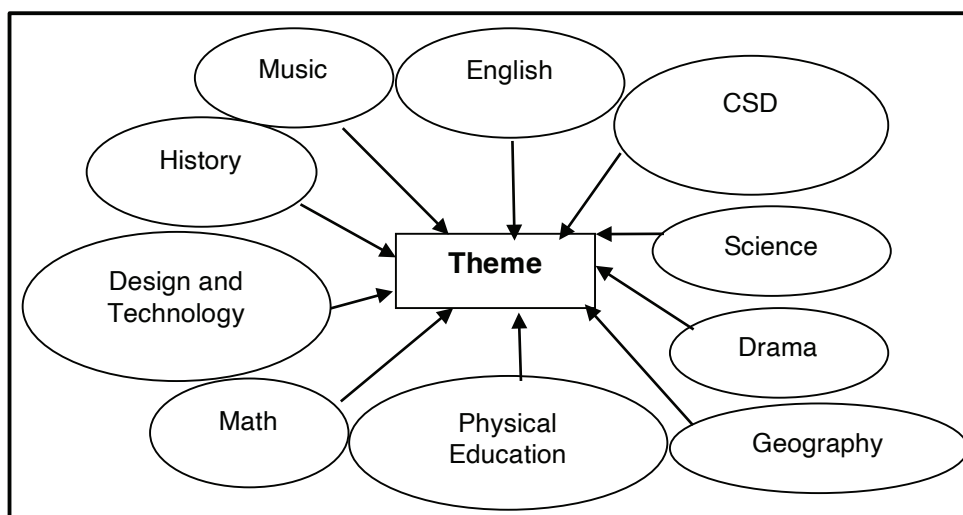
Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration in PNG SBC will have to equip students with the essential knowledge, skills, values and attitudes that are deemed 21st century.

There are three approaches that PNG SBC will engage to foster conducive learning for all its children whereby they all can demonstrate proficiency at any point of exit. Adapting these approaches will have an immense impact on the lives of these children thus they can be able to see themselves as catalyst of change for a competitive PNG. Not only that but they will be comparable to the world standards and as global citizens.

Engaging these three approaches in our curriculum will surely sharpen the knowledge and ability of each child who will foresee themselves as assets through their achievements and thus contribute meaningfully to their country. They themselves are the agents of change. Integrated learning will bear forth a generation of knowledge based populace who can solve problems and make proper decisions based on evidence. Thus, PNG can achieve its goals like the Medium Term Development Goals (MTDG) and aims such as the Vision 2050 for a happy, healthy and wealthy society whereby, all its citizens should have access to and fair distribution to income, shelter, health, education and general goods and services thus improving the general standard of living for PNG in the long run.

1. Multidisciplinary approach

In this approach, learning involves a theme or concept that will be taught right across all subject areas of study by students. That is, content of a particular theme will be taught right across all subjects as shown in the diagram below. For instance, if the theme is global warming, subject areas create lessons or assessment as per their subjects around this theme. CSD will address this issue and Science and all other subject will do likewise.

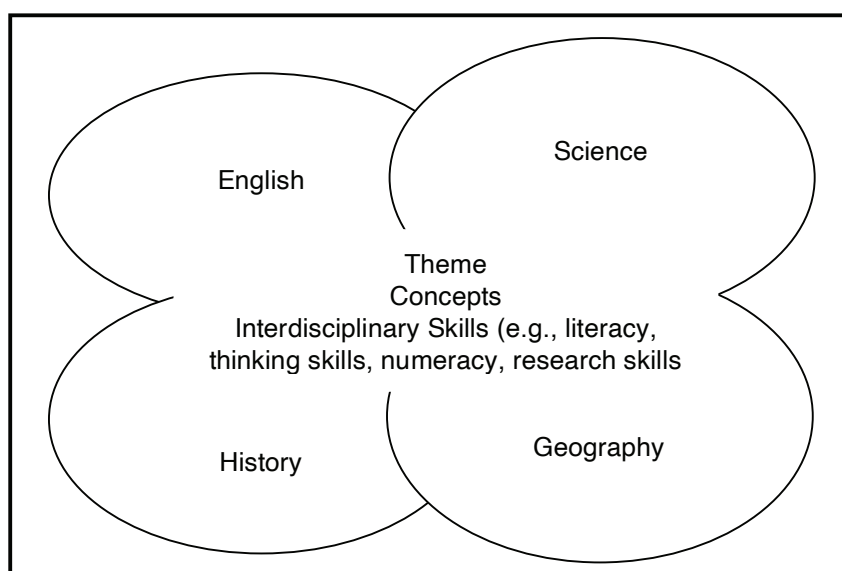


2. Interdisciplinary approach

This approach addresses learning similarly to the multidisciplinary approach of integrated learning whereby learning takes place within the subject area. However, it is termed interdisciplinary in that the core curriculum of learning is interwoven into each subject under study by the students. For instance; in Social Science geography strand, students write essay on internal migration however, apart from addressing the issues of this topic, they are to apply the skill of writing text types in their essay, such as; argumentative, informative, explanatory, descriptive, expository and narrative essay. They must be able to capture the mechanics of English skills such as grammar, punctuation and so forth.

Though these skills are studied under English, they are considered as core skills that cut across all subjects. For example; if Science students were to write about human development in biology, then the application of writing skills has to be captured by the students in their writing. It is not seen as an English skill but a standard essential skill all students must know and do regardless.

Therefore, essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship in this learning.



3. Intra-disciplinary approach

This approach involves teachers integrating sub disciplines within a subject area. For instance, within the subject Social Science, the strands (disciplines) of geography, environment, history and political science will all be captured studying a particular content for Social Science. For example, under global warming, students will study the geographical aspects of global warming, environmental aspect of global warming and likewise for history, political science and economics. Thus, children are well aware of the issues surrounding global warming and can address it confidently at each level of learning.

4. Trans-disciplinary approach

In this approach, learning goes beyond the subject area of study. Learning is organised around students' questions and concerns. That is, where there is a need for change to improve lives, students develop their own curriculum to effect this need.

The trans-disciplinary approach addresses real-life situations thus giving the opportunity to students to attain real life skills. This learning approach is more to do with Project-Based Learning which is also referred to as problem-based learning or place-based learning.

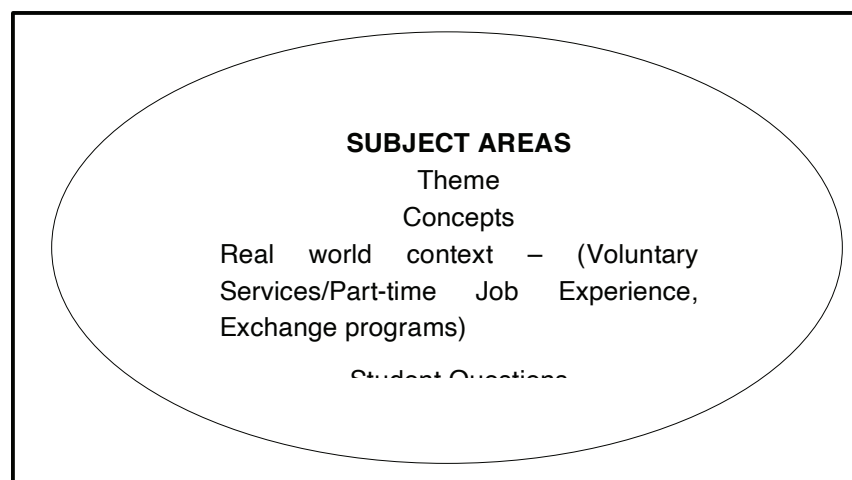
The three steps to planning project based curriculum (Chard 1998).

1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources
2. The teacher finds out what the students already know and helps them generate questions to explore. The teacher also provides resources for students and opportunities to work in the field.
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

For instance; students may come up with slogans for school programs such as 'Our culture – clean city for a healthier PNG'. The main aim could be to curb betel nut chewing in public areas especially around bus stops and local markets. Here, students draw up their own instructions and criteria for assessment which is; they have to clean the nearest bus stop or local market once a week throughout the year. They also design and create posters to educate the general public as their program continues. They can also involve the town council and media to assist them especially to carry out awareness. Studies (Susan M. Drake and Rebecca C. Burns 2008) have proven that Project based-programs have led to the following:

- Students go far beyond the minimum effort
- Make connections among different subject areas to answer open-ended questions
- Retain what they have learnt
- Apply learning to real-life problems
- Have fewer discipline problems
- Lower absenteeism (Curtis, 2002)

These integrated learning approaches will demand for teaches to be proactive in order to improve students learning and achievements. In order for PNG Standards-Based Curriculum to serve its purpose fully, these three main approaches must be engaged for better learning for the children of Papua New Guinea now and in the future.



Essential Knowledge, Skills, Values and Attitudes

Students' level of proficiency and progression towards the attainment of content standards will depend on their mastery and application of essential knowledge, skills, values, and attitudes in real life or related situations. Provided here are examples of different types of knowledge, processes, skills, values, and attitudes that all students are expected to learn and master as they progress through the grades. These are expanded and deepen in scope and the level of difficulty and complexity are increased to enable students to study in-depth the subject content as they progress from one grade to the next.

These knowledge, skills, values and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan and teach these essential knowledge, skills, values and attitudes in their lessons, and assess students' performance and proficiency, and progression towards the attainment of content standards.

The following are the types of skills, values and attitudes valued as essential life tenets that all students must learn and master through studying this subject. These skills cut across all other learning areas as well. Student's demonstrations of these skills show their study of these essential skills, values and attitudes is progressive and will surely increase in their next level of learning. It is the ultimate aim of this subject to produce citizens that are of sound mind and who can uphold good values or beliefs and attitudes that will change PNG in the near future.

Life Skills

Self-Management

- Self-monitoring
- Self-control
- Stress management
- Persistence
- Emotion-focused coping
- Self-reward

Problem Solving and Decision Making

- Problem recognition
- Feelings awareness
- Perspective taking
- Realistic and adaptive goal setting
- Awareness of adaptive response strategies
- Alternative solution thinking
- Consequential thinking
- Decision making
- Planning
- Behavioural enactment

Communication

- Understanding nonverbal communication
- Sending messages

- Receiving messages
- Matching communication to the situation

Attitudes and Values

About Self

- Self-respect
- Feeling capable
- Honesty
- Sense of responsibility
- Willingness to grow
- Self-acceptance

About Others

- Awareness of social norms and values—peer, family, community, and society
- Accepting individual differences
- Respecting human dignity
- Having concern or compassion for others
- Valuing cooperation with others
- Motivation to solve interpersonal problems
- Motivation to contribute

About Tasks

- Willingness to work hard
- Motivation to solve practical problems
- Motivation to solve academic problems
- Recognition of the importance of education
- Respect for property

Source: Weissberg, R.P., A.S. Jackson, and T.P. Shriver. (1993). "Promoting Positive Social Development and Health Practices in Young Urban Adolescents." In *Social Decision Making and Life Skills Development: Guidelines for Middle School Educators*, edited by M.J. Elias, pp. 45–77. Gaithersburg, Md.: Aspen Publications.

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Teaching and Learning Strategies

Character and Social Development emphasises and embraces the use of cognitive, reasoning, decision-making, problem solving and higher-level thinking skills to teach to enhance students' understanding of inter-disciplinary concepts and issues in relation to environment, geography, history, politics and economic within PNG and globally. It aims to provide a meaningful pedagogical framework for teaching and learning essential and in-demand knowledge, skills, values, and attitudes that are required for the preparation of students for careers, higher education and citizenship in the 21st century.

Students must be prepared to gather and understand information, analyse issues critically, learn independently or collaboratively, organise and communicate information, draw and justify conclusions, create new knowledge, and act ethically.

These teaching and learning strategies will help teachers to;

1. familiarize themselves with different methods of teaching in the classroom
2. develop an understanding of the role of a teacher for application of various methods in the classroom

Successful teachers always keep in view that teaching must “be dynamic, challenging and in accordance with the learner’s comprehension. He/she does not depend on any single method for making his/her teaching interesting, inspirational and effective”.

Find in the appendices the different teaching and learning strategies.

These strategies;

- make learning more engaging
- make learning more effective
- make learning fun
- encourage higher motivational level
- improve attention spans
- develop higher order thinking and reflective skills
- improve communication skills
- develop the spirit of teamwork /collaboration
- develop leadership skills and qualities and
- encourage discovery learning.

Therefore, teachers are encouraged to utilise the suggested strategies as well as others.

Strands, Units and Topics

This section of the teacher guide contains the Character and Social Development content to be taught in grade 10. It consists of;

- strands
- units
- topics

Character and Social Development is organized into two main strands – Values and Character Development and Social Development. These strands embed the content that students are expected to learn and master at each grade and school level.

The table below outlines the strands, units and topics in the study of Character and Social Development in an academic year. This should guide teachers to plan and teach Character and Social Development in a school year.

Strands	Terms	Units	Topics
Values and Character Development	Term One (1)	Values and Character Formation	10.1.1.1: Promotion of Core Values in Schools 10.1.1.2: Purpose of Promoting Core Values in Schools 10.1.1.3: Purpose of Promoting Core Values in the Community 10.1.1.4: Case Study: Prompting Core Values of the Community through Sports 10.1.1.5: Comparison of Core Values Fostered at Home, School and the Community
			10.1.2.1: Ethical Reasoning 10.1.2.2: Why set consistent Behaviour Expectations for Students? 10.1.2.3: Impacts of Adapting Negative Values 10.1.2.4: Values Promoted by Well-known Leaders and Bible Characters 10.1.2.5: Impact of Emulating Positive Character Influencers, Great Leaders, and Biblical Characters
			10.1.3.1: Reasons for Developing and Fostering Healthy and Caring Relationships amongst Citizens 10.1.3.2: Reasons for Developing Unhealthy and Hurtful Relationships 10.1.3.3: Challenges of Developing and Fostering Healthy Carrying Relationships between different Cultural and Ethnic Groups 10.1.3.4: Case Study: Gender-Based Violence (GBV)
			10.1.4.1: Importance of Mutual Respect and Interdependence in Building and Fostering a Safe and Supportive National Culture 10.1.4.2: Roles and Values of Compassion, Kindness and Generosity in Fostering Mutual Respect and Interdependence 10.1.4.3: Developing Strategies to Addresses Values of Compassion, Kindness and Generosity 10.1.4.4: Impacts of Practicing the Values of Mutual Respect and Interdependence Nationally

	Term Two (2)	Responsible Decision-Making	10.1.5.1: Assessing Lessons Learnt from Mistakes through Decision-Making: Community Level 10.1.5.2: How to Develop Responsible Decision-Making Skills to Achieve a Safer Environment: A Safe Community 10.1.5.3: Use of Evidence, Arguments, Claims and Beliefs to make Decisions 10.1.6.1: Strategies used to Organise Time and Materials to complete Family Activities on Schedules 10.1.6.2: Possible Obstacles in completing Family Task on Schedule 10.1.6.3: Processes and Strategies to Organise Time and Prioritise Family Schedules 10.1.6.4: Advocate for Family needs in Accomplishing Goals 10.1.7.1: Purpose and Impact of School Activities, Policies And Routines 10.1.7.2: Importance of Personal Roles and Responsibilities in the Overall School Climate
	Term Two (2)	Problem-Solving and Conflict Management	10.1.8.1: Community Problems: Increase in the Consumption of Homebrew by Youths 10.1.8.2: Increase in the Consumption of Homebrew by Youths: Perspective of Others 10.1.8.3: Desired Outcomes of Solving the Problem of Rise in Homebrew Consumption by Youths 10.1.8.4: Creative problem Solving Techniques to solve Homebrew Problems caused by Youths 10.1.8.5: Using Problem Solving Skills to Solve Rise in Homebrew Consumption by Youths 10.1.8.6: Implementing and Monitoring Solutions for Rise in Consumption Of Homebrew by Youths 10.1.8.7: How to Reflect on the Solutions of Problems such as Rise in Consumption of Homebrew by Youths 10.1.9.1: Impacts of Bullying Behaviour on Personal Experiences Beyond High School and in the Workforce 10.1.9.2: Strategies for Effectively Dealing with Bullying Interventions and Reporting 10.1.9.3: Legal and Ethical Consequences of different Types of Bullying 10.1.10.1: Political and Ideological Conflict and Violence 10.1.10.2: The different Forms and Contexts of Political And Ideological Conflict and Violence 10.1.10.3: Outcomes of Political and Ideological Conflicts and Violence 10.1.10.4: Strategies for addressing Political and Ideological Conflict and Violence 10.4.10.5: Respect for People Affected by Ideological Conflict and Violence

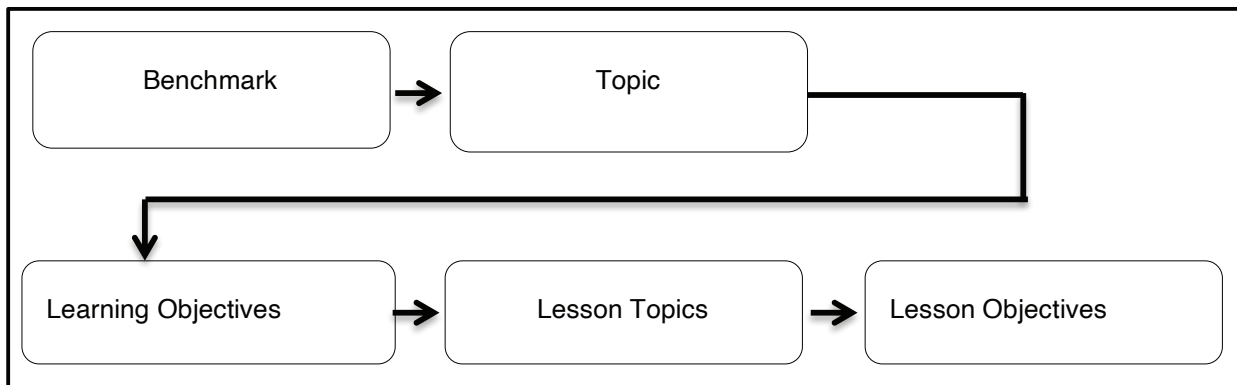
Social Development	Term Three (3)	Health Behaviours	10.2.1.1: Issues Affecting Fetal Development 10.2.1.2: Importance of Prenatal Care and Proper Nutrition 10.2.1.3: Harmful Effects of certain Substances on Human Being such as a Foetus 10.2.1.4: Significance of Genetics in Foetal Development
			10.2.2.1: Strategies to Promote Interpersonal Harmony 10.2.2.2: Ethical Ramifications of Unacceptable Behaviours 10.2.2.3: Importance of Practicing Abstinence in an Intimate Relationship
			10.2.3.1: Impact of Population and Economic Growth on Community and World Health 10.2.3.2: Impact of Provision of Health Services in the Community and the Nation 10.2.3.3: Impact of Community and World Environment Protection Programs 10.2.3.4: Impact of Technology on the Health Status of People
			10.2.4.1: Evaluating Critical Health Issues relating to Human Development from Conception to Adolescence 10.2.4.2: Using Perspective-taking Skills to evaluate and analyse Health Information 10.2.4.3: Use of Social Problem-solving Skills to make Informed Decisions based on Health Information 10.2.4.4: Personal Health Concern of Individuals
	Term Four (4)	Health Decision-making	10.2.5.1: Use of appropriate Communication Styles to promote Health and Prevent Disease 10.2.5.2: Solving Community Health Problems associated with Risk taking
			10.2.6.1: Use of Refusal Skills to Avoid Risky Sexual Behaviours 10.2.6.2: Impact of the Use of Barrier Protection and other Contraception Methods 10.2.6.3: Importance of Healthy Strategies to Prevent Abuse 10.2.6.4: Abstinence from Sexual Activities for Unmarried Persons 10.2.6.5: Effectiveness of Sexual Abstinence for Adolescents
		Interpersonal Relationships and Health	10.2.7.1: Use of Interpersonal Communication Skills to Communicate Appropriately and Respectfully 10.2.7.2: Importance of Showing Consideration and Respect for Others 10.2.7.3: Importance of Manners and Rules
			10.2.8.1: Effective use of Conflict Resolution Techniques 10.2.8.2: Use of Refusal Skills 10.2.8.3: How to address critical Health Issues Nationally and Globally 10.2.8.4: Group Dynamics to Promote Effective Social Skills 10.2.8.5: Impacts of Cooperation by Community Health Professionals

How were the topics developed?

The topics given in the table were derived from the benchmarks. That is, National Content Standards are benchmarked at each grade level, which allows for essential KSAVs to be reinforced and expanded throughout the grades. Benchmarks show grade level expectations of what students are able to do to demonstrate that they are making progress towards attaining the content standard. These grade-level benchmarks were then unpacked to identify the topics. From the topics, teachers should be able to develop learning objectives and draw out the lesson topics and lessons objectives to teach.

When we unpack a benchmark, we are identifying what students will know and be able to do when they have mastered the benchmark. The following shows the process of unpacking a benchmark.

1. Write out the benchmark that you want to unpack.
2. Write the verbs (skills/actions) – Higher order thinking skills.
3. Underline or highlight the main idea (content) in the benchmark. The main idea (content) is the topic derived from the benchmark.
4. Write essential questions to assist students draw out essential KSAV's for their learning.
5. Develop topic from the main idea (content).
6. Write learning objectives according to the sub-topics.
7. Derive lesson topics from the learning objectives.



Unit of Work

The unit of work outlines the topics and the learning objectives for the two (2) strands derived from the content standard and the benchmarks. It basically presents what the teacher is expected to teach. Teachers must use the given learning objectives to create lesson topics and lesson objectives to prepare and teach lessons.

Strand 1: Values and Character Development

This strand consists of three (3) units. They are;

1. Values and Character Formation
2. Responsible Decision-Making
3. Problem-Solving and Conflict Management

Units	Topics
Values and Character Formation	10.1.1.1: Promotion of Core Values in Schools 10.1.1.2: Purpose of Promoting Core Values in Schools 10.1.1.3: Purpose of Promoting Core Values in the Community 10.1.1.4: Case Study: Prompting Core Values of the Community through Sports 10.1.1.5: Comparison of Core Values Fostered at Home, School and the Community
	10.1.2.1: Ethical Reasoning 10.1.2.2: Why set consistent Behaviour Expectations for Students? 10.1.2.3: Impacts of Adapting Negative Values 10.1.2.4: Values Promoted by Well-known Leaders and Bible Characters 10.1.2.5: Impact of Emulating Positive Character Influencers, Great Leaders, and Biblical Characters
	10.1.3.1: Reasons for Developing and Fostering Healthy and Caring Relationships amongst Citizens 10.1.3.2: Reasons for Developing Unhealthy and Hurtful Relationships 10.1.3.3: Challenges of Developing and Fostering Healthy Carrying Relationships between different Cultural and Ethnic Groups 10.1.3.4: Case Study: Gender-Based Violence (GBV)
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Responsible Decision-Making	10.1.5.1: Assessing Lessons Learnt from Mistakes through Decision-Making: Community Level 10.1.5.2: How to Develop Responsible Decision-Making Skills to Achieve a Safer Environment: A Safe Community 10.1.5.3: Use of Evidence, Arguments, Claims and Beliefs to make Decisions
	10.1.6.1: Strategies used to Organise Time and Materials to complete Family Activities on Schedules 10.1.6.2: Possible Obstacles in completing Family Task on Schedule 10.1.6.3: Processes and Strategies to Organise Time and Prioritise Family Schedules 10.1.6.4: Advocate for Family needs in Accomplishing Goals

	10.1.7.1: Purpose and Impact of School Activities, Policies And Routines 10.1.7.2: Importance of Personal Roles and Responsibilities in the Overall School Climate
Problem-Solving and Conflict Management	10.1.8.1: Community Problems: Increase in the Consumption of Homebrew by Youths 10.1.8.2: Increase in the Consumption of Homebrew by Youths: Perspective of Others 10.8.1.3: Desired Outcomes of Solving the Problem of Rise in Homebrew Consumption by Youths 10.1.8.4: Creative problem Solving Techniques to solve Homebrew Problems caused by Youths 10.1.8.5: Using Problem Solving Skills to Solve Rise in Homebrew Consumption by Youths 10.1.8.6: Implementing and Monitoring Solutions for Rise in Consumption Of Homebrew by Youths 10.1.8.7: How to Reflect on the Solutions of Problems such as Rise in Consumption of Homebrew by Youths
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Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.1: Identify the core values promoted at school.

Topic: Promotion of Core Values in Schools

Essential Questions

- What are core values? (Recap question)
- Out of these core values, which of them are promoted in schools?
- Why are these core values promoted in schools?
- How do these core values influence the change of behavior in a person?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Core values and those core values promoted at school
Skills	Critical Thinking Skills - Use analytical skill of identifying - Use evaluation skill of discussion Creative Thinking Skills - Use creative/synthesis skills of discussion
Attitudes	Responsible, care and concern
Values	Self-discipline, self-esteem, sense of belonging

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

- Identify and discuss the core values being promoted by students in the school;
- Justify how core values promoted at school can influence the behavior of student as a person.

Content Background

What are core values?

The **core values** of an organisation are those values people hold which **form the foundation** on which they perform work and conduct themselves. All people have an entire universe of values, but some of them are so primary, so important to them that throughout the changes in society, government, politics, and technology they hold the core values they will abide by. In an ever-changing world, core values are constant. Core values are not descriptions of the work people do or the strategies they employ to accomplish their mission. Values underlie people's work, how they interact with each other, and which strategies they employ to fulfill their mission. The core values are the basic elements of how people go about their work. They are the principles people use (or should be using) every day in everything they do.

The table below shows some of the core values one must possess.

Core values	Core values are not
• Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality	- x Operating practices - x Business strategies - x Cultural norms - x Competencies - x Changed in response to - x Used individually

The importance of these core values are;

- Governs personal relationships
- Guides business processes
- Gives clarity to who people are
- Articulates what people should stand for
- Helps explain why people do business the way they do so for instance, marketing administration changes
- Guides people how to teach
- Informs people on how to reward
- Guides people in making decisions
- Underpins the whole organisation
- Requires no external justification
- Essential tenets

What are the core values of a school?

A core value of a school is a central belief clearly understood and shared by every member of the school community. For instance, the aims of the school, 'We believe in **commitment, opportunity, respect and excellence**'.

Core values are what supports the vision, shape the culture and reflect what the organisation values. They are the essence of the organisation's identity the principles, beliefs or philosophy of values. Core values for the school are set up by the owner of the school or the Board of Directors or Management.

Example of a set of core values in schools

Core values and beliefs for schools



Importance of promoting core values by students in the school

It is very important that students identify the core values promoted by their schools at the start of their schooling and so they easily abide by the policies and rules set by the school. Being aware of these core values build them up to become better persons as they journey through their schooling years and this will speak volume when they face the real world after school and when they are on their own.

Performance Assessment: Teachers can set assessment where students are required to demonstrate core values within their school and communities for a period of 2 weeks (Teacher to observe and use a checklist).

NOTE: This assessment covers CS 10.1. Benchmarks 10.1.1.1 to 10.1.1.5

Suggested Resources

- Catapult Learning. (2018, October 24). *Strategies For Developing Core Values At Your School*. Retrieved August 12, 2020, from <https://catapultlearning.com/2018/10/24/strategies-for-developing-core-values-at-your-school/>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.2: Reflect on the purposes of having core values at the school.

Topic: Purpose of Promoting Cores Values in Schools

Essential Questions

- What is the purpose of promoting core values in schools?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Purpose of promoting core values in schools
Skills	Creative Thinking Skills: - Use synthetical skill of reflecting (tell)
Attitudes	Responsible, care and concern
Values	Self-discipline, self-esteem, sense of belonging

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

- Reflect and discuss the purpose of promoting core values in schools.

Content Background

What is the purpose of promoting core values in schools?

Every school has its own culture that expresses shared values and expectations for students, faculty and staff. Principals must set positive examples for others as they contribute to a productive learning and teaching environment.

Core values help communicate school's story its mission, standards and desired outcomes. Establishing those ideals provides the foundation for building the type of atmosphere they want to foster. These standards also offer a way of thinking about which educational philosophies or initiatives their school supports.

Well-established core values can help strengthen a school community. However, determining what those should be can be a challenge.

The following are three steps for heads of the schools to get started with;

How head teachers can develop core values for their schools?



Strategies for head teachers to use to develop core values at their schools

1. Identify which values are most important to their teachers and other staff members as well as their students and their families.

The question they may ask is, “do we encourage dedication, responsibility, productivity, respect, et cetera?” They decide which three values most reflect the goals they have for their school, seek input from others. It is important that all stakeholders agree that these are the core values they want to adhere to in creating a positive learning and working environment. A meeting must be scheduled with representatives of each group to garner a consensus or select another set of values. This is a critical step in establishing the school community’s core values.

2. Establish a school-wide community code that connects their shared set of core values.
Code refers to the agreed upon ideals that can be developed into messages, in the form of phrases or full sentences for example, ‘Dedication is our progress’. This more specifically explains how the core value applies to that particular school community. To ensure those messages are clear and consistent, head teachers should make sure the school’s mission, learning environment, use of resources and expectations of students, teachers and staff members align to that code.
3. Incorporate character education to encourage their students to develop a deeper understanding of humanity and what they can do to support themselves and others.

The 3H Approach: Teaching the Head, Guiding the Hand, and Touching the Heart must be routed in PNG’s education system, using literature, current events and ordinary circumstances to teach sympathy and empathy. These lessons can be tied to their school’s core values which should foster an even stronger community.

Impacts of promoting core values at schools

Schools must work with stakeholders to develop a plan on how everyone is going to help implement the agreed core values. Every member of the school community can embody and carry those messages to make a lasting impression for years to come. The main purpose of schools having core values is to develop and promote character building and social development for a student as a child holistically so that they are prepared for later life and can contribute meaningfully as productive citizens.

Performance Assessment: Refer to the note for performance assessment 10.1.1.1.

Suggested Resources

- Catapult Learning. (2018, October 24). *Strategies For Developing Core Values At Your School*. Retrieved August 12, 2020, from <https://catapultlearning.com/strategies-for-developing-core-values-at-your-school/>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
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- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles, and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.3: Reflect on the purposes of having core values in the community.

Topic: Purpose of Promoting Core Values in the Community

Essential Questions

- What are community core values?
- What is the purpose of promoting core values in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Purpose of promoting core values in the community
Skills	Creative Thinking Skills - Use synthetical skill of reflecting (tell)
Attitudes	Responsible, care and concern
Values	Self-discipline, self-esteem, sense of belonging

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

- Identify and explain core values in the community;
- Ascertain the purpose of promoting values in the community.

Content Background

Community core values

Community values are the non-negotiable core principles or standards that a community's citizens wish to maintain. They must be acknowledged, honored and constantly defended to ensure that change and development occur in accordance with these core principles and standards. The community values held by the residents, community leaders and elected officials determine the city's character, urban designed features which ultimately shapes the development of the city. Community values guide the community's vision, mission, strategic plan as well as its goals, objectives, activities, capital projects, budgets and service levels.

Purpose and importance of promoting core values in the community

The following are community value statements that communities can focus on to better their communities;

1. Recognises that it is in the midst of one of earth's great natural treasures and its unique, spectacular, and fragile environment is worthy of preservation and careful stewardship.
2. Promotes the development of a wholesome, serviceable and attractive city resulting from orderly development and preservation of its natural beauty, natural features and cultural heritage.

3. Provides a clear, clean and open visual image of the community that reflects the highest standards of design quality for public and private commercial, residential, institutional and industrial development.
4. Fosters retail commercial, office and light industrial enterprises that will preserve the city's natural environment, capitalise on the city's natural beauty, provide tax revenues to fund city services and be conducive to the city's desire to be a rural, open and uncrowded community.
5. Promotes buildings and public infrastructure development that are practical, aesthetically pleasing and in harmony with the environment and surrounding landscape.
6. Provides an atmosphere in which people can live in good health, move safely about the community (even at night) and feel confident that they and their property are protected from criminal harm, natural hazards and man-made disasters.
7. Fosters a feeling of community spirit, community identity and promotes a sense of full citizen participation, guaranteeing an opportunity for everyone to share in the activities, duties, responsibilities and benefits of the city.
8. Welcomes and accommodates the needs and desires of current residents, future residents and visitors, and lives with the spirit of volunteerism where neighbours work together for the common good to build a strong and vibrant community.
9. Promotes efficient and effective municipal services and makes adequate provision in community planning for police, fire, emergency medical, roads, water, sewer, natural gas, storm water, schools, libraries, parks and other public facilities and services.
10. Provides a municipal government that is honest, dependable, inventive, creative, economical and ethical.
11. Provides cultural, recreational and contemplative opportunities for the residents and visitors. Shoulders the full share of the community's county, regional and state responsibilities, acknowledging that city is part of a larger community and that the provision of services and the solution to certain problems must be the result of intergovernmental cooperation.

It is very important that all students appreciate the types of communities they come from and those that they may come across. The values that make up those communities have kept them tacked since their existence therefore one has to understand why these values are upheld hence live in peace and harmony within that community.

Performance Assessment: Refer to the note for performance assessment 10.1.1.1.

Suggested Resources

- Catapult Learning. (2018, October 24). *Strategies For Developing Core Values At Your School*. Retrieved August 13, 2020, from <https://catapultlearning.com/2018/10/24/strategies-for-developing-core-values-at-your-school/>.
- Harvard Business School Online. (2020). *Community Values & Honor Code*. USA: Harvard College. Retrieved August 13, 2020, from <https://online.hbs.edu/legal/community-values>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.4: Identify and analyse the core values promoted in the community.

Topic: Case Study: Promoting Community Core Values through Sports

Essential Questions

- If sporting activities are seen as strategies to promote core values in the community through engagement of youths in the community how will these impact others in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Core values promoted in the community through community engagement
Skills	Critical Thinking Skills - Use analytical skill of identifying and analysing
Attitudes	Responsible, care and concern
Values	Self-discipline, self-esteem, sense of belonging

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

- Examine core values that should be engaged and promoted in the community;
- Assess the impact of core values promoted in the community through sporting activities.

Content Background

Promoting core values of the community through community engagement

As studied in the previous topic a community is defined by the type of values it upholds. Not all people have same views on how they perceive things within their communities however their aim is for their community values to foster mutuality wherein it strives for harmonious living. For instance, giving members of the community opportunities to contribute meaningfully to the community through engagements such as community policing, Small to Medium Enterprising businesses (SME), sports and so forth.

- This is supported by a study from the Pennsylvania State University (2020), which involved communities to action their values through the best way forward for its growth through community engagement. The values of community engagement; is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
- includes the promise that the public's contribution will influence the decision.
- promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers.
- seeks out and facilitates the involvement of those potentially affected by or interested in a decision.

- seeks input from participants in designing how they participate.
- provides participants with the information they need to participate in a meaningful way.
- communicates to participants how their input affected the decision.

The Core Values of a community defines the expectations and aspirations of the community and its engagement processes. Processes based on these Core Values have been shown to be the most successful and effective.

Impact of promoting core values in the community

Community initiatives such as the governor's cup through sports sponsored by governors like Honorable Powers Parkop and Sir Peter Ipatas are aimed at promoting active, healthy and responsible youths as good citizens in the community. These initiatives are one way to bring focus of young people to promote positive behaviour so they refrain from health risk behaviours such as consuming or abusing alcohol and tobacco and illicit drugs and substances such as marijuana, cocaine, opioids and so forth.



(Post Courier, January 1, 2018.)

Performance Assessment: Refer to the note for performance assessment 10.1.1.1.

Suggested Resources

- Catapult Learning. (2018, October 24). *Strategies for Developing Core Values at Your School*. Retrieved August 13, 2020, from <https://catapultlearning.com/strategies-for-developing-core-values-at-your-school/>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- The Pennsylvania State University. (2020). *Core Values of Community Engagement*, Pennsylvania, USA. Retrieved August 13, 2020, from <https://aese.psu.edu/research/centers/cecd/engagement-toolbox/engagement/core-values-of-community-engagement>.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.5: Investigate and compare the core values fostered at home, at school, and in the community.

Topic: Comparison of Core Values Fostered at Home, School and the Community

Essential Questions

- What are the similarities and differences of core values fostered at home, school and the community?
- What are the effects of fostering core values at home, school and in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The core values fostered at home, at school, and in the community
Skills	Critical Thinking Skills - Use analytical skill of investigating - Use evaluation skill of comparing
Attitudes	Responsible, care and concern
Values	Self-discipline, self-esteem, sense of belonging

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

- Identify and analyse the similarities and differences of core values fostered at home, school and the community;
- Evaluate the effects of fostering these core values at home, and school and in the community.

Content Background

Core values are very important in all people's lives. As learnt earlier, core values form the foundation on which people work and conduct themselves. For instance, an organisation may have a motto stating 'Striving for the Best', this in fact is a value in itself. This saying drives or motivates individuals to perform their mandated duties with care, respect and patience which puts their organisation into perspective. Regardless of the group dynamics individuals belong to whether it is their family, school, community or society their core values ensure they practice and maintain the norms of their groupings.

For this topic, teachers should conduct a summary activity or assessment to cover the content in Content Standards 10.1 that is Benchmarks 10.1.1 to 10.1.4.

Performance Assessment: Refer to the note for performance assessment 10.1.1.1.

Suggested Resources

- Catapult Learning. (2018, October 24). *Strategies For Developing Core Values At Your School*. Retrieved August 13, 2020, from <https://catapultlearning.com/strategies-for-developing-core-values-at-your-school/>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.2: Students will be able to investigate and appreciate the importance of developing, implementing, promoting, and modelling a core set of values.

Benchmark 10.1.2.1: Interpret ethical reasoning through discussions of individual and community rights and responsibilities.

Topic: Ethical Reasoning

Essential Questions

- What is ethical reasoning?
- Why is ethical reasoning important?
- What is the difference between rights and responsibilities?
- How can use of ethical reasoning skills help individuals and communities achieve consensus in the discussions of their rights and responsibilities?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to interpret and develop ethical reasoning through discussion of individual and community rights and responsibilities
Skills	Critical Thinking Skills - Use analytical skill of interpreting Creative Thinking Skills - Use creative/synthetical skill of developing
Attitudes	Participatory, critical
Values	Betterment of human kind, peace and harmony

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

- Explain the concepts of ethical reasoning, rights and responsibilities;
- Discuss the importance of ethical reasoning in reaching consensus dealing with the rights and responsibilities of individuals and communities.

Content Background

What is ethical reasoning?

Ethical reasoning pertains to the rights and wrongs of human conduct. Each person has standards that are defined by their personal values which come into play when the person faces certain dilemmas or decisions.

Most human behaviour has consequences for the welfare of others, even for society as a whole. Individuals are able to act in such a way as to enhance or decrease the quality of the lives of others and generally know the difference between helping and harming.

Ethical reasoning holds two roles in life:

- Highlighting acts that enhance the well-being of other people.
- Highlighting acts that harm the well-being of other people.

When an act enhances the well-being of others, it is worthy of praise from others; when an act harms or decreases the well-being of others, it is worthy of criticism. For many people, the desire to receive these responses from others guides the development of their personal set of ethic.

Importance of ethical reasoning

According to McDonald, (2018), reasoning is important in ethics because every one's *emotions* and *intuitions* (perceptions) are likely to differ. Take for example: An individual and the other person may have very different initial reactions to a particular behaviour or situation. Imagine they both see a parent spank a screaming child at the supermarket. Their first reaction, could be expression of horror, '*that's child abuse!*' Another reaction could be the opposite: '*That little brat is getting just what he deserves!*' But communities often need to arrive at *shared* understanding of what counts as good behaviour. The initial emotional reactions are not going to help much. Everyone needs to offer each other *reasons* for their points of view. Why do they think a spanking count as "abuse?" Is there evidence that spanking is good or bad for kids? Why do they think that spanking is what the kid "deserves?" and so on. There's a chance they can get each other to see the good reason for the standard suggested; knowing that emotions alone is unlikely to be persuasive.

How to use ethical reasoning skills to help individuals and communities achieve consensus their rights and responsibilities

In civilised societies, people have individual rights, but it is vital that these rights coincide with the collective (community) rights of society as a whole. A person being denied personal rights due to the greater good of society may feel the decision conflicts with his own ethical reasoning. While some people believe that a person's individual rights should be preserved regardless of the benefit or harm to society, others deem it more important that the common good and justice be considered in a civilised society. So, it is important to reason from all aspect the needs of an individual hence the society should all benefit and not just one person.

Therefore, students should know the importance of having individual rights. They must know their own rights and be appreciative of them. They must also acknowledge and appreciate the rights of other individuals. These encourages cooperation amongst different individuals who are able to work together collaboratively promoting positive living for all within their society through mutual understanding and consensus.

Performance Assessment: Teacher can set activity for where students are required to discuss an issue (Example; gender equality, rights and responsibilities) that requires consensus.

Suggested Resources

- Hathaway, E. (2015, December 2). *How to set Classroom Expectations to Improve Students Behaviour*. Retrieved December 9, 2020, from <https://www.kickboardforschools.com/blog/post/the-value-of-consistent-expectations>.
- McDonald C. 2018. Philosophical ethics. Retrieved December 9, 2020, from
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.2: Students will be able to investigate and appreciate the importance of developing, implementing, promoting, and modelling a core set of values.

Benchmark 10.1.2.2: Explain clear and consistent expectations of good character throughout all school activities.

Topic: Why set consistent Behaviour Expectations for Students?

Essential Questions

- Why set consistent behaviour expectations for students?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Expectations of good character throughout all school activities
Skills	Critical Thinking Skills - Use analytical and evaluation skill of explaining
Attitudes	Cooperative, participatory
Values	Honesty, self-esteem, self-discipline

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

- Explain student behavior expectations;
- Analyse reasons for setting behavior expectations;
- Assess the impacts of setting clear and consistent behavior expectations of good character on students.

Content Background

What are student behavior expectations?

Behaviour expectations are procedures and rules that are taught to students to encourage positive behaviours and prevent problematic behaviours. They form important building blocks for a positive school culture.

These expectations can address how students treat each other and their teachers, and how they operate in the classroom. They can also address how students behave outside of the classroom, such as in the cafeteria, playground, quad, library, hallways, restrooms, bus, and more.

Why setting consistent behaviour expectations is the key to success?

For maximum benefit, behaviour expectations should be consistent from classroom to classroom and teacher to teacher just like your academic standards.

With consistent expectations, students know what's expected of them throughout the school day. This allows them to feel more confident, engaged and connected to the school community. It also makes it easier for teachers to recognise positive behaviors, and to correct problematic behaviours to keep small problems small.

Furthermore, for students who may have difficult lives at home, this consistency and routine can provide the structure and stability they need and crave. In addition, it's particularly helpful with students who like to test the boundaries or "divide and conquer" staff members. If all staff members are on the same page consistently communicating and reinforcing established behaviour expectations school-wide students quickly realise there's no point to pushing the limits because the consequences are always the same.

Another benefit is that consistent expectations can help diffuse emotionally heated situations. Since the teacher and the student (and parent) are already aware of the behavior expectation, they can swiftly move to address the problem behavior, instead of arguing over what the student did wrong.

How to set consistent expectations to improve student behaviour

According to Hathaway (2015), just as setting high academic expectations is important for students, so should behaviour be given the same prominence.

One of the best ways to help students meet rigorous academic expectations is to first set high expectations for behaviour. Why is that so? This is because in classrooms with clear and consistent behaviour expectations the following is the likely result:

- Students know and understand what's expected of them, which gives them confidence.
- Students monitor themselves and take more responsibility for their behaviour and their learning.
- Students spend more time on task and academic learning time increases.
- Teachers can more easily recognise and motivate positive behaviours.
- Classroom stress for students and teachers' decreases.
- Students gain a sense of safety and security.
- The classroom culture and the school culture become more positive overall.

In contrast, in classrooms where behaviours vary day to day or minute to minute, teachers struggle to teach and students often learn less than they should. Think about all the instructional minutes that are stolen by disruptive behaviours. Those missing minutes mean students have less time to focus on and master academic standards. In an environment that's disorderly or chaotic or worse unsafe, students are also less likely to ask questions, engage in classroom discussions, and take academic risks in front of their peers. Furthermore, the problem is compounded when struggling learners miss class time because of discipline referrals or suspensions.

Strategies to help improve and set behaviour expectations

Here are five steps to establish consistent behaviour expectations in schools or districts:

1. Define behaviour expectations, along with rewards and consequences

Invite key stakeholders from across the school to create their behaviour expectations. Each desired behaviour should be observable, measurable, objective and specific. Defining behaviours in this way also makes it much easier to model them for students, so they can see concrete examples of what they are expected to do.

Next, establish a reward system for recognising students who achieve these expectations, and establish consequences for expectations that are not met. Like the expectations, the rewards and consequences should be age-appropriate and consistent.

2. Clearly communicate behaviour expectations to students and parents

One way to communicate consistent behaviour expectations to students and parents is to put them in writing. Then, read the expectations aloud to students. Explain what each expectation means, and why these are necessary and beneficial to everyone.

- Create a handout, and distribute it to all students and parents.
- Paste the expectations poster on classroom walls or other prominent places so students can refer to them as often as needed. Even better, post the expectations in or near the area where the targeted behaviours are expected to take place (Example; paste behaviour expectations for the cafeteria on the cafeteria wall).
- Post expectations by uploading it on the school website.
- Include the expectations in the school handbook.

3. Show students what is meant by each expectation. Model and practice it

To ensure students understand the behaviour expectations, show them what they look like in action. Demonstrate what it looks like when a student is meeting the expectation.

4. Track student behaviours daily, and apply rewards and consequences consistently and equitably.

(Make connection to our context) with Kickboard (software application), Teachers need to closely monitor students behaviour through use of checklist by collecting, accessing, analysing, sharing and acting on behavioural data or information. With behaviour management tools such as behaviour tracking checklist, they can easily track the positive behaviours that make up their ideal school culture, as well as inappropriate or negative behaviours that need improvement. In addition, they can motivate positive behaviours with goal-based incentives or rewards; such as behaviour points for good behavior, certificates, and scholarships (school fees, book allowance, et cetera) (Classdojo-Assessment application)

5. Review and reinforce these expectations throughout the year

This keeps the behaviour expectations top-of-mind for students and staff and emphasizes how important they are to the culture of the entire school.

Clear, consistent behaviour expectations, combined with real-time data tracking, are key components to building a safe and happy school where students and staff thrive. When students feel confident, respected, cared for and supported, disruptions and discipline incidents decline, learning increases, and academic achievement rises.

Performance Assessment: Teachers can set activity where students are required to they use a checklist to monitor the behaviours of students and reward them at the end of the week, month or year.

Suggested Resources

- Hathaway, E. (2015, December 2). *How to set Classroom Expectations to Improve Students Behaviour*. Retrieved December 9, 2020, from <https://www.kickboardforschools.com/blog/post/the-value-of-consistent-expectations>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.2: Students will be able to investigate and appreciate the importance of developing, implementing, promoting, and modelling a core set of values.

Benchmark 10.1.2.3: Explain the impact of adopting negative values (for example, values of student cult groups).

Topic: Impacts of Adapting Negative Values

Essential Questions

- What are the consequences of adopting negative values, for instance; values of student cult groups?
- How can positive social values be created and adopted to enable students to prevent negative values for peace within the school and in later part of their lives?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impact of adopting negative values and combating this through creating and adopting positive values (for example, values of students' cult groups)
Skills	Critical Thinking Skills - Use analytical and evaluation skill of explaining and discussing Creative Thinking Skills - Use creativity/synthetical skill of discussing
Attitudes	Responsible, open-minded
Values	Self-esteem, self-discipline

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

- Examine how negative social influence and values affect or alter the attitudes or behaviours of others;
- Make well informed decisions and choices when confronted with negative values in order to adopt positive values.

Content Background

Consequences of adopting negative values

Values can have a considerable impact on a family in both a positive and a negative way. Positive values, such as acceptance and trust, can help families avoid secrets or even help members cope with fundamental developmental difficulties. Negative values, like a belief in violence to solve problems or a fundamental belief in racism, can be detrimental to younger family members who are easily influenced and may carry on a life of bigotry (narrow-mindedness) and hate after growing up in such families. (Applebury. nd)

Social influence refers to the ways people alter the attitudes or behaviour of others. Typically social influence results from a specific action, command, or request, but people also alter their attitudes and behaviours in response to what they perceive others might do or think.

Types of social values

Positive	Negative
Family has school for values & discipline	Alienation of the elites from the masses
Justice	Arrogance
Love for God & people	Colonial Mentality
Peace & non-violence	Disregard for Human Rights
Purity	Extreme <u>fascism</u> (dictatorship)
Self-awareness	Family as dynasty
Self-knowledge	Greed
Self-respect	<i>Kanya-kanya</i> approach (extreme personalism)
Trust	Lack of love for country
	Lack of self-analysis & critical thinking
	Low self-image
	<u>Pettiness</u> (small-mindedness)
	Preference for imported goods & fashion
	Sense of inferiority (lowliness)
	Selfishness
	Susceptibility (inclination) to harmful foreign influence)

How to create and adopt positive social values?

According to Turkkahraman (2013), social values show the ideal way of thinking and acting in a society. The increasing gap between ways of thinking and behaviour of an ideal society and actual world is considered to be an indicator and an ignition for a number of social problems. Therefore, it is important that the values of real world and ideal world should overlap. Understanding and explaining extremely complex nature of the values at national and global settings and rationalising them in a healthy way is the most important condition to build a peaceful society and the world.

He stated that the increasing and accelerating socio-economic and technological changes in recent years have brought along some social problems since values could not be transferred to new generations adequately in many societies. Most of the increasing social problems in society, at home and school are closely related to values. For instance, social violence and intolerance are problems related to those values. It is believed that the most effective way both to avoid and to decrease such problems that ruin the social order is to undergo efficient teaching process of values. There are many instances where damaging global and social peace are demonstrated. It is understood that most of the people who are responsible for those instances have not received sufficient teaching on values. Teaching values is the most important item of social control mechanisms. As well as becoming an essential part of social integrity, teaching values is a realistic solution for any existing or potential problems both at social and global scale.

So, it is important that students know and build up and instill within them the core social values that make up their society. Understanding these values and applying or demonstrating these values enable them to live in harmony with those around them that is from their homes, to school to the community and the nation as a whole.

Performance Assessment: Teachers can set activity for where students are required to investigate the impact of adopting negative values (cult groups) and report through a class presentation. (Refer to Behaviour Management Policy 2019-2022)

Suggested Resources

- Applebury, G. (n.d). *What Are Values?* Retrieved December 9, 2020, from <https://family.lovetoknow.com/about-family-values/what-are-values>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful relationships*. PNG.
- Hathaway, E. (2015, December 2). *How to set Classroom Expectations to Improve Students Behaviour*. Retrieved December 9, 2020, from <https://www.kickboardforschools.com/blog/post/the-value-of-consistent-expectations>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Turkkahraman, M, (2013). *Social values and value education*, 5th World Conference on Educational Sciences - WCES 2013. Turkey: Elsevier. Retrieved December 9, 2020, from www.sciencedirect.com.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.2: Students will be able to investigate and appreciate the importance of developing, implementing, promoting, and modelling a core set of values.

Benchmark 10.1.2.4: Reflect on the values of well-known individuals in the community or in the Bible.

Topic: Values Promoted by Well-known Leaders and Bible Characters

Essential Questions

- Who is your favourite Bible character and community, national or global leader?
- Why do you like these characters?
- What positive values are exemplified by these characters?
- How do you model his or her values in your daily life?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Appreciating the values of well-known individuals in the community, nation or globe or in the Bible
Skills	Critical Thinking Skills Use analytical skill of reflecting
Attitudes	Appreciate, optimistic, care and concern
Values	Peace and harmony, betterment of human kind

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

- Identify their favorite Bible characters and community, national or global leaders;
- Draw out from the Biblical and other narratives the values exemplified by the bible, community, national and global;
- Model in their daily lives the values exemplified by a well-known Bible character other leaders.

Content Background

Well known leaders and the values they exemplified

Many great man and women inclusive of those in the bible upheld strong moral values and principles of life. Being able to distinguish between good and bad, and wrong and right of situations everyone must uphold positive and strong moral values in their everyday lives like these great men and women who have demonstrated these whilst they lived their lives. Having moral values instilled and embedded within them will enable them to appreciate the importance of life and also will direct them in every sense of the way to contribute meaningfully wherever they are.

Great Leaders

No	Community leaders	National leaders	Global leaders	Biblical leaders
1	(Students name leaders in their community)	Carol Kidu	Martin Luther King	Moses
2		Michael Somare	Mother Theresa	David
3			Michael Jordan	Ruth
4			Margaret Thatcher	Queen Esther

For example: Stories of the Shepherd King- David, (2 Samuel 1:1-24; 1 Chronicles 1:1-21:30).

King David demonstrated value-driven behavior: Psalm 15:

“Lord, who may dwell in your sanctuary? Who may live on your holy hill? He whose walk is blameless and who does what is righteous, who speaks the truth from his heart and has no slander on his tongue, who does his neighbor no wrong and casts no slur on his fellowman, who despises a vile man but honors those who fear the Lord, who keeps his oath even when it hurts, who lends his money without usury and does not accept a bribe against the innocent. He who does these things will never be shaken.”

Notice that he said the person who enjoys the presence of God and lives a blameless life is the one who “speaks the truth from his heart” (vv. 1-2). Because this person values truth in his heart, his words express truth. Because he values kindness, he “does his neighbor no wrong” (v. 3). Because he values honesty, he “keeps his oath even when it hurts” (v. 4). Because he values justice, he “does not accept a bribe against the innocent” (v. 5).

Leaders who are driven by values reap a great benefit from the Lord. David said they “will never be shaken.” Regardless of what may happen around them, they can live with full confidence that the right principles have shaped their values and have guided their decisions. That confidence will give them emotional and spiritual stability. It will enable them to be leaders whom God can use for his glory.

Consider what values drove the psalmist’s behaviour. As one examines his or her own life, what values does he or she see as driving his or her behaviour? Many of people hold certain values, but their actions are not governed by the things they say they hold dear. Perhaps people should start by asking themselves what values they *want* to have driving their behaviours. Unless they become intentional about this, they will be shaped by the values of others. An individual cannot have a set of values for the office, another set for the home and a completely different set for church activities. People’s goal should to completely integrate godly values into all spheres of their lives.

The source of all values is God

According to the bible, God is accountable to no one, and there is no higher principle to which he must conform. He himself is the absolute truth, beauty, goodness, love and justice. His perfect character is the essence of what the Bible calls “righteousness.” In a universe without God, what we call “good” would have no ultimate referent.

Students must appreciate the great people or leaders of the world who upheld social values that promoted peace and upright living. They should see these people as role models and at least enact a key social value they demonstrated.

Values are essential to effective leadership. They are the uncompromisable, undebatable truths that drive and direct behaviour. They are motivational, giving us the reason *why* people do things; and they are restrictive, placing boundaries around behaviour. Values are those things that people deem important that provides direction and guidance in spite of their emotions.

Authors writing on the subject of leadership are paying increased attention to the importance of consistent values to a leader's effectiveness over time. Businesses, organisations, families and individuals all benefit from knowing and living by their core values. In business, core values are "the organisation's essential and enduring tenets (belief) – a small set of general guiding principles; not to be confused with specific cultural or operating practices; not to be compromised for financial gain or short-term expediency."

Students must understand the importance of adapting values. An individual becomes what he or she wants to be due to his or her choice of values. People who have and are recognised as great people or leaders became who they are because they believed in and upheld positive values such as belief in peaceful and harmonious living.

Performance Assessment: Teachers can set assessment where students are required to;

- (1) choose and model the values of well-known characters in the Bible, community, country and the world. (Examples; Sir Micheal Somare, Mother Theresa, Moses, King David, Ryan Pini).
Dress as the character chosen during presentation.
- (2) Summarize in brief the impact of these values in writing.

Note: Combine BM10.1.2.4 and BM10.1.2.5

Suggested Resources

- Hathaway, E. (2015, December 2). *How to set Classroom Expectations to Improve Students Behaviour*. Retrieved December 9, 2020, from <https://www.kickboardforschools.com/blog/post/the-value-of-consistent-expectations>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- The Holy Bible. (n.d). *2 Samuel 1:1-24; 1 Chronicles 1:1-21:30 & Psalm 15*.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.2: Students will be able to investigate and appreciate the importance of developing, implementing, promoting, and modelling a core set of values.

Benchmark 10.1.2.5: Analyse the impact of modelling one's values and moral principles of well-known individuals (for example, great leaders in the community or in the Bible).

Topic: Impact of Emulating Positive Character Influencers, Great Leaders, and Biblical Characters

Essential Questions

- What are the impacts of modeling the values and principles of well-known individuals?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The impact of modelling the values and moral principles of well-known individuals
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitudes	Optimistic, appreciative
Values	Empowerment

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

- Examine and assess the impacts of modeling the values and moral principles of those well-known individuals.

Content Background

The influence of role models on young people

Role models have an astounding effect on the lives of young people in their society. A role model has the ability to shape the views, ideals, and actions of a young person. Role models help youth to discover how they wish to become in the future. The influence that role models have over young people is tremendous. It is important for role models to be positive and responsible in instilling good morals and values because future generations are directly dependent on the role models of today. By examining the influence of role models, in the community, and in the media, others will be able to determine the true effect that role models have on the lives of youths.

A role model is a person who an individual identifies with in some way to:

- gain inspiration and motivation, and/or
- emulate certain attributes.

Several theories reinforce the effects and processes of role modeling.

1. Motivation theory

This theory affirms that an inspiring role model can provide incentive to aspire to greater achievements, provide direction, and encourage effort and persistence for the attainment of goals.

2. Social Learning Theory

The social learning theory states that one learns by observing other people's behaviours, attitudes and the outcomes of those behaviours. Through observation one decides which part of those behaviours to reproduce. Where a role model represents the outcomes that are valued, an individual is more likely to emulate his/her attributes, such as: values, style, attitudes, skills, thoughts and behaviours.

3. Identification Theory

The theory emphasises that individuals are attracted to each other based on some perceived similarity, therefore role models can help individuals develop their self-concept. Role models can be historical, cultural, celebrity, fictional, personal (family, peers) or a professional. (McCullough, 2013).

Whether a person chooses a positive role model or a detrimental role model depends on the mindset they adopt towards achieving goals. (Lockwood, Jordan & Kunda, 2002). For example, young people will choose positive role models if they have a growth mindset, that is, they see themselves as active and successful learners who strive to be their best themselves. They will therefore be drawn to role models who exemplify these qualities and who can provide them with motivation and strategies to accomplish their goals and develop a strong sense of self-worth.

Young people with a prevention mindset have a deep fear of failure and are inclined to take actions to avoid failure and negative outcomes. Therefore, they gravitate towards role models who can provide them with preventative strategies. For example, cheating in an exam, or escaping from pressure through drugs or alcohol. It is imperative therefore that young people are supported to develop a growth mindset early on.

Impact of role models in career development

Role models who can convey why their work matters, who demonstrate passion for their work and who can show that education and employment opportunities exist, can inspire others to aim for and accomplish their career aspirations.

Developing aspirations is very important for young people as it encourages greater engagement at school and when transitioning to work and further study. (Homel & Ryan, 2014).

McCullough (2013) notes that role models influence career development when they;

- demonstrate high levels of performance
- reflect the individual's current career goals and self-concept
- provide opportunities to learn new skills and competencies
- demonstrate that obtaining outstanding career achievement is possible
- demonstrate persistence in the face of challenges
- inspire people to dream of higher hopes than they would have imagined otherwise
- encourage strategies and actions towards achieving desired career goals and
- provide opportunities for greater self-knowledge.

Role models can be an effective way to generate awareness, interest and a desire to change. A positive example set by one teacher, a family member, a friend or coach can create a domino effect in a community.

A role model is a person who serves as an example by influencing others. For many children, the most important role models are their parents and caregivers. Children look up to a variety of role models to help shape how they behave in school, relationships, or when making difficult decisions. Children also look up to other relatives, teachers, coaches, and peers. Children may try to copy the

behaviour and appearance of celebrities, such as athletes and entertainers, and characters from books, TV, movies, or video games. Some parents may want to help their children choose positive role models. Here are some helpful suggestions for discussing role models with a child and for a person to be serving as a positive role model him or herself:

- Have his or her child identify what qualities he or she admires in the parents demonstration of role model;
- Give examples of people in their community who they feel have positive qualities and are a good influence on others;
- Talk about people they look up to for guidance and inspiration.

Negative role models, however, may also influence children. Sometimes widely admired public figures can make poor personal choices. Young children may assume that the behaviours of negative role models are typical, safe, and acceptable. Parents and caregivers can intervene by emphasising that role models who embrace inappropriate behaviour, violence, racism, sexism, and drug and alcohol abuse are not acceptable.

Some suggestions to help parents talk to their child about role models who have made mistakes are:

- Remind their child that all people have both good and bad qualities and that anyone can make a mistake. Explain that it is important to apologise and to learn from their mistakes;
- Ask their child what he or she thinks of the role model's behaviour;
- Ask what he would have done differently in the situation;
- Give examples of more positive and healthy ways to handle the situation.

If someone has a concern that their child is being negatively influenced by his or she role model, they should work with their child to identify more appropriate role models.

- Encourage their child to become involved in activities that reflect their values, such as religious programs, athletics, after school programs, clubs, or volunteering
- Remind their child that he or she does not have to do everything that the role model does. Their child can copy what he or she likes but still be him or herself
- Help their child identify more positive role models

A qualified mental health professional can help if the child is troubled by recent changes in their child's behaviour or attitude due to his or her choice of role model.

The importance of role modeling for our children



(The National, Simbu man wins international award for leadership, October 14, 2016.)

Social learning scientists have shown that much of learning that occurs during a child's development is acquired through observation and imitation. When asked, most of people would agree that children learn from role models and imitate behaviours of those they admire. The question then is not, "Do children imitate adults?" but, "Which behaviours of adults do children imitate?" And, "How can we make it more likely they will imitate positive behaviours rather than negative behaviours?"

There is no shortage of negative role models for children in today's society. Children and adolescents imitate the actions and appearance of video, movie, and television stars. However, today's media often does not promote family values or model pro-social behaviour for children. Many parents would cringe to think that their daughters would want to imitate some of today's trendy appearances and behaviours.

While children do indeed look to the media for role models, parents still are the biggest influence in their children's lives. To increase their influence, parents need to limit the amount of time kids spend watching television and videos and increase the time children spend with them. Children are more likely to imitate their parents if the parents spend time with them. In addition, parents should be very intentional about what they role-model for their children.

While most parents would agree, children learn a great deal by imitating the behaviours of others, some parents don't always act as positive role models for their children. Qualities that parents can intentionally role-model include: honesty, integrity, compassion, dependability, high standards, and values.

Performance Assessment: Teachers can set activity for where students are required to do an oral presentation/discussion on individuals whom they see as role models in their community or in PNG who have greatly impacted their lives.

Refer to note in BM10.1.2.5.

Suggested Resources

- American Academy of Child & Adolescents Psychiatry. (2011). *Families and Youth/Facts for Families - Children and Role Models*. Retrieved December 9, 2020, from https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF_Guide/Childr.
- Bartleby. (2020). *The Influence of Role Models on Young*. Retrieved December 9, 2020, from <https://www.bartleby.com/essay/The-Influence-of-Role-Models-on-Young-F3JCPYYVC>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful relationships*. PNG.
- Homel, J. & Ryan, C. (2014). *Educational outcomes: the impact of aspirations and the role of student background characteristics*. Retrieved December 9, 2020, from <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/educational-outcomes-the-impact-of-aspirations-and-the-role-of-student-background-characteristics>.
- Lockwood, P., Jordan, C. H., & Kunda, Z. (2002). *Motivation by positive or negative role models: Regulatory focus determines who will best inspire us*. *Journal of Personality and Social Psychology*, 83(4), 854–864. <https://doi.org/10.1037/0022-3514.83.4.854>.
- McCullough, C. (2013). *Do role models matter? Exploring the correlates of motivational and imitative role modeling by professionals*. Retrieved December 9, 2020, from <https://pdfs.semanticscholar.org>.
- Merk, R. (2019, March 14). *Three Parenting Areas to Master to Help Your Child Be Successful*. Retrieved December 9, 2020, from <https://www.boystown.org/parenting/article/Pages/the-importance-of-role-modeling-for-our->
- My Future Education. (2020). *What is a role model?* Retrieved December 9, 2020, from <https://myfuture.edu.au/footer/assist-others/what-is-a-role-model/#/>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
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Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.3: Students will be able to evaluate and comprehend the characteristics of a caring relationship and identify and examine strategies for developing and fostering it.

Benchmark 10.1.3.1: Explain the reasons for developing and fostering healthy and caring relationships amongst citizens.

Topic: Reasons for Developing and Fostering Healthy and Caring Relationships amongst Citizens

Essential Questions

- What are the reasons for developing and fostering healthy and caring relationships amongst citizens?

Essential knowledge, skills, attitudes and values	
Knowledge (concept)	Reasons for developing and fostering healthy and caring relationships amongst citizens
Skills	Critical Thinking Skills - Use analytical skill of identifying and explaining
Attitudes	Care and concern, optimistic
Values	Mutuality, trust, sustainability, love

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

- Identify and explain the reasons for developing and fostering healthy and caring relationships amongst citizens;
- Identify values in good relationships and explain reasons for them;
- Analyse and assess impacts of developing and fostering healthy and caring relationships among citizens.

Content Background

Reasons for developing and fostering healthy and caring relationships among citizens

A relationship is the way in which two people or groups of people behave towards each other and feel about each other. In all cultures throughout the world, individuals share relationships with other people in the community so that they are able to help each other.

Positive or good relationships are relationships that involve love, respect, care and understanding each other's character.

How to develop and foster healthy and caring relationships among citizens

Good relationships can be developed and maintained through having good communication skills such as;

- Speaking: what people say and how they say it is important
- Listening: be active and attentive to the other person.

- Writing: always write something appropriate that values friendship
- Non-verbal communication: People's body language must be appropriate.
- Respect: Respecting others will also allow others to respect them in return.

The impacts of developing and fostering healthy and caring relationships among citizens

Relationships are formed and developed for different reasons. One of the main reasons that relationships begin is that they help meet people's needs. Good relationships try to meet all the needs that are vital therefore maintaining the relationships.

Performance Assessment: Teacher can set activity where students are required to through group discussion can identify the importance of developing and fostering healthy and caring relationships amongst citizens.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.3: Students will be able to evaluate and comprehend the characteristics of a caring relationship and identify and examine strategies for developing and fostering it.

Benchmark 10.1.3.2: Analyse the reasons for the development and the fostering of unhealthy and hurtful relationships.

Topic: Reasons for Developing Unhealthy and Hurtful Relationships

Essential Questions

- What are unhealthy and hurtful relationships?
- What are the consequences of fostering unhealthy and hurtful relationships?
- How can unhealthy and hurtful relationships be corrected or solved?

Essential knowledge, skills, attitudes and values	
Knowledge (concept)	Reasons for the development and the fostering of unhealthy and hurtful relationships
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitudes	Care and concern
Values	Mutuality, trust, sustainability, love

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

- Identify and explain unhealthy and hurtful relationships;
- Explain the reasons for having unhealthy and hurtful relationships.

Content Background

What are unhealthy and hurtful relationships?

Unhealthy and hurtful relationships are those relationships between individuals and groups that do not promote respect, love, caring and understanding resulting in disrespect, hate, having a negative attitude and misunderstanding.

What are the consequences of fostering unhealthy and hurtful relationships?

The consequences are;

- Fighting and arguing
- Abusing each other
- Always critical
- Violence
- One person doing all the work
- Poor communication
- Uncaring

Reasons for fostering unhealthy and hurtful relationships

Some reasons why people foster unhealthy and hurtful relationships are;

- more demanding or greedy
- self centeredness
- lack of having good values
- do not respect people and property

How to correct these types of relationships

If a partner in a relationship has become physically or emotionally abusive, one partner should seek help immediately to help them. An abusive partner can be very manipulative and may try to use guilt, threats, bribery or other tactics to keep his or her partner trapped in a cycle of violence and cruelty. In this situation, it is critical that the affected partner reach out for the support they need to remove him or herself from the situation as quickly as possible. They should contact a crisis helpline or their local police department immediately for support, information and insights that can help them understand their options, escape the abuse and reclaim their lives.

When breaking up, they should choose a safe location and be firm that the decision is permanent. If they have any reason to believe that their partner might become violent when they end the relationship, they must not put themselves in a potentially dangerous situation. Instead, they should seek help from a domestic violence (meri safe house) or their local police department right away. If they have not experienced any abuse, but are noticing other signs of the relationship becoming unhealthy, they should ask themselves whether the partnership is worth saving. If the answer is yes, following are things they can do to manage or repair their relationship before it becomes worse:

- **Identify the problem(s).** Partners should start by taking a close, honest look at their relationship to recognise the main issues at stake. For example, arguments about their mate working late might really be about trust, communication or not enough time spent together.
- **Talk it out.** While it may be obvious that the relationship is unhealthy, the two in this partnership may not be entirely sure what the root of the problem really is. They should sit down together as partners and communicate their feelings, concerns and needs clearly. They must avoid blaming, angrily confront or dwell on past mistakes. Instead, they both focus on discussing specific things they both can do to strengthen their relationship and encourage it moving forward.
- **Be honest and trust their partner.** Honesty and trust really are the foundations of a healthy relationship. Couples should take the time to self-reflect and ask themselves whether they have been fully truthful with themselves and their partner. For example, one of the partner wants children but have been telling their partner otherwise by submitting to the partners wishes, the deception will only lead to resentment, conflict or unhappiness down the road. If they cannot be completely honest with their partner, especially about the important things, it may be time to move on from the relationship.

Trust is something that should never be taken lightly. If one of the partner has been caught lying, cheating or has done something to break the other's confidence, the issue needs to be aired openly. They must sit down with each other to figure out whether both are willing and able to work through their concerns and reach a consensus.

- **Be supportive.** Even if one of the partner does not share all of their partner's passions, they should try to show support in their loved one's career, hobbies and interests. They should ask about their partner's personal and professional goals, and look for ways to support and encourage him or her succeed.
- **Share activities.** Couples who share interests and experiences often have stronger relationships. They should look for activities they can enjoy together, such as dancing, gardening, travelling, attending events or other hobbies.
- **Accept what cannot change.** Even in the best relationship, both partner will have some bad habits, personality quirks and views or interests that they do not appreciate. While they might be able to encourage some change, trying to turn their partner into a "new and improved" model, will usually end in frustration. Unless these traits are relationship deal breakers, they should learn to accept their partner as he or she is and find ways to focus on the positives.
- **Get professional help.** Counseling and professional services can provide both partners with valuable tools and resources to help them deal with a full range of relationship concerns. These services can connect them to information and resources individually or as a couple to improve communication, build trust and resolve the issues that has been preventing them both from having a close, healthy and loving relationship.
- Whether they choose to begin a new relationship, or repair a long-standing one, any successful partnership takes time, compromise and a strong mutual commitment. But regardless of the relationship they choose, they deserve to be with someone who supports their ambitions, respects them for who they are and, in doing so, makes them happy.
(mystudentsupport.2020)

Therefore, students must be aware of the consequences of fostering unhealthy and hurtful relationships. With this knowledge they can make appropriate choices on the type of friends or partners they wish to hang around with or spend the rest of their lives with.

Performance Assessment: Teachers can set activity where where students are required to demonstrate through role play and simulation to correct unhealthy and hurtful relationships.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Work Health Life. (2016). *Relationship repair: recognising and managing an unhealthy relationship*. Retrieved January 21, 2021, from <https://www.workhealthlife.com/Article/PrintDirect/d2afb798-3241-4e0d-812c-3c7d40fc2165>.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.3: Students will be able to evaluate and comprehend the characteristics of a caring relationship and identify and examine strategies for developing and fostering it.

Benchmark 10.1.3.3: Evaluate the challenges of developing and fostering healthy and caring relationships between different cultural and ethnic groups.

Topic: Challenges of Developing and Fostering Healthy Carrying Relationships between different Cultural and Ethnic Groups

Essential Questions

- What are cultural and ethnic groups?
- What are the challenges of developing and fostering healthy and caring relationships between different cultural and ethnic groups?
- How can healthy and caring relationships be developed and fostered between different cultural and ethnic groups?

Essential knowledge, skills, attitudes and values	
Knowledge (concept)	Challenges of developing and fostering healthy and caring relationships between different cultural and ethnic groups
Skills	Critical Thinking Skills - Use analytical skills of examining - Use evaluation skill of evaluating
Attitudes	Appreciation, care and concern, cooperative
Values	Mutuality, trust, sustainability, love

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

- Investigate cultural and ethnic groups;
- Evaluate challenges of developing and fostering healthy and caring relationships between different cultural and ethnic groups in promoting peace.

Content Background

Cultural and ethnic groups

Cultural and ethnic groups are those groups of people who have different or unique ways of life from other groups. This may mean different languages, different behaviour, different dressing, beliefs, religion and arts. Culture is the way of life for a society that is passed down from generation to generation. Papua New Guinea is a country with many different kinds of people with different languages, culture and traditions.

Challenges of developing and fostering healthy and caring relationships between different cultural and ethnic groups

The main challenges of developing and fostering healthy relationships with different cultural and ethnic groups are;

- languages
- ways of life
- our behaviours
- our beliefs
- our customs and traditions

Impacts of developing and fostering healthy and caring relationships between different cultural and ethnic groups

There are many ways that people can learn about other people's cultures and build relationships at the same time. Here are some steps you can take.

- Make a conscious decision to establish friendships with people from other cultures.
- Put yourself in situations where you will meet people of other cultures.
- Examine your biases about people from other cultures.
- Ask people questions about their cultures, customs, and views.
- Read about other people's culture's and histories.
- Listen to people tell their stories.
- Notice differences in communication styles and values; don't assume that the majority's way is the right way.
- Risk making mistakes.
- Learn to be an ally.

Friendship is powerful. It is our connection to each other that gives meaning to our lives. Our caring for each other is often what motivates us to make change. And establishing connections with people from diverse backgrounds can be key in making significant changes in our communities.

As individuals, and in groups, *we can* change our communities. We can set up neighbourhoods and institutions in which people commit themselves to working to form strong relationships and alliances with people of diverse cultures and backgrounds. We can establish networks and coalitions in which people are knowledgeable about each other's struggles, and are willing to lend a hand. Together, we can do it.

Performance Assessment: Teachers can set assessment where students are required to write a news report on the consequences of breakdown in caring relationships experienced in the following contexts; at school, in communities, in sports or at the national level.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Community Tool Box. (2020). *Building Relationships with People from Different Cultures*, Centre for Community Health and Development. (Chapter 27: Section 2). University of Kansas. Retrieved January 22, 2021, from <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/building-relationships/main>
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
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Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.3: Students will be able to evaluate and comprehend the characteristics of a caring relationship and identify and examine strategies for developing and fostering it.

Benchmark 10.1.3.4: Investigate and report on cases of a breakdown in caring relationships at home, at school, in the community, in sports or at the national level and its consequences.

Topic: Case Study: Gender-Based Violence (GBV)

Essential Questions

- Why is there breakdown in caring relationships?
- How can we identify breakdown in caring relationships at home, at school, in community, in sports or at the national level?
- How will the consequences of such breakdown at these various levels affect individual's social relationships with each other?

Essential knowledge, skills, attitudes and values	
Knowledge (concept)	Cases of a breakdown in caring relationships at home, at school, in the community, in sports or at the national level and its consequences
Skills	Critical Thinking Skills - Use analytical skill of investigating
Attitude	Appreciation, care and concern, cooperative
Values	Love, mutuality, peace and harmony

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

- Explain a breakdown in caring relationship;
- Identify and analyse the various cases of breakdown in caring relationships at home, at school, in community, in sports and at the national level;
- Critique the impacts of breakdown in relationships at home, at school, in community, in sports or at the national level.

Content Background

Why break down in caring relationships?

Breakdown in caring relationships occur when there is no longer respect for each other or groups start to lose their grip on maintaining relationships. When relationships no longer have that love, care and sharing values then it is known as a breakdown relationship.

Characteristics of breakdown in caring relationships

Good relationships are seen when there is commitment and dedication in relationship at school, homes, communities or at national level. Signs of breakdown in relationships are;

- lack of communication
- ignorance
- no longer sharing

- uncaring
- quarrelling all the time
- differ in ideas and opinions
- lack of respect
- feel neglected
- feeling lonely or have lower self esteem

“Remember, good relationships come from good behaviour and bad relationships come from bad behaviour”.

Gender Violence in Papua New Guinea

The magnitude of gender-based violence (GBV) incidence in Papua New Guinea (PNG) is considered by some to be of epidemic proportions: 41% of men in PNG admit to having raped someone, over two-thirds of women are estimated to have suffered some form of physical or sexual violence in their lifetime, and it is reported that 7.7% of men admit to having perpetrated male rape. Only 73% of survivors of GBV in PNG seek assistance and the vast majority of these individuals (88%) seek this assistance through informal support structures, such as familial, kinship or collegiate networks or village courts and community leaders rather than through official channels. This indicates that GBV is underreported.

The social, emotional and physical costs of GBV are widely recognised, as are national-level economic costs. But the impact at individual firm level is less well understood. Being able to cost the multidimensional impact of GBV for a business, highlighting potential savings from investing in responsive and or preventative measures, is an important first step in building the business case for intervention and ultimately for contributing to a reduction of GBV incidence in PNG.

Consequences of breakdown in caring relationships at home, at school, in community, in sports or at the national level

The impacts of break down in caring relationships has serious implications on families' world-wide, in developed (UK) and developing countries (PNG). According to a study reported by the website www.gingerbread (2015), it found out that in developed countries like the UK there is significant increase in poverty due to family breakdown. A stable family means there is support by both parents in terms of income and other needs however this is greatly reduced as partners' part ways mainly through divorce. What is experienced at home can extend to schools, out to the community, in sports or at the national level. The same can be said of those in PNG

Students being equipped with this knowledge should be able to help those who are facing this problem. They give advice and refer them to the appropriate persons or organisations that can provide the best possible advice they need.

Performance Assessment: Teachers can develop assessment where students are required to write a news report/essay on the consequences of breakdown in caring relationships experienced in the following contexts; at school, in communities, in sports or at the national level. The assessment is the same as the assessment for BM10.1.3.3. however, prepare tasks according to the topic.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.

- Darko, E. Smith, W. Walker, D. (2015, September). *Gender Base Violence in Papua New Guinea*. Retrieved January 22, 2021, from <https://www.odi.org/publications/9887-gender-violence-papua-new-guinea>.
- Gingerbread. (2015). *Challenging the cost of relationship breakdown*. Retrieved January 22, 2021, from <https://www.gingerbread.org.uk/wp-content/uploads/2017/10/Challenging-the-cost-of-relationship-breakdown.pdf>.
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- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content standard 1.4: Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture including mutual respect.

Benchmark 10.1.4.1: Recognise the importance of mutual respect and interdependence in building and fostering a safe and supportive national culture.

Topic: Importance of Mutual Respect and Interdependence in Building and Fostering a Safe and Supportive National Culture

Essential questions

- What is mutual respect and interdependence?
- How will mutual respect and interdependence build and foster a safe and supportive national culture?

Essential knowledge, skills, attitudes and values	
Knowledge (concept)	Importance of mutual respect and interdependence in building and fostering a safe and supportive national culture
Skills	Critical Thinking Skills - Use analytical skill of recognising and appraising
Attitude	Care and concern, cooperative
Values	Mutuality, love, kindness

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

- Define and explain mutual respect and interdependence;
- Promote mutual respect and interdependence as a way to support a safe and supportive national culture.

Content background

What is mutual respect?

When a person shows respect for others, this will usually encourage them to show respect for him or her. When a person respects another person and this person shows respect to him or her in return, this is known as mutual respect. People often respect parents, teachers and elders because they are older and have more experience but they should also respect their peers and people younger than them. They must treat other people as they would like these people to treat them in.

Importance of mutual respect

Interdependence is the way people help each other and rely on each other.

Mutual respect and interdependence allows for;

- Strong and healthy relationships that is built on love, caring, sharing and helping.
- Gender equality in a society
- Problem solving in communities and schools

- Better understanding of personal and social values
- Strong family ties
- Well behaved children
- Safe and secure environment for people

Apart from respecting people one should also respect his or her property, environment and themselves.

Promote mutual respect and interdependence as a way to support a safe and supportive national culture

Performance Assessment: Teachers can set activity where students are required to demonstrate values of compassion, kindness and generosity for a week (reward students who have displayed these values for the week-eg ribbons).

Monday- Compassionate Day

Tuesday- Kindness Day

Wednesday- Generosity Day

Thursday- Mutual Respect

Friday- Interdependence

Note: Combine BM 10.1.4.2, 10.1.4.3 & 10.1.4.4 for this activity

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Gingerbread. (2015). challenging the cost of relationship breakdown. Retrieved January 22, 2021, from <https://www.gingerbread.org.uk/wp-content/uploads/2017/10/Challenging-the-cost-of-relationship-breakdown.pdf>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content standard 1.4: Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture including mutual respect.

Benchmark 10.1.4.2: Recognise the roles that values of compassion, kindness and generosity play in fostering mutual respect and interdependency.

Topic: Roles and Values of Compassion, Kindness and Generosity in fostering Mutual Respect and Interdependence

Essential questions

- What is compassionate, kind and generous?
- In what ways can the roles and values of compassion, kindness and generosity help foster mutual respect and interdependence in building a safe and supportive culture?

Essential knowledge, skills, attitudes and values	
Knowledge (concept)	Roles that values of compassion, kindness and generosity play in fostering mutual respect and interdependency
Skills	Critical Thinking Skills - Use analytical skill of recognising and appraising
Attitude	Be compassionate and kind person
Values	Compassion and kindness

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

- Define the following terms; compassion, kindness and generosity;
- Recognise and analyse the values of compassion, kindness and generosity in trying to foster mutual and interdependence in building a safe and supportive culture;
- Uphold the values of compassion, kindness and generosity to foster mutual respect and interdependence.

Content background

For people to foster mutual respect and interdependence with others they must develop within themselves the values of compassion, kindness and generosity. What are these values? Compassion means sympathetic pity and concern for the suffering or misfortune of others. For instance; helping the orphans because there are no caregivers to give them the kind of love and attention they need as humans. Kindness refers to the quality of being friendly, generous, and considerate. The terms kindness and generosity are related and can be used interchangeably.

Roles of values of compassion, kindness and generosity

Compassion, kindness and generosity are important personal values that play an important role in having a safe and supportive national culture. Having that urge to help someone in need shows that the person knows how it feels to be in that position. When people are compassionate, kind and generous they will:

- Want to help others;
- Know the needs of others without them revealing their thoughts;
- Play an important role in supporting others;
- Take care of other people;
- Be responsible for people and property;
- Be considerate and understanding, and
- Be patient and tolerant.

Students over the course of studying this topic should develop within themselves these important values in order to promote peace and harmony within their family and their community.

Performance Assessment: Refer to note for performance standards BM10.1.4.1.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content standard 1.4: Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture including mutual respect.

Benchmark 10.1.4.3: Investigate the roles that values of compassion, kindness and generosity play in building and fostering a safe and supportive national culture.

Topic: Developing Strategies to Addresses Values of Compassion, Kindness and Generosity

Essential questions

- How can strategies be developed to create roles (volunteering) in addressing values of compassion, kindness and generosity be developed to help build and foster a safe and supportive national culture?

Essential knowledge, skills, attitudes and values	
Knowledge (concept)	The roles that values of compassion, kindness and generosity play in building and fostering a safe and supportive national culture
Skills	Critical Thinking Skills - Use analytical skill of investigating Creative Thinking Skills - Use creative/synthetical skill of developing
Attitude	Empathetic, care and concern, cooperative
Values	Kindness, love, equality

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

- Identify and develop strategies to create roles that address values of compassion, kindness and generosity;
- Identify the role the values play in building and fostering a safe and supportive national culture;
- Evaluate individual's practice of these values to build and foster a safe and supportive national culture;
- Demonstrate the values of compassion, kindness and generosity in building and fostering a safe and supportive national culture.

Content background

A safe and supportive national culture is built and fostered when people begin developing a sense of tolerance and patience by being compassionate, kind and generous.

Tolerant means being open minded, understanding and not too strict. When people have generosity of spirit they would respect other people regardless of who they are. There is self-respect and also respect for other people. People can be compassionate, kind and generous by;

- sharing
- helping people

- caring for their families
- always available when needed
- not complaining
- understanding
- patient and
- kind to everyone

Strategies to create roles (volunteering) that address values of compassion, kindness and generosity in building and fostering a safe and supportive national culture

The following are simple ways or strategies that can be created to address through teaching the values of compassion, kindness and generosity.

- **Practice what is preached:** Teachers should model compassion and acts of compassion on a daily basis, by complimenting students on their successes, inquiring about their day or their weekend activities, and addressing all bullying behaviours consistently.

They should also, make sure to say positive affirmations each morning to their students such as, “You are smart” and “You are capable,” to display their beliefs in the students’ abilities. Schools should make it their business during morning announcements to end with the phrase, “We love you, and make today great.” Affirmations such as these, from a whole school community, allow love, compassion, and support to be displayed to each and every student on a consistent basis.

Care for a pet: Allowing a pet in the classroom helps students learn about responsibility beyond taking care of themselves. A pet also shows students how to share responsibility among peers and how to trust one another with varying amounts of accountability. Take for instance this experience, though this happens mainly in developed countries, teacher’s here in Papua New Guinea can adopt these teaching strategies to make learning engaging, inspiring and meaningful. According to Nucaro (2018) a teacher in Memphis State Council, US, she secured a grant with a pet firm called Petco. This is her experience “In my classroom, we adopted three hermit crabs, which students were allowed to take home over the weekends. They needed to have parental approval to care for the pet, and they took a checklist of responsibilities they had to account for each day. I used this opportunity as a classroom management tool, since only those students who exhibited excellent character were allowed to care for the pets by themselves”.

- **Lend a helping hand:** Allowing students to engage in community service projects and diversity activities helps them learn how to care for others as well. Some of the community service projects schools can incorporate into their learning are: canned food drives during the holiday season, spare change drives during times of natural disasters, and community beautification projects such as ‘our school garden’. Students can also be encouraged to volunteer for activities like feeding the homeless.

When students have an opportunity to lend a helping hand, it provides them with knowledge about current events as well as ways that they can help provide assistance and create change for others. For students who regularly receive support from others, showing them how to lend a helping hand builds self-esteem, motivation, and confidence.

- **Play the Compassion Games:** Though this video game is played in countries with reputable communication technological advances in devices and networks, the government of PNG through the education department can replicate this strategy to PNG context for its schools. According to Nucaro’s teaching experience, on the global competition called the [Compassion Games](#) which is a

spin on *The Hunger Games*—students get to compete in tracking their acts of kindness once they register their class online (individuals can play on their own, too). Teachers can log their students' acts of kindness via the website, and students compete with their peers around the country and the globe to see who has the most compassion.

According to Nucaro, this competition runs in April and September in the year, and students and teachers inspire the movement of kindness by tracking and accumulating service projects and/or missions of compassion, thus instilling these principles of moral character on a global scale. The experience of Ms Alyssa Nucaro of this strategies were she brought this community engagement experience into her classroom in order to promote acts of compassion within the school and her local community.

As she reflected upon her teaching experience and the community she finds herself constantly thinking about the future of her students. As she continues to see violence throughout the community that surrounds them, she feels that a shift toward lessons encompassing love, compassion, and kindness is a priority. Such lessons must become a focal point in academic communities in order to promote and inspire significant change.

Teachers in PNG schools should try these experiences.

Performance Assessment: Refer to note for performance standards BM10.1.4.1.

Suggested Resources

- Nucaro, A. (2018). *Character Education: The Values of Compassion in Teaching*. Retrieved December 10, 2020, from <https://www.edutopia.org/article/value-compassion-teaching>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Values and Character formation

Content standard 1.4: Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture including mutual respect.

Benchmark 10.1.4.4: Examine the national culture and ascertain if the values of mutual respect and interdependence are practiced and document the outcomes.

Topic: Impacts of Practicing the Values of Mutual Respect and Interdependence Nationally

Essential questions

- What is a national culture?
- In what ways are the values of mutual respect and interdependence for our national culture demonstrated or practiced?
- What strategies can be developed to address values of mutual respect and interdependence which are not upheld by the people in promoting a national culture?

Essential knowledge, skills, attitudes and values	
Knowledge (concept)	The values of mutual respect and interdependence being practiced as part of the national culture and developing strategies if not practiced
Skills	Critical Thinking Skills - Use analytical skill of examining and to ascertain
Attitude	Care and concern, participatory
Values	Mutuality, interdependence, patriotism

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

- Explain national culture;
- Examine how the values of mutual respect and interdependence for our national culture is demonstrated or practiced;
- Develop strategies to address values of mutual respect and interdependence which are not upheld by the people in promoting a national culture.

Content background

The National culture

In the culture of Papua New Guinea, traditions and customs are still strong and are an important part of the way of life, especially for people living in rural areas. In many countries traditions cultures have been lost, however, many visitors from abroad who come to Papua New Guinea enjoy seeing and experiencing the vast traditional cultures of the people of this land.

How values of mutual respect and interdependence are practiced in the national culture?

- Wantok System
People who speak the same language are able to communicate well with each other. When people share the same culture and values they are more likely to understand each other.

- **Social contract**
Refers to an agreement between people about living together. This agreement allows people to live without fear, strengthens the country and creates a feeling of belonging to a country or being patriotic.
- **Bigmen**
This refers to leaders who have qualities that allow people to respect them. They can be wealthy or have leadership qualities and allow good relationship to occur. The culture of bigmen has created a kind of relationship called reciprocity where people make additional return payment to what was given to them in the first place.
- **Ceremonies**
It refers to gatherings where people help each other since it is their obligated duty to perform as a member of that society, example; death ceremonies, rituals, initiation ceremonies and bride price.

Effective strategies to address the values of mutual respect and interdependence that are not upheld in promoting a national culture

According to Narakobi (2016), mutual respect and interdependence are in fact rights of every Papua New Guineans as stipulated in the Preambles of the Constitution, National Goals and Directive Principles (NGDP) and Basic Social Obligation (BSO). This has since independence not been effective for unity to prevail among people of Papua New Guinea and has led to national issues such as the Bougainville Crisis leading to amended legislation like the Bougainville Constitution. His research aims to correct what is seemingly becoming Balkanised provinces in PNG where unity is in disparity as people promote regionalism henceforth issues of such be made reference to the Constitution to solve through amended legislation to keep in tack PNG as one nation. Simply meaning that new legislations must be created to promote greater mutual respect and interdependence among the citizens of this country for PNG to remain united. Take for instance, a member of the parliament from a resource rich province is given a ministerial portfolio he may abuse his power through diversion of resources for PNG to his electorate or province for that matter thus compromising the National Goals and Directive Principles (NGDP) risking mutuality and interdependence for the other citizens of Papua New Guinea who share similarity in culture and traditions with his province.

So it is important for students to be are aware of the value of mutual respect and interdependence and so apply this in their daily lives. Mutual respect promotes mutual understanding where people are able and willing to work collaboratively to bring about positive changes in their society.

Performance Assessment: Refer to note for performance standards BM10.1.4.1.

Suggested Resources

- Narakobi V. (2016). The implementation of Papua New Guinea's national goals and directive principles and basic social obligations. NZ: Victoria University of Wellington.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.5: Students will be able to identify and analyse different factors that influence decision-making, including ethical and safety, evidence, values and principles, personal and community, and social, economic, political, and cultural factors.

Benchmark 10.1.5.1: Assess lessons learned from experience and mistakes made at school, at home, and in the community.

Topic: Assessing Lessons Learnt from Mistakes through Decision-making: Community Level

Essential Questions

- What are the factors that influence decision-making in the community?
- How can use of decision-making skills empower a community to learn from its mistakes?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Factors that influence decision-making at school, at home and especially in the community
Skills	Critical Thinking Skills - Use analytical skill of identifying and comparing - Use the evaluation skill of assessing
Attitudes	Critical, being responsible, open-minded, humility
Values	Self-reflection, self-discipline, perseverance

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

- Identify and compare factors that influence decision-making especially in the community;
- Assess lessons learnt from experiences involving decision-making at the community level.

Content Background

Factors that influence decision-making in the community

There are many factors that influence decision-making at home, in the school and the community. This topic will especially address problems that occur in the community and the kind of decisions that should be made at that level based on the issue at hand.

According to a study by Dietrich (2010), she found out that there are several important factors that influence decisions that are made not only in the communities but in different contexts as well.

1. Past experiences.
2. A variety of cognitive biases.
3. An escalation of commitment and sunk outcomes.
4. Individual differences, including age and socioeconomic status, and
5. A belief in personal relevance.

These things all impact the decision-making process and the decisions made.

1. Past experiences can impact future decision making. Research indicates that past decisions influence the decisions people make in the future. It stands to reason that when something positive results from a decision, people are more likely to decide in a similar way, given a similar situation. On the other hand, people tend to avoid repeating past mistakes. This is significant to the extent that future decisions made based on past experiences are not necessarily the best decisions. In financial decision making, highly successful people do not make investment decisions based on past sunk outcomes, rather by examining choices with no regard for past experiences; this approach conflicts with what one may expect.
2. In addition to past experiences, there are several cognitive biases that influence decision making. According to researches cognitive biases are thinking patterns based on observations and generalisations that may lead to memory errors, inaccurate judgments, and faulty logic. Cognitive biases include, but are not limited to:
 - belief bias, the over dependence on prior knowledge in arriving at decisions;
 - hindsight (recalled) bias, people tend to readily explain an event as inevitable, once it has happened;
 - omission bias, generally, people have a propensity to omit information perceived as risky; and confirmation bias, in which people observe what they expect in observations. In decision-making, cognitive biases influence people by causing them to over rely or lend more credence (weight) to expected observations and previous knowledge, while dismissing information or observations that are perceived as uncertain, without looking at the bigger picture. While this influence may lead to poor decisions sometimes, the cognitive biases enable individuals to make efficient decisions with assistance of investigations.
3. In addition to past experiences and cognitive biases, decision-making may be influenced by an escalation of commitment and sunk outcomes, which are unrecoverable costs. Dietrich supports researched work which concluded that people make decisions based on an irrational escalation of commitment, that is, individuals invest larger amounts of time, money, and effort into a decision to which they feel committed; further, people will tend to continue to make risky decisions when they feel responsible for the sunk costs, time, money, and effort spent on a project. As a result, decision making may at times be influenced by 'how far in the hole' the individual feels he or she is in.
4. Some individual differences may also influence decision-making. Dietrich states that research has indicated that age, socioeconomic status (SES), and cognitive abilities influences decision making. Research findings have established that there is a significant difference in decision making across age; that is, as cognitive functions decline as a result of age, decision making performance may decline as well. In addition, older people may be more overconfident regarding their ability to make decisions, which inhibits their ability to apply strategies with respect to age, there is evidence to support the notion that older adults prefer fewer choices than younger adults. Dietrich purports that age is only one individual difference that influences decision-making. She accords her work to de Bruin et al., 2007, stating, people in lower SES groups may have less access to education and resources, which may make them more susceptible to experiencing negative life events, often beyond their control; as a result, low SES individuals may make poorer decisions, based on past decisions.
5. Over and above past experiences, cognitive biases, and individual differences; another influence on decision making is the belief in personal relevance. When people believe what they decide matters, they are more likely to make a decision. For instance, in dealing with individuals' voting patterns, people will vote more readily when they believe their opinion is indicative of the attitudes of

the general population, as well as when they have a regard for their own importance in the outcomes. People vote when they believe their vote counts.

Lessons learnt from experiences involving decision-making at the community level

Application of decision-making skills by communities from past experiences will be beneficial since the experiences will guide them to making better and wiser choices and decisions. Where they have lagged or failed their experiences will guide them to make sound decisions to achieve their goals.

Performance Assessment: Teachers can prepare activity where students are required to do a personal reflection on mistakes they have made whether at home, in the school or in the community and describe lessons learnt from these mistakes (dating, alcohol consumption, abuse of phone).

Suggested Resources

- Amy Morin. (2020). *Mental strength trainer and international bestselling mental strength author*. Retrieved January 27, 2021, from <https://www.Forbes.com>.
- Bruine de Bruin, W., Parker, A M. and Fischhoff, B. (2007). *Individual Differences in Adult Decision Making Competence*. *Journal of Personality and Social Psychology* 92(5):938-56 DOI:10.1037/0022-3514.92.5.938. Retrieved January 27, 2021, from https://www.researchgate.net/publication/6346026_Individual_Differences_in_Adult_Decision_Making_Competence Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Dietrich, C. (2010). *Decision Making: Factors that Influence Decision Making, Heuristics Used, and Decision Outcomes*. Vol 2. Pg 1/3. Retrieved January 27, 2021, from <http://www.inquiriesjournal.com/articles/180/decision-making-factors-that-influence-decision-making-heuristics-used-and-decision-outcomes>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.5: Students will be able to identify and analyse different factors that influence decision-making, including ethical and safety, evidence, values and principles, personal and community, and social, economic, political, and cultural factors.

Benchmark 10.1.5.2: Evaluate safe and unsafe situations at home, at school, and in the community.

Topic: How to Develop Responsible Decision-making Skills to achieve a Safer Environment: A Safe Community

Essential Questions

- What are responsible decision-making skills?
- How can goals for a safer environment be achieved through the application of responsible decision-making skills?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to develop responsible decision-making skills to achieve safe environment for all people
Skills	Critical Thinking Skills - Use evaluation skill of evaluating
Attitudes	Responsible, caring and concern, confidence
Values	Sanctity of life, courage, safe and peaceful communities

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

- Explain responsible decision-making skills;
- Discuss how responsible decision-making skills can assist in achieving goals such as safer environment for all people.

Content Background

What is responsible decision-making?

Responsible decision-making refers to the ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. It is important for students to develop good interpersonal skills that allow them to both collaborate with their peers and communicate effectively with adults. It is also vital that students learn how to make good decisions autonomously. There are many ways to help students develop good decision-making skills. In the classroom, the best way to foster this skill is to present students with choices in a variety of contexts. It is important to create a student-centered atmosphere where students feel their thoughts and opinions can be expressed and are valued. Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies.

(Education.mn.gov. 2020)

What are responsible decision-making skills to apply in unsafe situations?

The following are basic responsible decision-making skills students must be equipped with in order to solve problems whether at the school, at home or in the community. They can use these skills to help create a safe environment where they live in.

- Identify the problem
- Analyse the situation
- Solve the problem
- Consider ethical responsibility
- Evaluate and reflect

How can responsible decision-making skills help communities in unsafe situations?

Everyone can promote everyday safety by taking a closer look at their home environment and lifestyle, school environment & activities, and community for potential risks. To keep everyone safe, it is vital to find problems early and respond quickly to risky situations. There are several safety rules and guidelines associated with recreational and ordinary activities at every context.

Traveling is also one important time to consider safety. Factors such as weather, climate, time, mode of transport, road condition, traffic, travel companions, and et cetera can be evaluated or considered.

When covering this benchmark, teachers and students can design a travel plan from point A to their school and list 5-10 safety rules to minimise unsafe situations. Another option is for the teacher to put the students into a worst situation such as a ship wreck, house fire or crossing a flooded river and ask the students to list some safety tips to help them survive.

How to avoid dangerous situations:

- Always be aware of their surroundings.
- Avoid isolated areas.
- Trust their instincts.
- Make sure they have their mobile phone with them, that it is charged and topped up with enough credit.
- React quickly to danger.
- Watch the company they keep
- When they want to cross a busy town street, would they:
 - Cross at the crossing?
 - Run across quickly to avoid oncoming traffic?
 - Jump in front of the van and then return to the side?
 - Hold hands with a friend and allow their friend to lead as they cross?

Therefore, students must use appropriate decision-making skills to avoid being in an unsafe situation. Knowing these should help students stay out and away from unsafe situations.

Performance Assessment: Teachers can set assessment using checklists (needs analysis)-where students are required to identify and analyse how safe and unsafe a situation is in the school for example; school fencing, ablution block, food, girls dormitory fencing, water, mess, security, counselling).

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Education.mn.gov. (2020). *Communications*. Retrieved January 25, 2021, from <https://education.mn.gov/mdeprod/groups/communications/documents/hiddencontent/bwrl/mdcz/~edisp/mde073493.pdf>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.5: Students will be able to identify and analyse different factors that influence decision-making, including ethical and safety, evidence, values and principles, personal and community, and social, economic, political, and cultural factors.

Benchmark 10.1.5.3: Effectively analyse and evaluate evidence, arguments, claims, and beliefs relied on to make decisions at home, at school, and in the community.

Topic: Use of Evidence, Arguments, Claims and Beliefs to make Decisions

Essential Questions

- How can evidence, arguments, claims and beliefs be used to make decisions?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Skills and habits of applying standards of behaviour at the community level Use of evidence, arguments, claims, and beliefs relied on to make decisions at home, at school, and in the community.
Skills	Critical Thinking Skills - Use comparisons and contrasts
Attitudes	Responsible, optimistic, critical, creative
Values	Honesty, dignity, self-determination

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

- Examine how evidence, arguments, claims and beliefs are used to make decisions.

Content Background

In order for people to solve an issue or problem they must take into consideration importantly the facts and figures to substantiate the decisions they make. The decisions they make should alleviate the main cause of the issue or problem on hand. The use of evidence, arguments, claims, and beliefs to make decisions are very important. Given is a case study showing the importance of using facts and figures for decision making - The Bougainville Crisis where challenging decisions were made to better the lives of Bougainvillian's.

According to research by Wikipedia, The **Bougainville conflict**, also known as the **Bougainville Civil War**, was a multi-layered armed conflict fought from 1988 to 1998 in the North Solomons Province of Papua New Guinea (PNG) between PNG and the secessionist forces of the Bougainville Revolutionary Army (BRA), and between the BRA and other armed groups on Bougainville. The conflict was described by Bougainvillean President John Momis as the largest conflict in Oceania since the end of World War II in 1945, with an estimated 15,000–20,000 Bougainvilleans dead, although lower estimates place the toll at around 1,000–2,000.

Hostilities concluded under the Bougainville Peace Agreement in 1998. The national (PNG) government agreed to the founding of the Autonomous Bougainville Government and to certain rights

and authorities which the autonomous government would have over what became known as Bougainville Province, which includes outlying small islands in addition to Bougainville Island itself.

Therefore, students should know and understand the importance of the use of evidence, arguments, claims, and beliefs to make decisions wherever they are. For any issues that require decision-making they must always have their findings in facts and figures to substantiate the decisions they make.

Performance Assessment: Teachers can set assessment where students are required to research and write a analysis report on hostile events (bullying, ethnic clashes, domestic violence) that have happened in the country over the years, its causes and effects and how it was solved.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Cullingham L. (2016). *Standards of Behaviour for effective workplace communication*. Retrieved January 28, 2021, from <https://www.massagemag.com/standards-of-behavior-for-effective-workplace-communication-39839/>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Wikipedia Encyclopedia. (2020). *Goal Setting and Decision Making*. Retrieved December 10, 2020, from https://en.wikipedia.org/wiki/Goal_setting.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.6: Students will be able to identify and examine the processes and the strategies for organizing time and managing responsibilities in order to attain intended outcome.

Benchmark 10.1.6.1: Utilise time and materials to complete family activities on schedule.

Topic: Strategies used to organise Time and Materials to complete Family Activities on Schedules

Essential Questions

- What are examples of family activities?
- How can family's strategise to complete their activities and schedules as planned for using available time and materials within their capacity?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies used to organise time and materials to complete family activities on schedules
Skills	Creative Thinking Skills - Use creative skill of developing
Attitudes	Responsible, humility, cooperative
Values	Sense of belong, solidarity, creativity

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

- Identify and explain family activities;
- Use strategies to organise time and materials to complete family activities on schedules;
- Assess the impact of using strategies to achieve family activities as schedules for.

Content Background

Time and resource management to achieve family goals

Learning how to budget one's time is important in all aspects of life, especially in a family. A lack of time can lead to conflict. A person can learn to budget time so that everyone gets the most out of being an individual and a member of a family team.

By identifying his or her values or strong personal beliefs, he or she can gain balance in his or her life. Those beliefs will guide him or her as he or she make decisions around family time and personal time. Spontaneous family times can be just the pick-me-up everyone needs.

When children in the family are involved with activities outside the home, parents and other family members can share the load of "being there" for support. If there are young children, they should be given the chance to take part in these activities. This is a great role modelling opportunity and a wonderful reinforcement as well. Everyone sharing in this responsibility can build support in a family. If nobody can attend an outside event, letters tucked into lunch bags or notebooks can mean a lot.

Plan for special days such as holidays and birthdays. Make sure, though, to save some time to relax and just be together. Also, plan for ordinary days. If he or she keeps a calendar of upcoming events and special school functions, he or she won't feel so pressured when they arrive.

Some strategies to help families manage time:

- Look for ways to make chores easier;
- Break down large projects into small tasks;
- Set practical goals for all activities;
- Follow his or her heart when making decisions;
- Talk to family members, friends, neighbours, and co-workers. Don't be afraid to ask for help;
- Fit family needs into daily plans and
- Take care of each other.

Remember: Time management can be difficult for every family member. Poor time management can cause a person to feel sad, tired, or to become physically ill. Talking to others or writing one's own chores and ideas down on paper can be a good place to start.

Impact of strategies to achieve family activities as schedules for

Time management may get rid of stress in peoples' life. If they use their time well, they may have more time to;

- Do what they want
- Try something new
- Spend time with their family

Performance Assessment: Teachers can set activity where students are required to draw a timetable for two weekends and report how this has helped them achieved their weekend activities effectively.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Davis, N. (2003, June). *Stealing Time: Time Management Techniques Add Hours to Each Day*. Journal of AHIMA 74, no.6. Retrieved November 14, 2020, from <https://bok.ahima.org/doc?oid=58620>
- Eisenberg, R. and Kelly, K. (1994). *Organize Your Home: Simple Routines to Managing Your Household*. Crisp Publications.
- Lee J. (1993). *How to Manage Time* (video). Sommer Publications.
- Norton, B. (2015, March 13). *Get More Done in Less Time*. Crisp Publications. Retrieved November 14, 2020, from <https://www.amazon.com/More-Done-Less-Time-Procrastinating/dp/1508860572>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.6: Students will be able to identify and examine the processes and the strategies for organizing time and managing responsibilities in order to attain intended outcomes.

Benchmark 10.1.6.2: Anticipate possible obstacles in completing family tasks on schedule.

Topic: Possible Obstacles in completing Family Task on Schedule

Essential Questions

- What are some possible obstacles that may hinder family schedules?
- How can you overcome these obstacles to complete family tasks on schedule?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Possible obstacles in completing family tasks on schedule
Skills	Critical Thinking Skills - Use evaluation skill of identifying and examining
Attitudes	Responsible, adaptable to change, critical
Values	Rationality, creativity, perseverance

Learning Objectives: By the end of this topic, students will be able:

- Explain the term obstacles;
- Identify and examine possible obstacles that hinders a family's scheduled tasks from being completed;
- Evaluate the impacts of applying strategies that can overcome these obstacles and assist families in completing their scheduled tasks.

Content Background

What is obstacle?

An **obstacle** (also called a barrier, impediment, or stumbling block) is an object, thing, action or situation that causes an obstruction. Different types of **obstacles** include **physical**, economic, bio- psychosocial, cultural, political, technological and military.

Case Study- Let Inspiration Come to You

At age 12, she was baptized into to the Church along with her mother and her youngest sister. Missionaries taught the family over a period of four years.

She met her future husband, Josh, while attending Church youth activities and they dated in high school. When he left on a mission, she decided to serve one too. Before she left to serve in Ogden, Utah, her father was baptized. After completing her mission in 2002, she was sealed to her parents in the Laie Hawaii Temple. A few months later, she and her high school sweetheart married in the temple.

John and Horita now have four children, two boys and two girls. She enjoys seeing the influence she has on her children and the influence they have on her. "They make me want to be a better person, a better mom, a better friend and a better daughter. I see how they make me better," she said.

Sad news came in 2013 when Horita was diagnosed with breast cancer. "It was difficult," she said. She underwent surgery, chemotherapy and radiation treatments to remove the cancer.

"One thing I found going through this was that Heavenly Father knew me individually. He knew what I was capable of."

During this trial, she came across a talk given by Elder David A. Bednar at a CES devotional in March 2013, "That We Might 'Not Shrink.'" He spoke of Elder Neal A. Maxwell's battle with cancer and the lesson he learned from it. The words of Elder Maxwell, "Not shrinking is more important than surviving," resonated with Horita.

"Trials are going to come and it's so important that we just stand strong and tall as opposed to shrinking away," she said. With the support and love of her husband and children, she decided to use her cancer experience "as an example for others to be able to endure, not only whatever trials they were going through, but just to endure this life well."

Now cancer-free, Horita is grateful for her family and enjoys keeping up with her children's busy schedules. From Boy Scout meetings to dance classes, Sister Horita and her husband try to stay involved in their lives and enjoy supporting them in their activities. "I just adore my

First, it helps to understand that obstacles come in three different ways:

- (i) External Obstacles-These are obstacles outside of a person's control such as the economy, natural disasters, physical limitations, and the political climate.
- (ii) Internal Obstacles-These obstacles are generally one-time issues but he or she has direct control over them, such as debt, cash flow, time availability, needed skills or talent.
- (iii) Habitual Obstacles-These obstacles reflect how people get in their own way. They can only be removed with behavioural change.

Overcoming obstacles in completing family tasks

To overcome obstacles whether business or personal, people must master these areas:

1. Embrace self-awareness

If they do not see the obstacle or believe it is a hindrance, they will never reach their goals, blaming everything and everyone but the person responsible. This is particularly obstructive to resolving *Habitual Obstacles*. For example; they realise their own priorities was keeping them from what was needed to be done. They could easily blame time as their enemy, but the enemy was

actually their semi-conscious, daily rationalisation for instance making money which was almost always more important than health or learning. Once they admit their own priorities was misguided, they make necessary adjustments in their behaviour.

2. Use time to their advantage

This is most important with *External Obstacles*. People must learn to manage their impatience and be ready to face it and overcome it as well as cleared. The harder the obstacle, the more time it will take to overcome. They must set a preliminary schedule with clear milestones so they can track forward or backward progressively. This way they will see the cumulative impact of miniscule (tiny) change. For example; if they have issues with their health in terms of overweight this will help them manage their weights. They can see reductions in calorie intake and changes in how their clothing fit by comparing week to week. Once they see small progress, they will be encouraged to put in more effort. With time comes momentum. And momentum is the best way to bust through big obstacles.

3. Commit to focused discipline

True discipline is about people making them emotionally committed to time and effort to their benefit regardless of external factors. For example; They knew they had to make themselves self-accountable for their actions.

4. Engage their own creativity

Create rhythm in their life so they can freely engage the creative part of their brain for problem solving. There is no better place to apply expansive thinking than on issues holding them back. For example; they should give deliberate thought to what they want to accomplish on their trip and set a plan.

Every individual family faces obstacles in their lives and as early as possible students must be taught the basics of how best to address these obstacles so they manage their family and home in a positive manner later on in life.

Performance Assessment: Teachers can set activity for where students are required to discuss ways to deal with obstacles (work commitment, financial constraint, other social obligations) faced in life.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Desert News. (2020). *Obstacles*. Retrieved November 14, 2020, from <https://ajennings@deseretnews.com>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Wikipedia. (2013). *Obstacles*. Retrieved November 14, 2020, from en.wikipedia.org/wiki/obstacle Published.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.6: Students will be able to identify and examine the processes and the strategies for organizing time and managing responsibilities in order to attain intended outcomes.

Benchmark 10.1.6.3: Organise and prioritise family schedule

Topic: Processes and Strategies to Organise Time and Prioritise Family Schedules

Essential Questions

- What are the processes and strategies to organise time and prioritise family schedules?
- How will the application of these processes and strategies help organise and prioritise family schedules?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Processes and strategies to organise and prioritise family schedule
Skills	Critical Thinking Skills - Use analytical skill of organising and prioritising
Attitudes	Responsible, caring and concern, adaptable to change
Values	Sanctity of life, love, trust

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

- Identify processes and strategies to organise and priorities family schedules to achieve goals;
- Evaluate the impacts of the application of these processes and strategies in organising and prioritising family schedules.

Content Background

Processes and strategies to organise and prioritise family schedules

‘Do you feel like there is just never enough time to study? Do you feel overwhelmed by all your commitments and wonder how you will ever fit them all in?’ Sometimes people do not even know where to begin. From one’s personal experience it can be very stressful when trying to manage time between a busy job, family commitments and the need to study. But that is okay. This is not a permanent situation if individuals learn to take control.

The first step is to recognise that they are in charge of their time and daily activities. So when they say they do not have time to study, what they are really saying is “I choose not to study for my exams right now because other things are more important to me.”

Everyone has time to do what is most important to them. It is just a question of what those priorities are.

To help with this, here are some ways for managing both time and priorities:

1. Determine what is most important in life. What gives a person energy and drive each day? What are those activities that they want to be doing rather than those they feel they have to be doing? For example, what is the best use of their time in terms of making money in the long run?
2. Keep a file of motivating factors. One must refer back to them whenever they are feeling frustrated, overwhelmed or want to quit. They remind themselves why they are doing things in the first place.
3. Control inputs into their life. This means removing distractions when they want to get down to work and just because someone requests their time, it doesn't mean they have to give an immediate response. For example; emails in particular can be disturbing, they should try using less of it. They must check their inbox and social media when there is a need to do so. If they are students they must teach others the value of time by indicating to their family and friends that they are un-contactable during their study times.
4. Schedule their day and routine. A calendar must be used to get things out of one's head and onto a schedule. Map out each task to be done, set a time limit and give deadlines to achieve them. They choose two most important tasks for the day and do them first. As they go along, they will get a better insight into how long things take and they will actually find they have more free time.
5. Have a strategy meeting with themselves each week. They look back at the tasks they have been working on in the previous week – they write down what went well and what is stressing them outright. Can they do more of what's working well? What action can they take to alleviate the stress so that it does not carry on into the following week? They should set some goals for the next week – what are their priorities? What are they going to do and when? They want to start each new week knowing exactly what needs to be done.

It is important to know that time management is challenging and it is not something every person is expected to master overnight. One will find that they get much better at prioritising and managing their time with experience.

But if an individual want to speed the process of strategising and make their life a whole lot easier, they should try seeking help from a mentor who has been on the path they are following and can guide them step by step.

Impacts of applying the processes and strategies to organise and prioritise schedules

Organising and prioritising are important skills that individuals must acquire and master in order to achieve their goals either it is planned on a short term basis or a long term goal. Applying these skills will enable them as individuals to stay within the boundaries of their planned activities and be able to achieve the desired outcomes of their plans. These skills can also help to reduce stress and other hassles of haddock planning and so one is focused and has more energy to work towards achieving their goals in life.

Performance Assessment: Teachers can set activity assessment for where students are required to reflect and evaluate their family schedules (refer to BM 10.1.6.1).

Suggested Resources

- Association of International Certified Professional Accountants (2015, March 15). *How to manage your time and priorities*. Article from AICPA. Retrieved November 14, 2020, from <https://mycareer.aicpa-cima.com/article/how-to-manage-your-time-and-priorities/>.

- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Surtees, N. (2018, September 25). *5 Ways, Mindfulness Can Make You a Better Designer*. Blog from IDEO. Retrieved November 14, 2020, from <https://www.ideo.com/blog/5-ways-mindfulness-can-make-you-a-better-designer>.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.6: Students will be able to identify and examine the processes and the strategies for organizing time and managing responsibilities in order to attain intended outcomes.

Benchmark 10.1.6.4: Advocate for family needs in accomplishing family and school goals.

Topic: Advocate for Family needs in Accomplishing Goals

Essential Questions

- What are family needs?
- How can advocating for family needs help families accomplish family goals?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Advocating for family needs in accomplishing family and school goals
Skills	Critical Thinking Skills - Use evaluation skill of identifying and advocating
Attitudes	Critical, creative, optimistic, confident, supportive
Values	Love, freedom, justice, modesty, integrity

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

- Explain family needs;
- Identify ways to advocate for family needs in accomplishing family needs and school goals;
- Assess the impacts of advocating for family needs to accomplish family goals.

Content Background

When a family's need is taken care of by usually the father who is the head of the family with the help of the mother this creates a safe and sound environment for their offspring's and ensure their well-being is fully supported. Children born into family whose needs are basically well taken care of fare well in school and in later life since their upbringing promotes and fosters values of life for peace, harmony and prosperity, for instance, the do's and don'ts of life and how best to approach unpleasant situations to better their lives and so forth. So what then is a family need?

Family needs

Every family needs basic, physiological, and additional needs. Basic needs required for any family are: food, housing, clothing, health and education. Every family needs certain things such as food, shelter, clothes, education and health services and sex, which are considers as basic needs. Family members are satisfied if these things are provided and meet the needs of the respective individual in the family.

According to the psychologist Abraham Maslow, the needs of family can be divided into following:

- Basic needs: The most rudiment (original) human needs, associated with the survival of the human beings are called the basic needs. Human beings cannot survive in the absence of these things. They need food to eat, water to drink and house to live in.
- Philological needs.

Family Goals

Families need to have goals too. After all, the family is the smallest unit in a community, and every member of this unit must be able to contribute to the family's benefit. Family relationships take a lot of work just like any other kind of relationships. When the family has unified goals in addition to each member's personal objectives, family relationships are smoother. It promotes unity and cooperation. Moreover, each member will be able to enjoy the fruits of the whole family's efforts.

Impacts of advocating for family needs to accomplish family goals

What are family goals that a person has? In case they would like to start having common goals in their family, following are some of the best examples of family goals.

1. To spend quality time together

Perhaps one of the most common answers to the question, "What are family goals that a person wants to have?" To spend quality time with the family. It is true that family members can have hectic schedules and it may seem almost impossible to get everybody together at the same time. However, all members of the family must still make time to chat, eat dinner, or just sit down together. These important moments should not be taken for granted as they bring about a multitude of benefits for a family. Spending quality time together can elevate a person's mood. It also provides the best opportunity to talk about important matters and to clarify any misunderstandings between family members. Anything can qualify as family time, and doesn't have to be a trip to Big Rooster or anything fancy. The simpler, the better. Family time allows its members to bond. It improves and strengthens familial relationships. The important thing is to set a regular time where the members of the family can stay in touch with each other's lives.

2. To allow family members to have some "me" time

It might not be the typical thing that comes to mind when asked the query, "What are family goals that you need to have?" But allowing family members to have personal time is one meaningful family goal. Just as spending time with the family is important, it is also crucial to have some time for oneself and away from the family. One good example is a stay-at-home mom. Working from home, caring for the kids, and handling all household business can take a toll on any mom. In order for her to have a good relationship with her husband, kids, and all other relatives, she must have some time for relaxation. It doesn't matter what she does—what's important is that she has time for herself. It's a time when she does not have to worry about anything at all. This 'Me' time allows a person to regroup and to find oneself again. Young kids also need to have some time alone. All too often, parents hover around their child's shoulders and forget that, regardless of age, all people need some privacy. A family must respect privacy when one or two of their member choose to spend some time away. All people need some time to be apart from their family, no matter how close their relationships can be with each other.

3. To support each other's endeavours

A lot of family problems arise when parents, kids, or siblings don't support each other's decisions and goals. Although many folks won't admit it, the family's opinion matters a great deal to every person. Sometimes, what everyone just wants to hear from a parent or a sibling are the words, "I will support you all the way." However, in reality, family members often have disagreements and even a falling out

when one member has a dream or has made a decision that the rest of the family can't support. The problem with many families is the fact that they think of themselves too much as a unit and while it may be true that the family is one unit, it won't hurt to remember that each member is a unique individual who wishes to live his or her own life. Therefore, it is normal for family members to have goals that are very different from that of other members of the family. The simple solution to avoid problems is to accept and respect all family member's decisions and goals in life. If a person wonders, "What are family goals that result in better family relationships?" The best answer would be to show support for each other, especially when it comes to personal dreams and goals.

Performance Assessment: Teachers can set assessment where students are required to express their needs (needs analysis report) formally to the attention of the school administration to help accomplish their school goals in completing their studies successfully.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Kullabs. (2020). *Environment Population and Health*. Retrieved November 14, 2020, from <https://kullabs.com/class-9/enviroment-population-and-health-9/family-life-education/needs-of-family>.
- Orangatamariki.gov. (2021, August 30) *Parent and Family Advocacy*. Newsletter from Oranga Ministry for Children: NZ. Retrieved November 14, 2020, from <https://www.orangatamariki.govt.nz/about-us/research/our-research/parent-and-family-advocacy/><https://wwwfinermind.com>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.7: Students will be able to recognize and reflect on the various roles they play and the members of their family, school, and community play in school, family and community management.

Benchmark 10.1.7.1: Analyse the purpose and impact of school-wide activities, policies and routines.

Topic: Purpose and Impact of School-wide Activities, Policies and Routines

Essential Questions

- What are examples of school-wide activities, policies and routines?
- What is the purpose of having these activities, policies and routines?
- What impacts will school wide activities, policies and routines have on students in schools?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Purpose and impact of school-wide activities, policies and routines
Skills	Critical Thinking Skills - Use analytical skill of recognising and analysing Creative Thinking Skill - Use creative thinking skills of reflecting
Attitudes	Responsible, attentive, appreciative
Values	Self-esteem, self-cultivation, equality

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

- Recognise and examine school wide-activities, policies, and routines;
- Explain the purpose of school-wide activities, policies, and routines;
- Evaluate the impacts of school-wide activities, policies and routines;
- Reflect on the school wide activities, policies, and routines.

Content Background

In order for schools to implement its school-wide activities and enforce its policies and routines to achieve its goals it must set these activities, policies and routines first. For example; school activities such as school sports carnival, interschool carnivals and advocacy programs. So what exactly are these activities, routines, and policies?

What is the purpose of school policies?

Policies are important because they help a school establish rules and procedures and create standards of quality of learning and safety, as well as expectations and accountability. Without these, schools would lack the structure and function necessary to provide the educational needs of students. Together, policies and procedures provide a roadmap for day-to-day operations. They ensure that all school activities comply with laws and regulations and give guidance for decision-making.

School policies and procedures are not only about fairness and expectations. They also establish guidelines to keep students and staff safe. Creating a safe learning environment involves protecting students and staff from physical, emotional, and psychological harm.

Impacts of school-wide activities, policies, and routine

The impacts of prioritising school activities, policies and routines are;

- helping staff to make decisions more efficiently.
- providing instruction on how to do tasks.
- creating confidence and reduce bias in decision-making, and
- protecting staff from acting in a manner that might endanger their employment.

Therefore, it is important that students appreciate the school-wide activities set by their schools and the policies and routines enforced by their school. Head teachers of school should consult this policy document 'Behaviour Management Policy' from the Department of Education through the Guidance Division. Enforcing this policy will help them strategise better ways to deal with common issues such as bullying, school fights, cult activities and teenage pregnancies.

Performance Assessment: Teachers can set assessment where students are required to refer to the School Behaviour Management Policy - A guide for schools', 2019, and use this guide to assess their classroom policies and routines. They use this document to help them write effective classroom and policies and routines and do a presentation in class.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.7: Students will be able to recognize and reflect on the various roles they play and the members of their family, school, and community play in school, family and community management.

Benchmark 10.1.7.2: Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.

Topic: Importance of Personal Roles and Responsibilities in the Overall School Climate

Essential Questions

- What are personal roles and responsibilities of individuals within the school?
- How important are these personal roles and responsibilities of these individuals within the school to attain conducive learning environment?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The importance of personal roles and responsibilities in the overall school climate.
Skills	Critical Thinking Skills - Use evaluation analysis skill of recognising and analysing - Use creative thinking Skills - Use creative thinking skills of reflecting
Attitudes	Participatory, appreciative, cooperative
Values	Common good, empowerment, justice, patriotism,

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

- Identify and analyse the importance of taking roles and responsibilities in the overall school climate;
- Recognise and compare roles played by different individuals in the school to achieve conducive school climate.

Content Background

Importance of the roles and responsibilities of individuals within the school organisation

The following table shows the roles performed by the different individuals and or stake holders in the school organisation.

Person	Roles and Responsibilities
Students	-Attend classes on time and regularly. -Being prepared for classes with all necessary supplies. -Taking good care of school property. -Complete all homework assignments.

	-Organise their time well. -Respect themselves and others. -Read on a regular basis. -Do their best.
Teacher	A Teacher is responsible for preparing lesson plans and educating students at all levels. Their duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans.
Prefects	Prefects should act as the role model for all the students in the School . Prefects must adhere to School Rules and Regulations at all times. The main duty of prefects is to maintain an atmosphere of friendly cooperation, peace, discipline and unity in the School . Prefects should serve as counsellors to junior student.
School Counselor	Common duties include disseminating of scholarship information, supplying school -to-career guidance , interpreting standardised test scores, developing guidance curriculum, providing student resources, counselling individual students, coordinating with social service agencies, maintaining records, facilitating.
Deputy Principal	The overall responsibility of the Deputy Principal is to assist the Principal in the management of the school . Besides the discharge of specific administrative and management duties , the Deputy Principal also exercises a leadership and motivational role in the direction of the school enterprise....(Sep 10, 2019)
School Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardised curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.

(Behaviour Management Policy. 2014).

Impact of personal roles and responsibilities in upholding a conducive overall school climate

Each person within the school organisation must work collaboratively as a team to ensure the overall climate of the school is conducive. Schools with such work ethics have a proof of students with higher performance and the school management itself having minimal behavioural problems.

Performance Assessment: Teachers can set activity where students are required to observe the roles of the different individuals (principal, teachers, prefects, and students) in the school for a week or two. They then report of the how these individuals have performed and suggest ways they can assist to help these individuals improve on their roles and responsibilities.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. (Revised Ed. 2019) PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.8: Students will be able to understand the problem solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 10.1.8.1: Identify personal feelings and the feelings of others involved within a community problem and apply appropriate self - control and empathy skills.

Topic: Community Problems: Increase in the Consumption of Homebrew by Youths

Essential Questions

- What are community problems?
- How can community problems such as increase in consumption of homebrew be solved through the application of self-control and empathy skills?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Personal feelings and the feelings of others involved within a community problem and use of appropriate self - control and empathy skills to solve problems
Skills	Critical Thinking Skills - Use analytical skill of identifying Creative Thinking Skills - Use creative/synthesis skills of applying
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Identify and explain community problems;
- Examine ways community problems can be solved by applying self-control and empathy skills.

Content Background

Problems are part of life. We all deal with individual problems. Families have family issues and communities have community problems. Communities must come together to solve their problems just like families.

When communities try to solve problems, they start just like individuals do. They must reflect and analyse the issue to help come to a solution. But before discussing solutions, problems must be identified.

For this content standard, all the benchmarks as of 10.1.8.1. to 10.81.8.7 are linked. It involves the process of problem solving and conflict management issues.

What is a community problem?

A community problem is an issue that occurs frequently and is disruptive to personal or community life.

Below are some examples of community problems:

• adolescent pregnancy	• HIV/ AIDS
• access to clean drinking water	• hunger
• child abuse and neglect	• inadequate emergency services
• crime	• inequality
• domestic violence	• jobs
• drug use	• lack of affordable housing
• pollution	• poverty
• mismanagement of resources	• transportation
• lack of funding for schools and services	• violence
• ethnic conflict	• racism and
• health disparities	• police brutality

A community problem is considered a real issue when it fits these criteria. The problem/issue;

- occurs too frequently (**frequency**)
- has lasted for a while (**duration**)
- affects many people (**scope, or range**)
- is disrupting to personal or community life, and possibly intense (**severity**)
- deprives people of legal or moral rights (**equity**)
- is perceived as a problem (**perception**)

Perception, is an important one, and can also help indicate readiness for addressing the issue within the community. What is seen as a problem can vary from place to place and group to group in the same community. Although there is no official definition of a community problem, the above examples and criteria should help you begin to identify and analyse community problems.

(Berkowitz.2020)

The students would have learnt in grade 9 that self-control and empathy skills are very important to solve problems. Here is a recap of the definition for the terms self- control and empathy. According to Kendra C, (2018), self-control is the ability to regulate and alter your responses in order to avoid undesirable behaviours, increase desirable ones, and achieve long-term goals. Empathy according to management.org is the ability to accurately put oneself "in someone else's shoes"– to understand the other's situation, perceptions and feelings from their point of view – and to be able to communicate that understanding back to the other person.

Before a community problem can be solved the following must be done;

- All individuals involved in the problem that is the perpetrator(s) and the survivor(s) and others affected must be identified.
- A meeting must then be convened to start the problem solving process.
- In the meeting all persons involved must testify of their feelings concerning the problem.

Type of individuals	Personal feelings	Applying self-control	Applying empathy
Victim(s)	- They feel hurt, angry, sad and unsafe, and do not want to live in that community anymore - They may even feel like retaliating as a payback	- Not to retaliate back but learn to always report to the respective law enforcing bodies	- Encourage victim to report the incident to the respective community leader and the police - Seek counsel to overcome the effects of this problem on their lives
Perpetrators	- They are involved in this activity because they feel left out in the community as they are unemployed - Feel sad so they consume homebrew to numb the pain of being seen as drop outs and unproductive	- Accept themselves for who they are and find better means and ways of taking care of themselves	-Community leaders must find ways to provide some form of income earning opportunities for them. - Provide short vocational education training courses like carpentry, welding, brick laying and other short course like poultry, piggery, aquaculture. They build on from these skills and are able to earn themselves decent income. -The community leaders must seek assistance from the churches or other organisations to provide counsel to these perpetrators and so they change their negative attitudes for positive ones such as having self-control and will power to progress and prosper.
Producers of homebrew	- Need money to meet their basic needs and wants because they have little or no source of	- Find decent ways of earning income other than sacrificing their health as well	- The community leaders should provide avenues for them to earn decent other

	income so produce and sell this illegal liquor.	as the health of others	income. Selling vegetables, et cetera.
The community	- They are scared of being hurt, injured or even killed or murdered - They feel their safety is at risk all the time - They are deprived of their right to live in safe and peaceful community	Learn to approach the youth in ways that will encourage their cooperation and greater participation in the community	More and effective policing in the community for a safe and peaceful community

Impacts of applying self-control and empathy skills to solve community problems

Once all individual's feelings are expressed, it now paves way and at the same time eases conversation among the members involved in solving this problem. The community leaders should now analyse what the individuals have said and propose better ways to solve this problem.

Performance Assessment: Teachers can set assessment where students are required to research to identify problems that are commonly faced by the community they represent. Find out how these problems are caused and who are most likely to be implicated. Suggest solutions and way forward to reduce these escalating problems and do and oral group presentation

NOTE: A project will be designed for CS8

1. Identify personal values of others
2. Perspectives of those involved
3. Desired Outcomes
4. Strategies for possible solutions
5. Questions for best solutions
6. Implement and monitor solutions
7. Reflect on the monitored solution.

Suggested Resources

- Berkowitz .B. (2020). *Section 5. Analyzing Community Problems*. Kansas: University of Kansas Retrieved November 14, 2020, from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.8: Students will be able to understand the problem solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 10.1.8.2: Identify, analyse, and state what the problem is and identify and consider the perspectives of those involved.

Topic: Increase in the Consumption of Homebrew by Youths: Perspective of Others

Essential Questions

- What are the views of others towards consumption of homebrew?
- How can the application of the skills of perspective-taking assist in solving issues of such?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The perspectives of those involved in the problem of youths consuming homebrew
Skills	Critical Thinking Skills - Use analytical skill of identifying and analysing - Use creative thinking Skills - Use creative/synthetical skills of consideration (reflecting)
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Identify and analyse how homebrew is causing a rise in law and order problems in the community;
- Consider the perspectives of others involved in solving the problem.

Content Background

Why should community problems be analysed?

Analysing community problems is a way of thinking carefully about a problem or issue before acting on a solution. It first involves identifying reasons why a problem exists and then, identifying possible solutions and a plan for improvement. For example: The rise in law and order problems due to production and consumption of homebrew in the community and the need to curb this problem for a safe and peaceful community.

A community can identify, analyse and state what problem is being encountered by analysing the problem in this case is the increase in law and order problem in the community Problems cannot be solved without proper analysis which can lead to more problems and even lead to wastage of time and resources.

Using analysis to solve the problem helps decision maker to;

- **Properly identify what the problem or issue is**

Youths gather on the street drink and often get rowdy.

What is the problem here?

The problem is youths gathering on the streets, drinking and getting rowdy.

Before looking for solutions, identify the problem.

- **Determine the barriers and resources associated with addressing the problem**

It is good practice and planning to anticipate barriers and obstacles before they might arise. By doing so, it can be mitigated. Analysing community problems can also help people understand the resources they need. The better equipped they are with the right resources and support, the higher their chances of success.

- **Develop the best action steps for addressing the problem**

Having a plan of action is always better than taking a few random shots at the problem. If people know where they are going, they are more likely to get there.

When they will have a deeper understanding of a problem before they start trying to solve it helps them cover all of their bases.

When they take a little time to examine a problem first, they can anticipate obstacles before it happens.

Performance Assessment: CSD and CCVE teachers can plan collaboratively for an assessment where students are required to investigate common social problems encountered in their society. For instance, abuse of marijuana, gender based violence, child abuse, rape, sorcery and witch craft, et cetera and discuss how this affects those involved.

Suggested Resources

- Berkowitz B. (2020). *Section 5. Analyzing Community Problems*. Kansas: University of Kansas Retrieved November 14, 2020, from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.8: Students will be able to understand the problem solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 10.1.8.3: Identify desired outcome of community problems and analyse if it is attainable.

Topic: Desired Outcomes of Solving the Problem of the Rise in Homebrew Consumption by Youths

Essential Questions

- How can the application of problem solving skills produce the expected desired outcomes of the issue (increase in the consumption of homebrew by youths)?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Identifying and ascertain the desired outcomes of solving problems such as increase in homebrew consumption by youths
Skills	Critical Thinking Skills - Use analytical skill of analysing and to ascertain
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Examine the desired outcome of solving problems associated with homebrew.

Content Background

Desired outcomes of solving the problem of rise in homebrew consumption by youths

Whom should the community focus their efforts on, and who has the power to improve the situation? Often, these may be the same people. The community may want to recruit agents of change to work with them in their effort to solve the problem. The point here is to understand where and how to direct their work most effectively to solve this problem.

Targets of change might include:

- Parents of youth in low-income neighborhoods (or all parents in the community) for education purposes;
- The youths themselves;
- Teachers (From Elementary to Primary to High school) for the community's school, and
- Gang members and youths at risk of becoming gang members.

A short list of potential agents of change.

- Parents of children in low-income neighborhoods (or all parents in the community) as controllers of their children's behaviour.
- The Superintendent of Schools, School Committee, and school administrators, as well as those directly responsible for school behaviour management.
- Local public officials who could create incentives for income earning opportunities and employment for the youths affected.
- Community Recreation Commissions, school officials and other entities that might create safe outdoor and indoor physical activity programs for youths.
- Community hospitals, clinics, and private medical practitioners.

With their analysis complete, they can develop a strategic plan that speaks the real cause of the problem and focuses on the targets and/or agents of change that are most likely to contribute to improving the situation of home brew consumption

Performance Assessment: Teachers can set an assessment where students are required to research and develop strategic plans that can change the consumption of homebrew by youths.

Suggested Resources

- Berkowitz B. (2020). *Section 5. Analyzing Community Problems*. Kansas: University of Kansas Retrieved November 14, 2020, from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.8: Students will be able to understand the problem solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 10.1.8.4: Use creativity and innovations to generate multiple possible solutions and analyse each options in relation to the resources, situation, and personal principles.

Topic: Creative Problem Solving Techniques to solve Homebrew Problems caused by Youths

Essential Questions

- How can multiple possible solutions be generated using related resources, situations and personal principles to solve problems?
- What are the impacts of using creativity and innovations to generate multiple solutions to solve problems?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Being creative and innovative so as to generate multiple solutions to solve problems such as the rise in home brew consumption by youths
Skills	Critical Thinking Skills - Use analytical skill of analysing Creative Thinking Skills - Use creativity/synthetical skill of creating and innovation
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Use creative and innovative ways to generate multiple solutions to solve problems such as rise in consumption of homebrew by youths using related resources, situations and personal principles.

Content Background

Creativity and innovations to generate multiple possible solutions

Creative problem solving (CPS) is a way of solving problems or identifying opportunities when conventional thinking has failed. It encourages people to find fresh perspectives and come up with innovative solutions, so that they can formulate a plan to overcome obstacles and reach their goals.

About Creative Problem Solving

Alex Osborn, founder of the school Creative Education Foundation, first developed creative problem solving in the 1940s, along with the term "brainstorming." And, together with Sid Parnes, he developed the Osborn-Parnes Creative Problem Solving Process. Despite its age, this model remains a valuable approach to problem solving. (Mind tool. 2020)

Why use Creative Problem Solving?

Community leaders, counsellor and agents of change engaged can use this to deal with obstacles that may hinder solving the home brew problems by youth. Dealing with obstacles and challenges is a regular part of working life, and overcoming them is not always easy whether in business of everyday life. To improve products, services, communications, and interpersonal skills, and for organisations and people to excel, creative thinking should be encouraged to find innovative solutions that work. Creative Problem Solving asks people to separate their "divergent" and "convergent" thinking as a way to solve problems. Divergent thinking is the process of generating lots of potential solutions and possibilities, otherwise known as brainstorming. And convergent thinking involves evaluating those options and choosing the most promising one. Often, people use a combination of the two to develop new ideas or solutions. However, using them simultaneously can result in unbalanced or biased decisions and can stifle idea generation.

Core Principles of Creative Problem Solving

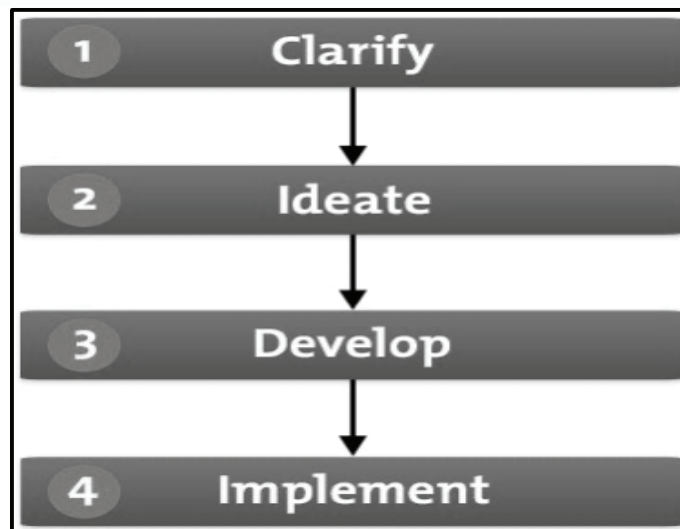
CPS has four core principles.

1. **Divergent and convergent thinking must be balanced.** The key to creativity is learning how to identify and balance divergent and convergent thinking (done separately), and knowing when to practice each one.
2. **Ask problems as questions.** When rephrasing problems and challenges as open-ended questions with multiple possibilities, it is easier to come up with solutions. Asking these types of questions generates lots of rich information, while asking closed questions tends to elicit short answers, such as confirmations or disagreements. Problem statements tend to generate limited responses or none at all.
3. **Defer or suspend judgment.** As Alex Osborn learned from his work on brainstorming, judging solutions early on tends to shut down idea generation. Instead, there is an appropriate and necessary time to judge ideas during the convergence stage.
4. **Focus on "Yes, and," rather than "No, but."** Language matters when generating information and ideas. "Yes, and" encourages people to expand their thoughts, which is necessary during certain stages of CPS. Using the word "but" – preceded by "yes" or "no" – ends conversation, and often negates what's come before it.

How to use the tool

How to use each of the four steps of the CPS Learner's Model to generate innovative ideas and solutions. Refer to the diagram on the next page.

Creative Problem Solving Learner's Model



(Mindtools.com.2020)

1. Clarify

Explore the Vision

Identify the goal, desire or challenge. This is a crucial first step because it is easy to assume, incorrectly, that they know what the problem is. However, they may have missed something or have failed to understand the issue fully, and defining their objective can provide clarity. In this case, the focus is to solve the problems associated with home brew production and consumption by youths in their community and for peace and order to prevail in the community.

Gather Data

Once committee have identified and understood the problem, they can collect information about it and develop a clear understanding of it. Make a note of details such as who and what is involved, all the relevant facts, and everyone's feelings and opinions. They need to collect information such as; who is producing homebrew? Who is consuming homebrew and causing problems, et cetera.

Formulate Questions

When they have increased their awareness of the challenge or problem they have identified, ask questions that will generate solutions. They should think about the obstacles they might face and the opportunities they could present. They may ask questions such as; how will the committee round up those producing homebrews? How will they bring those who are causing problems together? Which time is the appropriate for all members of the committee to come together to discuss this problems?

2. Ideate

Explore Ideas

The committee then generates ideas that answer the challenging questions they identified in step 1. It can be tempting to consider solutions that they have tried before, as their minds tend to return to habitual thinking patterns that stop them from producing new ideas. However, this is a chance to use their creativity. Brainstorming and Mind Maps are great ways to explore ideas during this divergent stage of CPS.

3. Develop

Formulate Solutions

This is the convergent stage of CPS, where the committee begins to focus on evaluating all of their possible options and come up with solutions. Analyse whether potential solutions meet their needs

and criteria, and decide whether they can implement them successfully. Next, consider how they can strengthen them and determine which ones are the best 'fit'. For instance, they call in the police to impound those producing homebrew or they bring in counsellors to give advice and counsel home brew producers and consumers on how they can make their lives meaningful and live in the community as useful beings.

4. Implement

Formulate a Plan

Once they have chosen the best solution, it is time to develop a plan of action. They start by identifying resources and actions that will allow them to implement their chosen solution. Next, they communicate their plans and make sure that everyone who is involved understands and accepts it. When their ideas and resources are fully utilised they can carry out their action plans.

Impacts of being creative and innovative to reach multiple solutions to solving problems

This will definitely fast track time (time management) taken to solve problems and solve problems quickly before it escalates out of control. Use of these steps will help all individuals involved in the problem willingly cooperate and reach resolutions quickly. Therefore, it is important that students master these very important skills to solve challenging issues.

Performance Assessment: Teachers can set assessments where students are required to research and develop strategic plans that can change the consumption of homebrew by youths.

Suggested Resources

- Berkowitz B. (2020). *Section 5. Analyzing Community Problems*. Kansas: University of Kansas Retrieved January 28, 2021, from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Mind Tools. (2020). *Creative Problem Solving - Finding innovative solutions to challenges*. Retrieved January 28, 2021, from <https://www.mindtools.com/pages/article/creative-problem-solving.htm>
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.8: Students will be able to understand the problem solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 10.1.8.5: Identify and ask systematic questions that clarify various points of view and lead to the best solution.

Topic: Using Problem Solving Skills to Solve Rise in Homebrew Consumption by Youths

Essential Questions

- How can problem solving skills through systematic questioning clarify various points of view and lead to the best solution?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Identifying and asking systemic questions to lead to the best solutions on the rise in homebrew consumption
Skills	Critical Thinking Skills - Use analytical skill of identifying and asking systematic questioning
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Examine problem solving skills used to clarify various points of view that should lead to achieving best solutions to solve the problem of high consumption of homebrew by youths;
- Evaluate the impacts of asking systematic questions in reaching the best solutions for a problem (rise in consumption of homebrew)

Content Background

How should community problems be analysed?

The ultimate goal is to understand the problem better and to deal with it more effectively, so the method you choose should accomplish that goal. Here are step-by-step guidelines to go over a couple of specific ways to determine the causes of the problem.

1. Justify the choice of the problem

Apply the criteria of identifying community problems frequency, duration, range, severity, equity, perception as well as asking about whether the respective community leaders or another can address it effectively, in order to decide whether the problem is one that should be focused on.

For instance, the problems associated with homebrew consumption by youths in the community has been steadily increasing and continues to increase. Since we know that homebrew consumption in youths tend to lead to a lot of law and order problems like, fighting, domestic violence leading to grievously body harm, assault of innocent people especially women and even rape and creating public nuisance and vandalism.

These are problems that need to be addressed now. Therefore, the respective committees in the community dealing with peace and good order of the community must act immediately.

2. Frame the problem

State the problem without implying a solution or blaming anyone, so that you can analyse it without any assumptions and build consensus around whatever solution you arrive at. One way is to state it in terms of a lack of a positive behaviour, condition, or other factor, or the presence or size of a negative behaviour, condition, or other factor. There are too many youths in the community who are consuming homebrew. The problem is particularly serious among low-income families and rife in especially illegal settlements.

3. Identify whose behaviour and/or what and how environmental factors need to change for the problem to begin to be solved

This can be as straightforward as individuals changing their behaviour from consuming homebrew to not consuming homebrew, or as complex as persuading legislators to change laws and policies (Liquor Act) in order to change others' behaviour (homebrew consumers do not consume homebrew in buildings or enclosed spaces used by the public) in order to benefit yet another group by changing the environment (youths are protected from second hand homebrew consumption in public).

All, and particularly low-income earning opportunities for youths should now be given a second thought and provided more income earning opportunities to earn decent income. Parents may need to change their children's and perhaps their own lifestyle, and the community may need to come up with better ways to engage these youths to be actively involved in sustaining their own lives. In the community there needs to be greater access to earning decent income and so providing enough money in families who can sustain themselves and help their children to stay focused and away from consuming illegal liquor of homebrew and support a community that is peaceful and harmonious.

4. Analyse the root causes of the problem

The real cause of a problem may not be immediately apparent. It may be a function of a social or political system, or may be rooted in a behaviour or situation that may at first glance seem unrelated to it. In order to find the underlying cause, the committee may have to use one or more analytical methods, including critical thinking and the "But Why?" technique.

Very briefly, the latter consists of stating the problem as they perceive it and asking "But why?" The next step is to answer that question as well as they can and then asking again, "But why?" By continuing this process until they get an answer that cannot be reduced further, they can often get to the underlying cause of the problem, which will tell them where to direct their efforts to solve it.

The difference between recognising a problem and finding its root cause is similar to the difference between a doctor treating the symptoms of a disease and actually curing the disease. Once a disease is understood well enough to cure, it is often also understood well enough to prevent or eliminate. Similarly, once the committee understand the root causes of a community problem, they may be able not only to solve it, but to establish systems or policies that prevent its return.

There are too many youths in the community who are consuming homebrew. The problem is particularly serious among low-income families. (But why?)

Because many low-income youths don't enjoy the privileges that those who come from higher income earning families enjoy. (But why?)

Because their parents, in many cases, don't have the knowledge of what the consequences of consuming homebrew are, and because, even if they did, they lack access in their neighbourhoods to

healthy drinks— no supermarkets, produce markets, farmers' markets, or restaurants serving healthy drinks— and therefore resolve to having cheap liquor which also is produced cheaply. (But why?)

Parents may never have been exposed to information about the negative effects of homebrew – they simply don't have the knowledge. Market owners view low-income neighbourhoods as unprofitable and dangerous places to do business. The streets are dangerous because there are few job opportunities in the community, and young men turn to making money in any way possible.

By this point, the committee should have a fair understanding of why youths are involved in homebrew. As they continue to question, they may begin to think about advocacy with local officials or finding means and ways of providing opportunities for them to sustain their livelihood now and in the future. Or continued questioning may reveal deeper causes that they feel their organisation can tackle.

5. Identify the restraining and driving forces that affect the problem

This is called a force field analysis. It means looking at the restraining forces that act to keep the problem from changing (social structures, cultural traditions, ideology, politics, lack of knowledge, lack of access to health conditions, et cetera) and the driving forces that push it toward change (dissatisfaction with the way things are, public opinion, policy change, ongoing public education efforts, existing alternatives to unhealthy or unacceptable activity or conditions, et cetera). They must consider how they can use their understanding of these forces in devising solutions to the problem of homebrew consumption.

Forces restraining change here include:

- The desirability and availability of homebrew youths like it because it makes them feel good and numb their pain and worries and you can get it on every corner in practically any neighbourhood.
- The domination of the streets by gangs and drug dealers who force youths into this activity.

Some forces driving change might be:

- Parents' concern about their children's unruly behaviours.
- Youths desire to earn decent income and to participate in sports and other of the same.
- Media stories about the problem of homebrew and its consequences for youths both now and in their later lives.

A full force field analysis probably would include many more forces in each category.

6. Find any relationships that exist among the problem they are concerned with and others in the community

In analysing root causes, they may have already completed this step. It may be that other problems stem from the same root cause, and that there are organisations with whom they could partner. Understanding the relationships among community issues can be an important step toward resolving them.

There is a connection to lack of education, unemployment, lack of after-school programs, and gang violence and crime, among other issues. Organisations like the Non-Government Organisations (NGO's) or Faith Based Organisations (FBO) may be working on one or more of these, and collaboration by the committee with these organisations might help them reach their goals.

7. Identify personal factors that may contribute to the problem

Whether the problem involves individual behaviour or community conditions, each individual affected by it brings a whole collection of knowledge (some perhaps accurate, some perhaps not), beliefs, skills, education, background, experience, culture, and assumptions about the world and others, as well as biological and genetic traits. Any or all of these might contribute to the problem or to its solution or both.

A few examples:

- Genetic predisposition for consuming alcohol and homebrew.
- Lack of knowledge about homebrew.
- Lack of knowledge/ skills for earning income earning opportunities to stay away from homebrew consumption.

8. Identify environmental factors that may contribute to the problem

Just as there are factors relating to individuals that may contribute to or help to solve the problems they are concerned with, there are also factors within the community environment that may do the same. These might include the availability or lack of services, information, and other support; the degree of accessibility and barriers to, and opportunities for services, information, and other support; the social, financial, and other costs and benefits of change; and such overarching factors as poverty, living conditions, official policy, and economic conditions.

Sample environmental factors:

- Poverty
- Lack of employment and hope for young men in low-income neighbourhoods
- Lack of availability of healthy food in low-income neighbourhoods

9. Identify targets and agents of change for addressing the problem

Whom should the committee focus their efforts on, and who has the power to improve the situation? Often, these may be the same people. The best solution to a particular problem may be policy change of some sort, for instance, and the best route to that may be to mount an advocacy effort aimed at officials who can make it happen. They recruit agents of change to work with them in their effort to solve the problem. The point of this step is to understand where and how to direct their work most effectively.

Refer to Benchmark 10.1.8.3 on changes and short list of potential change.

Targets of change might include:

- Parents of youth in low-income neighborhoods (or all parents in the community) for education purposes;
- The youths themselves;
- Teachers for the community's school;
- Gang members and youth at risk of becoming gang members.

A short list of potential agents of change.

- Parents of children in low-income neighborhoods (or all parents in the community) as controllers of their children's behaviour.
- The Superintendent of Schools, school committee, and school administrators, as well as those directly responsible for school behaviour management.

- Local public officials who could create incentives for income earning opportunities.
- Community Recreation Commissions, school officials, YMCAs, and other entities that might create safe outdoor and indoor physical activity programs for youths.
- Community hospitals, clinics, and private medical practitioners.

Impacts of asking systematic questions in reaching the best solutions for a problem

With their analysis complete, they can then develop a strategic plan that speaks to the real cause of the problem and focuses on those targets and/or agents of change that are most likely to contribute to curbing the problem of rise in homebrew consumption by youths.

Performance Assessment: Teachers can set assessments where students are required to research on issues that are currently very common in their communities and suggest ways to solve these problems by applying the process of problem solving and decision-making they have learnt.

Suggested Resources

- Berkowitz B. (2020). *Section 5. Analyzing Community Problems*. Kansas: University of Kansas Retrieved November 14, 2020, from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.8: Students will be able to understand the problem solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 10.1.8.6: Implement and monitor the solution.

Topic: Implementing and Monitoring Solutions for Rise in Consumption of Homebrew by Youths

Essential Questions

- How can solutions to problems such as rise in homebrew consumption be implemented and monitored?
- What effects will this implementation and solution have on the youths?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Implementing and monitoring solutions to problems such as rise in homebrew consumption by youths
Skills	Creative Thinking Skills - Use creativity skill of implementing Critical Thinking Skills - Use evaluation skill of monitoring
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Examine ways to implement and monitor the solutions to problems such as rise in consumption of homebrew by youths;
- Assess the impacts of implementing and monitoring these solutions on youths affected by homebrew.

Content Background

Ways to implement and monitor solutions on problems such as rise in consumption of homebrew by youths

Alcohol which includes homebrew and substance abuse is a growing challenge for the development of Papua New Guinea. Despite having an elaborate Liquor Licensing Act (1963), the compliance and enforcement of the law seems to be sagging. In cities and towns throughout the country, alcohol consumption in public places, in moving vehicles, in residential areas, is becoming uncontrollable and unbearable. While people are fearful; government authorities are grasping for answers to mitigate alcohol consumption and its harmful effects. The current public private partnership (PPP) effort in addressing alcohol abuse must be supported by all who want to see positive changes taking place in the society.

Thus, the government was tasked to develop the following laws and policies to control this problem from these following recommendations:

- Review of liquor laws;
- Enforcement of Liquor Laws;
- Develop a National Alcohol Policy;
- Educate Students on Alcohol Abuse;
- Conduct Public Awareness;
- Introduce Behaviour Change Programs;
- Maintain Information Database and Research;
- Network with Key Stakeholders;
- Focus on Youths;
- Protect Women and Girls.

Impacts of implementing and monitoring solutions on youths affected by homebrew

When solutions to solve problems like rise in homebrew consumption by youths are effectively implemented and monitored this will lead to evident changes in this group of people. The government of Papua New Guinea to combat this problem and other social issues encountered by youths has through the National Department of Health launched the National Youth and Adolescents Health Policy-2014. The policy ensures that youths are given the rights under the Human Rights Declaration to speak up for their needs and be given the right to participate in decision making concerning their rights. When they are given opportunities to make their contribution this significantly uplift their self-worth and so they feel their contributions and efforts are meaningful to nation building. Finding self-worth in youths through consistent and persistent monitoring and evaluation tool will greatly reduce problems of such in youths, for example through programs like 'Youth Against Corruption', 'Walk for Life', and et cetera.

Performance Assessment: Teachers can set assessments where students are required to research on issues that are currently vary rife in their communities and suggest ways to implement and monitor solutions on these problems.

Suggested Resources

- Berkowitz B. (2020). *Section 5. Analyzing Community Problems*. Kansas: University of Kansas Retrieved January 27, 2020, from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Unage, M. (2011). *Addressing Alcohol Abuse in Papua New Guinea*. National Research Institute: PNG.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.8: Students will be able to understand the problem solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 10.1.8.7: Reflect on the implementation process and the achievement of outcomes.

Topic: How to Reflect on the Solutions of Problems such as Rise in Consumption of Homebrew by Youths

Essential Questions

- How can the implementation process and the achievement of outcomes for solutions be reflected upon for problems such as rise in consumption of homebrew by youths?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Reflecting on the implementation process and the achievement of solving rise in homebrew problems
Skills	Critical Thinking Skills - Use evaluation skill of reflections Creative Thinking Skills - Use creative/synthesis skills of implementing (relating)
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Reflect on the implementation process and the achievement of the outcomes of the solutions of rise in consumption of homebrew by youths.

Content Background

How to reflect on the implementation process and the achievement of the outcomes of solutions

Community leaders should be equipped with the know-how to solve problems within their communities. What was learnt in the previous topic (benchmark 10.1.8.5) are the steps that respective community leaders should possess and so reflect on this to solve the problems in their communities as effectively and as much as possible without wasting time, money and resources.

1. Justify the choice of the problem.	6. Find any relationships that exist among the problem you're concerned with and others in the community.
2. Frame the problem.	7. Identify personal factors that may contribute to the problem.
3. Identify whose behaviour and/or what and how environmental factors need to change for	8. Identify environmental factors that may

the problem to begin to be solved.	contribute to the problem.
4. Analyse the root causes of the problem.	9. Identify targets and agents of change for addressing the problem.
5. Identify the restraining and driving forces that affect the problem.	

This topic sums all topics studied under this content standard (CS 1.8). As mentioned earlier all these topics are linked. They propose ways to solve problems, manage conflicts and provide solutions.

Performance Assessment: CSD teachers can plan collaboratively with CCVE and PE teachers set an assessment with set criteria for this **Content Standard (10.8.3 - Benchmark 10.1.8.1-10.1.8.7)** where students are required to research on issues that are currently very rife in their communities and suggest ways to solve these problems by applying the process of problem solving and decision-making they have learnt.

Suggested Resources

- Berkowitz B. (2020). *Section 5. Analyzing Community Problems*. Kansas: University of Kansas Retrieved December 14, 2020, from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
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- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.9: Students will be able to appreciate the need to prevent peer cruelty and violence and identify and examine strategies for dealing with them when they occur whether digitally, verbally, physically, and or relationally.

Benchmark 10.1.9.1: Evaluate how bullying behaviour impacts personal experiences beyond high school and in the workforce.

Topic: Impacts of Bullying Behaviour on Personal Experiences beyond High School and in the Workforce

Essential Questions

- What are some examples of bullying behaviour?
- What are the impact of bullying behaviour on personal experiences beyond high school and in the workforce?
- How can these problems be solved as early as possible?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How bullying behaviour impacts personal experiences beyond high school and in the workforce
Skills	Critical Thinking Skills - Use analytical skill of identifying and discussing Creative Thinking Skills - Use creative/synthetical skill of discussing
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- In-depth discussion on the impact of bullying behaviour on personal experiences beyond high school and in the workforce;
- Analyse the impacts of solving these problem as early as possible.

Content Background

Bullying behaviour repeated offence observed

Bullying is a deliberate behaviour that is usually carried out repeatedly and causes harm to a person. It can be in the following forms: verbal, physical, psychological or social. Bullying can happen in person or online. It can be obvious or obscured. Furthermore, bullying is mainly exerted by persons or groups of people, especially those with greater power over others.

The following are factors that outline bullying. It is;

- done on purpose
- on-going
- very harmful
- an abuse of power

Examples of bullying behaviour

Bullying comes in many different forms and can happen anywhere. It can happen at school, home, work, or online through texting messages, social media, forums, and et cetera.

Some common examples of bullying behaviour include;

- talking badly about someone behind their back whether online or in person,
- teasing someone, calling them names, giving nasty looks or making rude gestures,
- spreading rumours or lies about someone whether online or in person,
- hurting someone physically by pushing, hitting, slapping, ganging up on or restraining them,
- excluding someone from a group whether online or in person,
- harassing someone because of their race, sex, religion, gender or a disability,
- sharing embarrassing photos of someone online,
- posting mean things about someone on social media, and
- harassing someone online with comments, or in person by intimidating them or stalking them.

Impacts of bullying behaviour

Bullying can affect everyone; this includes those who are bullied, those who bully, and those who witness bullying. Furthermore, it can also continue to affect a person into adulthood and drive many into depression or self-harm. For some, the effect of bullying can even lead them to attempt or commit suicide.

When bullying is unaccounted for, it does not just affect the target and the children who are bullying, but everyone who is exposed to the environment in which this is occurring, for instance, schools.

The impacts of bullying on the different groups of people in the school

(a) On Children who are bullied

Children who are bullied are more likely to:

- Have low self-esteem.
- Develop depression or anxiety.
- Become socially withdrawn, isolated and lonely.
- Be unable to form trusting, healthy relationships with friends or partners in the future.
- Become depressed and develop anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy.
- These issues may persist into adulthood.
- Develop Health conditions.
- Attain poor academic results that is low GPA and test scores as they become disengaged with school where they miss, skip, or drop out of school.

(b) On Children who bully

Children who frequently bully others are more likely to:

- Drop out of, or be expelled from school.
- Engage in criminal behaviour.
- Develop depression or anxiety.
- Be abusive towards their romantic or sexual partners, spouses or children as adults.
- Abuse alcohol and other drugs in adolescence and as adults.
- Get into fights, vandalise property, and drop out of school.
- Engage in early sexual activity.
- Have criminal convictions and traffic citations as adults.

(c) On bystanders

Children who witness bullying are more likely to:

- Feel powerless.
- Live in fear and guilt.
- Increase their use of tobacco, alcohol, or other drugs.
- Develop mental health problems, including depression and anxiety.
- Miss or skip school.

(d) On the school

Schools that do not take significant action against bullying are more likely to:

- Create a negative environment based on a culture of fear and disrespect.
- Have poor student engagement, staff retention and parent satisfaction.
- Give students the impression that teachers have little control and do not care.
- Instil insecurity, low self-esteem and lack of ambition in their students.
- Fail in inspiring students to reach their full academic potential.

Ways to help reduce bullying in schools

It should be everyone's concern to reduce bullying in schools. All teachers, support staff, school administrators and also the parents must be involved, too. When all these groups of people work together through proper planning on how to stop bullying in their schools this will help reduce the bullying problem.

The following are ways to reduce bullying in schools.

- There must be a clear understanding of what bullying is

Bullying occurs at all grade levels in schools. Schools in districts and provinces throughout the country must have in place policies on how to reduce bullying such as the Behaviour Management Policy (2014).

The education system, through the Guidance and Counselling Division in its School Behaviour Management Policy must carry out nationwide awareness on the use of this policy to all schools. Every teacher, student, school administrator, parents and all interested persons must know what bullying is and how they should handle this problem.

According to researched literature, Crisis Prevention Intervention (CPI), (2015), the term bullying is referred to the intentional aggressive behaviour that involves an imbalance of power and strength. It can be exemplified through physical, verbal/nonverbal, and /or relational means. It is a repeated offence, even when teachers observe it for the first time. In support of the definition given by CPI, Mahoney (2012), identified bullying in different forms such as; threats, teasing, name calling, excluding, preventing others from going where they want to or doing what they want, pushing, hitting and all forms of physical violence.

When teachers, support staff and school administrators are able to identify bullying behaviours to other behaviours such as teasing and they (particularly, the teachers) can act quickly and intervene to stop this problem occurring.

Again, according to researched literature such as Sweeting and West (2001), teasing is reported more frequently than bullying because teasing is done to irritate or provoke another person with persistent distractions or other annoyances. Bullying on the other hand, is an imbalance of power meaning that the bullied students are unable or viewed as unlikely to defend themselves, which is what causes the imbalance of power.

Furthermore, teachers must also know the meaning of “**cyber bullying**” because it is also becoming a problem. Cyber bullying is the use of any electronic device to harass, intimidate, or bullying another. This includes texts, emails, videos, posts and messages on social media.

When teachers and school administrators have a clear meaning of what bullying is including cyber bullying. then, this enables them better identify bullying behaviours correctly and apply appropriate actions to solve the problem.

- Stop labelling and address behaviours

Teachers and staff are not to call a child bully as this places judgment on a child and can cause problems in the future for that student. Therefore, when addressing students’ behaviour, teachers and staff should be nonjudgmental. Firstly, they should find out what happened before deciding whether or not the incident qualifies as bullying. Teachers must keep in mind that each student involved in a situation comes from different circumstances. There may be a reason that the child who engages in bullying is acting this way.

To solve the bullying problem, the bully student should be counselled. They need to know what the effects of their actions have on other students. Teachers must make sure the bully knows which behaviour is wrong, why it is wrong, and the consequences for engaging in this sort of behaviour. If the bullying behaviour keeps reoccurring, then, the parents of the bully student should be contacted.

- Set clear and enforceable rules and expectations

Setting classroom rules can help the teacher have a well-managed classroom that is less prone to bullying behaviour. Rules set up should enforce respect, responsibility and safety. The consequences for breaking the rules should be clearly stated as well.

- Reward positive behaviour

When a child is always getting into trouble, then apply the reward approach of “catching them being good” which is positive and reinforcing (Mahoney, 2012). Pointing out the good behaviour acknowledges and reinforces that behaviour. This way the student will more likely be engaged in behaving positively onwards. Just like setting clear rules and enforcing those rules, reinforcing good behaviour will give students clear expectations about what the teacher wants in a positive way.

- Have open communication

Communication is key to building rapport: When teachers have open communication with their students, their students will feel at ease to talk to them about their problems.

Empathic Listening is key: Students want to know that they are truly being listened to that is they are heard. They need to feel at ease to talk to their teachers one-on-one, especially if they feel they have been bullied. Teachers should keep in mind that a student who is being bullied might not want to tell their problems in front of the whole class.

Schools need to have adequate reporting systems as well: They need to encourage teachers and staff to report the incidents that occur. This way the school can provide better strategies to protect students and prevent these circumstances from reoccurring.

Communication is not just verbal: Schools can also provide nonverbal cues (signs) on how to address bullying behaviours. These can be in the form of interior decorations like sign boards. Teachers and staff should be trained on how to read sign language and apply these when the need arises. The nonverbal cues can extend out to the exterior of the school for instance, painting or drawings on

dealing with bullying. The appearance of the school sends a strong message to students and parents on whether the school fosters a positive environment or not.

- Engage parents

Keeping parents informed about their child's grades, friends and behaviour and attitude in school is an important tool to address bullying behaviours. Parents and teachers must work together to provide a consistent approach to introduce more productive and appropriate replacement behaviours.

- Look for warning signs

Following are questions that can be asked to help an individual identify behaviours that portray bullying.

- Is the same child being constantly made to breaking up a behaviour he or she is engaged in?
- Is the root cause of the problem identified?
- Have there been changes in the kids' attitudes?

Teachers must check the following on the child:

- Unexplainable injuries
 - Frequent headaches or stomach aches
 - Changes in eating habits
 - Difficulty sleeping
 - Declining grades
 - Loss of interest in school
 - Loss of friends
 - Lost or destroyed personal items
 - Decreased self-esteem
- Ensure the scene where bully occurred is cleared

Most times, teachers and staff break up incidents as they occur. It is important to separate the students involved so facts can be gathered easily. This allows the school to solve the problem quickly and prevent it from reoccurring.

Another group who are also part of the scene are the bystanders and these bystanders frequently encourage and reinforce bullies (Mahoney, 2012). Bystander should be the first to deal with and eliminated from the list of perpetrators when solving the problem that has occurred before dealing with the bully student and the students being bullied.

- Monitor hot spots

There are certain places where bullying occurs the most, and these tend to be areas where adults are not likely to often be present areas like hallways, bathrooms, playgrounds and busses. When an adult is present, kids feel safer, and bullying behaviours are less likely to occur. It is important for adults to be alert and to give their full attention when multiple students are present.

- Teachers should know their state and districts laws

All staff should be familiar with their state laws and regulations regarding bullying. They should also know what their school district's policy is and whether it follows the state law. In PNG, the laws on wilful assault, threats and verbal abuses on another person should be explained to those who are bullying and see that these laws are reinforced through the School Behavioural Management Policies for schools to use.

Ways to solve bullying

1. Building a positive school climate

It is one way to help solve bullying in schools. Building a positive school climate means creating a school environment to become harmonious or pleasant. It may involve such things as; smiles and greetings, problems solved with understanding, students interacting with each other and without creating problems for each other, teachers handling students' issues with lots of patience and love, students are learning with easy access of teachers' support, et cetera. With all the good things that can be felt in the school's environment and atmosphere when students come in to learn each day.

When a school has a positive climate, it fosters a healthy learning environment for its students, where bullying is not tolerated.

The following are impacts of encouraging elements of positive climate on students.

- They develop normal feelings and relationships and have the will and power to express themselves well.
- Being healthy which reduce the chances of developing dysfunctions or diseases.
- They are able to demonstrate leadership qualities.

Creating a positive school climate should involve all stakeholders and that includes students and parents, as well as the school administrators and teachers so a school's specific issue can be addressed, holistically by everyone in the school.

2. Advance social and emotional learning

Advancement in social and emotional learning is one way to solve bullying in schools and anywhere else. Social and emotional learning means that the students need to be taught about the skills of self-awareness, self-management, social awareness, responsible decision-making and relationship management.

According to research reviews, it has been proven that students who have learnt the skills of self-awareness, self-management, social awareness, responsible decision-making, and relationship management have shown evidence of great improvement such as;

- having improved emotional well-being, self-regulation, classroom relationships and becoming kind and helpful in their behaviour among students;
- reducing a range of problems like anxiety, emotional distress and depression;
- reducing disruptive behaviors like conflicts, aggression, bullying, anger and hostile attributions;
- improved academic achievement, creativity and leadership;
- teachers being engaged in more emotional support for their students enabling the students to be less aggressive and have greater behavioural self-control;
- become competent emotionally, academically thus improving their peer interactions.

All these gives a student inner confidence and protect them from being bullied.

Performance Assessment: Teachers can set activity where students are required and present to the long term find the impacts of bullying behaviour and ways to help reduce bullying in school.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Divecha, D. (2019, October 29). *What Are the Best Ways to Prevent Bullying in Schools?* Retrieved November 14, 2020, from

- https://greatergood.berkeley.edu/article/item/what_are_the_best_ways_to_prevent_bullying_in_schools
- Hellwig, E. (2015, June 11). 10 Ways to Help Reduce Bullying in Schools. Article from CPI. Retrieved November 14, 2020, from <https://www.crisisprevention.com/Blog/10-Ways-to-Help-Reduce-Bullying-in-Schools>.
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- Sweeting, H. & West, P. (2001). Being different: correlated of the experiences of teasing and bullying at age 11. Research Papers in Education 16. (3): pp. 225-46. Retrieved November 14, 2020, from https://www.researchgate.net/publication/29815063_Being_different_Correlates_of_the_experience_of_teasing_and_bullying_at_age_11.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.9: Students will be able to appreciate the need to prevent peer cruelty and violence and identify and examine strategies for dealing with them when they occur whether digitally, verbally, physically, and or relationally.

Benchmark 10.1.9.2: Analyse and evaluate effectiveness of bullying intervention and reporting strategies.

Topic: Strategies for Effectively Dealing with Bullying Interventions and Reporting

Essential Questions

- How effective are the bullying interventions and reporting strategies in PNG schools?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies of bullying intervention and reporting
Skills	Critical Thinking Skills - Use analytical and evaluation skill appraising Creative Thinking Skills - Use creative/synthetical skill of outlining (summarise)
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Analyse and evaluate effectiveness of bullying intervention and reporting strategies in PNG.

Content Background

What is intervention?

Intervention is referred to as something that comes in between two things.

An **example** of **intervention** is a group of friends confronting a friend about his or her drug use and advice the friend to seek treatment.

What are bullying interventions?

Bullying interventions are programs that are designed to reduce or change bullying behaviour. These programs (interventions) are aimed at influencing those who bully other students to change and restore victims of bully. The programs are most effective when bullying is addressed from both a prevention and intervention standpoint.

This means schools are to incorporate increasingly intensive interventions at following levels.

1. At the primary or early stage level: A considerable attention should be paid to strategies that prevent the likelihood of reoccurrence of bullying which involves building a positive caring climate providing ways to effectively report bullying increasing communication and developing positive school value, et cetera.

2. At the secondary stage: It is crucial that all educators develop a confidential reporting system for students, and the reported incidents are followed up with consistency. Students who are victims or survivors or bystanders should report through this system. In secondary stage of prevention, it is also important that all school personnel's and staff, for example, bus drivers, pre-service teachers and security guards are trained on how to identify bullying behaviours and to report the matter to the relevant persons.

Examples of bullying interventions:

- **Targeted interventions:** This type of interventions is usually delivered in a small group in the classroom setting. This small group interventions target bullies and victims or survivors of bullying. Due to its cost-effectiveness over School-Wide Approaches (SWA) it is widely implemented in many schools.
This small group intervention is sometimes coupled with parent-training and teacher-training groups that address ways to implement the bullying interventions with commitment.
- **Supplementary intervention:** This type of interventions is for those who have been involved in bullying and the problem has not ceased after having primary intervention with the student involved. A common supplementary intervention consists of small group interventions designed to build social skills, empathy, and conflict resolution strategies, among others.

Furthermore, supplementary interventions are often referred to as psych-educational group interventions and provide students with awareness and an open forum to ask questions.

Reporting strategies for bullying

To report bullying at school students must tell a trusted adult that is if the students are not comfortable reporting this issue to school officials, then, they should tell a trusted adult and ask them to contact the school or law enforcers such as the police.

Performance Assessment: Teachers can set assessment tasks where students are required to listen to guest speakers and write a report on different bullying interventions applied by school counselors, probationary and welfare officers on bullying cases. (Refer to School Behaviour Management Policy)

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Jenna, S., Scoth, F., & Reece, P. (2013). *Bullying Intervention for Bullying Behaviors*. University of Nebraska-Lincoln. Retrieved November 15, 2020 from <https://www.researchgate.net/>.
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- Your Dictionary. (2020). *Definition of Intervention*. Retrieved November 15, 2020 from <https://www.yourdictionary.com/>.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.9: Students will be able to appreciate the need to prevent peer cruelty and violence and identify and examine strategies for dealing with them when they occur whether digitally, verbally, physically, and or relationally.

Benchmark 10.1.9.3: Examine legal and ethical consequences of different types of bullying such as harassment, acquaintance rape, date rape, and sexual abuse.

Topic: Legal and Ethical Consequences of different Types of Bullying

Essential Questions

- What are the legal and ethical consequences of the different types of bullying?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Legal and ethical consequences of different types of bullying such as harassment, acquaintance rape, date rape, and sexual abuse
Skills	Critical Thinking Skills - Use analytical skill of discussion and examining - Use evaluation skill of discussion Creative Thinking Skills - Use creative/synthetical skills of discussion
Attitudes	Empathetic, caring and concern, cooperative
Values	Safe and peaceful communities, common good

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

- Examine legal and ethical consequences of the different types of bullying such as harassment, acquaintance rape, date rape and sexual abuse.

Content Background

Below are some common types of bullying and their legal and ethical consequences.

Harassment

Harassment refers to unwanted behaviour which one finds offensive or which makes him or her feels intimidated or humiliated. It can happen on its own or alongside other forms of discrimination. Unwanted behaviour could be: spoken or written words or abuse, offensive emails, tweets or comments on social networking sites, images and graffiti, physical gestures, facial expressions and jokes.

Legal consequences of harassment

A person is served harassment charges when he or she is reported to the police. In most cases, it is seen as an offence needing more punishment than just a fine. Harassment may include offences such as assaults with minimal injuries.

Ethical consequences of harassment

Harassing someone through unwanted behaviour such as offensive spoken or written words, posting bad images and or expressing bad jokes, et cetera are wrong behaviours. These are not acceptable behaviour to demonstrate in a society.

Harassment should not be supported in any way because it brings harm to the victim. The person being harassed frequently suffers harassment-related psychological injuries as well, including depression, anxiety, headaches, lowered self-esteem, sleep disorders, weight loss or gain and sexual dysfunction. When a person suffers harassment over a period of time, his or her judgment is greatly affected.

Acquaintance rape

Acquaintance rape refers to unwanted sexual cohesion perpetrated by a person who knows the victim. According to Anne (2010), acquaintance rape is further described as sexual intercourse that is considered to be committed by force and against a person's will when the person is unconscious, asleep, drugged, intoxicated, deranged or deficient and they cannot agree to the act.

In the case of student's examples of acquaintances would include someone he or she is dating maybe a classmate or a course mate even a teacher.

Date rape

Padowitz (2020) states that date rape is a specific form of rape where the victim knows the rapist, as opposed to the idea that the perpetrator is a stranger to the victim.

Legal consequences of acquaintance and date rape

For perpetrators of acquaintance and date rape consequences include fines and imprisonment. Rape sentence for such rape cases can range from a year to even life imprisonment.

Ethical consequences of acquaintance and date rape

The actions of individuals who commit acquaintance and date rape is totally wrong. It is not an acceptable behaviour. Victims or survivors of acquaintance and date rape are traumatised of physically, psychologically, socially and emotionally. Furthermore, out of these experiences, students should make moral choices where they are able to think deep about taking alcohol and drugs, getting a ride with a school mate on their own, having complete trust for those whom they know around them and making careful judgments about things that happen around them.

Sexual abuse

Sexual abuse is sexual behaviour or a sexual act forced upon a woman, man or child without their consent. Sexual abuse includes abuse of a woman, man or child by a man, woman or child.

Sexual abuse is an act of violence which the attacker uses against someone they perceive as weaker than them. Examples of sexual abuse are: unwanted fondling, criticizing an individual sexually, forcing him or her to strip, or forcefully stripping him or her, name calling like whore or prostitute, and even rape and many more.

Legal consequences of sexual abuse

When a court finds a person guilty of sexually abusing another person, the case goes to the Judge for sentencing. Each country's court system has its own laws concerning sexual assault and these are carefully consulted when sentence is passed. A minimum sentence for sexual abuse can be at one to two years and the absolute maximum penalty can be at seven years to twenty years which also depends on the defendant's criminal history.

Ethical consequences of sexual abuse

Sexual abuse is an unethical act therefore, students or any other person should not at all engage in such behaviour. Teachers should guide students to take appropriate actions such as reporting this matter to their parents, aunties, uncles or any close friends.

Cyber bullying

Cyber bullying occurs when a student teases, threatens, humiliates, or taunts another student using electronic means. These acts often include posing as other people online, spreading lies or rumours about another student, posting private photos or information without the victim's consent, tricking other students into revealing private information, or forwarding malicious messages to others.

Although usually seen on social media platforms like Facebook, cyber bullying can also take place via text messages, e-mails, online message boards, and chat rooms. Technologies such as smartphones and tablets or I-pads have made it possible for bullies to attack their victims on line anywhere and anytime regardless of the distance between them. (Find Law's team of legal writers and editors, 2016).

The Cybercrime Act

Cybercrime Code Bill 2016 was passed by Parliament on 11th August, 2016. The Cybercrime Act aims to control cyber issues such as spam, hacking, forgery and computer fraud. These offences carry severe penalties. According to literature, there are no specific cyber bullying laws in place that can be used to charge a person involved in cyber bullying. PNG needs specific laws for cyber bullying. The government is working on policies and legislation focusing on potential offences. For instance, all SIM cards must be registered so that illicit materials can be easily identified and the sender deemed a potential criminal.

Legal consequences of cyber bullying

Since there are no cyber bullying laws in place; anyone found to be in some serious cases under cyber bullying are expected to be investigated and be charged under the civil rights laws as well as the harassment laws. In PNG, the Criminal Code Act 1974 and the National Information and Telecommunication Act will be used to charge the person who creates an offence dealing with such crime.

Ethical consequences of cyber bullying

Cyber bullying is an unethical act therefore, students or any other person should not tease, threaten, humiliate, or taunt another student using electronic means. Those who are victims of cyber bullying have a distressing experience. They suffer from depression and low self-esteem and this can lead to victims skipping school leading to a drop in his or her grades. It can also lead to students being engaged in self-medication that can lead to substance abuse, or retaliating against their tormentors or other innocent victims with violence or similar bullying.

Out of these experiences, the right thing for teachers to do is to use interventions and strategies that are aimed at getting students to build social skills, empathy and conflict resolution. Furthermore, the other right thing for teachers to do is to teach their students or remind them of the following;

- Choosing proper privacy settings
Teachers should encourage students to utilise social media websites that allow users to select privacy settings. One way to avoid personal photographs and information being misused is to allow only friends and family members to see and comment on them.

- Mute or block cyber bullying
Teachers should remind students that users can block messages and friend requests from cyber bullies.
- Report cyber bully
Social media and other internet platforms like Google have laws that deal with cyber bullying. They have systems in place that filter information uploaded. Anything that is abusive in nature are automatically discarded. However, especially in social media where information is within the jurisdiction of the users they can be sued and charged accordingly if others find their posts are abusive.
- Informing parents of cyber bullying
Teachers must encourage students to openly report to their parents about cyber bullying incidents, including those directed against a friend or classmate.

Performance Assessment: Teachers can set assessments where students are required to do research and do oral presentation on ethical consequences of bullying from their societies' perspective and compare these with the legal consequences.

Suggested Resources

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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.10: Students will be able identify different forms of violence, analyse their causes, effects and the strategies for addressing and preventing them.

Benchmark 10.1.10.1: Explain and give examples of political and ideological conflict and violence.

Topic: Political and Ideological Conflict and Violence

Essential Questions

- What is political conflict and violence?
- What are examples of political conflict and violence?
- What is ideological conflict and violence?
- What are examples of ideological conflict and violence?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Examples of political and ideological conflict and violence
Skills	Critical Thinking Skills - Use analytical and evaluation skill of explaining
Attitudes	Adaptable to change, open minded
Values	Safe and peaceful communities, common good

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

- Explain what political and ideological conflict and violence is;
- Investigate examples of political and ideological conflict and violence.

Content Background

What is political conflict and violence?

According to the Collins English Dictionary, a 'conflict' is a serious disagreement and argument about something important. If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached an agreement.

On the other hand, violence is the intentional use of physical force or power to injure, harm, abuse, damage or destroy another person, a group or community. Violence can be physical, sexual, psychological or deprivation and neglect.

The word 'political' is derived from 'politics'. Politics refers to the set of activities that are associated with making decisions in groups or the governance of a country or area. Therefore, political relates to the government or the public affairs of a country.

So a political conflict is a disagreement and argument between different groups or political parties in decision-making in governing a nation or an area. It is enacted by governments in order to achieve their own political goals and agendas which often results in a breakdown in governance.

What are examples of political conflict and violence?

Conflict	Description
Ethnic conflict	Conflict between ethnic groups
Terrorism	Terrorism is referred to as “the unlawful use of violence and fear/intimidation, especially against civilians, in the quest/ pursuit of political aims.” (Oxford Dictionary)
Genocide	The deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.
Torture	Inflicting severe physical or psychological pain or suffering on a person for a specific purpose such as extracting information or coercing/forcing/ intimidating a confession.
Rebellion	Rebellion is a refusal of obedience or order. It refers to the open resistance against the orders of an established authority.
Civil War	War fought within the same state or country between organised groups, often involving one group wishing to take control of a region or expressing dissatisfaction with the government. There is typically a desire to overthrow the existing power or change some of their policies.
Revolution	Is a sudden change in political power and political organisation which occurs when the population revolts against the government or a overthrow of a government in favor of a new system.

(Wikipedia. 2020)

Ideological conflict and violence

An ideology is a body of ideas or beliefs of a group or an individual, and those who agree with the main idea of something take an ideological stand to support it. It often refers to a set of political beliefs or a set of ideas that characterise a particular culture. For example, Capitalism, Communism, Socialism, and Marxism.

Everyone’s set of ideas and beliefs, or their ideology is somewhat unique, however, every group, nation or culture shares some common ideological elements. Each individual and groups hold different elements in their ideologies with various degrees of commitment and emotional enthusiasm. Ideological differences between individuals or between groups can easily lead to conflict, which eventually results in violence.

An ideological conflict or violence is a clash or disagreement of opposing ideals, ideologies, or concepts. In simple terms, ideological conflict or violence is disagreement between different ideas or beliefs. Conflicts and violence arise when nations or groups influence other nations and groups to promote their interests abroad.

More wars are fought over highly emotional ideological issues than over real conflicts of interest. The religious wars in history have been ideological wars. More recently, the communism vs capitalism contest was over ideologies and pitted two nuclear powers against each other (Better World Ideas.com.2021).

And so, behind any institutional arrangement in a state, behind any set of constitutional practices, lie unspoken influences on, and fundamental assumptions concerning, the nature of political relationships. These assumptions are typically incorporated in an ideology, which can best be understood as the way in which reality is represented and conceptually organised (Slater, 1985).

Examples of ideological conflict and violence

War of ideologies occurs as a result of different beliefs and ideas about certain important things. Find below, articles about what people, groups, religions, communities and even governments reactions if and when, their ideology is not upheld by others.

The Americans reaction to being attacked on September 11 was in many ways an intellectual one. President George W. Bush tended to frame it that way: the attack was on our "values," and the "war against terror" was a war of ideas meant to advance the idea of freedom (Malcomson; 2011).

As 14-year-old Malala Yousafzai sat on a bus in the grounds of her school in Pakistan's Swat Valley, a gunman shot her in the head. After proudly claiming responsibility, the Taliban told the world that the teenage education activist's work represented "a new chapter of obscenity, and we have to finish this chapter". The "obscenity" was the education of girls.

The Taliban felt no shame. They know that what they have done is right because their god tells them so. Gods have been used to justify almost any cruelty, from burning heretics and stoning adulterers to crucifying Jesus himself (<https://www.theguardian.com>)

Relations between the Soviet Union and the United States were driven by a complex interplay of ideological, political, and economic factors, which led to shifts between cautious cooperation and often bitter superpower rivalry over the years. The distinct differences in the political systems of the two countries often prevented them from reaching a mutual understanding on key policy issues and even, as in the case of the Cuban missile crisis, brought them to the brink of war.

The United States government was initially hostile to the Soviet leaders for taking Russia out of World War I and was opposed to a state ideologically based on communism. The totalitarian nature of Joseph Stalin's regime presented an insurmountable obstacle to friendly relations with the West (Loc.gov. 2021).

Performance Assessment: CSD teachers to invite Social Science teacher to present a session on political ideological conflict and violence. Teacher to provide guideline questions for students to answer during presentation. They discuss after session presentation.

Suggested Resources

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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.10: Students will be able identify different forms of violence, their causes, effects and the strategies for addressing and preventing them.

Benchmark 10.1.10.2: Identify different forms and contexts of political and ideological conflict and violence.

Topic: The different Forms and Contexts of Political and Ideological Conflict and Violence

Essential Questions

- What are the different forms and contexts of political and ideological conflict and violence?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The different forms and contexts of political and ideological conflict and violence
Skills	Critical Thinking Skills - Use analytical and evaluation skills of identifying and discussing Creative Thinking Skills - Use creative/synthesis skill of discussion
Attitudes	Adaptable to change, open minded
Values	Safe and peaceful communities, common good

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

- Recognise the different forms and contexts of political and ideological conflict and violence;
- Classify the forms and contexts of political and ideological conflicts and violence.

Content Background

What are the different forms and contexts of political and ideological conflict and violence?

As mentioned in benchmark 10.1.10.1, political violence is the use of force by one or more groups with a political purpose or motivation.

Political conflicts and violence takes many forms and are distinguished by the nature of the objectives, the targets of the attacks, the organisational structure of groups and by the repertoire (range) of actions (<https://ecpr.eu>). Political violence varies widely in form, severity, and practice.

Types of political conflicts and violence	Examples of political conflicts and violence
Violence between non-state actors Fighting between non-state actors without state security forces playing a direct role in the conflict	Ethnic conflicts
One-sided violence by non-state actors	Terrorism

One-sided violence by the state The use of force by an organised armed group, be it a government or a non-state group, which results in the deaths of civilians is considered one-sided.	Genocide Torture Police brutality
Violence between a state and a non-state actor At least one of the warring parties involved is the government of a state	Rebellion Rioting Revolution PNG – Bougainville Conflict Civil War
War between states War is a state of organised, armed, and often prolonged conflict carried on between states or nations.	WW II

([Wikipedia.org](https://www.wikipedia.org).2020)

Division between ideologies and within a single ideology may lead to conflict, intolerance, prejudice, repression, rivalry, injustice, and sometimes war. Conflict between religious, political or intellectual ideologies may take the form of propaganda and other tensions or pressures, and may lead to civil war, international war or cold war. It may involve rivalry for ideological influence in Third World Countries or other potentially useful or strategic areas.

Performance Assessment: Teachers can set an assessment where students are required to view a documentary or read articles on different political ideological conflicts and violence (WWI & WWII, Ukraine and Russia War, Afghanistan, Bougainville War) and write an analysis on the following;

1. Forms of violence
2. Causes of these conflicts
3. Effects or outcomes
4. Strategies to address these conflict

NOTE: BM 10.1.10.2, 10.1.10.3 & 10.1.10.4 can be combined as one assessment project

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.10: Students will be able identify different forms of violence, their causes, effects and the strategies for addressing and preventing them.

Benchmark 10.1.10.3: Evaluate the outcomes of political and ideological conflicts and violence.

Topic: Outcomes of Political and Ideological Conflicts and Violence

Essential Questions

- What are the outcomes of political and ideological conflicts and violence?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Outcomes of political and ideological conflicts and violence
Skills	Critical Thinking Skills - Use analytical and evaluation skill of discussing - Use evaluation skill of assessing Creative Thinking Skills - Use creative/synthetical skill of discussing
Attitudes	Adaptable to change, open minded
Values	Safe and peaceful communities, common good

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

- Identify and discuss the outcomes of political and ideological conflicts and violence;
- Assess the impact of these outcomes on people's livelihood.

Content Background

What are the outcomes of political and ideological conflicts and violence?

Given below is a case study of 'Africa'. This information is taken from the;

African Research Review
An International Multi-Disciplinary Journal, Ethiopia Vol. 4 (4), Serial No. 17, October, 2010 ISSN 1994-9057 (Print) ISSN 2070-0083 (Online) Conflicts in Africa: Meaning, Causes, Impact and Solution, (Pp.549-560) Aremu, Johnson Olaosebikan - Department of History and International Studies, University of Ado- Ekiti, Ado- Ekiti, Nigeria E-mail: johnsonaremu2006@yahoo.com TEL. 081348032477652

Introduction

The history of Africa as a continent is replete (full of) with conflict. (Alabi, 2006). One may even assert that the major current that runs through Africa: from North to South, East to West and Central is conflict and wars. Since the 1960's, series of civil wars had taken place in Africa. Examples include:

Sudan (1995-1990), Chad (1965-85), Angola since 1974, Liberia (1980-2003), Nigeria (1967-70), Somalia (1999-2003) and Burundi, Rwanda and Sierra Leone (1991-2001).

But apart from civil wars, Africa has also witnessed a number of intermittent border and inter- state conflicts notable among these following countries:

- Nigeria and Cameroon dispute over Bakassi peninsular since the 1970's;
- Algeria and Morocco conflict over the Atlas Mountains area in October 1963;
- Eritrea and Ethiopian crisis between 1962 and 1979;
- Somalia and Ethiopia` dispute of 1964 to 1978 over the Ugandan desert region;
- Chad and Libya crisis of 1980- 1982.

Impact of wars and conflicts on Africa's socio- economic development

The unending political tensions, wars and conflicts in the continent have had lasting negative impact on the socio- economic development of Africa because socio-economic development cannot be sustained in an environment riddled with violence, instability and insecurity (Conteh, 1998).

Some of these are briefly examined below.

• Problem of reconstruction

This is perhaps the most debilitating (devastating) impact of wars and conflicts on Africa's development. All countries coming out of conflict face major challenges of reconstruction in order to avoid a recurrence to violence. During war times, infrastructural facilities are destroyed while loyalty, patriotism and mutual relations are broken between friendly peoples and nations. Such broken relationships must be mended to ensure lasting peace between belligerent (aggressive) groups while the destroyed facilities are to be replaced. It is worthy of note that this amounts to a total waste of material resources and unnecessary dissipation (indulgence) of energy on unproductive ventures. This has been the general trend of events in Africa and has been retarding growth and development in the region (Global Coalition, 2004).

• Unemployment

Wars and conflicts in Africa have combined to compound the problem of unemployment in the continent. Today, throughout Africa, high rate of unemployment, particularly of youths, is a major source of concern. It has been growing at an annual rate of 10%. In countries coming out of conflict, many young people not only lack employment; they have also been denied education and economic empowerment because of war. It is instructive to note that without other means of economic support, there is a danger that unemployed former combatants will engage in criminal behaviour, especially with the many small arms in circulation in war- torn countries.

• Death/ loss of lives

A great number of Africans: young, old, male, female, civilians and military men alike, have lost their lives to various wars and conflicts on the continent. For instance, in the 1994 genocide in Rwanda, (Global coalition 2004) about 800,000 Rwandans were reportedly massacred. Similarly, the Burundi civil war claimed over 200,000 lives as at the year 2000. In Liberia, over 250, 000 lives were lost in the country's fourteen-year civil war between 1990 and 2004. The same may also be said of Sierra Leone in which an estimated 200, 000 people were killed during the nation's civil war between 1991 and 2001.

It is disheartening to note that this unprecedented loss of lives in Africa as a result of wars and conflicts is having debilitating impact on human resources available to Africa. The services of the departed souls whom God has endowed with great skills, talents and potentials are no longer available to be harnessed for Africa's development.

• Refugee problem

One of the attendant (linking) effects of wars and conflicts in Africa is the emergence of numerous numbers of displaced persons who have become refugee in different nations across the continent (Instituto Del Tercer, 1997; Uwechue, 1996).

It is sad to note that violence and lawlessness have caused a severe humanitarian crisis in Africa as many displaced people are now spread throughout the continent. For instance, in Liberia, the 2004 Report of the Global Coalition for Africa (2004) noted that an estimated 700,000 were internally displaced as at 2003. The spill-over effects of the Liberian conflicts were felt in neighbouring countries through increased refugees flows. About 3000 Liberians were hosted by Nigeria at the height of the crisis while an appreciable number of them also became refugees in Guinea and other neighbouring countries. As refugees, the affected persons have been exposed to serious risks of diseases and hunger.

• Poverty

Continued strife and political instability in most countries of Africa hurt the continent's economic fortunes. Indeed, the disruptive impact of war and crisis on the economy of Africa has been considerable. The political stand-off and periodic eruptions of violence have resulted in significant cumulative declines in Gross Domestic Product (GDP). Prospective investors in Africa have been turned away out of fear of instability, low profit and loss of investment to looting and arson during wars.

Hence, the persistent failure to raise investment rates have translated into low GDP growth rates which had ranged between 3 and 4 percent for several years as against the 7 percent annual growth required to reduce poverty and reach the Millennium Development Goals. This has promoted poverty across Africa.

To conclude, the outcomes of the conflicts in Africa are experiences that any other nation across the globe can encounter if and when they are in conflicts with another country.

Performance Assessment: NOTE: BM 10.1.10.2, 10.1.10.3 & 10.1.10.4 can be combined as one assessment project

Suggested Resources

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- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.10: Students will be able identify different forms of violence, their causes, effects and the strategies for addressing and preventing them.

Benchmark 10.1.10.4: Analyse the strategies for addressing political and ideological conflict and violence, and propose ways to eliminate them.

Topic: Strategies for addressing Political and Ideological Conflict and Violence

Essential Questions

- What are the strategies for addressing political and ideological conflict and violence?
- How can elimination of these conflict and violence promote mutuality and peace among people of varying political views and ideologies?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies for addressing political and ideological conflict and violence, and propose ways to eliminate them
Skills	Critical Thinking Skills - Use analytical skills of identifying, discussing and analysing - Use evaluation skill of discussing Creative Thinking Skills - Use creativity/synthetical skill of discussing
Attitudes	Adaptable to change, open minded
Values	Safe and peaceful communities, common good

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

- Identify and discuss the strategies for addressing political and ideological conflict and violence;
- Appraise how elimination of political and ideological conflict and violence can promote mutuality and peace among people of varying political views and ideologies;
- Propose ways to eliminate conflict and violence.

Content Background

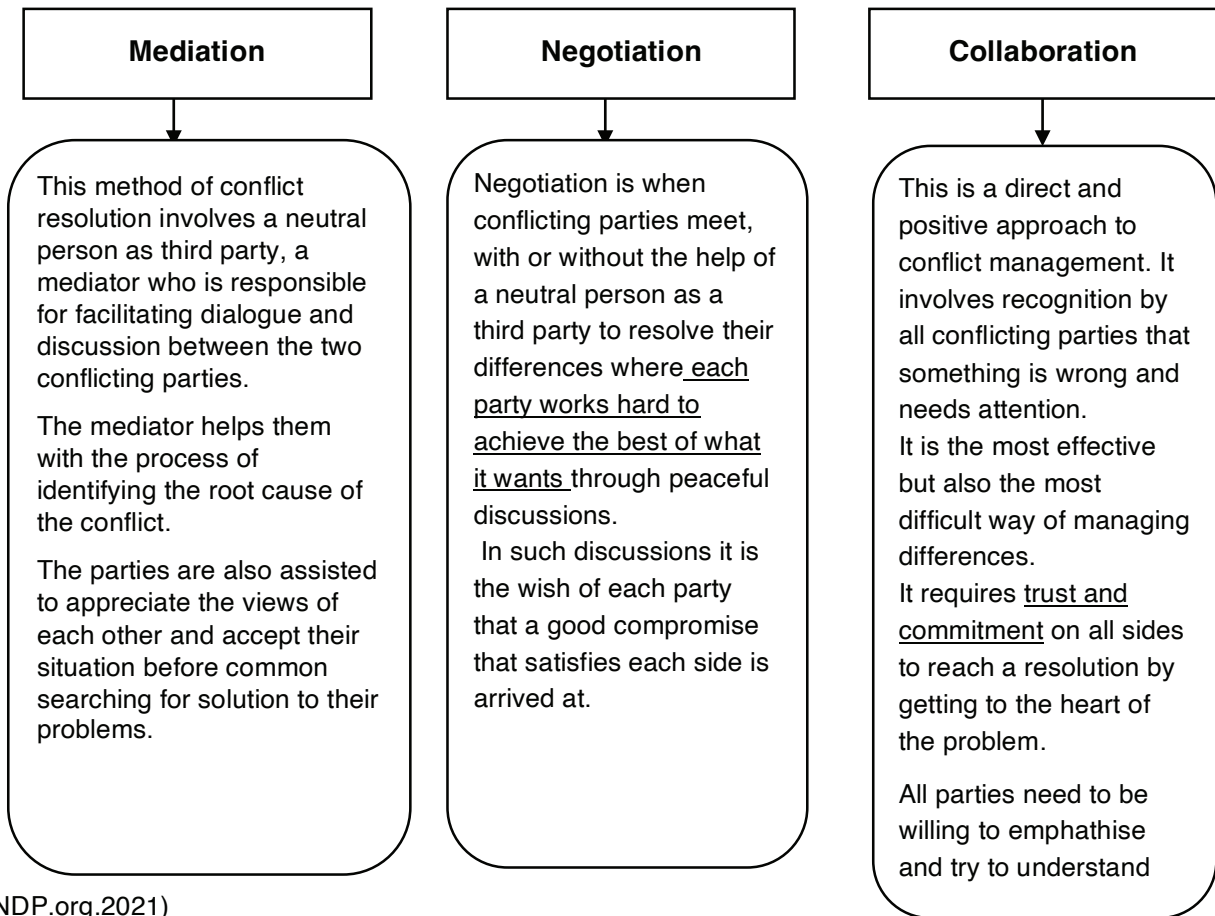
Strategies for addressing political and ideological conflict and violence

A strategy is a plan of action designed to achieve a desired goal or solution to a problem by organising available resources to execute the action. This process is very challenging and involves strategic planning and thinking to end conflicts and violence.

To begin with, it is essential to identify the people or parties directly involved in a conflict because they are the core players in dealing with the situation. Then, understand and analyse the cause of the conflict. After that, the conflicting parties are crucial in identifying ways of dealing with the situation.

There are different strategies applied in addressing conflicts and violence. However, the strategy used depends on the nature of the conflict and the conflicting parties involved.

Given below are some strategies that have been used in addressing conflicts in general. However, there are many other methods also applied, which may be discussed in class.



(UNDP.org.2021)

When a conflict is resolved effectively, it leads to many benefits, such as accomplishing goals and strengthening relationships. The main aim of conflict resolution is to reach an agreement that is beneficial to all parties.

Ways to eliminate political and ideological conflicts and violence and its impacts in promoting mutuality and peace

Violent conflicts destroy people's lives on a daily basis however can be eliminated if people are able to solve their problems appropriately making proper decisions that should be win-win for all parties involved through the support of individuals, families, groups, communities, nations and those in authority.

Listed below are some ways to eliminate conflict and violence in our locality and elsewhere as outlined by Aremu & Olaosebikan, 2010.

- Respect for one another despite cultural backgrounds, physical appearance, religious beliefs, social status and political involvement.
- Promotion of the rule of law
This allows for equal access to justice by all citizens irrespective of their status, respect for court decisions by the government and influencers, and conduct of free and fair periodic elections among others. When leaders promote the rule of law as indicated above, there is guarantee of peaceful coexistence among people and a peaceful transition of power from one government to the other.

- Protection of Fundamental Human rights

Leaders must promote, protect and guarantee the fundamental human rights of their citizens. In particular, the fundamental rights of freedom of speech, association and religion should be guaranteed. People should be free to assess and criticise the performance of government without fear of persecution.

Opposition must be tolerated while the fourth realm of government, the press, must not be censored. In this wise governments would always be kept on their toes to provide qualitative and sincere leadership in their countries.

- Even distribution of resources

Marginalisation of one unit/ group should not be allowed in order to win the support and cooperation of all and to avoid any feeling of alienation.

- Equal access to qualitative education

Education is important in the socio- economic development of a nation. For PNG it is well articulated in the Millennium Development Goals. Education, no doubt, enhance and empower human and societal development. Apart from imparting skill and knowledge in the citizens, it also eliminates negative values such as; ignorance, self-centeredness, egocentric and et cetera.

- Provision of gainful employment for the youths

Industries and factories should be established to absorb the crowded graduates of higher institutions of learning. For instance, government should encourage farming through mechanised agriculture.

Performance Assessment: NOTE: BM 10.1.10.2, 10.1.10.3 & 10.1.10.4 can be combined as one assessment project

Suggested Resources

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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.10: Students will be able identify different forms of violence, their causes, effects and the strategies for addressing and preventing them.

Benchmark 10.1.10.5: Explain how respect for others rights, political and ideological tolerance, altruism, and liberty can contribute to creating and fostering peace in places affected by ideological conflict and violence.

Topic: Respect for People Affected by Ideological Conflict and Violence

Essential Questions

- How can respect for others' rights, political and ideological tolerance, altruism, and liberty contribute to creating and fostering peace in places affected by ideological conflict and violence?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Respect for others rights, political and ideological tolerance, altruism, and liberty can contribute to creating and fostering peace in places affected by ideological conflict and violence
Skills	Critical Thinking Skills - Use the analytical skill of concluding - Use analytical and evaluation skills of explaining
Attitudes	Adaptable to change, open minded
Values	Safe and peaceful communities, common good

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

- Investigate how respect for others' rights, political and ideological tolerance, altruism, and liberty can contribute to creating and fostering peace in places affected by ideological conflict and violence.

Content Background

The different types of conflicts and violence and their impact have been discussed in the preceding topics. This topic will outline the strategies for creating and promoting peace in the areas affected by conflict and violence.

What is peace? Peace is the state of tranquillity/calmness. It is being free from civil disturbances. Peace is the period of time where there is no war or conflict.

One of the most important tool for creating and promoting peace is through respect. Respect is a positive feeling or action shown towards someone or something. It conveys a sense of admiration for good or valuable qualities (Wikipedia.org.2021).

Moreover, respecting is about accepting somebody for who they are, despite their backgrounds.

Important

Respect leads to a peaceful society. A society without respect is doomed to failure. It will be lost to chaos, conflict and eventual destruction. Genuine respect for one another results in peaceful living (Rev. Author. Mollenhaver: 2017).

So, how can respect for human rights lead to creating and foresting peace?

Human rights is a core pillar of the United Nations, therefore, the United Nations Peacekeeping Organisation states that, all staff in the peace operations have the responsibility to ensure the protection and promotion of human rights through their work. Furthermore, a culture of peace can be fostered by educating people to be respectful and positive. Individuals should learn to accept diversity and express emotions and dialogues across different groups without conflict and violence.

When every individual realises the importance of human rights and uphold these rights, they will be able to respect each other and embrace peace and see way forwards through mutual support to combat conflict and violence in their communities and across the globe.

Political and ideological tolerance to create and foster peace in places affected by ideological conflict and violence

What is tolerance? Is an act of accepting differences. If someone is tolerant, he or she is able to accept the way people think and do things differently. He or she has an attitude to 'put up' with all the differences and see things positively and value everyone's beliefs and ideas. In other words, tolerance is respect for diversity.

The world is made up of people with different ideologies, for instance, the various political ideologies (democracy and communism) or the religious ideologies (Muslims and Christians). The way these different groups think and do things is not the same. Therefore, tolerance or respect for diversity is very vital in such situations. When there is respect for diversity or tolerance, it creates the foundation of peaceful togetherness. Only then, there is unity and cooperation among groups of great differences. And so, how do we promote tolerance or respect for diversity?

Beeckman (2008) has outlined several ways to promote tolerance to create and foster world peace at the *International Cooperation and Peace Dissemination Workshop on Pschy-social support*;

- By not applying labels. People's differences (physical nature or expression) should be valued, and should not be seen as threats but as something positive others can learn from.
- Treat each other as equals. If people say that they value differences, they must accept that no one culture, political system or religion is better than another, otherwise one cannot develop tolerance.
- A person may have an aspect to his or her identity that makes him or her different to another person, but there will be other people's aspects that can bring everyone closer.
- In a wider society, people are bound by the commonality of their humanity. Profoundly, every human being has the same aspirations. They want to relate to others and feel a sense of belonging, and they fear isolation. They want to be happy and reassured. All people are equally vulnerable.

As stated by, Kochler (nd), in order to "practice tolerance and live together in peace with one another as good neighbours", people first have to understand each other, or appreciate each other's way of life and socio-cultural identity. This is only possible if they are knowledgeable about their distinct cultures, traditions and value systems. The "ignorance of each other's ways and lives has been a

common cause, throughout the history of mankind", of suspicion and mistrust through which their differences have "all too often broken into war".

In the era of global interconnectedness, the assertion of cultural identity can only be envisioned on the basis of mutual respect and the acceptance of diversity (Kochler. nd).

How can altruism create and foster peace?

Self-sacrifice and selflessness is known as altruism. It involves acting out of concern for the well-being of other people which may lead to jeopardising one's own health and well-being to help others. Such behaviours are often performed unselfishly and without any expectations of reward.

If a person really is passionate about a cause, he or she encourages others to be part of that cause. If they are not passionate about the proposed cause, he or she should encourage them to help others in their own way. More can be done to improve the world if people get other people to help out.

If people were to try to determine which person has done the most good in history, they would get different answers. Effective altruism can come from inspiring others, by being a teacher or a good parent for example. Take Singer, he hasn't prevented nuclear war or eradicated small pox, but he has led very many people to help others. In turn, these followers have followers themselves, who help others more than they otherwise would have.

A teacher should get some credit for the good that his students do but would not have done if not for his teaching. We can do good both directly and indirectly, by inspiring others (Savulescu & Sinnott-Armstrong. 2016).

Creating and fostering peace through freedom (liberty)

Broadly speaking, liberty is the ability to do as one pleases. It is a synonym for the word freedom. In modern politics, liberty is the state of being free within society from control or oppressive restrictions imposed by authority on one's way of life, behaviour, or political views (Wikipedia. 2021).

Freedom is a human right. Where there is respect for human rights, there is peace. In conclusion, given below is a quote from Lesley Friedmann on promoting world peace through education;

We will continue our journey to our destination of peace. No one can stop us! We will speak up for our rights and we will bring change with our voice. Our words can change the whole world because we are all together. Let us shield ourselves with unity and togetherness. Let us wage a global struggle against illiteracy, poverty, and terrorism. Let us pick up our books and our pens; they are our most powerful weapons. One child, one teacher, one book, and one pen can change the world. Education is the only solution. Education first! Malala Yousafzai (2013)

Performance Assessment: Teachers can allow students to research and conduct case studies of various forms of conflicts (political /ideological) in Africa, Europe, Asia, Pacific and America and discuss the strategies for creating and promoting peace in the areas affected by conflicts and violence.

Suggested Resources

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Strand 2: Health Behaviours

This strand consists of three (3) units. They are;

- Health Behaviours
- Health Decision-Making
- Interpersonal Relationship and Health

Units	Topics
Health Behaviours	10.2.1.1: Issues Affecting Fetal Development 10.2.1.2: Importance of Prenatal Care and Proper Nutrition 10.2.1.3: Harmful Effects of certain Substances on Human Being such as a Foetus 10.2.1.4: Significance of Genetics in Foetal Development
	10.2.2.1: Strategies to Promote Interpersonal Harmony 10.2.2.2: Ethical Ramifications of Unacceptable Behaviours 10.2.2.3: Importance of Practicing Abstinence in an Intimate Relationship
	10.2.3.1: Impact of Population and Economic Growth on Community and World Health 10.2.3.2: Impact of Provision of Health Services in the Community and the Nation 10.2.3.3: Impact of Community and World Environment Protection Programs 10.2.3.4: Impact of Technology on the Health Status of People
	10.2.4.1: Evaluating Critical Health Issues relating to Human Development from Conception to Adolescence 10.2.4.2: Using Perspective-taking Skills to evaluate and analyse Health Information 10.2.4.3: Use of Social Problem-solving Skills to make Informed Decisions based on Health Information 10.2.4.4: Personal Health Concern of Individuals
	10.2.5.1: Use of appropriate Communication Styles to promote Health and Prevent Disease 10.2.5.2: Solving Community Health Problems associated with Risk taking
Health Decision-Making	10.2.6.1: Use of Refusal Skills to Avoid Risky Sexual Behaviours 10.2.6.2: Impact of the Use of Barrier Protection and other Contraception Methods 10.2.6.3: Importance of Healthy Strategies to Prevent Abuse 10.2.6.4: Abstinence from Sexual Activities for Unmarried Persons 10.2.6.5: Effectiveness of Sexual Abstinence for Adolescents
	10.2.7.1: Use of Interpersonal Communication Skills to Communicate Appropriately and Respectfully 10.2.7.2: Importance of Showing Consideration and Respect for Others 10.2.7.3: Importance of Manners and Rules
Interpersonal Relationships and Health	10.2.8.1: Effective use of Conflict Resolution Techniques 10.2.8.2: Use of Refusal Skills 10.2.8.3: How to address critical Health Issues Nationally and Globally 10.2.8.4: Group Dynamics to Promote Effective Social Skills 10.2.8.5: Impacts of Cooperation by Community Health Professionals

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 10.2.1.1: Explain foetal development from conception through pregnancy and birth.

Topic: Issues Affecting Foetal Development

Essential Questions

- What are the stages of fetal development?
- In what ways does the health of a mother affect the development of a foetus from conception to birth?
- How does the development of a foetus from conception to birth have an impact on the relationship between the mother and the infant in the post-natal stage?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Stages of foetal development from conception to birth and the effects of the mothers health and relationship to the foetus during these development stages of the foetus
Skills	Critical Thinking Skills - Use analytical skill of investigating and explaining - Use evaluation skills of explaining
Attitudes	Appreciation, care and concern
Values	Love and care

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

- Investigate the stages of fetal development (conception, pregnancy and birth);
- Examine how a mother's health can affect the development of a foetus from conception to birth;
- Assess how the development of a foetus from conception to birth impacts the relationship between the mother and the infant in the post-natal stage.

Content Background

What is foetal development?

A human beings life starts from the time a sperm from the father and an egg from the mother unite through sexual intercourse. This life, journeys through three stages of development before becoming a fully developed human being. It begins as a foetus. The first stage of the foetus development is known as the **germinal stage** which occurs in the first two weeks after conception. The second stage is known as the **embryonic period** which starts from the third week through to the eighth week and the third stage is referred to as the **foetal period** which lasts from the ninth week of pregnancy to the birth of the foetus. These are very important stages of the foetal development therefore the health of this foetus must be taken proper care of to prevent risk factors that may damage or hinder its growth.

Stages of foetal development

Stage 1: Germinal Stage (2 weeks after conception)

- First life of a human being starts as soon as the male releases his sperm from his body to meet the ovum that is released from the females' body (ovary). This stage is called the conception stage.
- The baby starts to develop as soon as conception takes place.

Stage 2: Embryonic Stage

- Pregnancy is the term used to describe the period in which a fetus develops inside a woman's womb or uterus.
- Pregnancy period/stage requires extra care and precaution till the baby is born.
- The first three months of the pregnancy is regarded as the development stage, and
- These (1-12 weeks) of pregnancy stage requires proper care in terms of health risk factors.

Stage 3: Foetal Stage

Once cell differentiation is mostly complete, the embryo enters the next stage and becomes known as a fetus. The fetal period of prenatal development marks more important changes in the brain. This period of development begins during the ninth week and lasts until birth. This stage is marked by amazing changes and growth.

The early body systems and structures established in the embryonic stage continues to develop. The neural tube develops into the brain and spinal cord and neurons continue to form. Once these neurons have formed, they begin to migrate to their correct locations. Synapses, or the connections between neurons, also begin to develop.

Between the ninth and twelfth week of gestation (at the earliest), reflexes begin to emerge. The fetus begins to make reflexive motions with its arms and legs.

During the third month of gestation, the sex organs begin to differentiate. By the end of the month, all parts of the body will be formed. At this point, the fetus weight less than a kilogram. The fetus continues to grow in both weight and length, although the majority of the physical growth occurs in the later stages of pregnancy.

The end of the third month also marks the end of the first trimester of pregnancy. During the second trimester, that is, from the fourth month through to the sixth month, the foetus heartbeat grows stronger and its other body systems become further developed. Fingernails, hair, eyelashes, and toenails form. Perhaps most noticeably, the fetus increases about six times in size.

So, what goes on inside the brain during this important period of prenatal development? The brain and central nervous system also become more responsive during the second trimester. Around 28 weeks, the brain starts to mature faster, with an activity that greatly resembles that of a sleeping newborn.

During the period from seven months until birth, the fetus continues to develop, put on weight, and prepare for life outside the womb. The lungs begin to expand and contract, preparing the muscles for breathing.

Amazing new research into human fetal development shows that ...



... by eight weeks, the human fetus has a sense of touch and is exploring the umbilical cord and uterine wall.

... by thirteen weeks, the human fetus has a sense of taste and prefers sweet over bitter.

... by seventeen weeks, the human fetus has a sense of hearing and after birth will recognize songs played during gestation.

... by twenty-five weeks, the human fetus has eyes that close for sleep and open and move freely during periods of wakefulness.

(Very well mind. 2020)

In what ways can the health of a mother affect the development of a foetus from conception to birth?

According to the website nyp.org (2020), the medial article cited the research work of Dr. Monk, a Professor of Medical Psychology in the Department of Obstetrics and Gynaecology and Psychiatry, and Research Scientist VI at the New York State Psychiatric Institute that there is increasing evidence that high levels of stress and depression can affect children long after birth. As quoted by Dr. Monk in her study, "There is an intense biological connection between the mother and the foetus, such that the mother's health in essence is the fetus's first environment". She further elaborated stating that, "Often now the saying is that the womb is as important as the home in terms of how children develop. We understand that depression is, of course, very much a subjective, psychological experience, but it is also happening on biological level. If you are depressed in pregnancy, these changes in biology amount to an altered *in utero* or womb environment for the foetus".

How does the development of the foetus from conception to birth have an impact on the relationship between the mother and the infant?

The relationship between a foetus and the mother can be termed as **attachment**. According to a research by Atashi et al (2018), there is significant evidence proving attachment of the foetus as infant does not only start at birth but during pregnancy. What then is attachment?

The Theory of attachment about the mother-child bond or relationship was first introduced by John Bowlby in 1960s. He defined attachment as "a set of internal behaviours that would cause the infant to become closely related to his or her main caregiver, who is usually the mother".

Although this concept was first introduced for the post-partum period, it is believed that attachment starts long before birth, during pregnancy. In other words, attachment starts when a mother finds out about her pregnancy. This is the real starting point for the foetus' dialogue with its surrounding world. Atashi et al supports the study of a researcher Cranley who stated that a mother's attachment refers to her enthusiastic behaviour which is her interaction with her foetus. They also support the work of another researcher namely Muller who believed that it is more than just a behaviour. He defined attachment as a unique relationship between a mother and her foetus. The common characteristic between all of these definitions is the emphasis on the importance of maternal-foetal relationship.

Development of this relationship is important due to its role in creation of attachment after birth. Some researchers have reported that a mother's attachment to the foetus would develop during pregnancy and it would help her prepare for transition to the motherhood period. Some studies have shown that prenatal attachment is an important factor in predicting post-partum attachment behaviours. It is associated with mother-infant post-partum interactions and communications and it has an important role in the health of the pregnant mother and her foetus.

Attachment, which is one of the essential needs of human beings, would act like an invisible connection and maintain a close relation between the mother and the child. It is considered an important part of a child's development and would develop a sense of trust in the child. Results of studies conducted on human beings and other species have revealed that care deprivation has a major effect on the evolution of regulatory system and coping with stress. Mother's reaction to child's stress is considered an important source for coping; therefore, infants with sensitive and respondent parents would learn that at the time of stress, parents are always available and it would be more chance for them to have secure attached relationship with their parents in the future. But infants with insensitive parents would learn that parents are not always available at the time of stress and crisis; so they would probably develop an insecure relationship with their parents.

Inappropriate development of attachment would have an adverse effect on the regulating part of child's right brain; different related studies have reported lower emotional and mental development, weak social interactions, school refusal, and more aggressive and hostile behaviours during childhood, behavioural disorders during adolescence and more tendencies toward drug abuse during adulthood.

Atashi et al also supports the study of a researcher named Meleis who believed that being related and attached to the foetus and sacrificing for him or her is a responsibility that mothers should be committed to during the pregnancy period. A mother's commitment, attachment and preparation for taking care of their child during pregnancy are the main parts of the motherhood process and for reaching the maternal identity.

Muller also believed that pregnant mother's experience of attachment to her own mother during childhood, would affect her future attachments to her family, spouse and friends and this process is effective on accepting the pregnancy and attachment to the foetus. In other words, the current living condition of people is rooted in their past and attachment as a unique process is affected by personal factors, individual's beliefs and past and environmental and cultural factors; attachment could also be affected by different issues like mental condition, social support, mother's age, gravid and et cetera which vary among different cultures.

Awareness about prenatal attachment is important in the health of pregnant mothers and their children and also in finding optimal compatibility with motherhood. The collected information not only would increase the perception of the medical team about the process of attachment, but it would also provide the possibility for planning proper interventions to improve maternal-fetal relationship (Atashi et al. 2018)

Performance Assessment: Teachers can set assessment where students are required to research, draw and explain the different stages of the development of a fetus.

Suggested Resources

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Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 10.2.1.2: Explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding.

Topic: Importance of Prenatal Care and Proper Nutrition

Essential Questions

- What is prenatal care and proper nutrition?
- What is optimal healthy living?
- What is healthy social climate?
- How can prenatal care and proper nutrition promote optimal healthy living and create healthy social climate between mother and baby?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of the role of prenatal care and proper nutrition in promoting optimal healthy living and healthy social climate between the mother and the baby such as breast feeding
Skills	Critical Thinking Skills - Use analytical and evaluation skill of explaining Creative Thinking Skills - Use creative/synthesis skill of role playing
Attitudes	Appreciation, care and concern
Values	Love and care

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

- Explain prenatal care and proper nutrition;
- Examine the impacts of providing prenatal care and proper nutrition that aims to achieve optimal healthy living as well as creating healthy social climate between the mother and baby.

Content Background

The growth of the foetus or baby and the health of the mother during prenatal period requires close attention so as to promote good health for both of them. The diet of the mother is very important because it will help prevent diseases relating to poor nutrition from hindering the development and growth of the foetus.

Prenatal care and proper nutrition

Prenatal care refers to care taken of the mother's health during the various stages of pregnancy. The welfare of the mother and of the foetus needs close attention especially both their nutrition to promote health and prevent related complications for example; anaemia (low blood level in the body). Proper nutrition refers to the body receiving all the nutrients, vitamins, and minerals it needs to work its best.

So, this should be the ultimate priority of the mother for her baby during pregnancy to avoid problems such as malnutrition or lack of food.

Impact of prenatal care and proper nutrition for optimal healthy living and healthy social climate

When a mother's health is well taken care of during pregnancy and even after that, this enhances the baby and the mother's general well-being which eventually gives rise to optimal healthy living for them both and also creates a healthy social climate between them. What is optimal health, and social climate? According to the website Opa.hhs.gov (2020), optimal health refers to 'a dynamic balance of physical, emotional, social, spiritual, and intellectual health'. Social climate refers to the views of a social environment shared by a group of people. The care given to the mother and the infant during and after pregnancy should be aimed at promoting optimal health for integral human development for the infant. For example, the mother's touch (physical aspect) should instantly give that comfort and feeling of love and affection (emotional aspect) from the mother and those around him or her (social aspect). The attachment between the mother and the infant ensures the infant feels a purpose of living (spiritual) using their senses (intellectual) ensuring the infant will fully develop and reach their potentials in life. At the same time develop attachment and bonding between the mother and the infant promoting a healthy social climate.

Importance of prenatal care and proper nutrition

The importance of the role of prenatal care are;

- The mother needs balance diet for the baby / fetus to develop and grow.
- The mother requires balance diet from the three food groups especially protein and protective food.

The importance of the role of proper nutrition are;

- The balance diet benefits the mother and the fetus in the body. These balance diet includes:
 - energy food which gives energy/ strength to the mother and baby for the purpose of physical activeness.
 - protein food or body building food which builds the body or repairs the blood cells in the body.
 - protective food which is to produce or create new blood cells in the body for the mother and the baby to have increase supply of iron in their bodies. The iron is made up of blood cells. In the anatomy and physiology of the body, different blood cells have their own functions. Example; red blood cell carries oxygen into the body. White blood cell fights diseases in the blood. The mother and the baby need enough blood supply to survive during the prenatal period. Hence, blood is created by eating balance diet.

Generally, the mother and the baby require proper nutrition to promote health and prevent diseases and complications. Maternal nutrition is important, before, during pregnancy and lactation for growth of the baby to prevent anemia and other diseases.

Impacts of the role of prenatal care and proper nutrition on the baby and the mother

Advantages of eating balanced diet in prenatal care for the:

- Mother
 - The baby is very much dependent through feeding from the mother for growth. Therefore, the mother must consume the right type of food in order for the baby to grow well and healthy whilst being in the mother's womb.
 - She needs to supply More iron to her own body so as to prevent the baby from becoming anaemic (iron deficiency).

- Will prevent infections/diseases.
- Avoids premature labour.

Baby

- To grow big.
- Prevent infection and avoid low birth weight.
- Prevent prematurity.
- To prevent malnutrition in infant.
- For baby to take in its food through the milk from breast feeding. The first part of the yellow milk (colostrum) contains all the nutrition that the baby requires to grow and fight infections.

Students must understand the importance of prenatal care and especially females must become aware of its impacts. It is not only the women who should be burdened with prenatal care but the male folks should be responsible for the life they have created too and so give the much needed support for their child whilst it is in the womb to the time it is born.

Performance Assessment: Teachers can invite a medical officer (nurse/doctor/ health worker) to give a short talk on the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding. Students orally discuss what they have learnt from the short talk.

Suggested Resources

- Cooper, M. A., Fraser, D. M. (2004). *Myles text book for Midwives*. (4th Ed.). Churchill. Livingstone. United Kingdom.
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Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 10.2.1.3: Describe the harmful effects of certain substances on the foetus such as alcohol, tobacco, drugs and environmental hazards such as lead.

Topic: Harmful Effects of certain Substances on Human Beings such as Foetus

Essential Questions

- What are some harmful effects of the use of substances such as tobacco, drugs and being exposed to environmental hazards have on the health of human beings (fetus) and their social relations with others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The harmful effects of the use of certain substances such as alcohol, tobacco, drugs and exposure to environmental hazards on the health of human being such as the foetus and how these affects a person's social relations with others
Skills	Critical Thinking Skills - Use analytical skills of analysis, investigating and explaining - Use of evaluation skill of explaining
Attitudes	Appreciation, care and concern
Values	Love and care

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

- Investigate effects of certain substances such as tobacco, drugs and environmental hazards on the health of human being such as foetus and how this affects their social relations with others;
- Debate on the measures that have been developed to control these harmful substance effects on people in Papua New Guinea.

Content Background

Teachers can prepare assessment on harmful substances that affect different groups of people. For this topic, the content provided will look at the effects of harmful substance on foetal development. Students assessment can look at harmful effects of substances on women and girls; its effect on adolescents and so forth.

Effect of the use of harmful substances

Substances in this sense refers to the harmful things that causes harm to people. For instance, the development of foetus. Substances that cause harm the foetus are;

- smoking,
- consumption of alcohol,
- workplace hazards and
- noxious substance drugs.

Smoking

Smoking causes:

- spontaneous abortion,
- preterm delivery,
- Low birth weight and abruption, and
- Prenatal mortality as a result of antepartum hemorrhage (bleeding) and placenta abruption (early separation of placenta from the baby).

Alcohol

- Alcohol causes Fetal Alcohol Syndrome (FAS). It is a congenital malformation because of excessive alcohol intake during pregnancy.

Effects of environmental hazards on people

Environmental hazard refers to any condition, process, or state adversely affecting the environment. It manifests as physical or chemical pollution in air, water and soil. Environmental hazards can cause widespread harm to humans and the physical environment through lead, an element used in many products causing neurological problems; PCBs or polychlorinated biphenyl's, a group of nearly indestructible molecules with cancer-causing properties; Asbestos, a widely used flame retardant which leads to cancers with long latency periods. Therefore, every workplace must be equipped with up to date technological device like the visual display units which can detect humane issues such as pregnancy and help save women who work in such conditions so that they report of any problems they are experiencing such as miscarriages.

Students must become aware of the effects of being exposed to harmful substances and also be aware of the effects of being exposed to hazardous environment and as much as possible safeguard and protect their health including that of an unborn child suppose they are pregnant.

Performance Assessment: Teachers can set assessment where students are required to write a descriptive essay on the harmful effects of certain substances on the foetus such as alcohol, tobacco, drugs and environmental hazards such as lead.

Suggested Resources

- Cooper, M. A., Fraser, D. M. (2004). *Myles text book for Midwives*. (4th Ed.). Churchill, Livingstone. United Kingdom.
- Department of Health. (2014). *Infant and young child feeding*. . Papua New Guinea.
- Department of Health. (2014). *National Youth and Adolescents Health Policy*. Papua New Guinea.
- Department of Health. (2018). *Stakeholders Sanitation Workshop on Adolescent Workshop on Reproductive Health*. Papua New Guinea.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press
- The Canadian Institute for Substance Use Research. (2019). *Alcohol and other Drugs*
- Heretohelp.bc.ca. (n.d). *Understanding Substance Use: A health promotion perspective*. Retrieved January 21, 2021, from <https://www.heretohelp.bc.ca/infosheet/understanding-substance-use-a-health-promotion-perspective>

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 10.2.1.4: Explain the significance of genetics and its role in fetal development.

Topic: Significance of Genetics in Foetal Development

Essential Questions

- What is genetics and blueprint?
- What is the significance of genetics?
- What is the role of genetics on behavioural blueprint passed on through a family background?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	• Significance of genetics and its role in how behavioural blueprints are passed on from the family background as of the foetal development stages of an individuals within that family
Skills	• Critical Thinking Skills - Use analytical skills of investigate and explaining - Use evaluation skill of explaining
Attitudes	• Appreciation, caring and concern
Values	• Common good

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

- Investigate and explain the significance of genetics and its roles in how behavioral blueprints are passed on from the family background as of the foetal development;
- Discuss impacts of genetics on lives of families.

Content Background

Genetics and its roles in foetal development

The decision to have a baby is not straight forward for some couples. The couple may have a history of genetic disorders, or their previous baby was affected with congenital abnormalities leaving childbearing until later years increasing the risk of giving birth to an abnormal child.

What is genetics?

It is the study of heredity. Heredity refers to a biological process whereby a parent passes certain genes onto their children or offspring. Every child inherits genes from both of their biological parents and these genes, in turn, express specific traits. Some of these traits may be physical for example hair, eye color, et cetera (Mandal 2020).

Significance and roles of genetics

The fundamental information concerning importance of genetics and its role in human development highlights the congenital abnormalities that previously a child was born with. Genetic disorder can occur as a result of mendelian inheritance and are either **dominant or recessive**. Genetic disorders are interpreted and explained as follows;

1. Mendelian inheritance:

- An **autosomal dominant** disorder occurs when the condition is present in the heterozygous state (That is; only one gene of a pair of chromosome need is affected).
- Types of diseases that a child encounters from birth are;
 - a. *achondroplasia*,
 - b. *Neurofibromatosis*,
 - c. *Huntington's disease*.
- The risk associated with this inheritance is 1 in 2, or 50%, and this dependence on the couple where one of them is affected with the condition.
- **Autosomal recessive** disorder occurs when both chromosomes are affected. Genetic disorders are commonly linked to female baby who is born with hemophilia, colour blindness and muscular dystrophy.

2. Chromosome abnormalities: (Down's syndrome)

This age factor is the most common and trisomy for woman around forty (40) years of age. These abnormalities are usually common in spontaneous abortions. Sex chromosome abnormalities such as Turner's syndrome (XO) and klinefelter's syndrome (xxy) have a rare recurrence rate in families. Translocation is where extra chromosome material is translocate on to another chromosome and is regarded as balance when the total amount of chromosome material is normal but only 45 chromosomes are present but recurrence risk is low if neither parent is a balanced carrier for the translocation.

3. Non-mendelian disorders:

The most common congenital abnormalities such as nose and throat diseases (NTDs) and congenital heart disease do not follow the mendelian inheritance pattern as there is no identified genetic focus and so they are referred to as multifactorial. These conditions arise as a result of combination or interaction of environmental and genetic factors.

4. Prenatal diagnosis:

Most prenatal diagnosis of a genetic occurs during pregnancy but ideally for a couple to truly benefit from the process such a diagnosis should occur before a pregnancy is planned. This allows the couple time to consider the risk of genetic disorder. The condition in terms of available treatments and consequences to the affected child can be discussed and the couple's perspective of the problem can be ascertained.

What are the solutions to address genetic related abnormalities?

- Firstly, couples require counseling to accept genetic abnormalities and overcome related stress, and develop characters to manage long term genetic abnormal baby.
- Secondly, seeking advice from health professionals for genetic counseling will help couples to decide what is best for them.

- The risk of having a child with a genetic defect is something that only the couple can decide whether to have a baby or not to have one.

The significance of genetics and its roles in how behavioural blue-prints are passed on from the family background as of the foetal development

To understand what behavioural blueprint is one must understand the term blueprint. Blueprint refers to a design plan or other technical drawing. So in terms of behaviour, behavioural blueprint would mean the determinant behaviour one exhibits over time from influences surrounding them. All human beings are born with physical traits that can never be modified. This blueprint cannot be tempered with for instance; sexuality however, improved technology and intelligence has resulted otherwise. For instance, an individual changing his or her sexual organs from a male to a female and vice versa. Therefore, students should appreciate the types of people around them. Having a fair understanding of abnormalities in people be it physical, mental or affective will encourage students to inform others of how to address these special groups of people. Those with abnormalities are after all humans and must be treated right.

Performance Assessment: Teachers can set assessment for where students are required to conduct a case study on genetics and its role on fetal development where students are required to analyse the documents and discuss in class.

Suggested Resources

- Cooper, M. A., Fraser, D. M. (2004). *Myles text book for Midwives*. (4th Ed.). Churchill, Livingstone. United Kingdom.
- Department of Health. (2014). *Infant and young child feeding*. Papua New Guinea.
- Mandal, A. (2020). *What is genetics?* Manchester: AZo Network UK Ltd. Retrieved January 21, 2021, from <https://www.azolifesciences.com/article/What-is-Genetics.aspx>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.2: Students will be able to recognize and analyze the effects of personal decisions, behaviours and attitudes, and habits on personal health throughout life span.

Benchmark 10.2.2.1: Demonstrate strategies for communicating needs, wants, and emotion.

Topic: Strategies to Promote Interpersonal Harmony

Essential Questions

- What is interpersonal harmony?
- What strategies can be used to communicate needs, wants and emotions to achieve interpersonal harmony?
- How can interpersonal harmony be achieved through ethical decision-making taking into consideration the opinion of others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies for communicating needs, wants and emotion to achieve interpersonal harmony through ethical decision making taking into consideration the opinions of others
Skills	Critical Thinking Skills - Use analytical skills of identifying and appraising - Use evaluation skill of appraising Creative Thinking Skills - Use creative skill of demonstrating
Attitudes	Appreciation, caring and concern
Values	Common good

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

- Investigate strategies that can be utilised to achieve interpersonal harmony through ethical decision-making taking into consideration the opinions of others.

Content Background

What is interpersonal harmony?

According to Srinivasan (2012) unity, harmony and solidarity are the ideals of collective living. It is relatively easy to achieve an appearance of outer harmony but much more difficult to achieve inner harmony among people. But without this inner harmony, outer harmony is uncertain and unsustainable. This topic aims to examine the problem of interpersonal harmony with an emphasis on the psychological dimension.

Achieving interpersonal harmony through positively communicating of needs, wants and emotions

The Problem of Harmony

An interesting episode from a Sufi lore: A Sufi disciple asks his Master: “Sir, why there is so much conflict in our community.” The Master does not reply directly. First he says “what is the use of sweet words when there is a frown in your face.” After a pause, Master adds, “What is the use of a smiling face when there is a frown in your mind and heart.” This story sums up the essence of the problem of harmony.

Integrating Diversity

Imposing uniformity can create some form of outer harmony but such a harmony will be not only short-lived but also uncreative. Individual uniqueness in terms of viewpoints, attitudes, inclination, temperament and capacities is a rich source of creativity and should not be suppressed but has to actively encourage and harnessed for the realisation of organisational goals. But at the same time there should be an equally strong collective solidarity, which can weld together this rich diversity into a harmonious whole.

There is a vague sense of subconscious unity among people who live or work together. It becomes a little more conscious when people work together for a common purpose or for some shared values. It can be made still more conscious by collective disciplines like group exercises, singing company songs and social and cultural gathering like picnics, retreats and celebrations, collective studies, meditations or prayers. But all these, though helpful, cannot bring enduring inner and outer harmony among people, nor can they eliminate or even minimise wasteful conflict among individuals. To achieve this integral harmony one, have to understand the major causes of conflict among individuals and also the factors, which lead to inner and outer harmony.

The Causes of Conflict

The causes of conflict are many and varied. The first cause of conflict is the conflict within the individual. Someone who is in a state of conflict within him cannot live in harmony with others. Unity and harmony within the individual is the foundation of unity and harmony in the collectivity (working in groups for a common purpose). When the individuals in a community are at peace and harmony with themselves, it leads to a spontaneous (without consciousness) harmony in the community. So to bring unity and harmony in the community, every individual in the community has to make a conscious effort to integrate his or her body, mind and heart and his or her thought, feeling, will and action around some life-enriching values which unite people.

The other source of conflict at the mental level is the clash of opposing viewpoints, attitudes and ways of thinking or the friction caused by pride, arrogance, scorn or the sense of superiority. In the emotional level it can be due to negative feelings like anger, jealousy or hurt feelings created by insult or failed expectations. At the root of all these negativities and conflicts lies the hurt or self-assertive ego. Sometimes the conflict may be due to psychological incompatibilities. When two persons think and feel differently or in the opposite directions, it creates an inner friction, which translates itself in the emotional level as an irrational dislike. In the moral level self-righteous judgments based on personal moral or spiritual notions can be a source of inner conflict. If someone behaves in a way contrary to my ideals of truth and goodness, then I feel a sense of disapproval and dislike. Not all of these negative feelings and conflicts express themselves externally in the form of open quarrels. Much of them remain suppressed and simmering within, while outwardly there is a deceptive appearance of smiling or impassive faces or a hypocritical and superficial camaraderie (friendship).

Non-judgemental Understanding

The remedy for mental and moral conflict is to understand and accept the fact of individual uniqueness. Each individual is a world in itself and looks at the world and experiences it in a different way from others. The nature, temperament, attitudes, values, inclinations and the stage of mental, moral and spiritual development differs among individuals. It would be unwise and immature to insist that everyone should think, feel, behave or act in the same way I do or according to my moral or spiritual notions. We must learn to understand the other person's point of view however different or even opposite it may be to that of my own angle of vision. We must also try to understand why a person thinks, feels or behaves in the way he does. This requires a non-judgmental attitude to people. This doesn't mean approval or acceptance of thoughts, feelings or actions, which are detrimental to the wellbeing of others or for the collective purpose, harmony or order. It means, as long as the individual is not wilfully hurting others or causing disturbance to the collective order or hampering the realisation of collective values, ideals or purpose, he or she should be given the freedom of thought, feeling, speech and self-expression within the constraints of collective discipline. We must refrain from unnecessary moral judgments of the harsh kind based on our personal values.

People must remember that their thoughts and feelings are not mere abstractions but psychological forces and they are contagious. An uncharitable thought and feeling, even when it is not expressed outwardly, hits the other person in his mind or heart, which will induce a similar reaction in him. As the Mother of Sri Aurobindo Ashram points out, "When we meet a person, our criticizing thoughts give to him, so to say, a blow on the nose which naturally creates a revolt in him." So to achieve harmony in communal life, people have to put into practice the biblical dictum "do unto others what you want other to do unto you" not only outwardly in speech, behaviour and actions, but also in thoughts and feelings.

The Inner Fraternity

At the emotional level the healing balm for all conflicts is a positive state of the heart, which is variously called as benevolence, compassion, trust, goodwill. In a general way we may say, to achieve a deeper and more enduring condition of harmony than the one achieved by external methods, what is needed is an inner psychological fraternity made of mutual goodwill or in other words, goodwill for all and goodwill from all is the basis of peace and harmony in a community. When there is a deep feeling of inner fraternity and mutual goodwill in the heart and mind, then friction created by individual uniqueness or variation do not lead to painful or lasting conflict, and the harmony is quickly restored. But for this to happen, goodwill should be not only mutual but also integral which means it must be present in thought, feeling and will. In the will this positive state of consciousness manifests as a constant and persistent urge for the wellbeing of others. In the feeling, it expresses itself as kindness, compassion, generosity, trust, forgiveness. In thought it is understanding, tolerance, non-judgmental attitude and benevolence. All these qualities of the mind and heart have to be consciously cultivated and there opposite have to be firmly and persistently rejected. In yoga, this inner discipline is called Chitta-sudhi, which means purification of the mind.

Unity of Consciousness

However, even this inner fraternity created by human love, goodwill and compassion is not the highest state of unity and harmony. This inner fraternity prepares our individual consciousness to rise beyond human fraternities to the true and everlasting unity of the spirit in which we can feel our oneness not only with all human being but also with all creation, human and non-human. As indicated earlier to realise this spiritual unity, people have to enter into inner depth of their being and come into some form of direct or reflected contact with their inner most spiritual self in the stillness of their mind or heart.

This inner unity of consciousness expressing itself at the outer life as perfect mutuality and unity is the spiritual ideal of collective living. “Unity is the basis of the Gnostic consciousness, mutuality the natural result of its direct awareness of oneness in diversity, harmony the inevitable power of its force, unity, mutuality and harmony must therefore be the inescapable law of a common and collective Gnostic life.”

This inner realisation of unity is an ideal far away for most of us, individually and collectively. But we can grow towards it through a process of progressive inner evolution. The first stage of this growth is the psychological unity, discussed earlier. This prepares the inner being of the individual and collectively for moving forward towards this spiritual unity. The next stage of the discipline is an introversion of consciousness by which people can shift their consciousness from the surface level to the deeper subliminal and spiritual level where they can feel unity as a concrete experiential unity. This can be achieved only through the psychological and spiritual disciplines of yoga.

Therefore, students should instil within them the art of forgiveness and care. Though they be offended or criticised, this should in no way disturb their peace of mind and their harmonious living. They should learn not to hold grudges against other but freely express themselves. When in conflict they solve the issue with others and go on living as they do. They must press on with the values of peace and harmony which in the long run will benefit them in terms of promoting good health and longevity. (Srinivasan. 2012)

Performance Assessment: Teachers can set an assessment where students are required to carry out awareness to discuss better strategies to communicate their;

- personal needs (school fee, bus fares)
- wants (mobile phones) and
- emotions (communicate clearly when upset or sad)

Suggested Resources

- Department of Health. 2014. *National Youth and Adolescents Health Policy*. NDoH. PNG.
- Department of Health. 2018. Stakeholders Sanitation Workshop on Adolescent Workshop Reproductive Health. NDoH. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Srinivasn, M.S. (2012, May 19). *Interpersonal Harmony: A Psychological Perspective*. Retrieved November 23, 2020, from <https://integralmusings.wordpress.com/2012/05/19/interpersonal-harmony-a-psychological-perspective-m-s-srinivasan-srinivasanaurosociety-org>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.2: Students will be able to recognize and analyze the effects of personal decisions, behaviours and attitudes, and habits on personal health throughout life span.

Benchmark 10.2.2.2: Examine the legal and ethical ramifications of the unacceptable behaviours such as harassment, acquaintance rape and sexual abuse.

Topic: Ethical Ramifications of Unacceptable Behaviours

Essential Questions

- What is the meaning of legal and ethical ramification?
- What are the ethical ramifications of unacceptable behaviour (morally wrong behaviours)?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Legal and ethical ramifications of unacceptable behaviours such as harassment, acquaintance rape and sexual abuse on the perpetrators
Skills	Critical Thinking Skills - Use analytical skill of examining and investigating
Attitudes	Appreciation, critical
Values	Justice, mutuality

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

- Explain the terms: legal and ethical ramification;
- Examine the legal and ethical ramifications of unacceptable behaviours on the perpetrators;
- Participate in activities that help combat unacceptable behaviours.

Content background

What is legal and ethical ramification?

Before studying the legal and ethical ramification of unacceptable behaviours these terms; legal, ethical and ramification should be defined. Legal refers to laws and ethical refers to moral principles of right and wrong or the standards of behaviours whilst ramification refers to a complex or unwelcome consequence of an action or event. For instance, behaviours that do not conform to the norms of the society are questioned and debated on for corrections. Ethical ramification is the positive benefits or negative consequences of making situational choices.

Importance of ethics (morals) in a society

Is there really a standard moral code or ethics in society these days? Yes, while most people follow society's laws, they also abide by certain social mores, which are governed by morals or ethics. Morals (ethics) tend to be driven by personal beliefs and values, there are certainly some common morals (ethics) that most people agree on, such as:

• Always tell the truth • Do not destroy property • Have courage • Keep your promises • Do not cheat • Treat others as you want to be treated • Do not judge • Be dependable • Be forgiving	• Have integrity • Take responsibility for your actions • Have patience • Be loyal • Have respect for yourself and others • Be tolerant of differences • Seek justice • Have humility • Be generous

(Kittelstad. 2020)

Unacceptable behaviours

Types of unacceptable behaviours that attract penalties from the law enforcement bodies are (not limited to the list) are;

1. Harassment, example verbal harassment, cyber harassments, physical harassments, et cetera.
2. Acquaintance rape
3. Sexual abuse
4. Discrimination
5. Bullying
6. Physical assault

What are the ethical ramifications of unacceptable behaviour (morally wrong behaviours)?

(What are the negative consequences of wrong choices?)

1. The individual compromises themselves.
2. Cause, build up in anxiety, distress, guilt, et cetera.
3. Physical symptoms ache and pains and et cetera.
4. They do get what they want but at the expense of others which damages relationships.
5. Severe legal issues resulting in loss of time.
6. Large fines.
7. Jail time.
8. The individual's future well-being is affected.

Students should become aware of the consequences of making wrong choices. Understanding these consequences helps them make right choices for a better life in the future.

Performance Assessment: Teachers set assessment where students are required to collect information from the media on legal and ethical ramifications of unacceptable behaviours such as harassment, acquaintance rape and sexual abuse from a national or global issue and write a brief report.

Suggested Resources

- Hammond, K. (2020). *What is ethical ramification?* Leaf Group Limited. November 23, 2020, from <https://classroom.synonym.com/ethical-ramifications-8495363.html>.
- Kittelstad ,K. (2020). *Example of Moral.* Pennsylvania: Your Dictionary Inc, November 23, 2020, from <https://examples.yourdictionary.com/examples-of-morals.html>.
- Public Solicitors Office. (2020). *Human Rights.* Legal Officer for Human Rights. Garden City Boroko NCD. 2020.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.2: Students will be able to recognize and analyze the effects of personal decisions, behaviours, and attitudes, and habits on personal health throughout life span.

Benchmark 10.2.2.3: Communicate the importance of practicing abstinence.

Topic: Importance of Practicing Abstinence in an Intimate Relationship

Essential Questions

- What is abstinence?
- What is an intimate relationship?
- What impact will practicing abstinence have on a couple's intimate relationship?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The importance of practicing abstinence in an intimate relationship
Skills	Creative Thinking Skills - Use creative/synthesis skills of reflecting (tell) and communicating (propose)
Attitudes	Appreciation, critical
Values	Common good

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

- Define the term abstinence;
- Explain what an intimate relationship is;
- Investigate and justify the impacts of practicing abstinence in an intimate relationship.

Content background

What is abstinence?

Abstinence means not having any kind of sex with a partner. Sex includes vaginal intercourse, oral and anal sex. Oral sex is any kind of contact between the mouth and the genitals or anus. Anal sex is intercourse through the anus instead of the vagina.

A lot of teens think being abstinent means not having vaginal intercourse. They may still have other kinds of sex and think of themselves as abstinent. But complete abstinence is the only way to avoid getting a sexually transmitted infection (STI) like herpes or HIV/AIDS. And it's the best way to prevent pregnancy. To make sure it works, individuals have to be abstinent all the time.

Abstinence doesn't mean "never had sex." They can choose to be abstinent even if they have had sex before. Many people decide to be abstinent on and off throughout their lives, for a lot of different reasons.

Importance of abstinence

Individuals may have religious, cultural, or personal beliefs about abstinence. They might decide to abstinent to:

- Avoid an unwanted pregnancy: Abstinence is 100% effective in preventing pregnancy if they practice it consistently.
- Prevent getting an STI: Teens who are sexually active have a higher risk of getting an STI than adults. They cannot get an STI if they abstain from vaginal, oral, and anal sex.
- Focus on school, work, or life goals: Maybe they are worried that they will be "missing out" by not having sex now. But it is okay to focus on the things that are really important to them.
- They should wait until they have found the right person. It is normal to want to wait to share sex with someone special in their life.

Communicating abstinence

How can individuals talk to their partner about abstinence?

Individuals do not have to be dating to be thinking about abstinence. In fact, it is a good idea to know how they feel about sex before they have to make a decision about it. If they are dating and they decide to practice abstinent, talk about their reasons with their partner. It is important to be honest with their partners and vice versa, even if they feel embarrassed or awkward.

Here are some things to think about concerning abstinence.

- They should know what they want and how they feel before things get sexual.
- They should think about the kinds of situations or activities that could lead to arousal and make it hard for them to say "no." These might include things like heavy petting or mutual masturbation ("hand jobs"). They must be clear with their partners about their limits.
- They must keep in mind that sex isn't the only way to be close with someone. Talking, listening, sharing, holding hands, kissing, and enjoying one another's company can build trust and closeness.

How can individuals make abstinence work?

Although it can be hard to stay abstinent, there are things individuals can do to overcome the pressure to have sex.

- They should remember why they chose abstinence. They think about their reasons and why these reasons are important to them. How they feel and what they believe matters.
- Think ahead: They should try to avoid getting into situations where staying abstinent could be hard.
- Alcohol or drugs should not be used: Alcohol and drugs can affect their decisions.
- Get support from someone they trust: This really helps. Share their decision, and talk about any challenges they are having staying abstinent. Their local sexual health clinic may have a support group (example teen counseling) where they can talk with other teens about abstinence (Healthwise. 2019).

Performance Assessment: Teachers can organise a guest speaker(s) in the health sector/NGO and/or from the missions to come to the school and talk about sexual and reproductive health and the importance of abstinence. students are then required to conduct awareness by creating awareness by creating posters and brochures based on the presentation.

Suggested Resources

- Department of Health. (2014). *National Youth and Adolescents Health Policy*. NDoH. PNG.

- Department of Health. (2018). *Stakeholders Sanitation Workshop on Adolescent Workshop on Reproductive Health*. NDoH. PNG.
- Healthwise. (2019). *Learning about abstinence for teens*, MyHealth. Idaho: Alberta.ca Inc. Retrieved November 23, 2020, from <https://myhealth.alberta.ca/Health/aftercareinformation/pages/conditions.aspx>.
- Planned Parenthood Federation of America. (2020). *How do I talk about abstinence and outer course?* Planned Parenthood Federation of America Inc.. Washington DC. Retrieved January 23, 2021, from <https://www.plannedparenthood.org/learn/birth-control/abstinence-and-outercourse/how-do-i-ta>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.3: Students will be able to analyse the influence of family, peers, culture, media, technology and other factors on health behaviours.

Benchmark 10.2.3.1: Investigate and assess the impact of population (people) and economy on community and world health.

Topic: Impact of Population and Economic Growth on Community and World Health

Essential Questions

- What are the impacts of population and economic growth on the living conditions of people who are marginalised and considered poor?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How community and world health, particularly living conditions of people who are marginalised and poor are affected by population and economic growth
Skills	Critical Thinking Skills - Use analytical thinking skills of investigating and assessing
Attitudes	Appreciative, participatory
Values	Betterment of human kind

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

- Examine and assess the impacts of population and economic growth on the living conditions of people who are marginalised and considered poor.

Content Background

According to WHO (2020), better health is central to human happiness and well-being. It also makes an important contribution to economic progress, where in healthy populations live longer, are more productive, and save more to further enhance their health.

Impacts of population and economic growth on the living conditions of people who are marginalised and considered poor

Many factors influence health status and a country's ability to provide quality health services for its people. Ministries of health are important actors, but so are other government departments, donor organisations, civil society groups and communities themselves. For example, investments in roads can improve access to health services; inflation targets can limit health

spending; and civil service reform can create opportunities - or limits - to hiring more health workers. WHO's work on 'Health and development' tries to make sense of these complex links. It is concerned with the impact of better health on development and poverty reduction, and conversely, with the impact of development policies on the achievement of health goals. In particular, it aims to build



support across government for higher levels of investment in health, and to ensure that health is prioritised within overall economic and development plans. In this context, 'health and development' work supports health policies that respond to the needs of the poorest groups. WHO also works with donors to ensure that aid for health is adequate, effective and targeted at priority health problems.

Teachers must make sure students learn the importance of health in an economy. Economics looks at how best countries use its resources to earn wealth and share it fairly to all its citizens. If a government like PNG can run its economy effectively, it can increase its income through a raised in the Gross Domestic Product (GDP). This would mean there will be more than enough money to invest in quality health facilities ensuring all its citizens health is insured. Thus, a healthy population means increase in productivity leading to rise in GDP and the process continues.

Performance Assessment: CSD teachers to plan collaboratively with Social Science teachers to teach this by setting an activity where students are required to create a flow chart with explanation on the impact of population (people) and economy on community and world health then discuss in class their charts.

Suggested Resources

- Azevedo, M. J. and Johnson B H. (2011, August 1). *The Impact of Globalization Determinants and the Health of the World's Population*. DOI: 10.5772/18323, IntechOpen Inc.,
- Department of Health. (2014). *National Youth and Adolescents Health Policy*. PNG.
- Department of Health. (2018). *Stakeholders Sanitation Workshop on Adolescent Workshop on Reproductive Health*. PNG.
- World Health Organisation. 2(020). *Health and Development*. World health Organisation Inc. Geneva Switzerland. Retrieved November 23, 2020, from <https://www.who.int/hdp/en/>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.3: Students will be able to analyse the influence of family, peers, culture, media, technology and other factors on health behaviours.

Benchmark 10.2.3.2: Analyse the impact of availability of health services in the community and the nation.

Topic: Impact of Provision of Health Services in the Community and the Nation

Essential Questions

- How will the impact of the availability or unavailability of health services affect the social relationships between the health workers and the populace in the community and the nation as a whole?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impact of the provision of health services in the community and the nation as a whole
Skills	Critical Thinking Skills - Use analytical thinking skills of analysis and in-depth-discussion Creative Thinking Skills - Use creativity/synthetical skill of in-depth-discussion and reflecting (tell)
Attitudes	Appreciative, participatory
Values	• Betterment of human kind

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

- Identify and examine the impact of the availability or unavailability of health services on the social relations between the health workers and the populace in the community and the nation as a whole;
- Debate on the impact of the provision of health services and the social relationship between health workers and the general populace in the community and the nation as a whole.

Content Background

Impact of availability of health services in the community and the nation

The National Department of Health through its National Youth and Adolescents Health Policy of 2014 highlights the principles of health services for youths and adolescents stating that it should be accessible, acceptable, affordable and appropriate to youths and adolescents. The following are the policies:

- **Rights to health care:** where every young person and adolescents can use the health services to provide protection and treatment for any disease or disability.
- **Equitable access to quality health care:** where every young persons and adolescents regardless of social status, cultural background, education, tribal ethnicity, economical status, sexual orientation, geographical settings, urban or rural livelihood are given the same quality of health care services.

- **Tolerance and respect to Human rights:** where every young person and adolescent can receive health care services including sexual and reproductive health information and services in a confidential way and without discrimination, regardless of socioeconomic status, personal beliefs, health status, ethnicity, gender and sexual identity.

Health care services in the community and country

- **Women's health care services:** Thirty percent of maternal deaths occur in women less than 20 years of age. Preventive services provided in PNG are not being used or accessed and antenatal coverage rates are low. The negative effects of unsafe abortion on maternal health includes fatal abortions, poor access to safe abortion, post care abortion; and septic abortion which normally results in women's deaths and or disability. Therefore, in the healthcare settings women's health care services should be available to avoid such behaviours and promote health by counseling and rehabilitation.
- **STI (Sexually Transmitted Infection) and HIV/AIDS services:** In PNG adolescents lack knowledge and skills of using and accessing contraceptives and other sexual and reproductive health services. Young man and woman are exposed to the negative consequences of risky behaviour such as unprotected sex, which can potentially lead to transmission of STI / HIV or result in unwanted pregnancy. There are a few adolescent friendly services available in PNG. Acceptable and appropriate sexual and reproductive health services for youth and adolescents needs to be developed and their sustainability ensured.
- **Antenatal Clinics:** These health services should be available everywhere in the communities' and in the country as a whole providing antenatal for pregnant women.
- **TB clinics:** These clinics provide TB investigations and treat TB patients.
- **VHP (Village Health Volunteer Health Program):** It is clear that VHV programs require significant commitment and capacity in terms of training, supervision, and logistics. In the context of limited health systems capacity in PNG (which has been unable to consistently provide support to health centers and aid posts) an early strategic question is whether it is realistic to expect the system to be able to effectively support current or expanded VHV programs? This VHVP service is supported by health centers and aid posts to help the helpless in the communities and isolated areas of PNG.

Health Care Settings: Health education for high-risk individuals, patients, their families, and the surrounding community, as well as in-service training for health care providers, are all part of health care today.

Health Education

The delivery of health education has stimulated greater emphasis on health education and provides focused quality, the improvement strategies in physicians' offices (for physicians), health maintenance organisations, **public health clinics**, and **hospitals**.

Primary Care Settings, in particular, provide an opportunity to reach a substantial number of people (by which individuals, groups of people learn to behave in a manner conducive to the promotion, maintenance or restoration of health). Health education in these settings focuses on preventing and detecting disease, helping people make decisions about genetic testing, and managing acute and chronic illnesses.

Provision of quality health services is a priority of our government just like any others throughout the world. Our government through the Department of Health ensures this is felt by all people. The health workers in particular play a significant role in effecting and implementing the health policies to achieve quality health services. In order for the general public to receive and fully feel the effects of these quality health services first and foremost a conducive environment must be created for easy access to these services and so help reduce the looming health issues faced by our country.

According to Dr. B Lahui, Learning to Learn Life Skills', social skills is one of those very important skills that students must acquire now, and so in their various professions that they become part of later in life, they are able to establish mutual and peaceful working relations, for all.

Performance Assessment: Teachers can arrange an assessment for where students are required to informally debate the following topic “impact of availability of health services in the communities” Students should be grouped for this assessment activity; and a rubric assessment type must be used by the teacher.

Suggested Resources

- Department of Health. (2014). *National Youth and Adolescents Health Policy*. PNG.
- Department of Health. (2018). *Stakeholders Sanitation Workshop on Adolescent Workshop on Reproductive Health*. PNG.
- Lahui-Ako, B. (2017). *Attitudes and behaviour of lecturers: do they foster a climate of lifelong learning? A case of Papua New Guinea universities*. Melbourne. James Cook University.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.3: Students will be able to analyze the influence of family, peers, culture, media, technology and other factors on health behaviours.

Benchmark 10.2.3.3: Describe a variety of community and world environment protection programs.

Topic: Impact of Community and World Environment Protection Programs

Essential Questions

- What are some examples of community and world environment protection programs?
- How effective are these programs on the welfare and relations of people affected?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impact of community and world environment protection programs on the welfare and relationships of people affected
Skills	Critical Thinking Skills - Use analytical and evaluation skills of describing (explaining) and comparing Creative Thinking Skills - Use creativity/ synthetical skills of describing (explaining)
Attitudes	Appreciative, participatory
Values	Betterment of human kind

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

- Investigate community and world environment protection programs;
- Evaluate the impacts of these programs on the welfare and relationships of people affected.

Content Background

It is everyone's responsibility to take care of the environment that they live in. Protection of the environment by all people will lead to a safer and healthy world to live in. People must see the earth as their home. The saying 'Think Locally and Act Globally' should inspire all people to do things in smaller ways that can save the earth face perils in the coming centuries.

Environmental protection program

In order to understand why the environment programs are developed and actioned, the term environment protection must first be defined. According to Wikipedia.com (2020), environment protection refers to the practice of protecting the natural environment by individuals, organisations and governments. Its objectives are to conserve natural resources and the existing natural environment and, where possible, to repair damage and reverse trends.

Due to the pressures of overconsumption, population growth and technology, the biophysical environment is being degraded, sometimes permanently. This has been recognised, and governments have begun placing restraints on activities that cause environmental degradation. Since the 1960s, environmental movements have created more awareness of the multiple environmental

problems. There is disagreement on the extent of the environmental impact of human activity, so protection measures are occasionally debated.

Papua New Guinea like other countries around the world has developed environmental protection programs through the Department of Environment and Conservation. The following are the key legislations enforced by the department:

- Environmental Planning Act 1978;
- Environmental Contaminants Act 1978;
- Conservation Areas Act 1978;
- National Parks Act 1982;
- International Trade (Fauna & Flora) Act 1979;
- Fauna (Protection and Control) Act 1966;
- Crocodile Trade (Protection) Act 1974;
- Water Resources Act 1982;

It also has an important role under the Forests Act 1992.

Human beings should be very concerned with the health of this planet just as if it were their own health. People will be at peace when they know that the earth can sustain them in the years to come. News of depletion of resources, pollution and climate change invites unnecessary health problems such as stress, anxiety and even high blood pressure in humans especially upon those who are already feeling the effects of the abuse and overuse of the resources of this world. For instance, the Carteret Islanders of the Autonomous Region of Bougainville are affected by the effects of climate change which is rising sea level. Starvation and dehydration is very evident and has led to malnutrition and water borne diseases being contracted. Therefore, PNG must strictly enforce its legislation to safeguard its environment.

Performance Assessment: Teachers can prepare assessment where students are required to plan and develop environmental protection programs for the school (Botanical gardens, Wild life Habitat gardens, parks, fish ponds).

Suggested Resources

- Department of Health. (2014). *National Youth and Adolescents Health Policy*. PNG.
- Department of Health. (2018). *Stakeholders Sanitation Workshop on Adolescent Workshop on Reproductive Health*. PNG.
- Information for a sustainable economy, 2009, Department of Environment and Conservation in Papua New Guinea, PNG Retrieved January 28, 2021, from <http://egs.apec.org/more-articles/172-department-of-environment-and-conservation-in-papua-new-guinea>.
- University of Texas. (2020). *Safety, Health, Environment, and Risk Management: Environmental Protection Program*, 2017, Texas, US. Retrieved January 28, 2021, from <https://www.uth.edu/safety/environmental-protection/>.
- Wikipedia.com. (2020). *Environmental Protection*. Retrieved January 28, 2021, from https://wikipedia.org/wiki/Environmental_protection.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.3: Students will be able to analyse the influence of family, peers, culture, media, technology and other factors on health behaviours.

Benchmark 10.2.3.4: Explain how technology has impacted the health status of individuals, families, communities, and the world.

Topic: Impact of Technology on the Health Status of People

Essential Questions

- What are the impacts of technology on health status of individuals, communities, and the world?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Technologies impacts on health status of individuals, families, communities, and the world.
Skills	Critical Thinking Skills - Use analytical thinking skills of explaining Creative Thinking Skills - Use creativity/synthetical skills of explaining and creating
Attitudes	Appreciative, participatory
Values	Betterment of human kind

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

- Discuss the impacts of technology on the health status of people;
- Debate on the impacts of technology on the health status of people.

Content Background

What is technology?

Before studying the influence of technology on health, the term technology must be understood so as to link its effect on people and their health. According to Wikipedia, (2020), technology simply refers to the skills, methods, and processes used to achieve goals. There are varied uses of technology such as;

- people use technology to produce goods or services,
- carry out goals, such as scientific investigation or sending a spaceship to the moon, and
- even solve problems, such as disease or famine.

The main types of technologies

The six main types of technologies are;

- Information Technology
- Education Technology
- Medical Technology
- Communication Technology
- Business Technology
- Assistive Technology

Importance of Technology

Technology serves a variety of purposes and means different things to different people (Dooley. 2017). Technological developments and innovations have greatly influenced people's lives. For instance, the smartphones and home computer which are the two pieces of technology most households probably would have. Technology has made people lives better, easier and more convenient than ever before. For example, using smart phones to communicate with applications (apps) such as skype, whatsapp, Facebook and so forth be it business or personal matters regardless of distance and time.

Influence of technology on health

Technology can have a large impact on users' mental and physical health. According to the website digitalresponsibility.org, (2021) there are serious health issues relating to the over use of technology on mental and physical health such as given here in the table.

Technological influence on Health Problems	Problem	Solutions and Prevention
"Computer Vision Syndrome"	Excessive screen time leads to eyestrain, blurred vision, and dry eyes	- Take a 20-20-20 break. Studies have shown that, it is wiser to stare at something at least 20 feet away for 20 seconds every 20 minutes or stare into the middle distance can be a much-needed break for a tech-addled mind. - Ensure workspace conditions should be optimal. Computers should be placed in a location with adequate lighting and minimal glare, about 20 to 40 inches away from the eyes. Be mindful of the air sources near the desk that can dry out the eyes. - Try a mini-massage. Massaging the muscle around the eyes can help combat fatigue and strain.
Hearing Loss	For people to spend their life plugged into their iPod may make them feel like dancing in the streets, but it can take a toll on their ear for instance hearing loss and tinnitus (ringing in the ears). The sensitive hair cells in the inner ear can never grow back once damaged. The National Institute on Deafness and Other Communication Disorders reports that about 15 percent (26 million) of Americans between the ages of 20 and 69 have a reduced capacity to hear high frequency sounds because of exposure to loud	- Turn it down. If other people can hear the music from a person's earbuds or headphones, the music is loud enough to damage his or her ears. - Limit exposure. Brief exposure to the loudest sounds can cause damage, but even more moderate noise experienced on a regular basis can lead to damage. According to an article from Stony Brook University School of Medicine, just one hour a day of listening to earbuds at level four could cause permanent damage.

	sounds. A 2005-2006 study published in the Journal of American Medicine in 2010 reported that 19.5% of American adolescents aged 12 to 19 suffered from hearing loss. That's a jump of one-third from the numbers reported in 1988-1994. Some of that increase may be attributed to earbud use.	
Neck strain	When bending heads down, the head is no longer supported by the whole system of the vertebrae, but only by the neck. This puts unnecessary strain on the neck muscles and can lead to pain, including tension headaches. Laptops create especially poor posture for the neck, as users tend to hunch down to look at them.	- A person should use a lower back support in his or her work chair to guide him or herself into a healthier posture. -To avoid constantly looking down, laptops should be raised to eye level by placing something under it. An external keyboard should be used to type comfortably with the laptop in this position, but the benefits for the neck will be worth it. -Do some exercises. While studying or working, short breaks should be taken to do some simple movements like shoulder rolls for example hunching shoulders up when working with the computer without even realising it. During free times, some training exercises should be done to strengthen the neck muscles. -Treat neck pain with ice and heat to soothe sore muscles.
Sitting too much	It may sound like a ridiculous heading for a section, but sitting too much entails its own risks. Even people who work out regularly are still at an increased risk for a frightening list of conditions, including obesity, diabetes, heart attack, high cholesterol, high blood pressure, and even cancer, when they spend most of their day seated. Research have found that a 64% greater chance of heart disease mortality within 21 years for men who sat 23 hours or more behind the wheel or the TV screen compared to men who spent only 11 hours per week on those seated activities.	Get up. Studies have found that even short, not particularly strenuous breaks that got subjects out of their chairs—like standing up during a TV commercial or taking a few steps at work—resulted in notable health gains. - Here are some ideas on how to get out of the chair to avoid longer seating hours. Individuals should stand when they can. If they need to talk to a coworker or a fellow student, they should take short walks around the office or the quad together. They must form the habit of standing up for particular activities, such as talking on the phone. If they are in the middle of a long study session, they should take a break and walk up and down some stairs. - Force oneself to move. Small measures should be taken like parking a little bit farther away from the store. - Create a healthier workspace. Sitting on a stability ball instead of a desk or chair while working or studying burns more calories at the same time supports the core of the body. To

		have a standing desk as an option in the works place is a bonus.

(Soltan 2019)

Performance Assessment: Teacher set assessment where students are required to plan and conduct awareness through posters, pamphlets and brochures on how technology has impacted the health status of individuals, families, communities, and the world.

Suggested Resources

- Digital Responsibility.org. (2020). *Taking control of Your Digital Life*. Retrieved November 23, 2021, from <http://www.digitalresponsibility.org/technology-addiction-awareness-scholarship>.
- Dooley, M. D. (2017, April 18). *Social and Personality Psychology Compass - The surprising upsides of worry*. Retrieved November 23, 2021, from <https://doi.org/10.1111/spc3.12311>.
- Kegler M C. and Glanz K. *Perspectives on Group, Organization, and Community Interventions*.
- Soltan Liz, 2019, 'Health and Technology', Digital Responsibility, Retrieved from the internet)
- Wikipedia. (2020). *Technology*. Retrieved November 23, 2021, from <https://en.wikipedia.org/wiki/Technology>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture, including mutual respect.

Benchmark 10.2.4.1: Develop evaluation criteria to evaluate and analyse information relating to a variety of critical health issues.

Topic: Evaluating Critical Health Issues relating to Human Development from Conception to Adolescence

Essential Questions

- What are critical health issues?
- How important is the evaluation criteria sheet in terms of data collection and reporting relating to a variety of critical health issues of human development from conception to adolescence?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Designing or developing evaluation criteria sheets to evaluate and analyse information relating to variety of critical health issues related to human development from conception to adolescence
Skills	Creative Thinking Skills - Use creative/ synthetical thinking skills of developing and or designing
Attitudes	Appreciative, participatory
Values	Betterment of human kind

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

- Explore critical health issues;
- Assess the importance of criteria sheet in terms of data collection and reporting relating to a variety of critical health issues of human development from conception to adolescence.

Content Background

Evaluation of critical health issues

The criteria to evaluate and analyse health information for appropriateness and truthfulness depends on the type of health intervention and other health information. PNG is in a state of transition, where traditional cultural values and practices are being challenged by the process of urbanisation increasing influence of western culture. Data from a variety of sources show that youths and adolescents are strongly affected by these changes, and are more vulnerable to certain health risks and health problems compared with children and older adults.

Health information available on current health situation of youths, adolescents and young adults in PNG

Youths and adolescents oriented health services are implemented in PNG by NGOs and other partners however these are not properly coordinated with few opportunities for public sectors. There are limited data available on youth and adolescent health. However, hospital annual reports and school entry immunisation records are additional sources of information on youth and adolescent health.

Nature of health issues, Cause and victims/survivor's	Where to access health information (Sources)	Preventive measures	Complications
STIs and HIV/AIDS: • Cause: Sexual intercourse with multiple partners • Victims/Survivor: Youths, adolescents and adults • Age: 15-24 years	• Hospital • Clinics, aid post, health centers • Seek advice from schools • Health awareness through education and communication	• Use condom during sexual intercourse • Avoid unsafe sex • Seek treatment • Avoid multiple sex partners	• Spread of HIV/AIDS& • STIs • Unwanted pregnancies • Death
Teenage pregnancy: • Cause: Sexual intercourse before age 15 and giving birth to baby before age 18 • Victims/ Survivor Unmarried girls leave school due to lack of social support • Age: Teenagers 15-8 years	• Antenatal clinics • Women's clinic • Counseling services • Seek information in health settings	• Avoid having early sex at age of 15 years and below	• Prolong labour leading to still birth, obstetric fistula, and maternal deaths • Unwanted pregnancy leading to unacceptable behaviours such as suicide
Unsafe abortions (termination of an unwanted pregnancy).	• Seek health settings for advice • Counseling services • Adolescent clinic for counseling	• Avoid abortion to prevent complication • Avoid unexpected illegal implication	• Hemorrhage (Bleeding) • Septicemia (serious bacterial infection moving around in the blood) • Illegal act • Maternal death
High level of violence against woman • Cause; Sexual violence driven by alcohol, culture, family violence • Victim/ Survivor: First sexual experience	• Family support Centre • Police station • Legal advice by human rights public solicitor lawyers	• Seek support and advice from legal organisations	End up casualty and die

females			
High incidences of force sex and rape • Cause: Unmarried male force females to have their first sexual intercourse (rape) • Victim/ Survivor: First sexual experience by females	• Family support centre • Maternal health services • Police station • Legal advice by human rights public solicitor lawyers	• Seek medical advice (counselling) • Legal advice to prevent incidence • Talk with parents	• Casualties and die
Crime, violence, trauma and injuries • Cause: Consumption of alcohol and homebrew • Victim/ Survivor: Young people and adolescents unemployed due to social disadvantages	• Church organisation • Health settings • Legal office • Welfare	• Quit taking alcohol and homebrew • Church counseling • Avoid peer groups	• Mental health problems • Physical illness • Unemployment injuries • Displacement by family
Abuse leading to health problem • Cause: Emotional, physical and verbal leads to abuse, violence and crime • Victim/ Survivor: Youth and adolescents practically young girls	• Legal organisations • Church organisation	• Preventive programs • Health education • Via communication services • Church counseling	• Mental health problems • Unwanted pregnancy • STIs /HIV infection • Misses out on education as a result of ongoing problem
Alcohol, tobacco and other substance abuse • Cause: Social problems, family disruptions, violence • Victim/ Survivor: young people	• Legal organisations • Church organisation	Quit all substance abuse that causes health, social and economic problems	• Mental health problems • Physical illness (liver & heart problems) • Unemployment injuries
Nutritional status • Causes: Poor nutrition (no balanced diet) as a result of poverty, rising cost of living standards. Eating processed foods becoming main menu Victim/ Survivor: • Youths, adolescents, adults and communities suffer as	Health settings for advice and treatment	Appropriate nutrition during adolescent essential for proper physical growth and mental development and well-being.	• Anemia • Increase in non-communicable diseases. • Delayed growth and development of youths and adolescents. • Stunted growth

a whole			
Mental health • Causes: Disorders related to sexual abuse, physical abuse, violence, anxiety, depression, and stress • Victims/ Survivor: Youths and adolescents among patients	• Health setting • Church organisation for advice and treatment	• Improve mental health services for management and counseling • Increase stability of youth and adolescents for their health development	• Psychosis, • Anxiety, • Depression. • Sexual abuse • Suicide attempts

Performance Assessment: Teachers can set assessment for where students are required to design evaluation criteria (questionnaires) to **analyse and evaluate information relating to a variety of critical health issues (TB, HIV/AIDS, COVID 19, Cancer, Malaria, Lifestyle Diseases).**

Teacher to provide activity guideline.

Suggested Resources

- Department of Health. (2014). *National Youth and Adolescents Health Policy*. PNG.
- Department of Health. (2018). *Stakeholders Sanitation Workshop on Adolescent Workshop on Reproductive Health*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture, including mutual respect.

Benchmark 10.2.4.2: Utilise criteria to evaluate and analyse health information for appropriateness and truthfulness using perspective taking a dimension of social development.

Topic: Using Perspective-taking Skills to evaluate and analyse Health Information

Essential Questions

- What is health information?
- How can use of perspective-taking create avenues for checks and balance for appropriateness and truthfulness in health information?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Utilising set criteria to evaluate and analyse health information for appropriateness and truthfulness using perspective taking - a dimension of social development
Skills	Creative Thinking Skills - Use creative/synthetical thinking skills of developing and utilising Reasoning Skills - Use reasoning skills to make a logical, just and rational judgment on health information provided
Attitudes	Appreciative, participatory
Values	Betterment of human kind

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

- Explain the concept of health information;
- Evaluate and analyse how the use of perspective-taking can create avenues for checks and balance for appropriateness and truthfulness in health information.

Content Background

What is health information?

According to Wyatt and Sullivan (2005), information can also be referred to as the data and knowledge that intelligent systems (human and artificial) use to support their decisions. Health informatics helps doctors with their decisions and actions, and improves patient outcomes by making better use of information—making more efficient the way patient data and medical knowledge is captured, processed, communicated, and applied. These challenges have become more important since the internet made access to medical information easier for patients.

Criteria to evaluate and analyse health information for appropriateness and truthfulness

Health Information Quality Assessment Tools

Determining the quality of online health information remains a significant challenge. No single standard exists to objectively measure the quality of medical information available online. A number of frameworks and measurement tools have been proposed over the last twenty-five years that provide the general public and healthcare professionals with several options for assessing the quality of health information online.

There are guides that provide overview of a number of quality assessment frameworks. Each vary in comprehensiveness, ease-of-use, effectiveness, and intended audience. Given is one commonly used assessment tool known as Discern which is similar to Frequently Asked Questions (FAQ).

Discern

Discern is a brief questionnaire that provides users with a reliable way of assessing the quality of written information on treatment of choices for a health problem.

Provided below are fifteen points or questions a person or online user can use to verify that medical information accessed on any one medical sites is trustworthy and of quality, and the information satisfies all the questions on the list. These questions are as follows.

1. Are the aims clear?
2. Does it achieve its aims?
3. Is it relevant?
4. Is it clear what sources of information were used to compile the publication (other than the author or producer)?
5. Is it clear when the information used or reported in the publication was produced?
6. Is it balanced and unbiased?
7. Does it provide details of additional sources of support and information?
8. Does it refer to areas of uncertainty?
9. Does it describe how each treatment works?
10. Does it describe the benefits of each treatment?
11. Does it describe the risks of each treatment?
12. Does it describe what would happen if no treatment is used?
13. Does it describe how the treatment choices affect overall quality of life?
14. Is it clear that there may be more than one possible treatment choice?
15. Does it provide support for shared decision-making?

Disseminating health information is very crucial. Any persons in that line of duty must ensure information given is genuine. The information should be true, relevant, has currency and should impact the lives of those who receive it in positive ways in terms of their health. From studying these topic students should be in a better position to know what to do to assess health any information of its credibility. They should be able to pick out flaws from fake reports, et cetera.

Performance Assessment: Teachers can prepare assessment for where students are required to utilize the evaluation criteria to collect health information from the nearby health clinics, aid posts and hospitals or health officers living in the community to make informed decisions based on health information provided.

Note: BM 10.2.4.2 & 10.2.4.3 are combined in this assessment

Suggested Resources

- Wyatt, J.C and Sullivan F. (2005). *Clinical Review, ABC of health Informatics: What is health information?* BMJ Group Ltd, London, Unite Kingdom Retrieved November 23, 2020, from <https://doi.org/10.1136/bmj.331.7516.566>.
- OpenMD. (2019). *Health Information Quality Assessment Tools*. OpenMD.com. New York City. USA. Retrieved November 23, 2020, from <https://openmd.com/guide/assessing-health-information-quality>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture, including mutual respect.

Benchmark 10.2.4.3: Make informed decisions based on health information provided.

Topic: Use of Social Problem-solving Skills to make Informed Decisions based on Health Information

Essential Questions

- How can decisions be reached using social problem-solving skills on health issues?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of social problem-solving skills to make informed decisions based on health issues
Skills	Creative Thinking Skills - Use creative/synthetic thinking skills of making or creating Problem solving skills - Use problem solving skills to find solutions to health problems
Attitudes	Appreciative, participatory
Values	Betterment of human kind

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

- Examine how informed decisions are reached using social problem-solving skills on health issues.

Content Background

Using social problem-solving skills to make informed decisions based on health information

In a broader view of making informed decisions based on health information, individuals, communities and government need to plan and formulate strategic policies against unwanted and unacceptable health behaviours that affect youths, adolescents and adults. This group of people are part of the community, country and the world. Their unacceptable attitudes, risky health behaviours and bad characters affect individuals, communities and the country as a whole. Therefore, informed decisions must be made based on health information being available in print or online. PNG's National Youth and Adolescents Health Policy (2014) highlights health strategies and policies developed to improve risky health behaviours in especially adolescents and youths.

These health strategies and policies are given in the table.

Policies	Strategies
• The Policy on Sexual Reproductive Health (SRH) of adolescents and prevention of unplanned pregnancy which was aimed at preventing early and unwanted pregnancies and adverse reproductive outcomes through improved sexual and reproductive health of adolescents is an integral part of the national response to reduce maternal mortality.	1. Youths and adolescent have knowledge on sexual and reproductive health issues: - Collaboration between National department of Health and National Department of Education. - Advocacy for and plan review of the curricula on SRH topics in schools and teacher institutions - Advocate and awareness programs on SRH to all Districts targeting all teenagers - Advocacy and awareness using mass media et cetera. 2. Youths and adolescents to have easy access to quality reproductive health services and commodities: - Access to confidential SRH counselling and treatment of STIs including HIV. - Every pregnant adolescent to have access to skill antenatal, child birth and postnatal care and follow up. - Advocate for legislation to protect the SRH rights of adolescents, et cetera.
• Policy on Gender Based Violence - Poor implementation and monitoring/ enforcement of the laws relating to gender based violence create poor health outcomes for many women and children, and violence in pregnancy is associated with many negative consequences for maternal and fetal health (Maternity Health report 2009).	- Legislation and policy, social sanitations and community attitudes are critical to end their violence. - Family and community to nurture, protect, guide and provide refuge for all its members, et cetera
• Policy on Abuse and Neglect - Consideration of abuse of neglect should be observed appropriately by all care service providers and other relevant bodies, families and communities.	- All health workers must have the skills to recognise and manage suspected and actual cases of abuse of youth and adolescents. - Every youth and adolescents should be aware of services that are dealing with adolescents' health issues in their area. - Every youth and adolescents must be protected by law against abuse, neglect and forced sex and et cetera.
• Policy on Tobacco and Substance Abuse - Information and Education on the dangers of alcohol, tobacco and substance use and abuse is available and accessible to youths and adolescents.	- Prevention and response to the dangers of alcohol, tobacco and substance use and abuse are part of the Youth and Adolescent Health programs(YAH) - Harmful and dangerous cultural practice affecting YAH are addressed and discouraged. For example; school cultural activities should be banned in all schools, (because such school based activities give rise to some of these social problems amongst school students), and educate

	and emphasis positive aspects of peer group interactions. - Ensure appropriate and effective policies and regulations are in place to protect adolescents against alcohol, tobacco and substance abuse, et cetera.
• Policy on Mental Health - Promoting holistic psychosocial, emotional and intellectual development of adolescents to minimise their high risk behaviours to enhance healthy personal development interventions in adolescent health and should integrate mental health services in all the settings, in houses, communities, and schools.	- Strengthens effective leadership for mental health that promotes effective integration of mental health in adolescent health programmes. - Collaborate with schools to strengthen early detection of mental health problems among students and provide appropriate counseling and referral if necessary. - Establish effective linkages between the antenatal clinics and the mental health unit of hospital so that young adolescent parents can be reached with counseling that helps their mental health status during pregnancy and after birth, et cetera.

When students are aware and understand these health policies it should help them make proper choices and seek appropriate health sources to help them solve their health related problems. They should also help those who are disadvantaged and help by providing this necessary information to them.

Performance Assessment: Refer to performance assessment for BM10.2.4.2.

Suggested Resources

- Department of Health. (2014). *National Youth and Adolescents Health Policy*. NDoH. PNG.
- Department of Health. (2018). *Stakeholders Sanitation Workshop on Adolescent Workshop on Reproductive Health*. NDoH. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture, including mutual respect.

Benchmark 10.2.4.4: Research and report about a personal health concern.

Topic: Personal Health Concern of Individuals

Essential Questions

- How can individuals help themselves resolve their own health concerns?
- How will this benefit themselves and others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Personal health concern and one's ability to resolve his or her health concern that should benefit him or herself and others
Skills	Critical Thinking Skills - Use analytical thinking skills of research and reporting
Attitudes	Appreciative, participatory
Values	Betterment of human kind

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

- Examine ways a personal health concern be reported on;
- Critique how an individual's aim to resolve his or her personal health concern can benefit him or herself and others around them.

Content Background

Recap

Here are most common health issues an individual may come across in his or her life at home, school and community. These issues will be looked at individually and are provided as follows.

1. Physical activity and nutrition

Research indicates that staying physically active can help prevent or delay certain diseases, including some cancers, heart disease and diabetes, and also relieve depression and improve mood. Inactivity often accompanies advancing age, but it does not have to. One can check with their local churches, sport centers and gyms, and shopping malls for exercise and walking programs. Like exercise, individuals eating habits are often not good if they live and eat alone. It is important for the aging population to eat foods rich in nutrients and avoid consuming trans-fatty foods such as the fried lamb flaps and sausages cheaply bought off from side walk stalls.

2. Overweight and obesity

Being overweight or obese increases individual's chances of dying from hypertension, type 2 diabetes, coronary heart disease, stroke, gallbladder disease, osteoarthritis, sleep apnea, respiratory problems, dyslipidaemia and endometrial, breast, prostate, and colon cancers.

3. Tobacco

Tobacco is the single greatest preventable cause of illness and premature death all over the world. Tobacco use is now called "Tobacco Dependence Disease" and it affects the health of those who smoke and become dependent on it.

4. Substance abuse

Substance abuse usually means abuse of drugs and alcohol. These are two areas we do not often associate with older people, but older adults, like young people, may self-medicate using legal and illegal drugs and alcohol, which can lead to serious health consequences. In addition, older people may deliberately or unknowingly mix medications and use alcohol.

5. HIV/AIDS

In Papua New Guinea as of 2006 there were 11,800 people living with HIV/AIDS. This report was presented by the National AIDS Council report in June 2006. Studies further found that the virus was very easily spreading among young people between the ages to 15-29.

6. Mental health

Dementia is not part of aging. Dementia can be caused by disease that comes about as a result of reactions to medications, vision and hearing problems, infections and nutritional imbalances, diabetes, and renal failure. There are many forms of dementia (including Alzheimer's Disease) and some can be temporary. With accurate diagnosis comes management and help. The most common late-in-life mental health condition is depression. If left untreated, depression in the elderly and even the young people can lead to suicide and death.

7. Injury and violence

Among elderly people, falls are the leading cause of injuries that require hospital admissions, for trauma, and sometimes death due to injury. Strategies to reduce injury include exercises to improve balance and strength and medication review. Home modifications can help reduce injury. Home security is needed to prevent intrusion. Home-based fire prevention devices should be in place and easy to use. Those who are exposed to violence are at a great risk of developing health problems such as brain damage, face deformation (black eyes), torn muscles, fractured bones and skulls which in due cause can lead to their death.

8. Environmental Quality

Even though pollution affects all people, studies have indicated that low-income, racial and ethnic minorities are more likely to live in areas where they face environmental risks. For instance, the Goilalas living around the Baruni Dump would most likely have a high percentage of their population becoming sick with breathing problems and diseases due to the polluted air and smoke from the dump.

9. Immunisation

Influenza and pneumonia are among the top ten causes of death for older adults. Emphasis on influenza vaccination for older people has helped improved this health problem. Pneumonia remains one of the most serious infections, especially among women and the very old in the PNG communities both rural and urban.

10. Access to health care

Older people frequently do not monitor their health as seriously as they should. Therefore, it is important that awareness of these critical health issues is ongoing. This can be mediated through the

local newspaper, the airwaves, brochures, role plays and drama awareness in rural communities and through the mobile phone or internet (Senior health. 2020).

Performance Assessment: Teachers can set assessment where students are required to report about a personal health concern to the teacher in confidence.

Suggested Resources

- Kegler, M. C & Glanzlf, K. (2020). Perspectives on Group, Organisation, and Community Interventions.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Senior Health. (2020). Top 10 Most Common Health Issues. University of Rochester Medical Centre. Rochester. New York City, USA. Retrieved November 23, 2020, from <https://www.urmc.rochester.edu/senior-health/common-issues/top-ten.aspx>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.5: Students will be able to demonstrate the ability to use decision-making skills to enhance and promote health.

Benchmark 10.2.5.1: Classify forms of communication such as passive, aggressive, or assertive.

Topic: Use of appropriate Communication Styles to promote Health and Prevent Disease

Essential Questions

- What are the different forms of communication styles?
- Which of these communication styles is the most appropriate to use to promote health and prevent diseases?
Why is this communication style more appropriate than the other forms of communications?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of appropriate communication styles to promote health and prevent disease
Skills	Critical Thinking Skills - Use analytical skill of researching - Use evaluation skill of classifying
Attitudes	Appreciative, care and concern, empathetic
Values	Mutuality, peace and harmony

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

- Identify and examine the types of communication styles;
- Categorise and compare communications styles that are most appropriate to use to promote health and prevent disease;
- Assess the impacts of using these appropriate communication styles in promoting health and preventing diseases.

Content background

Communication Styles

Communication is very important in people's daily lives and everyone has unique communication styles in the way they interact and exchange information with others. The basic definition of communication is the exchange of ideas and information. People must possess good communication skills in order to establish healthy relationship with other people.

Types of communication styles and their impacts

There are different forms of communication and within these forms of communication are four basic communication styles. These communication styles are as follows;

Communication styles	Characteristics	Disadvantage	Advantage
1. Passive Communicator: Is one who is unreceptive when communicating.	• Fail to express their feelings or needs and they allow others to express themselves when communicating. • They display a; -lack of eye contact -poor body posture - inability to say 'no' - states "people never consider my feelings'. Common phrases of a passive communicator are; 'It really doesn't matter that much' 'I just want to keep the peace'.	• Their lack of outward communication leads to; - they being misunderstood - they easily build-up anger and resentment	• They follow others and go with the flow.
2. Aggressive Communicator: Is one who can be heard, seen and their anger can be felt by others.	• Speaking in a loud and demanding voice • Maintaining intense eye contact • Dominating or controlling others by; - blaming - intimidating - critising - threatening - attacking • Issue commands - Asks questions rudely • Fails to listen to others • Are considered leaders and command respect. Common phrases of an aggressive communicator are; 'I'm right and you're wrong,' 'I'll get my way no matter what and 'it's all your fault'	• They are very demanding and expect one to follow their commands.	• They get things done as expected though demanding.
3. Passive-Aggressive communicator: Is one who demonstrates his or her actions totally against what they say.	• May appear passive on the surface but may feel powerless or stuck. • Building up a resentment that leads to; - seething - acting out in subtle indirect or secret ways • Mutter to themselves rather than confront a person or issue. • Have difficulty acknowledging their anger, use facial expression that don't correlate with how they feel and even deny there is a problem. • Most likely to communicate with body language or a lack of open communication to another person such as;	• They can make things difficult for others	• They can get things done but to their liking.

	- giving someone silent treatment - spreading rumours behind people's back - or sabotaging others effort. - may appear cooperative, but may silently be doing the opposite • They are aware of their needs but at times struggle to voice them. Common phrases of a passive-aggressive communicator are; 'That's fine with me, but don't be surprised if someone else gets mad.' 'Sure, we can do things your way (then mutter to self that 'your way, is stupid'.		
4. Assertive Communicator: Is one who considers others thoughts and feelings whilst taking into account their own as well.	• They maintain an open communication link while not too closed • Can express their own needs, desires, ideas and feelings while also considering the needs of others. • Aim for both sides to win in a situation, balancing one's rights with the rights of others • Key to assertive communication 'I' statements. • It indicates ownership of feelings and behaviours without blaming the other person. Common phrases of an aggressive communicator are; 'We are equally entitled to express ourselves respectfully to one another', 'I realise I have choices in my life, and I consider my options' and 'I respect the rights of others'.	• They try to address others needs all at the same time.	• They are fair and can solve problems calmly.

The most appropriate form of communication to use to promote health and prevent diseases

Assertive communication style is the best style of communication that most people should get acquainted with and following these easy steps will help them solve problems easily.

1. Take ownership (use 'I' statements)
2. Maintain eye contact
3. Learn to say 'no'
4. Voice their needs and desires confidently

Communication is one of those very important life skills that are of essence to all people. People communicate to survive. Students must master this essential skill in order to fit into and be part of any social groupings. Using the most appropriate communication styles in communicating with those around them will help them communicate effectively and so make useful contributions to the society they belong to.

Performance Assessment: Teachers can set assessment where students are required to classify the different forms of communication.

Suggested Resources

- Alvenia Education. (2018). *Communication*. Retrieved November 23, 2020, from <https://online.alvernia.edu>edu> articles.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.5: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 10.2.5.2: Associate risk taking with consequences such as drinking and driving.

Topic: Solving Community Health Problems associated with Risk taking

Essential Questions

- What does the term risk-taking mean?
- How can community health problems, example alcohol abuse be solved?
- In what ways can solving such health problems in the community improve relationship of persons affected with others in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Solving community health problems associated with risk taking such as drinking and driving and how these will impact the relationship of those involved with the other in the community
Skills	Critical Thinking Skills - Use analytical skill of associating and solving (analysis)
Attitudes	Responsible, cooperative
Values	Self-discipline, self-esteem

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

- Define the term risk taking;
- Solve a community health problem, example alcohol abuses by proposing effective strategies that will promote health and prevent diseases in the lives of those who are directly affected their relationship with others in the community.

Content background

What is risk taking?

According to Elsevier (1994), risk-taking refers to any consciously or unconsciously controlled behaviour with a perceived uncertainty about its outcome, and/ or about its possible benefit or costs for the physical, economic or psycho-social well-being of oneself or others. As put simply by Wikipedia (2020) risk is the potential uncontrolled loss of something of value. Values can be gained or lost when taking risks.

What are the effects of risk taking?

From the definition it can be seen that risk taking can be seen from the following perspectives.

- On the positive side: It is to achieve a goal requiring courage from self to overcome fears of uncertainty. No matter the outcome, either way, individuals grow through the process and become more resilient and confident. Better yet, building those skills helps in taking more risks and improves the chances of achieving future goals.

On the negative side, risk taking comes about when people are engaged in behaviours that could lead to negative consequences such as:

- Physical injury.
- Social reaction.
- Legal troubles, or
- Financial losses.

The aim of this topic is to help individuals reduce their involvement in risk taking activities with negative consequences especially on their health.

Take for instance the use of alcohol and its consequences. Let's see what happens to an individual who drinks and drive. Following are the five common effects of consuming alcohol and its consequences.

Risk taking or dangers of drinking and driving	Consequences
1. Poor judgement and decision-making	-Individuals are prone to distraction when driving. They might want to try text or watch something on their phone rather than focus on the road. Their judgement skills will be affected in that they may not be able to judge distance needed to stop in time or they may make a turn hitting anything. Generally, alcohol will impair their ability to make good judgements when drinking and driving.
2. Slowed reaction time and lack of coordination	- Having alcohol in their system will cause their bodies to react more slowly to certain situations. - Their motor skills of the hand, eye and foot coordination will be affected or impaired.
3. Decreased vision	The individuals vision will be blurry, their eyes will move on its own and they will partially lose control of their eye movement.
4. Increased likelihood of having an accident	-Studies have shown that the more alcohol an individual have in his or her system, the more likely he or she is to have accidents. That is; BAC (Blood Alcohol Content) of more than 0.10% will increase the chances of fatal accident by seven times. -Likewise BAC of 0.15% which increases the chances of fatal accidents to 25%
5. Potential legal ramifications (consequences) of drinking and driving	- Serious legal (by law) consequences such as; *Their driver's licence will be confiscated and *They get to pay a fine for the amount of alcohol consumed after drinking and driving or whilst drinking and driving.

How to solve a community health problem

There are many community health problems that students are exposed to and are part and partial of these problems. Therefore, at this stage of learning and development in life they must be taught the skills of self-evaluation. This should direct and for those already involved to redirect their focus and so they are able to make good decision for good health in the future.

Performance Assessment: The teacher must develop assessment with set criteria where students are required to research on current health risk taking behaviours in their communities and propose ways they can solve these problems at their level to show their concern on reducing these risk-taking behaviours. The researched content with its recommendations/suggestions for improvement of certain

risk-taking behaviours could be displayed and communicated through awareness talks, posters and brochures in local communities where students can also be assessed on apart from the research.

Suggested Resources

- Elsevier B.V. (1994). *Advances in Psychology*. Volume 107. p1-14. Retrieved November 23, 2020, from [http: www.sciencedirect.com> advances>](http://www.sciencedirect.com>advances>).
- iResearch Net. (2020). *Risk Taking-What is psychology?* Retrieved November 23, 2020, from <http://www.psychology.iresearchnet.com>psychology>>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Wikipedia. (2020). Retrieved November 23, 2020, from <https://en.wikipedia.org/wiki/Risk>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Students will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 10.2.6.1: Analyse the relationship between the use of refusal skills and the avoidance of unsafe situations such as risky sexual behaviours.

Topic: Use of Refusal Skills to Avoid Risky Sexual Behaviours

Essential Questions

- What does the term refusal mean?
- What are the different types of refusal skills?
- What is sexual abstinence?
- How can use of refusal skills help individuals avoid unsafe situations such as risky sexual behaviours?
- How will an individual involvement in risky sexual behaviours affect their social relationships with other?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Relationship between the use of refusal skills and the avoidance of unsafe situations such as risky sexual behaviours
Skills	Critical Thinking Skills - Use analytical skill of identifying, analysing and discussing - Use evaluation skill of discussing Creative Thinking Skills - Use creative/synthetical skill of discussing
Attitudes	Responsible, open-minded
Values	Self-esteem, self-discipline

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

- Define refusal skills;
- Analyse how use of refusal skills can help one avoid unsafe situations such as risky sexual behaviours;
- Assess relationship of those who practice risky sexual behaviours with others.

Content background

What are refusal skills?

Refusal skills are set of skills designed to help young people avoid participating in high-risk behaviours. It is how to use the ability to say 'no' in such situations as sexual activities.

The following are five refusal skills students can use to help them avoid being involved in risky behaviours or sexual activities.

1. Give a reason for saying 'no' by being honest.
2. Use the right body language. Body language has to match the words spoken.
3. Show their concerns for others. They should express concern for those trying to persuade them.
4. Suggest something else.
5. Take action. That means, they should leave if they don't like what they are seeing or getting.

Impact of using refusal skills to avoid unsafe situation of risky sexual behaviour or activities

Students must become aware of and be equipped with these refusal skills to help them as an individual avoid these unsafe situations. They will be able to apply these skills appropriately to avoid problems related to risky sexual behaviours or activities. One way of combating risky sexual activities is through sexual abstinence.

The following are benefits of applying sexual abstinence on an individual's relationship with others;

1. It prevents sexually transmitted infections (STIs)

STIs are said to be the cause of the death of the "free love" era in the 1960s, and are still real threat today. While there are already preventive measures to avoid these illnesses, people are never completely safe from them, unless they choose to abstain from having sex.

2. It lessens the number of distractions individuals have in life

Naturally, if they practice abstinence, they will have lesser distractions in life, which is particularly true for people who have high sex drives, which will sometimes put them in a situation where they are unable to concentrate on their daily tasks. As can be seen, having sex on a regular basis will actually cause one's body to produce more sex hormones that will cause them to become more sexually charged than if they did not have sex at all. Also, sexual relationships will bring about distractions, which mean that individuals will be able to focus more on other important things by not being in such a relationship. For example, some people practice abstinence as part of their religion to focus more on learning more about their beliefs and feeling closer to God.

3. It prevents any accidental pregnancies

By staying away from having sex, individuals can also stay away from unwanted pregnancies. Again, similar to the issues with STIs, this is something that they can truly avoid by only practicing abstinence, as all known methods of contraception can fail sometimes.

4. It leads individuals away from having bad sexual experiences

Having sex comes with the possibility that they would drop their guard in a way that can leave them very vulnerable psychologically and emotionally. For example, by allowing someone to get very close to them and being exposed to nakedness, then they are allowing themselves to be disappointed and even criticised. And if it is only for a one-night stand, then such a situation can be very hurtful. There is always the possibility that they will find someone who does not find them attractive, which can hurt their ego. Moreover, they might also find themselves in a situation where they might be forced to do things that they are not comfortable doing, leading to an embarrassing situation.

Students must be aware of the dangers of being involved in risky sexual behaviours with its serious repercussions such as STIs, HIV/AIDS and unwanted pregnancies. Deciding to abstain from having sex is a huge decision that requires a great deal of commitment and will affect every aspect of their lives. While their sexual life is a highly personal thing, it would also pay to be fully informed before they

make such a big decision. Therefore, they must be made fully aware of the impacts of practising sexual abstinence from sex and so make the right choice and decisions concerning their relationship later on in life.

Performance Assessment: Teachers can set assessment where students are required to get into groups to carry out a research awareness in class on risky sexual behaviours encountered in their local community.

Suggested Resources

- Gaines, A.. (2020). *What are refusal skills?* Retrieved January 19, 2021, from <http://www.study.com, what%20are%20refusal%20skills?>
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Miller Brandon. (2016). *8 pros and cons of abstinence*. Green garage. Retrieved January 19, 2021, from <https://greengarageblog.org/8-pros-and-cons-of-abstinence>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- 2.courtinfo.ca. (2020). *Develop Your Refusal Skills, What are the 5 refusal skills?* Retrieved January 19, 2021, from <http://www2.courtinfo.ca.gov.yourself>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Students will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 10.2.6.2: Analyse the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage.

Topic: Impact of the Use of Barrier Protection and other Contraception Methods

Essential Questions

- What are the following health enhancing methods; barrier protection and contraception methods?
- How effective are barrier protection and other contraceptive methods?
- How has the negative consequence of the use of these methods affected a person's relationship with others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The effectiveness and ineffectiveness of barrier protection and other contraceptive/contraception methods and the negative consequences of its use on a person's relationship with others
Skills	Critical Thinking Skills - Use analytical skills of assessing, analysing and discussing - Use evaluation skill of discussing Critical Thinking Skills Use creative/synthesical skills of discussing
Attitudes	Responsible, open-minded, cooperative
Values	Sustainability, betterment of human kind

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

- Identify and explain barrier protection and other contraception methods;
- Compare the effectiveness and ineffectiveness of using these barrier protection and other contraception methods;
- Assess the negative consequences of individuals using this method on their social relations.

Content background

Reproduction and sexual health is very important for all people regardless of whether you are a male or a female married or yet to or never wish to marry. To protect the health of especially women of child bearing age and men who are sexually active, birth control which is part of the reproductive health must be advocated clearly to the young people inclusive of the adolescent age group. Barrier protection and contraception methods are all birth control measures they not only control births, but also protect individuals and families against STDs.

Barrier protections and other contraception methods

As the world's population continues to spike which is a worrying concern for governments throughout the world comes with it the alarming health issues. The best solution to controlling the world's ever increasing population is through the use of birth control measures.

As mentioned above people must be very cautious of their health with relation to their reproductive and sexual health status to prevent occurrence of unwanted pregnancy and also acquiring unnecessary sexual health related problems like STI (Sexually Transmitted Diseases) and HIV/AIDS. Therefore, they must be aware and be informed of what is called barriers protection and contraception methods.

Barrier protection refers to the various protective devices, medications, methods, or means used to prevent infectious contact with blood, vaginal secretions, semen or other contaminant agents. Thus is the awareness on the use of contraceptive and contraception methods. Before finding out what contraceptive, or contraception method is the terms contraceptive and contraception must be clearly understood.

Contraceptive refers to a device or drug serving to prevent pregnancy whilst contraception refers to the deliberate use of artificial methods or other techniques to prevent pregnancy as a consequence of sexual intercourse. The major forms of artificial contraception are:

- barrier methods, of which the commonest is the condom or sheath;
- the contraceptive pill, which contains synthetic sex hormones which prevent ovulation in the female;
- intrauterine devices, such as the coil, which prevent the fertilized ovum from implanting in the uterus; and
- male or female sterilisation "one of the most important methods of contraception".

So what are contraception methods? Contraception methods can also be referred to as contraception or birth control. As defined above it is any method, medicine, or device used to prevent pregnancy. The contraception methods may work in a number of different ways:

- Preventing sperm from getting to the eggs. Types include condoms, diaphragms, cervical caps, and contraceptive sponges.
- Keeping the woman's ovaries from releasing eggs that could be fertilized. Types include birth control pills, patches, shots, vaginal rings, and emergency contraceptive pills.
- IUDs, devices which are implanted into the uterus can be kept in place for several years.
- Sterilisation, which permanently prevents a woman from getting pregnant or a man from being able to get a woman pregnant

Thus, individual's choice of birth control should depend on several factors. These include their health, frequency of sexual activity, number of sexual partners and their desire to have children in the future. The medical officers at the nearest health center for example, Susu Mama and Marrie Stoppes PNG and can provide information on how to select the best form of birth control for those who seek it (Reproductive Health. 2020).

Provided in the table are detailed information on the contraception or birth control methods and their uses.

Method	Uses
1. Intrauterine Contraception	Copper 'T' Intrauterine Device (IUD) inserted in the uterus to prevent pregnancy
2. Levonorgestrel Intrauterine System	A small Intrauterine System (LNG IUD) inserted in the uterus to prevent pregnancy
3. Hormonal Methods	- Implant - Injection - Combined oral contraception (pills) - Progestin pill - Patch - Hormonal vaginal contraceptives ring All to prevent pregnancy
4. Barrier Methods	- Diaphragm or cervical cap - Sponge - Female condom - Male condom - Spermicide To prevent pregnancy and STI including HIV
5. Fertility Awareness Based Methods	The number of days in the month when a women is fertile (able to get pregnant) based on that she should not be involved in any sexual intercourse
6. Lactational Amenorrhea Method (LAM)	Temporary Birth Control Method - Amenorrhea- meaning not having any menstrual periods after delivering a baby, fully or nearly fully breastfeeding for less than 6 months after delivering a baby. This can avoid pregnancy.
7. Emergency Contraception	Not a regular birth control method - Copper IUD- is inserted within five days of unprotected sex - Emergency contraceptive pills- Take this pills up to five days after unprotected sex.
8. Permanent Methods of Birth Control	- Female sterilisation (Tuber ligation or tying tubes) - Male sterilisation (Vasectomy)

Negative consequences of the use of barriers protection and contraception methods on individual's relationship to others

This will likely or possibly lead to increased sexual activities outside of marriage by both partners since these barriers are effective and that outcomes of couples actions are highly likely never noticed or suspected off hence increase in marriage breakups and divorce. This according to religious believes promotes promiscuity. In terms of having children some couples will have restrained relationship and breakdown in marriages as the woman may not want to have children or wish to have limited number of children and insist on the use of contraceptives. This most often leads to domestic violence as their male partners insist otherwise.

Therefore, students must be fully made aware of the importance and the consequences of barrier protection and use of contraception methods so that they make wise decisions on how best to approach this issue within their relationship in the future.

Performance Assessment: Teachers can set assessment where students are required to advocate on the use of barriers protection and contraceptive methods. Student assessment can be based on conducting of a small survey on the negative consequences of unsafe sex and the importance of using contraceptives. The survey instrument could contain at least 10-20 questions encompassing important concepts mainly on the content topic.

Suggested Resources

- Medline Plus. Gov. (2020). *Birth Control*. Retrieved January 19, 2021, from <https://medlineplus.gov/birthcontrol.html>.
- Padian, N.S and Minnis, A.M. (2005). *Sexually Transmitted infections and HIV: Current Evidence and Future Research Direction*. Volume 81. Issue 3. BMJ Publishing Group Ltd. Retrieved January 19, 2021, from <https://pubmed.ncbi.nlm.nih.gov/15923284/>.
- Reproductive Health. (2020). *Birth Control Methods*. Retrieved January 19, 2021, from <http://www.cdc.gov/birthcontrol/>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Upadhyay, D.D., Raifman ,S and Raine-Bennett, T. (2016, July)6. *Effects of relationship context on contraceptive use among young women*. Retrieved January 19, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4884532/>.Medicine plus, 2017.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Students will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 10.2.6.3: Analyse the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape.

Topic: Importance of Healthy Strategies to Prevent Abuse

Essential Questions

- What are healthy strategies?
- What are the healthy strategies that prevent physical, sexual and emotional abuse and improve an individual's social relationships with peers and adults?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of healthy strategies that prevent abuse and its impacts on one's social relationships with peers and adults.
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitudes	Responsible, care and concern, open-minded
Values	Betterment of human kind

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

- Explain healthy strategies;
- Identify and discuss healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;
- Analyse the impact of healthy strategies that have prevented physical, sexual and emotional abuse and improved one's social relationship with peers and adults;
- Demonstrate the healthy strategies that prevent physical, sexual, and emotional abuse such as date rape.

Content background

What are healthy strategies?

Healthy strategies are safety measures aimed at protecting individuals against abuse. This abuse can be physical, sexual or emotional such as date rape.

Let us look at date rape as an example to establish healthy strategies for those who have fallen victims and as awareness to others especially girls and females in particular.

What is date rape?

It is forced sex that can happen on a date but also somewhere like a party with someone the victim may know, like or even be interested in. There are three things that one should know about rape in general.

1. The person who gets raped is not blamed. It is the rapists fault.
2. Rape is not always violent. If a person says no but the other person (perpetrator) does not respect their wishes.
3. Rape is not about sex or passion. Forced sex is an act of violence and aggression, it has nothing to do with love

Researchers have found out that alcohol and drugs play key role in date rapes. For instance; drugs such as;

- rolypnol (roofies, lunch money, mind erasers),
- GHB (Gamma Hydroxybutic acid called cherry meth, energy drink gook) and
- ketamine (bump, special K, and super acid).

The effects of these drugs are, it weakens people's bodies causing them to pass out and forget everything that happened and can cause death because it becomes very dangerous when mixed with alcohol.

Protecting oneself

Following are healthy strategies or safety measures to take to prevent oneself from date rape.

1. They should avoid secluded places when in the early stages of their dating or just getting to know someone.
2. Should not spend time alone with someone who makes them feel uncomfortable.
3. Stay sober and aware.
4. Be aware of their date's ability to agree to sex.
5. Be clear about what kind of relationship they want with the person.
6. They should not let peer pressure push them into something they do not want to do.
7. Go out with a group of friends and watch out for each other.
8. Take self-defence.

Being able to protect themselves will prevent them from becoming victims of abuse and also they are able to overcome the traumas of abuses they have gone through.

Impacts of applying healthy strategies that have prevented abuse and improved individuals' social relationship with peers and adults

All individuals within a society should be made aware of the importance of healthy strategies and apply the techniques when the need for it arises. Victims or survivors must know what actions to take on the perpetrators. The perpetrators will be served appropriate charges according to the kind of offence (abuse) they commit. For instance, abuse on children draws penalty on the law 'The Lukautim Pikinini Act'. Perpetrators will be charged and can be imprisoned for up to 20 years on the nature of the abuse they inflict on a child.

Performance Assessment: Teachers can set assessment where students are required to suggest ways to discuss better strategies to prevent physical, sexual, and emotional abuse such as date rape and present findings in class.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.

- Court info.ca.gov. (2020). *Develop Your Refusal Skills. What are the 5 refusal skills?* Retrieved January 20, 2021, from <http://www2.courtinfo.ca.gov.yourself>.
- New, M. J. (2020). *Date rape*. Retrieved January 20, 2021, from <http://www.kidshealth.org>, 'date>rape>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- The National Academics of Sciences Engineering Medicine. (1993). *Understanding child abuse and neglect Chapter: 6 Consequences of child abuse and neglect*. Retrieved January 20, 2021, from <https://www.nap.edu/read/2117/chapter/9>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Students will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 10.2.6.4: Analyse the importance of abstinence from sexual activity as the preferred choice of behaviour in relationship to all sexual activity for unmarried persons of all ages.

Topic: Abstinence from Sexual Activities for Unmarried Persons

Essential Questions

- What is sexual abstinence?
- What is the impact of practicing abstinence from sexual activities on the relationship of those who practice it and others around them?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The importance of abstinence from sexual activity as the preferred choice of behaviour in relationship to all sexual activity for unmarried persons of all ages and how it impacts one's social relationships with others (peers and adults).
Skills	Critical Thinking Skills - Use analytical skill of analysing and discussing - Use evaluation skill of discussing
Attitudes	Responsible, care and concern, open-minded
Values	Self-esteem, self-discipline

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

- Examine issues concerning sexual abstinence;
- Assess the impacts of abstinence from sexual activities on the relationships of unmarried persons of all ages with their peers and adults;
- Debate on the importance of sexual abstinence.

Content background

What is sexual abstinence?

Sexual abstinence is the practise of refraining from some or all aspects of sexual activity. The following could be the reasons as to why people practice sexual abstinence: medical, psychological, legal, social, financial, philosophical, moral and religion.

Impacts of abstinence from sexual activities on the relationships of unmarried persons of all ages

How abstinence works

People are abstinent for lots of different reasons. Sometimes people use abstinence as birth control to prevent pregnancy.

Abstinence can mean different things depending on who they ask. Many people say abstinence is not doing ANY kind of sexual stuff with another person, including vaginal, oral, and anal sex.

Abstinence prevents pregnancy by keeping semen away from the vagina, so the sperm cells in semen can't get to an egg and cause pregnancy. If people are abstinent 100% of the time, pregnancy can't happen.

People sometimes only use abstinence to prevent pregnancy on days they are fertile (most likely to get pregnant), but they may have vaginal sex at other times. This is called fertility-awareness. Anybody can be abstinent, no matter their age, gender, sexuality, or the sexual experiences they have had before. People are abstinent off and on for reasons that may change over time, and a few are abstinent their whole lives. They can choose to be abstinent whenever they want, even if they had sex before.

For some people, abstinence means not having any kind of sex. For other people, abstinence only means not having vaginal sex, but other sexual activities are allowed.

Effectiveness of abstinence

If a person never had sexual intercourse that is secretion of semen in the vagina pregnancy cannot happen. Abstinence is 100% effective as long as they are actually abstinent. But if they do have unprotected vaginal sex even just one-time pregnancy can happen.

Nobody's perfect, and sometimes people plan on being abstinent but end up having sex. That is why it is a good idea to keep condoms around, just in case. Being prepared and having protection does not mean they are definitely going to have sex it means they are responsible and taking care of their health.

Can abstinence protect against STDs?

Abstinence is 100% effective at preventing the spread of sexually transmitted infections. If a person does not have any kind of sexual contact with another person, they cannot get STDs.

How to talk about abstinence

Talking about sex (or the decision to not have sex) is important, and it does not have to feel awkward. Thinking ahead of time about what a person wants to say makes things easier.

Abstinence only works when both partners are cool with not having sex. So the key to making abstinence work is talking about it with their partner/boyfriend/girlfriend especially because abstinence can mean different things to different people.

It is important to be honest with each other and make decisions about sex together. Talking about sex, birth control, and abstinence might seem hard, but it is one of the best ways to keep their relationship happy and healthy. It is normal to feel awkward or embarrassed, especially if they have never talked about sex before.

Following are some ways to keep a person on track:

- Know what being abstinent means to them. They should think about how far they feel comfortable going and what their sexual limits are. Once they know exactly how they feel and what they need, it is easier to tell someone else about it.
- Talk before things get sexual. It is hard to think and speak clearly when they are all turned on in the heat of the moment. So they should think ahead of time about how to say "no" to sex if it comes up. What words are best? What actions or body language will make it clear how they feel? It can help to practice what they will say out loud, and think about what their partner may say back.
- Be straightforward. The talk does not have to be long or complicated. Just be up-front and clear about what they want and what they are comfortable doing.

- Be confident. They have the right to decide when and if they want to have sex, and they can say no to sex at any time, for any reason even if they have already had sex before. (And if their partner does not respect their limits, it could be a sign that their relationship is not healthy.)

Sex is not the only way for a person to show their love and affection. People get to know each other, become close, and build trust by:

- talking and listening
- sharing
- being honest
- respecting each other's thoughts and feelings
- hanging out together

Talking about sex does not have to be a one-time thing that settles things forever most couples have lots of talks about sex. Relationships change over time, and they and/or their partner may eventually have different feelings about sex and abstinence.

If they want to start exploring sex with their partner, they can talk about birth control and/or sexually transmitted infections first. No matter what happens in their relationship, they must keep the conversation going and always be open and honest with each other.

Benefits of abstinence

Abstinence is safe, effective, and free way to prevent pregnancy. But some people have a hard time avoiding sex. Abstinence is simple, free, and work really well to prevent pregnancy. In fact, abstinence is the only 100% effective way to avoid pregnancy and STDs.

People choose abstinence to:

- wait until they feel ready for a sexual relationship
- wait to find the right partner
- enjoy their partner's company without having to deal with a sexual relationship
- focus on school, their job, or hobbies
- follow their personal, moral, or religious beliefs and values
- get over a breakup
- heal from the death of a partner
- follow their doctor's advice during or after a sickness, infection, or medical procedure

Abstinence can be a way to avoid the risks that come with sex —like pregnancy and STDs until they are ready to prevent and/or handle them. Abstinence can also help them focus on other things in their life that are important to them, like friends, school, sports, activities, having fun, and planning for their future.

Disadvantages of abstinence

While abstinence can be a super-effective way to prevent pregnancy and STDs, avoiding sex can be hard for some people. And if they plan on being abstinent but end up having vaginal sex, pregnancy can happen if they do not use birth control.

Most people end up having sexual contact with another person at some point in their lives. That is why it is a good idea to always have a backup birth control plan, like keeping condoms around. And condoms are the only birth control method that also help protect a person from STDs.

It is very important for students to know and understand impacts of abstinence as unmarried persons. As they progress in life they are able to make proper decisions concerning their sex lives. With the knowledge of abstinence they should be in a better position to make wise choices in their boy-girl relationship now or later on in their married lives.

Performance Assessment: Teachers can set assessment where students are required to analyze and discuss in class the importance of abstinence from all sexual activity as the preferred choice of behaviour in relationship to all sexual activity for unmarried persons of all ages.

NOTE: Combine **Benchmarks 10.2.6.4 & 10.2.6.5**

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Court info.ca.gov. (2020). *Develop Your Refusal Skills. What are the 5 refusal skills?* Retrieved January 20, 2021, from <http://www2.courtinfo.ca.gov.yourself>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Student Health Outreach and Promotion. (2020). *Abstinence*. Retrieved January 20, 2021, from <http://www.shop.ucsc.edu>, Abstinence >.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Students will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 10.2.6.5: Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, HIV, and emotional trauma associated with adolescent sexual activity.

Topic: Effectiveness of Sexual Abstinence for Adolescents

Essential Questions

- How effective is sexual abstinence in terms of preventing pregnancy, STDs, HIV, and emotional trauma associated with adolescent sexual activities?
- How will this impact one's social relationship with their peers and adults?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, HIV, and emotional trauma associated with adolescent sexual activity and its impacts on an individual's sexual relations with their peers and adults
Skills	Critical and Creative Thinking Skills - Use analytical and creative skills of discussing - Use evaluation skill of discussing Creative Thinking Skills - Use creative/synthetical skill of discussing
Attitudes	Open-minded, responsible
Values	Self-esteem, self-discipline, trust

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

- Examine the impacts of abstinence from sexual activities in preventing pregnancy, STDs, HIV, and emotional trauma associated with adolescent sexual activities;
- Assess how this will promote an individual's social relationship with their peers and adults.

Content background

As learnt in the previous topic sexual abstinence is the practise of refraining from some or all aspects of sexual activity.

People choose abstinence for the following reasons as studied in the previous topic.

- prevent pregnancy
- prevent STI's
- wait until they are ready for a sexual relationship
- wait to find the 'right' partner

- have fun with romantic partners without sexual involvement
- focus on school, career, or extra curricula activities
- support personal, moral or religious beliefs and values
- get over a break-up
- heal from the death of a partner
- follow medical advice during an illness or infection-

Impacts of abstinence from sexual activities in preventing pregnancy, STDs, HIV, and emotional trauma for adolescent's sexual activities

According to Everyday Health (2020), sexual abstinence is the only 100% effective means of preventing pregnancy and viewed as the best way for young people to avoid both pregnancy and Sexually Transmitted Diseases (STD). Participating in oral and anal sex will also lead to an individual contracting STD's.

Impacts of abstinence from sexual activities by individuals on their social relationship with their peers and adults

Since abstinence is simple, free, and work really well to prevent pregnancy and in fact is the only 100% effective way to avoid pregnancy and STDs. Practice of abstinence by individuals should not hinder an individual's relations with others.

Sex is not the only way for a person to show their love and affection. People get to know each other, become close, and build trust by:

- talking and listening
- sharing
- being honest
- respecting each other's thoughts and feelings
- hanging out together

Therefore, students as adolescent must know what abstinence is and its importance in their lives. They as individuals can be able to make correct and proper decisions concerning sexual activities and remain abstinent and assess its implications on their lives now and in the future concerning their married lives.

Performance Assessment: NOTE: Combine **Benchmarks 10.2.6.4 & 10.2.6.5.**

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Court info.ca.gov. (2020). *Develop Your Refusal Skills. What are the 5 refusal skills?* Retrieved January 20, 2021, from <http://www2.courtinfo.ca.gov.yourself>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Thompson, D. (2009). *Good reasons for Sexual Abstinence*. Retrieved January 20, 2021, from <http://www.everydayhealth.com>. Sexual>health.
- Yourlifecounts. Org. (2021). *Benefits of Abstinence Your Life Counts*. Retrieved January 20, 2021, from <https://yourlifecounts.org/learning-center/sex/benefits-of-abstinence/>.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 10.2.7.1: Recognise and describe individual differences and communicate appropriately and respectfully with all individuals.

Topic: Use of Interpersonal Communication Skills to Communicate Appropriately and Respectfully

Essential Questions

- What is interpersonal communication?
- What are the interpersonal communication skills?
- How can use of interpersonal communication skills influence an individual's behaviour in terms of demonstrating tolerance, respect and appreciation of self, family and others?

Essential Knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of interpersonal communication skills to appropriately and respectfully relate to all individuals to demonstrate tolerance, respect, and appreciation for self, family and others.
Skills	Critical Thinking Skills - Use analytical skills of recognising and describing
Attitudes	Respectful, considerate
Values	Common good, mutuality

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

- Explain and identify interpersonal communication skills;
- Assess the impact of interpersonal communication skills on individual's behaviour in terms of demonstrating tolerance, respect and appreciation of self, family and others.

Content Background

Interpersonal communication

Students must be equipped with the appropriate knowledge of this type of communication and in the future especially in the workplace environment they apply interpersonal communication skills to promote peace and understanding within that environment. So, what is interpersonal communication? It refers to the process of exchanging information, ideas and feelings between two or more people through verbal or non-verbal methods. It often includes face-to-face exchange of information, in a form of voice, facial expressions, body language and gestures. The level of one's interpersonal communication skills is measured through the **effectiveness of transferring messages** to others. Students in their future engagement especially in work environment must be able to utilise their interpersonal skills well. For instance, the commonly used interpersonal communication within an organisation include daily internal employee communication, client meetings, employee performance reviews and project discussions. In addition, **online conversations** which today make a large portion of employees' interpersonal communication in the workplace.

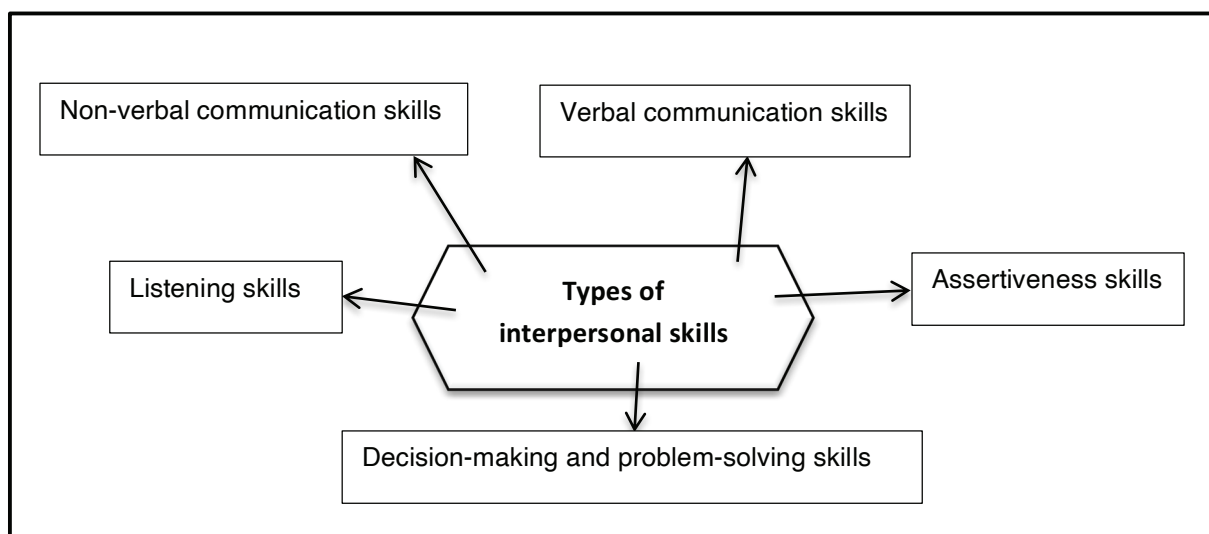
What is interpersonal communication skills?

Interpersonal communication skill refers to how well an individual communicates. These skills are also known as social skills or people skills. Every individual uses it to interact with others, be it an individual or a group.

Level of interpersonal skills is measured through the effectiveness of meaning transferred through messages.

Types of interpersonal communication

Interpersonal communication can be further divided into other skills. Interpersonal skills are dependent upon these other skills. They are;



- Verbal communication skills

When people speak using words, it falls under verbal communication. And, the skill to use these words effectively is verbal communication skill. Communicating with another person and building relationships is mainly through verbal communication.

- Non-verbal communication skills

Communication without words is non-verbal communication. It is the body language, gestures, facial expressions, silence, aesthetics, et cetera of an individual. Non-verbal communication skills send and receive non-verbal cues (signals). This skill is a must-have for proper communication and understanding cues given by others. Non-verbal communication skills help in interaction and relationship building, like empathy and sympathy.

- Listening skills

Listening skills are needed to receive messages given by others. It is needed to give feedback accordingly. Good listening skills can only make interpreting words and non-verbal communication possible.

- Negotiation skills

Negotiation skills are important for relationship building as relationships need trust and peace. These skills deal with resolving conflicts by focusing on mutual agreement. By negotiation, people come to settle on same goals and outcomes.

- Assertiveness skills

Being able to influence people is an important skill. A person creates influence using his or her ideas, beliefs, thoughts, and wants. This skill is assertiveness skill which helps in creating and maintaining relationships.

- Decision-making and problem-solving skills

Making decisions and solving problems are skills which help in relationship maintenance. Good decisions create harmony in a social environment and help relationships prosper whereas bad decision creates problems thus destroy relationships.

There are other important skills for interpersonal communication like questioning skills, interviewing skills, et cetera.

Impact of acquiring interpersonal communication skills on individual's behaviour

When an individual is able to communicate well with others this shows they have mastered the skills of interpersonal communication. It is a key life skill and so they are able to do the following easily;

- Give and collect information.
- Influence the attitudes and behaviours of others.
- Form contacts and maintain relationships.
- Make sense of the world and their experiences in it.
- Express personal needs and understand the needs of others.
- Give and receive emotional support.
- Make decisions and solve problems.
- Anticipate and predict behaviours.
- Regulate power.

Performance Assessment: Teachers can set activity where students are required to plan and prepare posters and brochures on effective communication.

Suggested Resources

- Blog.mart.com. (2020). *Interpersonal communication: Definition, Importance and must have skills*. Retrieved January 27, 2021, from <https://blog.smarp.com/interpersonal-communication-definition-importance-and-must-have-skills>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Shriv, T. (2020). *Individual Differences: Meaning and Causes I Educational Psychology*. Retrieved January 27 2021, from <http://www.psychologydiscussion.net/individual-differences/individual>.
- Skills you need.com. (2021). *Interpersonal Communication Skills*. Retrieved January 27, 2021, from <https://www.skillsyouneed.com/ips/interpersonal-communication.html>.

Unit 3: Interpersonal Relationships and Health

Content Standard 2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 10.2.7.2: Explain the importance of showing consideration and respect for teachers, family members, friends, peers and other individuals.

Topic: Importance of Showing Consideration and Respect for Others

Essential Questions

- Why is consideration and respect for others important?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of showing consideration and respect to others
Skills	Critical Thinking Skills - Use analytical and evaluation skills of explaining and discussing - Use evaluation skill of discussing Creative Thinking Skills - Use creative/synthetical skill of discussing and role play
Attitudes	Care and concern, empathy
Values	Kindness

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

- Identify ways to show respect;
- Examine the importance of showing consideration and respecting others.

Content Background

Consideration

According to the Oxford dictionary consideration refers to careful thought, typically over a period of time. In what people do they must always think of its impact on others. Most people's values and principles are derived from the bible thus the bible teaches ethical practices of how to show respect and concern for others. A supporting scripture pointing toward this is Philippians 2:3-4, "Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others". Consideration is a common sense wherein people should do what is good to others and that is it makes them feel right and that they want others to do the same. For instance; be friendly, honest and modest. Considerate behaviours include;

- Friendliness
- Honesty
- Intellectual honesty
- Cooperativeness
- Respectively

- Modesty
- Integrity
- Reliability
- Rule-Following

Respect

Respect is important just as being considerate. What is respect? Respect is due regard for the feelings, wishes, or rights of others (Oxford Dictionary, 2020). How does one show respect to others? What does respect look like? How can he or she know it is respect when he or she sees it? How does he or she recognise that respect is absent? Here are some ways to show respect and why respect is important.

Ways to show respect	Why respect is important
1. Listen 2. Affirm 3. Serve 4. Be kind 5. Be polite 6. Be thankful	1. Showing respect is the right response in a civil society. 2. Respect affirms those worthy of respect. 3. It encourages behaviour that is respectful. 4. It provides a solid foundation for relationships. 5. Without respect people lose heart.

Everyone is due respect by virtue of being a human being. Though everyone wants respect everyone should show respect too.

Why should people show consideration and respect for others?

When people show consideration and respect for others they encourage and foster good social relationship with those around them.

Performance Assessment: Teachers can set activity with appropriate criteria where students are required to demonstrate consideration and respect for fellow students in the classroom over a period of one week (the week of respect)

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Cotton-Barrat, O., Garfinkel, B., & Schubert, S. (2017, June 1). *Consideration considerateness: Why communities of do-gooders should be exceptionally considerate*. January 18, 2020, from <https://www.effectivealtruism.org/articles/considering-considerateness-why-communities-of-do-gooders-should-be/>.
- Rodenhizer, S. (n.d). *Home and Relationships: How to Show Respect for Others (+ why it's Important in Life)*. Retrieved January 18, 2020, from <https://www.aconsciousrethink.com/8558/respecting-others/>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 10.2.7.3: Recognise and explain the importance of manners and rules for healthy communication and treating others with respect.

Topic: Importance of Manners and Rules

Essential Questions

How important is manners and rules for healthy communication and treatment of others with respect?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of manners and rules for healthy communication and treatment of others with respect
Skills	Critical Thinking Skills - Use analytical and evaluation skills of recognising, explaining and discussing - Use evaluation skill of discussing Creative Thinking Skills - Use creative/synthesis skill of discussing
Attitudes	Care and concern
Values	Kindness, peace and harmony, mutuality

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

- Discuss the importance of manners and rules in promoting healthy communication and treating others with respect.

Content Background

Manner and rules are important for any society to live in peace and harmony. What are manners? Manners refers to the ways of behaving with reference to polite standards and rules refers to one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area or activity.

Importance of manners and rules

Good manners are an important thing to have since it shows that an individual is courteous to other people. Having good social etiquette can help the individual develop better and healthy relationships and make him or her more enjoyable to be around with. For example, if the individual is having a meal with others, then he or she makes sure good manners is displayed while eating to show that he or she is respectful and that by not talking while eating. The individual should also maintain etiquette while being online so he or she does not offend others or overshare with them.

Good manners show the best an individual has to offer and encourages others to be their best. Practicing these manners on a daily basis helps the individual enjoy a pleasant life. The following are the important manners that people must practice in their daily lives.

- Be thoughtful
- Be cheerful
- Be generous
- Be co-operative
- Be helpful
- Do not be bossy
- Do not put people down or say rude things
- Respect other's privacy
- Take care of personal property

Manners are important to make a good impression on others in everyday life. Manners also help individuals feel good about themselves and their identity. No matter where they are, at home- with kids, at work- with colleagues, or with friends, practicing good manners are important. If they practice good manners, they show those around them that they are considerate of their feelings and also respect them. Individuals should also set standards for other's behaviour and encourage them to treat them with similar respect.

Basic examples of good manners and etiquettes

- Individuals should choose their words wisely and not rush to comment about things they do not know much about. Being a good listener is often better than speaking. They do not need to have an opinion on everything.
- Think things out before they speak, especially if they are a person who may be poor at finding the right words to say. They should not start a sentence, with 'ums' and 'ers' in between as it seems awkward. They should try speaking to themselves in front of a mirror as this helps increase their confidence in speaking.
- They should not speak loudly. Individuals will quickly lose respect if they do that, as this can be seen as overbearing and rude. It can also make other people angry and upset with them before they even establish some kind of relationship with others. Other people will label them as 'big mouth' who cannot be trusted with anything confidential. So they should practice turning their volumes down if they tend to have a loud voice.
- Speak with respect to and of others. Individuals can do this by avoiding negative remarks that may insult someone else. The general rule is- if they do not want someone to speak about them that way then they should not speak about others to some other people.
- Individuals should not speak of bodily functions even if it is a casual conversation, such as using the bathroom or telling rude jokes. This shows sign of immaturity and often create a bad impression of them with their friends, family, and co-workers.
- Always respect older people and listen to them and learn. This applies to all elders and not just parents and grandparents.
- Using the terms 'Thank you', and 'You are welcome' shows that they have good manners. People who lack manners do not use these terms.
- An individual should hold open a door for anyone following closely. This is a sign of a good manner and has never changed. There are no strict gender rules in this day and age.

- They should speak good things about their parents and respect them, even if there are things about them that they do not like. If they cannot do that, they should stay away from speaking about them at all. Individuals must not insult or speak badly of the people who brought them into this world or raise them.
- They should not swear or use obscene language or utter curse. It is unprofessional. People who do this are usually very immature and have no self-control or respect for themselves and others.

Good manners are simply respect and consideration for others or being aware of the needs of others. They ensure interpersonal relations are sustained and creates a happy and successful society. So, give respect and take respect.

Performance Assessment: Teachers can set an assessment where students are required to observe 'manners' and 'respect' demonstrated by a selected individual in their family. They record how they have helped to correct those with unpleasant manners and those displayed disrespectful behaviour. They then write a report.

Suggested Resources

- Burton, N. (n.d). *The 10 Golden Rules of Communication: How to get the most out of people, and give the most back*. Retrieved January 18, 2021, from <https://www.psychologytoday.com/us/blog/hide-and-seek/201207/the-10-golden-rules-communication>.
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Lewis, F. (2017, April 15). *Importance of Good Manners and Etiquettes*. Retrieved January 18, 2021, from <https://www.jobcluster.com/blog/importance-of-good-manners/>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationship.

Benchmark 10.2.8.1: Evaluate the effectiveness of conflict resolution techniques in various situations.

Topic: Effective use of Conflict Resolution Techniques

Essential Questions

- What is conflict resolution?
- How can effective use of conflict resolution techniques build and foster healthy relationships in various real-life scenarios to develop effective personal and social skills in one's interactions with others in different context?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The effectiveness of the use of conflict resolution techniques for building and fostering healthy relationships
Skills	Critical Thinking Skills - Use the analytical skills of discussing, identifying and assessing - Use evaluation skill of evaluating and discussing Creative Thinking Skills - Use the creative/synthetical skill of discussing
Attitudes	Cooperative, responsible, open-minded
Values	Rule of law, peace and harmony, safe and peaceful communities

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

- Identify conflict resolution techniques;
- Assess the impact of the effective use of conflict resolution techniques to build and foster healthy relationships in various real-life scenarios to develop effective personal and social skills in one's interactions with others in different context.

Content Background

What is a conflict? A conflict is more than just a disagreement. It is a situation in which one or both parties perceive a threat (whether or not the threat is real). Conflicts continue to fester when ignored. Because conflicts involve perceived threats to people's well-being and survival, these conflicts stay with them until they face and resolve them. People respond to conflicts based on their perceptions of the situation, not necessarily to an objective review of the facts. People's perceptions are influenced by their life experiences, culture, values, and beliefs.

Conflicts trigger strong emotions. If they are not comfortable with their emotions or are not able to manage these conflicts in times of stress, they will not be able to resolve conflict successfully.

Conflicts are an opportunity for growth so when they are able to resolve conflict in a relationship, it

builds trust. Individuals can feel secure knowing their relationship can survive challenges and disagreements. Therefore, it is important for one to understand the skill of conflict resolution. For students learning these will help them solve problems and foster peace and harmony in the different context they come across in the future.

What are conflict resolution techniques?

Students as individuals should know that conflicts happen everywhere and so it is anticipated that studying this topic should empower them on how best to solve conflicts. So what then is conflict resolution? It is the process by which two or more parties reach a peaceful resolution to a dispute. Take for instance, in the prevailing issue of bullying in school.

How can this problem be solved? There are processes that can be followed to solve conflict:

1. Recognition by the parties involved that a problem exists;
2. Mutual agreement to address the issue and find some resolution;
3. An effort to understand the perspective and concerns of the opposing individual or group;
4. Identify changes in attitude, behaviour, and approaches to work by both sides that will lessen negative feelings;
5. Recognise factors that triggers conflicts;
6. Interventions by third parties such as school inspectors and school boarder members to mediate;
7. A willingness by one or both parties to compromise;
8. Agreement on a plan to address differences;
9. Monitor the impact of any agreements for change;
10. Discipline or terminate students who resist efforts to solve the conflict.

The following are the conflict resolution skills that should be applied to reach a resolution.

• Assertiveness

A teacher might take the initiative to convene a meeting between two students who have engaged in a fight in the school. The teacher would suggest that both students seek out each other's help and work together to find ways to work peacefully. Here is a list of values students should learn about and embrace in their lives. These should help them apply conflict resolution skills appropriately to resolve conflicting issues at their level.

- Articulate	- Fact-Based	- Sociable
- Balanced approach	- Fair	- Voices opinions
- Candor	- Firm	- Problem-Solving
- Decisive	- Manages emotions	- Self-control
- Delegation Leadership	- Management	- Stress-management
	- Negotiating	

• Interviewing and active listening

If a conflict were to occur between two senior teaching staff that is the teacher in charge of a teaching subject that is the Head of Department (HOD) and Head Teacher then a school board representative might help resolve this conflict by asking questions and listening carefully to determine the nature of the conflict. The following are important skills of interviewing and active listening students should embrace and instil in their lives suppose they hold senior positions they acquire in their jobs in any organisations they serve in the future to confidently solve conflicts;

- Articulate	- Intuitive	- Presentation	- Sociable
- Attentiveness	- Listening	- Professional	- Understanding
- Conscientiousness	- Negotiation	- Relationship building	- Verbal communication
- Considerate	- Nonverbal Communication	- Respectful	
- Empathy	- Persuasion	- Sense of humour	
- Encouraging	- Predicting	- Sincere	

Empathy

A mediator that is the school board member should encourage empathy by asking the two staff in conflict to each describe how the other might be feeling and thinking, and how the situation might look to the other party.

Empathy is also an important skill for mediators, who must be able to understand each party's perspective, without necessarily agreeing with either. The following are values that demonstrate empathy;

- Asking for feedback
- Building trust
- Compassion
- Inclusion
- Giving feedback
- Handling difficult
- Personalities
- Managing motions
- High Emotional Intelligence
- Identifying Nonverbal Cues
- Recognising differences
- Understanding different Viewpoints
- Interpersonal
- Patience
- Personable
- Self-awareness
- Self-control
- Trustworthy
- Welcoming opinions

• Facilitation

Managers that is the school board member should facilitate a joint brainstorming session with the two staff in conflict to generate solutions to ongoing points of conflict. Group facilitation techniques can also be used to avoid triggering conflict during group decision-making, in the first place.

• Mediation

The school board member should guide this two who are in conflict through a process to identify mutually agreeable changes in behaviour. The following shows a list of mediation values and skills;

- Assertive
- Compassionate
- Decision-making
- Emotional intelligence
- Empathy
- Honesty
- Impartial
- Insightful
- Leadership
- Measured
- Patience
- Problem solving
- Professional
- Psychology background
- Rational approach
- Respect
- Understanding
- Transparency

• Creative Problem Solving

The school board members should redefine the roles of two conflict-prone staff to simply eliminate points of friction. Creativity can also mean finding new win/win solutions. Given is a list of problem solving techniques students should acquire to solve problems.

- Brainstorming solutions
- Conflict analysis
- Collaborating
- Critical thinking
- Convening meetings
- Creativity
- Critical thinking
- Decision making
- Designating sanctions
- Fair resolution
- Goal integration
- Monitoring process
- Nonverbal communication
- Problem solving
- Restoring relationships
- Sense of humour
- Verbal communication

• Accountability

The school board member as the supervisor should also document conflict-initiating behaviours exhibited by the chronic complainer. In this way, they help establish accountability, since both staff can no longer pretend the problem isn't happening. Given is a list of accountability skills students should acquire in their learning and apply appropriately.

- Adaptable
- Collaboration
- Delegation
- Driven
- Dynamic
- Flexible
- Focus
- Follow-through
- Honesty
- Integrity
- Leadership
- Motivation
- Organised
- Planning
- Results-oriented
- Visionary
- Trustworthy
- Versatile

The following some more conflict resolution skills;

- Accepting criticism
- Assertive
- Avoid punishing
- Being present
- Calmness
- Data-driven
- Impartiality
- Intuitive
- Leadership
- Let it go
- Logical
- Non-bias
- Patience
- Positivity
- Prioritise relationships
- Project management
- Research
- Respect differences
- Separating yourself
- Stress management

Impacts of effective use of conflict resolution techniques

Students should be aware that workplace conflicts are very common; there are very few work place where all the employees get along. Because of this, conflict resolution is a necessary component of the workplace, and those in a leadership position must be skilled in conflict resolution techniques.

When conflicts go unaddressed, they can have a negative impact on productivity and teamwork. Using conflict resolution strategies in the workplace will help maintain a healthy work environment. Conflict resolution requires specific leadership skills, problem-solving abilities and decision-making skills. Following are some of the impacts of using conflict resolution techniques:

- Develop the capacity to empathise with the other person's viewpoint.
- Able to acquire calm, non-defensive, and respectful reactions.
- A readiness to forgive and forget, and to move past the conflict without holding resentments or anger.
- The ability to seek compromise and avoid punishing. A belief that facing conflict head on is the best thing for both sides.

Performance Assessment: Teachers can set assessment where students are required to do a short oral group presentation on the selected conflict resolution techniques (each group should be assigned a technique in various situations (school fights, cult)).

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Frah.gov. (2014, June). *Workplace Conflict Resolution Techniques*. University of Notre Dame. Retrieved January 18, 2021, from <https://www.fahr.gov.ae/portal/assets/3f975934/monthly-newsletter-from-hr-club-9.aspx>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationship.

Benchmark 10.2.8.2: Demonstrate refusal strategies.

Topic: Use of Refusal Skills

Essential Questions

- What is a refusal skill?
- How can use of refusal skill promote healthy personal and social relationships in the school and community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of refusal strategies that is refusal skills to promote healthy personal and social relationships in the school and community
Skills	Critical Thinking Skills - Use the analytical skill of discussing and identifying - Use evaluation skill of discussing and demonstrating (determine) Creative Thinking Skills - Use the creative/synthetical skill of discussing
Attitudes	Participatory, open-minded, responsible, cooperative
Values	Common good

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

- Explore refusal strategies or skills;
- Examine how refusal strategies or skill builds and fosters healthy personal and social relationships in the school and community.

Content Background

What are refusal skills?

Refusal strategies or skills refer to a set of skills designed to help children avoid participating in high-risk behaviours. Programs designed to discourage crime; drug use, violence, and/or sexual activity frequently include refusal skills in their curricula to help students resist peer pressure while maintaining self-respect. One such program is Drug Abuse Resistance Education. Programs may focus on: offering alternative activities, saying "no", being honest, and using humour.

Impacts of refusal skills to promote healthy personal or social relationship in the community or school

Individuals especially teenagers may face many situations where others are encouraging them to do something risky, illegal, or unhealthy. How can they develop the ability to stand up for themselves?

Unfortunately, many teens wind up “going along” not because they want to, but simply because they do not know how to respond in these situations. They are afraid of losing a friend, looking uncool, or being left out of the crowd. They should practice “saying no” in a variety of ways and in a variety of situations, so they are prepared for anything.

Given below is a list of ways teenagers can reply to peer pressure. By learning these possible responses, they are more likely to be able to come up with responses that fit the situation when they are faced with it. They should role play some typical situations with friends or an adult they trust, and practice using each one of them. This will help them develop confidence and assertiveness skills to deal with such situations

1. Make a joke. Sometimes humour is the best way to respond to a situation, as it can lighten a serious mood. It can also divert attention away from them and onto something else.
2. Give a reason why it is a bad idea. Maybe they cannot smoke because they want to be able to run the mile for the track team. Maybe they don't want to drink because they know someone who is an alcoholic and they can see how drinking has messed up this person's life. Teenagers must back up their refusal with evidence as this gives it more power.
3. Make an excuse why they cannot take part. Maybe they have something else to do that will interfere. Or they have to be somewhere at a specific time. Or saying their mom will kill them. Whatever it is they have to say it and stick to it.
4. Just say no, plainly and firmly. In some situations, just saying no without a lot of arguing and explaining is the best response. They should make sure their answer “no” is a strong and determined one.
5. Suggest an alternative activity. Lots of kids wind up doing things they should not because they lack other options. They are bored. By thinking of something better to do, they are offering everyone a way “out.” For example, go on a group hike or fishing trip.
6. Ignore the suggestion. They can pretend they did not hear what has been said, and change the topic to something else. They should act like they do not think the idea was even worth discussing.
7. Repeat themselves if necessary. Sometimes it takes more than once, on more than one occasion. Just because someone asks more than once, that doesn't mean they have to give in.
8. Leave the situation. If they do not like where things are heading, they can walk off. It might seem risky, but with them leading the way, other kids who really do not want to do it may follow too.
9. Thanks, but no thanks. They can be polite, but they must show that they still are not interested. It is not something they are into.
10. The power of numbers. They should make a pact with their friends to stick around. Often, knowing that their friends will back them up can help them feel more comfortable being assertive. Sometimes “we” feels stronger than “I”.

Note: For more help with learning how to say no in unwise or unsafe situations, feel free to talk to your school counsellor. Teachers must teach this subject with care. This subject deals mainly with emotional issues therefore CSD subject teachers must be equipped with counselling knowledge to guide and provide best advice possible to help students solve their problems.

Performance Assessment: Teacher can set assessment where students are required to demonstrate through role play or simulation ways to use refusal skills.

Suggested Resources

- Carney, S.L. (n.d.). *Top 10 refusal skills, School Counseling*. Retrieved December 21, 2020, from <https://www.umtsd.org/site/default.aspx?>
- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationship.

Benchmark 10.2.8.3: Explore methods for addressing critical health issues.

Topic: How to address critical Health Issues Nationally and Globally

Essential Questions

- What are critical health issues?
- What are the methods used to address these critical health issues at the national and global level?
- How can the use of these methods build and foster healthy relationship among people?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to address critical health issues nationally and globally
Skills	Critical Thinking Skills - Use analytical skill of researching - Use evaluation skill of exploring (determine)
Attitudes	Care and concern
Values	Betterment of human kind

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

- Explain what critical health issues are;
- Discuss best ways possible to address critical health issues experienced at the national and global level;
- Debate the impacts of the methods applied to address critical health issues at the national and global level in building and fostering healthy relationship among people.

Content Background

What is a critical health issue?

The term critical in this sense refers to a situation or problem having the potential to become disastrous. So a critical health issue is a very serious or dangerous health problem that can have an adverse effect on people either as an epidemic or pandemic. For instance, in the past the bubonic plague or the current infectious disease of corona virus (COVID-19). There are many other health issues which are part and partial of people's everyday lives and must be taken stock of and addressed with care.

Teachers can refer to notes in Grade 12 Benchmark 12.2,5,4 to help teach these topics. They can use the media (newspaper, magazines) and internet to source information on COVID-19.

National and global critical health issues COVID-19 HEALTH PROBLEMS/critical health issues in PNG

Students must become aware of the critical health issues surrounding them and be able to make informed decisions and choices and so seek assistance to help themselves and others who are faced with these issues.

Performance Assessment: Teachers can set an activity where students are required to collect information on methods for addressing the given critical health issue. (TB, HIV/AIDS, cancer, lifestyle diseases, covid-19, diabetes) and present.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience, Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Urmc.rochester.edu. (2020). *Top 10 most common health issues*. Senior Health. Retrieved December 21, 2020, from <https://www.urnc.rochester.edu/senior-health/common-issues/top-ten.aspx>.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationship.

Benchmark 10.2.8.4: Evaluate the dynamics of social groups.

Topic: Group Dynamics to Promote Effective Social Skills

Essential Questions

- What does the term group dynamics mean?
- How can group dynamics promote social harmony in one's personal relationships with others in the classroom and community scenarios?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Demonstrate effective social skills to build effective group dynamics so as to promote social harmony in one's personal relationship with others especially in the classroom and community
Skills	Critical Thinking Skills - Use analytical skill of researching and discussing - Use evaluation skill of evaluating and discussing (debate) Creative Thinking Skills - Use creative/synthetical skills of discussing and role play
Attitudes	Corporative, care and concern, considerate
Values	Team effort, individual differences

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

- Examine group dynamics;
- Discuss how group dynamics can promote social harmony in one's personal relationships with others in the classroom and community scenarios;
- Role-play effective social skills in building effective groups dynamics to promote social harmony in one's personal relationships with others especially in the classroom and the community.

Content Background

Group dynamics

According to Wikipedia.org (2020) group dynamics is a system of behaviours and psychological processes occurring within a social group (*intragroup* dynamics), or between social groups (*intergroup* dynamics). The study of group dynamics can be useful in understanding decision-making behaviour, tracking the spread of diseases in society, creating effective therapy techniques, and following the emergence and popularity of new ideas and technologies. Group dynamics are at the core of understanding racism, sexism, and other forms of social prejudice and discrimination. These applications of the field are studied in psychology, sociology, anthropology, political science, epidemiology, education, social work, business and managerial studies, as well as communication studies.

Types of social groups

Groups can vary drastically from one another. For example, three best friends who interact every day as well as a collection of people watching a movie in a theatre both constitute a group. Research has identified four basic types of groups which include, but are not limited to: primary groups, social groups, collective groups, and categories. It is important to define these four types of groups. For example, in an experiment, participants were asked to sort a number of groups into categories based on their own criteria. Examples of groups to be sorted were a sports team, a family, people at a bus stop and women. It was found that participants consistently sorted groups into four categories: intimacy groups, task groups, loose associations, and social categories. These categories are conceptually similar to the four basic types to be discussed. Therefore, it seems that individuals intuitively (automatically) define aggregations or groupings of individuals in this way;

1. Primary groups

Primary groups are characterised by relatively small, long-lasting groups of individuals who share personally meaningful relationships. Since these groups often interact face-to-face, they know each other very well and are unified. Individuals that are a part of primary groups consider the group to be an important part of their lives. Consequently, members strongly identify with their group, even without regular meetings. Research has shown that primary groups are essential for integrating individuals into their society since this is often their first experience with a group. For example, individuals are born into a primary group, their family, which creates a foundation for them to base their future relationships. Individuals can be born into a primary group; however, primary groups can also form when individuals interact for extended periods of time in meaningful ways. Examples of primary groups include family, close friends, and gangs.

2. Social groups

A social group is characterised by a formally organised group of individuals who are not as emotionally involved with each other as those in a primary group. These groups tend to be larger, with shorter memberships compared to primary groups. Further, social groups do not have as stable memberships, since members are able to leave their social group and join new groups. The goals of social groups are often task-oriented as opposed to relationship-oriented. Examples of social groups include co-workers, clubs, and sports teams.

3. Collectives groups

Collectives are characterised by large groups of individuals who display similar actions or outlooks. They are loosely formed, spontaneous (unstructured), and brief. Examples of collectives include a flash mob, an audience at a movie, and a crowd watching a building burn.

4. Categories groups

Categories are characterised by a collection of individuals who are similar in some way. Categories become groups when their similarities have social implications. For example, when people treat others differently because of their race, this creates groups of different races. For this reason, categories can appear to be higher in entitativity and essentialism than primary, social, and collective groups. What is entitativity? Entitativity is defined by APA Dictionary of Psychology as the extent to which group or collective is considered by others to be a real entity having unity, coherence, and internal organisation rather than a set of independent individuals. The degree or level of entitativity that a group has is influenced by whether a collection of individuals experience the same fate, display similarities, and are close in proximity. If individuals believe that a group is high in entitativity, then they are likely to believe that the group has unchanging characteristics that are essential to the group, known as essentialism. Examples of categories are New Yorkers, gamblers, and women.

How group dynamics can promote social harmony in one's personal relationships with others

Research proves that group dynamics can promote and build social harmony in one's relationship with others through social psychology approach of;

(i) Promoting increased positive intergroup contact

This approach places an emphasis on encouraging contact between members of different groups, under appropriate conditions, to improve intergroup relationship which is attained through the strategy called Contact Hypothesis. It is an idea that purports that contact between members of different groups under specific conditions reduces prejudice and hostility.

(ii) Changing the nature of social categorisation

In this approach the nature of social categorisation is changed through decategorisation and recategorisation to attain social harmony. Evidence has shown that prejudice disappears when categorisation disappears. Therefore, ingroup-outgroup categorisations can be altered in various ways to reduce the importance of group memberships, promote shared identities, and recognise group differences in positive ways.

Students must develop and instil within themselves this very important life skill of socialising and so be able to appreciate other people's views and know how to and when to address those within their own groupings or those in other groups to promote peace and harmony in the different settings they live and work in.

Performance Assessment: Teachers can set activity for where students are required to examine the dynamics of selected social groups and make a presentation (PowerPoint, charts, photo slides, video recordings)

Suggested Resources

- Hewstone, M & Hogg M. (n.d). Retrieved December 21, 2020, <http://www.blackwellpublishing.com/intropsych/pdf/chapter18.pdf>.
- Study and exam.com. (2018). *Senior Health: Dynamics of social group*. Retrieved December 21, 2020, from <https://www.studyandexam.com/social-group-dynamics.html>.
- Wikipedia.org. (2020). *Group Dynamics*. Retrieved December 21, 2020, from https://en.wikipedia.org/wiki/Group_dynamics.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationship.

Benchmark 10.2.8.5: Explain the benefits of positive relationships among community health professionals in promoting a healthy community.

Topic: Impacts of Cooperation by Community Health Professionals

Essential Questions

- What is a healthy community?
- How can positive relationships (cooperation) among community health professionals promote healthy living in communities?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Benefits of fostering positive relationships among community health professionals in promoting healthy living in the community
Skills	Critical Thinking Skills - Use analytical skills of explaining, discussing and researching - Use evaluation skills of explaining and discussing (debate) Creative Thinking Skills - Use creative/synthetical skill of discussing
Attitudes	Responsible, care and concern
Values	Betterment of human kind

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

- Explain what is a healthy community;
- Explore and assess the impacts of cooperation or positive relationship by community health professionals to promote healthy communities.

Content Background

Healthy community

A healthy community is a prepared community. It is one in which local groups from all parts of the community work together to prevent diseases and make healthy living options accessible. Working at the community level to promote healthy living brings the greatest health benefits to the greatest number of people. It also helps to reduce health gaps caused by differences in income, education, race and ethnicity, location and other factors that can affect health. Healthy communities commonly have high vaccination rates to protect its citizens from diseases and provides easy access to medical care and healthy food; are designed for healthy living at home, work, and school; and provide good mental health resources. For instance; it is safe and easy to walk, bike, and play in parks and community spaces.

How is a healthy community better prepared?

Communities that have good health resources and services in place with healthy community members can often recover more quickly after a disaster. This is because they are physically fit, as they have access to better clinical services, and medications, and know where to get critical health and emergency alert information which means they can better recover from a disaster quickly and are able to contribute to their community's recovery efforts.

Impacts of cooperation by community health professionals (workers) to promote healthy living in the communities

As part of health care teams, community health workers (CHWs) as put forward by Public health Matters Blog (2015) can be valuable resources for increasing the effectiveness of public health practitioners. CHWs are members of the community who serve as advocates and liaisons or contacts between the community and the health care and social service systems. They provide services that improve health care access and education to promote understanding of health problems and how to navigate the health care system. CHWs can provide informal counseling and perform minor clinical services, such as checking blood pressure in nonclinical settings. They can translate and promote understanding when patients receive health services. By integrating CHWs into health care teams, public health practitioners can better address health inequities in underserved communities where community health workers provide the most basic of services. These can be provided during crucial times like disasters, epidemics or pandemics for example; COVID-19

Teachers must ensure students learn the necessary and important life skill of team work. Pooling and sharing of knowledge and skills empower students to see themselves as individuals with potentials who can contribute meaningfully to nation building concerning health matters and also others issues.

Performance Assessment: Teachers can set assessment where students are required to devise quiz questions on flashcards on the topic '**the benefits of positive relationships among community health professionals in promoting a healthy community**'. They then use the quiz questions to conduct quiz in class.

Suggested Resources

- Ashby, D.T & Pharr, J. (2012, January). Retrieved December 21, 2020, from <https://www.unlv.edu/sites/default/files/24/Health-Community-January2012.pdf>.
- Public Health Matters Blog. (2015). *A Healthy Community is a Prepared Community*. Retrieved December 21, 2020, from <https://blogs.cdc.gov/publichealthmatters/2015/09/a-healthy-community-is-a-prepared-community>.
- uicdc. gov. (nd). *Community health workers issues*. Retrieved December 21, 2020, from <https://www.cdc.gov/nccdphp/dch/pdfs/dch-chw-issue-brief.pdf>.

Standards-Based Lesson Planning

What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that, a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step the teacher must take to help his/her student reach success. A lesson plan is a step-by-step guide that provides a structure for an essential learning.

When planning a standards-based lesson, teacher instructions are very crucial for your lessons. How teachers instruct the students is what really points out an innovative teacher to an ordinary teacher. Teacher must engage and prepare motivating instructional activities that will provide the students with opportunities to demonstrate the benchmarks. For instance, the teacher should at least identify 3-5 teaching strategies in a lesson; teacher lectures, asks questions, puts students into groups for discussion and role plays what was discussed.

Why is Standards-Based Lesson Planning Important?

There are many important benefits of having a clear and organized set of lesson plans. Good planning allows for more effective teaching and learning. The lesson plan is a guide and map for organizing the materials and the teacher for the purpose of helping the students achieve the standards. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future.

Standards-based lesson planning is vital because the content standards and benchmarks must be comparable, rigorous, measurable and of course evidence based and be applicable in real life in what we expect students to achieve. Therefore, teachers must plan effective lessons to teach students to meet these standards. As schools implement new standards, there will be much more evidence that teachers will use to support student learning to help them reach the highest levels of cognitive complexity. That is, students will be developing high-level cognitive skills.

Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

- aims and objectives of the course;
- teaching and learning activities;
- assessments to check student understanding of the topic.

Effective teaching demonstrates deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.

Planning for under-achievers

Who are underachieving students?

Under achievers are students who fail or do not perform as expected. Underachievement may be caused by emotions (low self-esteem) and the environment (cultural influences, unsupportive family).

How can we help underachievement?

Underachievement varies between students. Not all students are in the same category of underachievement.

Given below are suggested that strategies teachers may adopt to assist underachievers in the classroom.

- Examine the problem individually
It is important that underachieving students are addressed individually by focusing on the student's strengths.
- Create a Teacher-Parent Collaboration
Teachers and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;
 - In what areas has the child shown exceptional ability?
 - What are the child's preferred learning styles?
 - What insights do parents and teachers have about the child's strengths and problem areas?
- Help student to plan every activity in the classroom
- Help students set realistic expectations
- Encourage and promote the student's interests and passions
- Help children set short and long-term academic goals
- Talk with them about possible goals
- Ensure that all students are challenged (but not frustrated) by classroom activities
- Always reinforce students

To help teachers plan and teach effective SBC lessons, two lesson samples from the two (2) strands have been provided. Teachers are encouraged to study the layout of the different components of these lesson plans and follow this design to prepare and teach each lesson. Proper planning of lessons helps the teacher maintain a quality standard teaching pattern aimed at achieving the learning objectives of the topic.

Sample of Standards-Based Lesson Plan

To help teachers plan effective lessons, a sample lesson plan has been provided. Teachers are encouraged to study the layout of the different components of this lesson plan and follow this design in their preparation and teaching of lessons. Planning a good lesson helps the teacher in maintaining a standard teaching pattern which should not deviate from students' learning of the concept from the topic.

Sample

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles, and appraise their influence on attitudes, habits, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.1: Identify and research the core values promoted at schools

Topic: Promotion of core values in school

Lesson Topic: What are core values promoted in schools?

Grade: 10

Length of Lesson: 40 minutes

This lesson topic was derived from the first learning objective

Essential Knowledge, skills, values and attitudes

Knowledge:

- Core values
- Core values promoted on schools

The content to be covered in this lesson

Skill(s): Critical thinking skills: Use analysis skill of identifying and researching the core values promoted in school.

Attitudes: Appreciate core values promoted at school

Values: Involve self (individuality) and cooperatively to demonstrate core values in school

Material: School handbook, documents showing school rules, mission and vision statement of the school.

Instructional (lesson) Objective(s): By the end of the lesson, students will be able to;

- Define the terms; core and values
- Explain what values is
- Identify and describe the types of core values that should be promoted in schools

Essential Questions:

- What are core values?
- What are the types of core values?

From one Learning Objective, a number of specific lesson objectives can be written.

Lesson Procedure

Teacher will	Student will
Introduction (5 minutes)	
- Engage students at the start of the lesson by posing questions with relation to the lesson topic; - Read to the students a title of a newspaper article depicting a negative issue. <u>Question</u> ➤ What is the article about? ➤ How do you feel about this situation? And why? ➤ What will you do to solve this problem? - Introduce lesson to the students. There are good and bad things we experience in life, but we would want to gain most out of life through good acts. Today's lesson will discuss what we call core values.	- Listen and answer accordingly. Possible answers: - <i>The article is talking about an issue which is very bad and must not be practised at all. (eg; bribery in government offices).</i> - <i>I don't feel good about this issue because bribery is already stealing and these officers are already getting paid their salaries, what more do they want? Stealing is bad and it's against our belief in the bible where the 10 commandments in law number 6 states not to steal.</i> - <i>The best thing to do is report this matter to the Whistle Blowers Act, through the Independent Commission Against Corruption (ICAC)</i> - Copy lesson topic into exercise books
Body (30 minutes)	
Modelling Show a video (if no video use drawings of cartoons or pictures) showing core values that should be practised at schools. - Tell students that in today's lesson they will demonstrate a core value to promote good character in the classroom and that is respect other students' property by asking to use their things with the words, 'please', 'may I?' and 'Thank you'.	- Listen and do accordingly
Guided Practise - On placards paste various titles of articles on the board showing issues that promote good characters (behaviours) and those that promote bad characters (behaviours). - Ask a student to choose a title each about the issues that promote good characters (behaviours) and the other to choose a title about issues that promote bad characters (behaviours). They talk for about a minute on how this situation can likely impact their behaviour in the future.	Listen and answer accordingly. Possible answers: - <i>Issues promoting good character: In practising this behaviour it will teach me how to show care and concern for people and solve their problems so everyone lives in peace and harmony.</i> - <i>Issues promoting bad characters: In practising this kind of behaviour I will face a lot of problems with my life, I may steal to feed my family because I don't know how to budget money or because I spent all of it gambling, drinking too much of alcohol, smoking cigarettes and chew betelnut. The problem I face will have more compounding problems for me.</i>

Independent Practice

- Distribute handouts or readings on core values
- Ask students to do the set activities written on the board. They discuss in pairs to answer questions.

Activity 1

Define these words;

- core, - values

What are core values?

List and describe the core values that can be practiced in schools.

Core values practised in schools	Description
Eg; Have high expectation in school results	Setting high expectation in school results
Total Involvement	Be actively involved in school activities

- Receive handouts and work according to the given instructions.

Possible answers to the activities:

Activity 1

- Core: The essential or fundamental thing that makes up something.
- Values: Basic fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us.
- Core values refers to the basic fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us.
- List and describe the core values that can be practiced in schools.

Core values practised in schools	Description
Eg; high expectations	Setting high expectation in school results
Total Involvement	Be actively involved in school activities

Conclusion (5 in minutes)

- Ask students if they have learnt something new in this lesson.
- Challenge students to give advice (short talk of about 1 minute) on core value to promote in school to their class members at the start of the next CSD lesson for this week.

Listen carefully and do accordingly

Assessment, Monitoring and Reporting

What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of **assessing, evaluating, reporting** and **monitoring** students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective or a specific component of a content standard and progression towards the attainment of a benchmark and content standard.

Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives
- ascertain students' attainment or progress towards the attainment of specific component of a content standard
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level
- communicate to parents, guardians, and relevant stakeholders the performance and progress towards the attainment of content standards or its components
- compare students' performances and the performances of other students

Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasizing on tasks that should encourage deeper learning
- be an integral component of a course, unit or topic and not something to add on afterwards
- a good assessment requires clarity of purpose, goals, standards and criteria
- of practices that should use a range of measures allowing students to demonstrate what they know and can do
- based on an understanding of how students learn
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment
- improving performance that involves feedback and reflection
- on-going rather than episodic
- given the required attention to outcomes and processes
- be closely aligned and linked to learning objectives, benchmarks and content standards

Standards-Based Assessment Types

In standards-Based Assessment, there are three broad assessments types.

1. Formative Assessment

Formative assessment includes ‘assessment *for* and *as*’ and is conducted during the teaching and learning of activities of a topic.

Purposes of assessment for Learning

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning.
- Help teachers to make inferences about student learning to inform their teaching.
- Provide continuous feedback to both students and teachers which enables them to monitor progress, identify and address gaps and errors in learning.

Purposes of assessment as Learning

- Occurs when students reflect on and monitor their progress to inform their future learning goals
- Helps students to continuously evaluate, reflect, and improve their own learning
- Helps students to understand the purpose of their learning and clarify learning goals

2. Summative Assessment

Summative assessment focuses on ‘*assessment of learning*’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of assessment of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for next stage of learning

3. Authentic Assessment

- Is performed in a real life context that approximates as much as possible, the use of a skill or concept in the real world.
- Is based on the development of a meaningful *product, performance or process*
- Students develop and demonstrate the application of their knowledge, skills, values and attitudes in real life situations which promote and support the development of deeper levels of understanding.

Authentic Assessment Criteria

Authentic assessment refers to assessment that:

- Looks at students actively engaged in completing a task that represents the achievement of a learning objective or standard
- Takes place in real life situations
- Asks students to apply their knowledge, skills, values and attitudes in real life situations
- Students are given the criteria against which they are being assessed

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers, then judge the quality of the student's work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

i. Products

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster
- Video a class game or performance and write a broadcast commentary
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
- Write the skill cues for a series of skill photo's
- Create a brochure to be handed out to parents during education week
- Develop an interview for a favourite sportsperson
- Write a review of a dance performance
- Essays
- Projects

ii. Process Focused Tasks

It shows the thinking processes and learning strategies students use as they work such as;

- Survival scenarios
- Problem solving initiative/adventure/ activities
- Decision making such as scenario's related to health issues
- Event tasks such as creating a game, choreographing a dance/gymnastics routine, creating an obstacle course
- Game play analysis
- Peer assessment of skills or performances
- Self-assessment activities
- Goal setting, deciding a strategy and monitoring progress towards achievement

iii. Portfolio

This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress.

iv. Performances

It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” or “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a student’s demonstration or performance must be. They include explanations of how well students must demonstrate the content, explaining how good is good enough.

Performance standards:

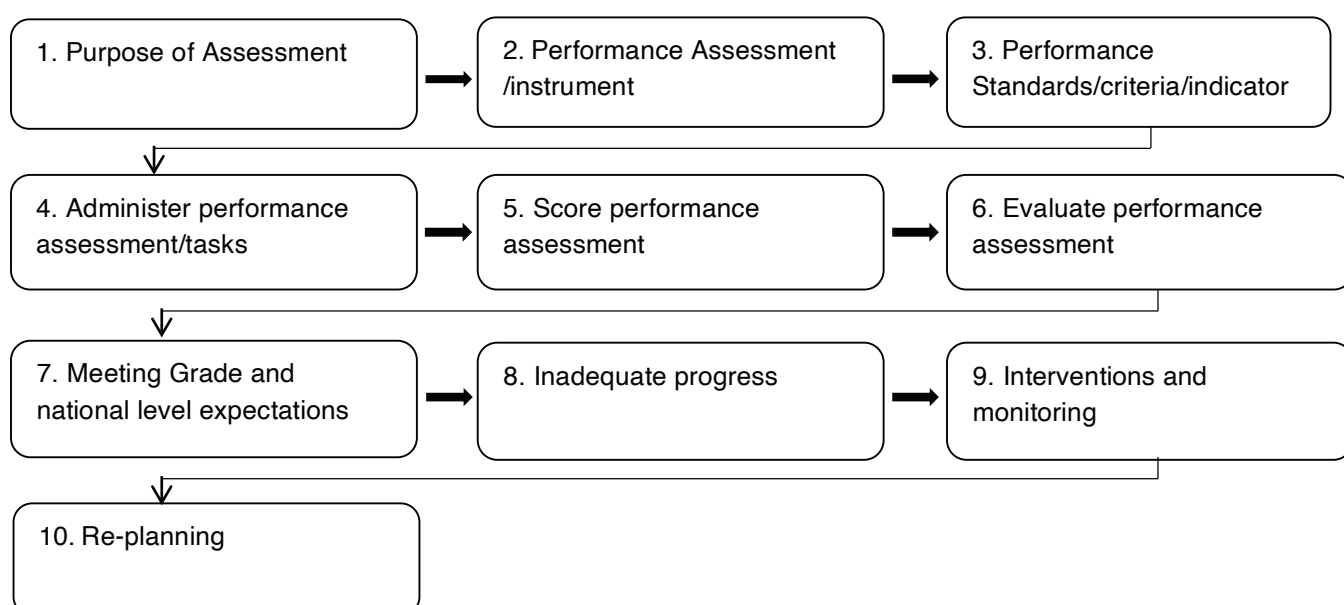
- measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students’ progress towards meeting grade-level benchmarks and content standards

Assessment Strategies

It is important for teachers to know that, assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about student’s strengths and weaknesses. Relying on only one method of assessing will not reflect student’s achievement. Provided in the appendices is a list of suggested strategies you can use to assess student’s performances. These strategies are applicable in all the standards-based assessment types. *Please refer to Appendix 5 to see the suggested strategies.*

There are different performance assessment methods and assessment strategies for assessing students’ learning and performance on significant components of content standards.

Standards-Based Assessment Cycle



Scoring Students' Assessment

Assessment scoring methods describe how students' assessment tasks will be scored.

The most commonly used methods of scoring students' assessment are:

- i. Checklists
- ii. Rating Scales
- iii. Rubrics

Students' performance is assessed and scored using:

- i. a set of well-defined criteria
- ii. performance standards or indicators,

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the standards. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the **quality** of the descriptors chosen for assessment.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations and students can use them as self-assessment tools. Teaching students to use descriptive words, such as **always, usually, sometimes** and **never** helps them pinpoint specific strengths and needs. Rating scales also give students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair, good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

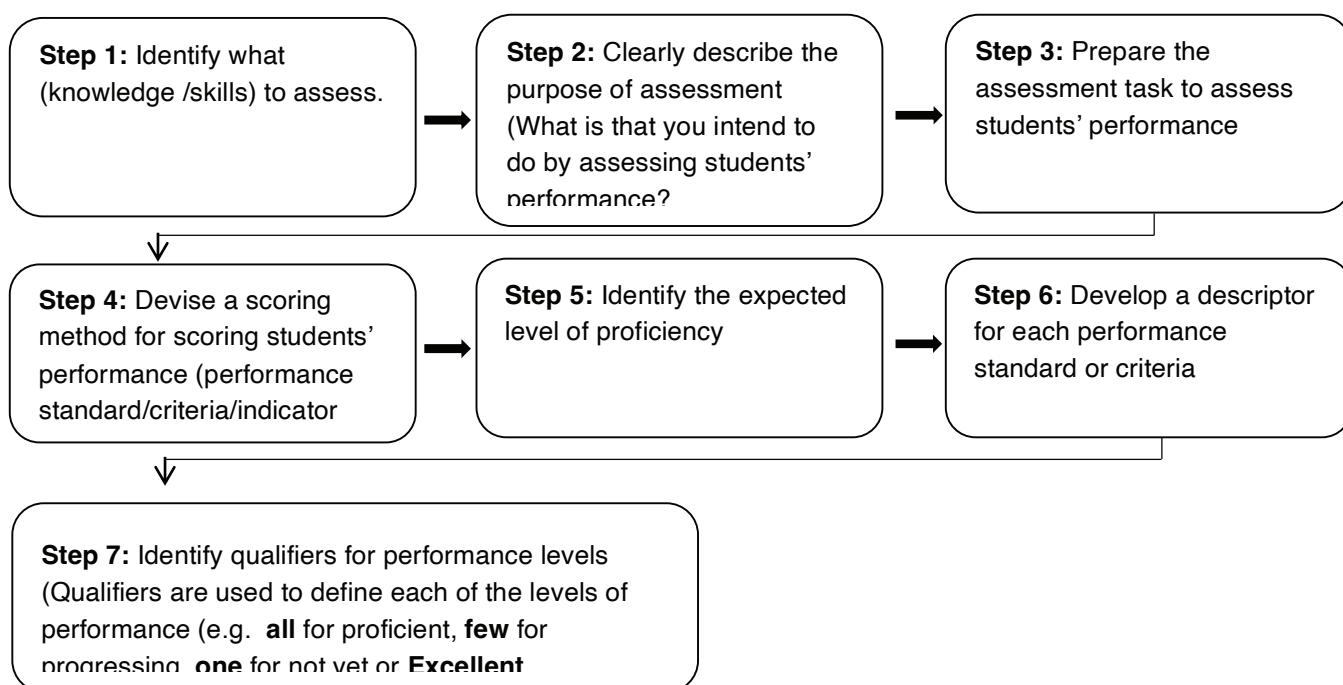
Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

Rubrics are recognized as a way to effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics in a teaching resource provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

However, regardless of which method is used, students' performance, proficiency, and quality of learning should be meaningfully and effectively measured. This will help ascertain if students are meeting grade-level expectations and progressing towards meeting the content standard.

Standards Based Assessment Process

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student's learning as well as evaluating their progress towards meeting national and grade –level expectations.



There are assessment samples provided here to guide teachers when preparing assessment for students. There are samples of;

- i. formative assessment
- ii. summative assessment
- iii. authentic assessment
- iv. STEAM assessment

Teachers are encouraged to give a variety of assessments using different strategies on one topic to test the understanding and achievement of a content standard and a benchmark by individual student.

Assessment Samples

Formative Assessment Sample

This type of assessment is conducted during students' course of learning hence the results they obtain are used as evidence by teachers to measure their progress of learning. That is whether they are proficient or have mastered the essential knowledge, skills, and values of the content as per the benchmark meeting the content standard.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.1: Identify and research the core values promoted at schools

Topic: Promotion of core values in school

Lesson Topic: What are core values promoted in schools?

Learning Objectives: By the end of this topic, students will be able to;

- Identify the core values being promoted by the school.

What is the assessment?

Demonstration of a core value promoted by the school

Assessment Task

The students will demonstrate the core value of respect to others in the school for a week.

What is the purpose of this assessment?

To ensure students promote positive values in schools which should be extended to their homes and the community they live in.

Assessment Scoring- Rating

Class: _____ **Date:** _____

Name of student: _____

Performance criteria/standard	Always (4)	Usually (3)	Sometimes (2)	Never (1)
Demonstrate the core value of respect to others in the school for a week.				

Summative Assessment Sample

This type of assessment is given at the end of the study of a topic or at the end of learning for students.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.1: Identify and research the core values promoted at school.

Topic: Promotion of core values in school

Learning Objectives: By the end of this topic, students will be able to;

- Identify the core values being promoted by the school.
- Research the core values promoted by the school.
- Apply/ Put into practice the core values promoted by the school in their everyday / daily school life.

Purpose of this assessment

The purpose of this assessment is to measure student's achievement of the benchmark, which is for students to use analysis skills of identifying and researching to identify and demonstrate the core values promoted by their school.

Expected level of proficiency

- Identify the core values promoted by the school
- Demonstrate the core values promoted by the schools

Performance Task

Students will design and produce a pamphlet on the core values that their school promotes. They conduct research on the core values that have been promoted by their school s through the school administration and other responsible people.

Assessment Strategy

A project: They will get into groups of five (5) and design and produce a pamphlet. The groups with the best template will have their template duplicated and given to all the classes to paste on their notice boards.

Assessment Scoring:

The purpose of the assessment scoring in particular rubrics is to measure the progress of learning of students to see whether they demonstrate proficiency or mastery of the essential knowledge, skills, values, and attitudes of a set criteria in achieving the benchmarks towards attaining the content standards. There are two types of rubrics which is the analytical rubrics and the holistic rubrics.

Analytical Rubrics Sample

The analytical rubrics take time to create as it assesses in detail the performance tasks given. Given is a sample of the analytical rubrics.

Grade: _____ Date: _____					
Class: _____					
Name (Individual/Group: _____					
Performance standards/Criteria	Advance (Excellent)	Proficient (Good)	Progressing (Fair)	Not Yet (Beginning)	Score
Identify the core values promoted by the school. (5marks)	Listed and <u>explained all</u> the core values being promoted by the school	Listed and <u>explained some core</u> values promoted by the school	Listed <u>some</u> core values being promoted at the school	The values listed <u>have little or no</u> connection to the	___/ 5
	5	4	3	0-2	
Use of past and current examples on the demonstration of the core values being promoted in school (5 marks)	<u>Very clear</u> examples given with <u>all appropriate</u> pictures, photographs and data attached to	<u>Clear</u> examples but <u>with some</u> pictures and photographs attached	<u>Few</u> examples, pictures and photographs	<u>Less than 2</u> examples given and the pictures and photographs are <u>not relevant</u>	___/ 5
	5	4	3	0-2	
Presentation of the work in the form of pamphlet (5 marks)	Exceptional title, neat, clear, and logical layout of the pamphlet	Good title, neat, and clear layout of the pamphlet	Fair title, needs furnishing as the layout is not clear	The general layout of the pamphlet is poor	___/ 5
	5	4	3	0-2	
TOTAL					___/ 15Marks

Holistic Rubrics Sample

The holistic rubrics are used to assess students overall achievement on an activity or item based on predefined achievement levels.

Given is a sample of the holistic rubrics with reference to the same assessment task given.

Score			Criteria
---/15 marks	%	Grade	
10-15	(80-100%)	A	The pamphlet shows detailed research work on the core values promoted in their school, with appropriate headings, logical explanation
7-9	(51-79%)	B	The pamphlet shows considerable research work on the core values promoted in their school, with appropriate headings, logical explanation
4-6	(31 - 50%)	C	The pamphlet shows some understanding of the research on work on the core values promoted in their school, with weak headings, weak connections in the explanation
1-3	(0-30%)	D	The pamphlet shows lack of research on work on the core values promoted in their school, with explanation

The score is out of 15 marks (points), if the child scores 9 this means the grade awarded will be within the range of 51-79%. To be precise the percentage rating would be calculated as;
 $9/15 \times 100 = 60\%$. The grading would be an B [Say B(-)].

Authentic Assessment Sample

This assessment relates more or so often to real life situations where in teachers must engage students in real life situation of the content they learn in class. The sample given is still connected to the given benchmark.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 1.1: Students will be able to identify and examine the different values and principles and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.

Benchmark 10.1.1.1: Identify and research the core values promoted at school.

Topic: Promotion of core values in school

Learning Objectives: By the end of this topic, students will be able to;

- Identify the core values being promoted by the school.
- Research the core values promoted by the school.
- Apply/ Put into practice the core values promoted by the school in their everyday / daily school life.

Purpose of this assessment

The purpose of this assessment is to measure student's achievement of the benchmark, which is for students to use analysis skills of identifying and researching to identify and demonstrate the core values promoted by their school.

Expected level of proficiency

- Identify the core values promoted by the school
- Demonstrate the core values promoted by the schools

Performance Task

Visit the nearest clinic or hospital, disability centre, orphanage, pensions and make donations of either food or clothing to the occupants.

Assessment Strategy

An assignment; Each student in a class is to bring an item, food or clothing for the visitation. They get into two groups and make two rounds of visitation. They then report back to the class of their participation.

Assessment Scoring- Checklist

Checklist- Visitation Program				
Class: _____			Date: _____	
Name of students: _____			Score: _____/15marks	
Performance criteria/standard	Yes	No	Score	Comments
Brought item for visitation			2	
Was physically present for the visitation program			3	
Actively involved before and during the visit			5	
Demonstrated care and concern for those in need			5	
Evaluation:				

Planning and Programming

Yearly Program Sample

Given is the yearly program for this grade. Teachers must refer to the respective grade syllabus and the Teacher Guide to collaboratively plan and teach these topics.

Strands	Terms	Units	# of topics and Benchmarks
1. VALUES AND CHARACTER DEVELOPMENT	ONE	1. Values and Character Formation	18
	TWO	2. Responsible Decision-making	9
		3. Problem-solving and conflict management	15
			42
2. SOCIAL DEVELOPMENT	THREE	1. Health and well being	15
	FOUR	2. Health Decision-making	7
		3. Interpersonal Relationships and health	8
			30

Note: This should guide you to develop your yearly plan.

Termly Program Sample

This program is derived from the yearly program. It only shows for term one. This should guide you to develop for the remaining terms.

Subject: <u>Character and Social Development</u>				Year: <u>2021</u>
Grade: <u>10</u>				Term: <u>01</u>
Strands	Units	Weeks	Topic(Benchmarks)	Assessment
1. Values and character Development	1. Values and Character Formation	1	10.1.1.1: Promotion of core values in school 10.1.1.2: Purpose of promoting core values in schools	Formative: Diagnostic test using checklist. (Use your discretion)
		2	10.1.1.3: Purpose of promoting core values in the community 10.1.1.4: Case Study: Prompting core values of the community through engagements such as sports 10.1.1.5: Comparison of core values fostered at home, school and the community	Authentic Assessment: Develop rubrics for this assessment task which they create pamphlets on <u>the core values promoted by their schools</u> . (Use your discretion)
		3	10.1.2.1: Interpreting and developing ethical reasoning 10.1.2.2: Why set consistent behaviour expectations for students?	Summative: Conduct a Test for CS 10.1.1, 10.1.2 and 10.1.3. (Use your discretion)
		4	10.1.2.3: Peer Pressure/ Social influence 10.1.2.4: Values promoted by well-known leaders and Bible characters 10.1.2.5: Impact of emulating positive character influencers, great leaders, and Biblical characters	Formative: Develop rubrics for the Oral presentation (5 minutes speech for great leaders). (Use your discretion)
		5	10.1.3.1: Reasons for developing and fostering healthy and caring relationships amongst citizens 10.1.3.2: Reasons for developing unhealthy and hurtful relationships 10.1.3.3: Challenges of developing and fostering healthy carrying relationships between different cultural and ethnic groups	
		6	10.1.3.4: Case Study: Gender-Based Violence (GBV) 10.1.4.1: Importance of mutual respect and interdependence in building and fostering a safe and supportive national culture	

		7	10.1.4.2: Roles and values of compassion, kindness and generosity in fostering mutual respect and interdependence 10.1.4.3: Developing strategies to addresses values of compassion, kindness and generosity 10.1.4.4: Impacts of practicing the values of mutual respect and interdependence nationally	Authentic: Develop rubrics for this assessment task which is for students to create posters and make awareness of healthy relationships. (Use your discretion)
		8		Summative: Conduct a Test (Use your discretion)
		9		
		10		Summative: Conduct a Test

Glossary

Terms	Definitions
Assessment	Activities teachers use to help students learn and to measure and monitor their progress towards the attainment of expected levels of proficiency.
Assessment As Learning	Assessment is used to help students understand and reflect on what they have learnt or are having difficulties with, identify areas of strengths and weaknesses, and set clear, measurable, and attainable personal goals to improve their own learning.
Assessment For Learning	A common form of assessment. It is an ongoing assessment process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
Assessment Of Learning	Provides a summary of students learning over a given period of time and is generally carried out at the end of a course of study. Also referred to as summative assessment.
Assessment Strategies	Different ways or approaches of assessing students work.
Authentic Assessment	A type of broad assessment that involves students actively engaged in completing a task that represents the achievement of a learning objective or standard. Authentic assessment takes place in real life situations.
Benchmarks	Benchmarks are more detailed descriptions of a specific level of performance expected of students at particular ages, grades, school levels or levels of development. They are the specific components of the knowledge, process, skill, concept, principle, or idea identified by a content standard.
Content Standards	Content Standards are broadly stated expectations of what (content) students should know. They describe the knowledge, skills, values, and attitudes that students should attain.
Curriculum Integration	Curriculum integration in teaching and learning refers to an approach or methodology that cuts across and draws on multiple subject areas to focus on a topic or theme.
Diagnostic Assessment	An assessment given to identify child's strengths and learning needs for improvement.
Evaluation	Assessment information used to assess the effectiveness of teaching and learning and to make improvements to teaching practices in order to improve students learning.
Evidence Outcomes	Evidence outcomes are indicators that indicate students' mastery of essential knowledge, skills, values and attitudes at the end of each grade or school level.

Formative Assessment	A form of assessment used throughout a unit of study in teaching and learning to measure student's understanding and progress.
Monitoring	General supervision over the teaching and learning of the standards.
Performance Assessment	A form of assessment that is focused on measuring students' mastery of knowledge, skills, values and attitudes taught and learnt in each lesson.
Proficiency	Mastery of the essential knowledge, skills, values and attitudes in the content standards and benchmarks.
Rubrics	It is a scoring guide used to assess the quality of students responses in an assessment often presented in a table with evaluative criteria at certain levels of achievement.
Self-Assessment	A judgment for official purposes for teachers to make about their abilities, principles or decisions.
Standards	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
Standards-Based Curriculum	Describes what all students should know and be able to do at the end of a grade or school level. The main idea behind standards-based curriculum is standards .
Standards-Based Education	An academic program in which clearly defined academic content and benchmarks are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. The main idea behind standards-based education is standards .
Standards-Based Assessment	A systematic and ongoing process of collecting and interpreting information about students' achievements.
STEAM Education	The teaching and learning in the fields of Science, Technology, Engineering, Arts, and Mathematics in both formal and informal classroom settings.
Summative Assessment	A form of assessment used after completing a unit or topic or at a specific point in time in teaching and learning to measure student's mastery of the content standards and benchmarks.
21st Century Skills	Refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

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Appendices

Appendix 1: Bloom's Taxonomy

Level of Understanding	Key Verbs
Creating Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesize, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
Evaluating Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritize, provoke, rank, rate, select, support, monitor,
Analyzing Can the student distinguish between the different parts?	Analyzing, characterize, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organize, outline, relate, research, separate, experiment, question, test,
Applying Can the student use the information in a new way	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
Understanding Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
Remembering Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

Appendix 2: 21st Century Skills

Ways of Thinking	Creativity and innovation • Think creatively • Work creatively with others • Implement innovations Critical thinking, problem solving and decision making • Reason effectively and evaluate evidence • Solve problems • Articulate findings Learning to learn and meta-cognition • Self-motivation • Positive appreciation of learning • Adaptability and flexibility
Ways of Working	Communication • Competency in written and oral language • Open minded and preparedness to listen • Sensitivity to cultural differences Collaboration and teamwork • Interact effectively with others • Work effectively in diverse teams • Prioritise, plan and manage projects
Tools for Working	Information literacy • Access and evaluate information • Use and manage information • Apply technology effectively ICT literacy • Open to new ideas, information, tools and ways of thinking • Use ICT accurately, creatively, ethically and legally • Be aware of cultural and social differences • Apply technology appropriately and effectively
Living in the World	Citizenship – global and local • Awareness and understanding of rights and responsibilities as a global citizen • Preparedness to participate in community activities • Respect the values and privacy of others Personal and social responsibility • Communicate constructively in different social situations • Understand different viewpoints and perspectives Life and career • Adapt to change • Manage goals and time • Be a self-directed learner • Interact effectively with others

Appendix 3: Teaching and Learning Strategies

Strategy	Teacher	Students
Case Study Used to extend students' understanding of real life issues	Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.	Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.
Debate A method used to increase students' interest, involvement and participation	Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/standard to be achieved.	Conduct researches to gather supporting evidence about the selected topic and summarising the points. They are engaged in collaborative learning by delegating and sharing tasks to group members. When debating, they improve their communication skills.
Discussion The purpose of discussion is to educate students about the process of group thinking and collective decision.	The teacher opens a discussion on certain topic by asking essential questions. During the discussion, the teacher reinforces and emphasises on important points from students responses. Teacher guide the direction to motivate students to explore the topic in greater depth and the topic in more detail. Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.	Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.
Games and Simulations Encourages motivation and creates a spirit of competition and challenge to enhance learning	Being creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive	Go into groups and organize. Follow the instructions and play to win

	spirit to score more than their peers to win small prizes.	
Observation Method used to allow students to work independently to discover why and how things happen as the way they are. It builds curiosity.	Give instructions and monitor every activity students do	Students possess instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. A thing observed and a fact discovered by the child for himself becomes a part of mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. Students • Observe and ask essential questions • Record • Interpret
Peer Teaching & Learning <i>(power point presentations, pair learning)</i> Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly develop the spirit of inquiry.	Distribute topics to groups to research and teach others in the classroom. Go through the basics of how to present their peer teaching.	Go into their established working groups. Develop a plan for the topic. Each group member is allocated a task to work on. Research and collect information about the topic allocated to the group. Outline the important points from the research and present their findings in class.
Performance-related Tasks <i>(dramatization, song/lyrics, wall magazines)</i> Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date	Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria	Go into their established working groups. Being creative and create dramas, songs/lyrics or wall magazines in line with the topic.
Project <i>(individual/group)</i> Helps students complete tasks individually or collectively	Teacher outline the steps and procedures of how to do and the criteria	Students are involved in investigations and finding solutions to problems to real life experiences. They carry out researches to analyse the causes

		and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.
Use Media & Technology to teach and generate engagement depending on the age of the students	Show a full movie, an animated one, a few episodes form documentaries, you tube movies and others depending on the lesson. Provide questions for students to answer before viewing	Viewing can provoke questions, debates, critical thinking, emotion and reaction. After viewing, students engage in critical thinking and debate

Appendix 4: Lesson Plan Template

Strand:

Unit:

Content Standard:

Benchmark:

Topic 1:

Lesson Topic:

Grade:

Length of Lesson:

Essential KSAVs

Knowledge:

Skill(s):

Values:

Attitudes:

Performance indicator:

Materials:

Instructional (lesson) Objective (s): By the end of the lesson, students will be able to;

-
-
-

Essential Questions:

-

Lesson Procedure

Teacher Activities	Student Activities
Introduction (time in minutes)	
Body (time in minutes)	
<i>Modeling</i>	
<i>Guided Practice</i>	
<i>Independent Practice</i>	
Conclusion (time in minutes)	

Appendix 5: Assessment Strategies

Strategy	Description
Analogies	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
Classroom presentations	A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
Conferences	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed
Discussions	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
Essays	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesize information.
Exhibitions/ demonstrations	An exhibition/demonstration is a performance in a public setting, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.
Interviews	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, determine positions, and probe for motivations.
Learning logs	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can be used to assess student progress and growth over time.
Observation	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning

	styles, interests, and attitudes.
Peer assessment	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.
Performance tasks	During a performance task, students create, produce, perform, or present works on "real world" issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.
Portfolios	A portfolio is a collection of samples of a student's work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student's achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
Questions and answers (oral)	In the question-and-answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
Quizzes, tests, examinations	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching and retesting.
Questionnaires	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
Response journals	A response journal is a student's personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
Selected responses	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
Student self-assessments	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student's own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.
Posters	Poster are often designed to appeal to peers. The audience of a poster is the people. However, a poser can also be handed in as a standalone. A

	poster presents the most important information. A poster is a temporary promotion of an idea, product, or event put up in a public space for mass consumption. Typically, posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Wikipedia
Video Analysis	Is the process in which video sequences are analyzed and summarized (according to their visual contents) into still images. Video content analysis or video content analytics (VCA), also known as video analysis or video analytics (VA), is the capability of automatically analyzing video to detect and determine temporal and spatial events.
Reflective Writing	Reflective writing is an analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, or memory and adds a personal reflection on its meaning. Wikipedia Reflective writing is a type of writing where by a person forms a personal response to experiences, situations, events or new information. It is a 'processing' phase where thinking and learning take place. There is neither a right nor a wrong way of reflective thinking, there are just questions to explore. Reflective writing process starts with you. Before you can begin to assess the words and ideas of others, you need to pause and identify and examine your own thoughts. Doing this involves revisiting your prior experience and knowledge of the topic you are exploring. It also involves considering how and why you think the way you do. The examination of your beliefs, values, attitudes and assumptions forms the foundation of your understanding. Reflective thinking demands that you recognise that you bring valuable knowledge to every experience. It helps you therefore to recognise and clarify the important connections between what you already know and what you are learning. It is a way of helping you to become an active, aware and critical learner.
Projects	A project is any undertaking, carried out individually or collaboratively and possibly involving research or design, that is carefully planned to achieve a particular aim. Wikipedia
Observation Reports	The Observation Report is used to provide a summary of the data collected in the Observation Schedule for one complete session. Refer to the Observation Report Notes for tips on completing the Observation Schedule

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