

Character and Social Development

Senior High

Grade 11

Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

**'FREE ISSUE
NOT FOR SALE'**

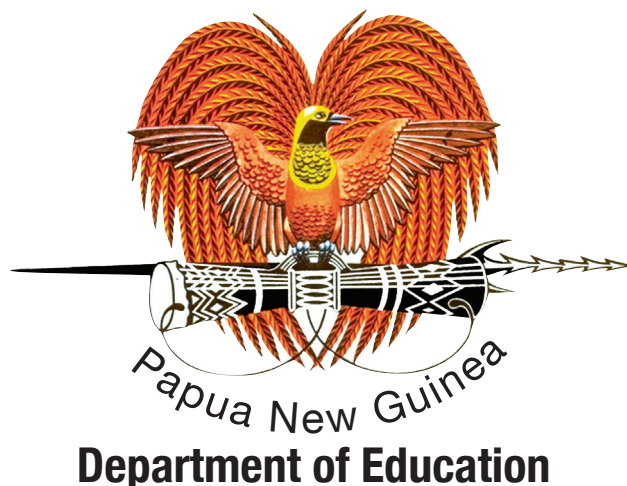
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Issued free to schools by the Department of Education

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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 11 is written to complement the implementation of the Senior 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 11 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 11 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 11 Character and Social Development comprises of Grade 11 Syllabus and Grade 11 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

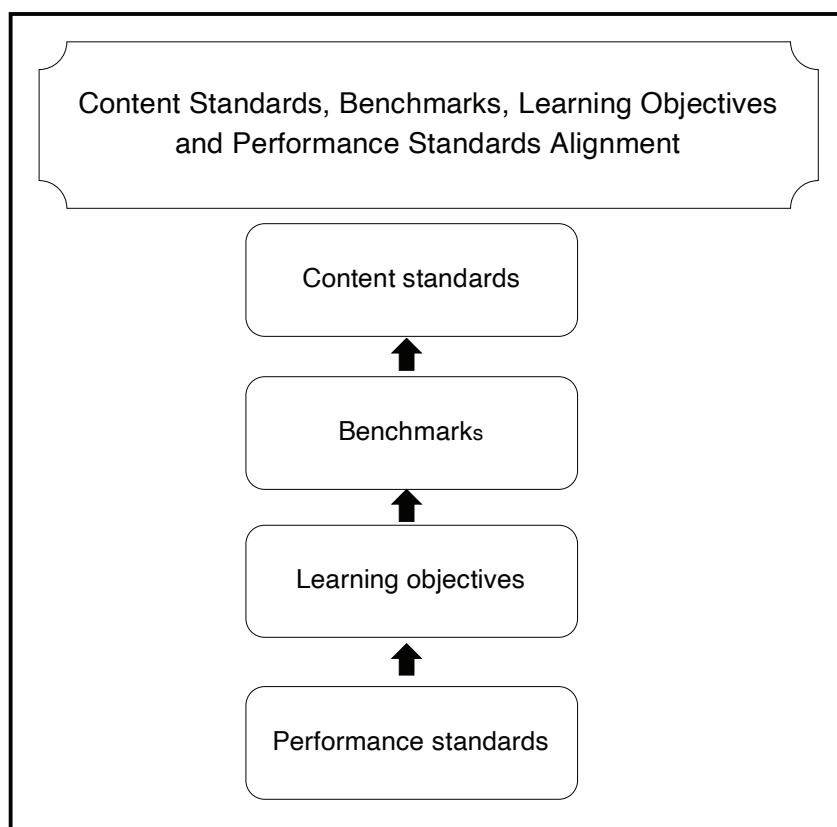
The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what 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 11 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.

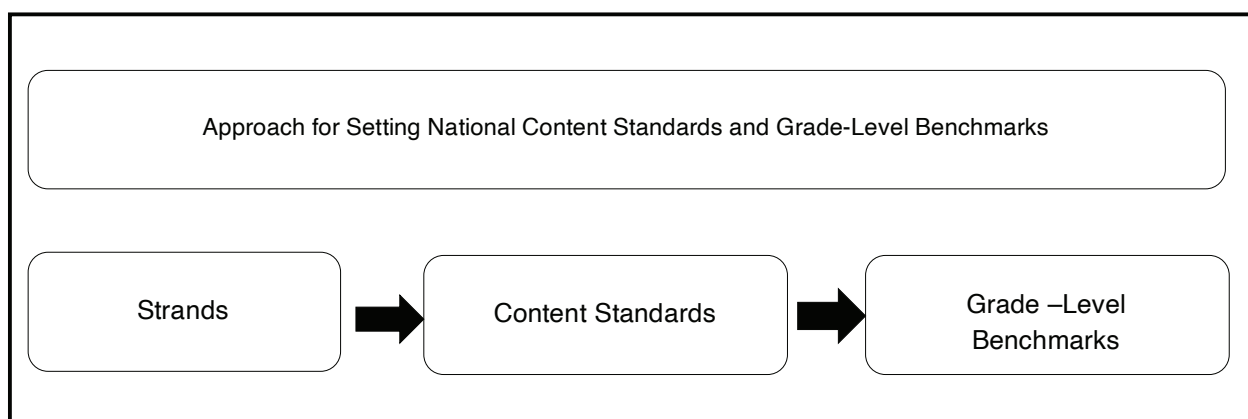
Content standards describe what (content - knowledge, skills, values, and attitudes) all students are expected to know and do (how well students must learn and apply what is set out in the content standards) at each grade-level before proceeding to the next grade. These standards are set at the national 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:

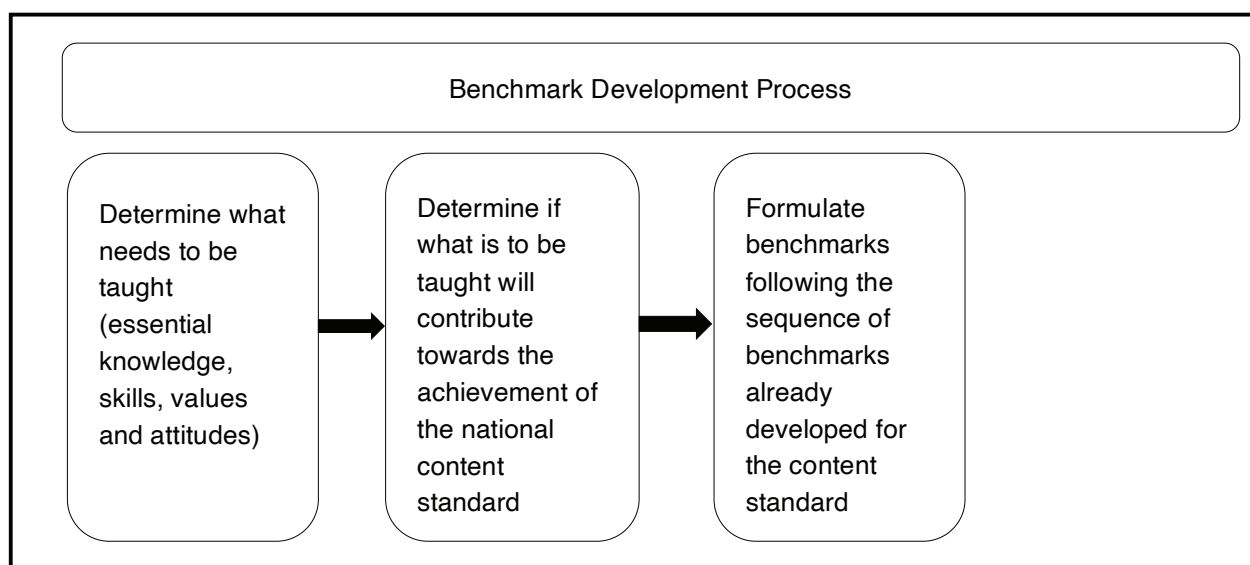
- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate 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

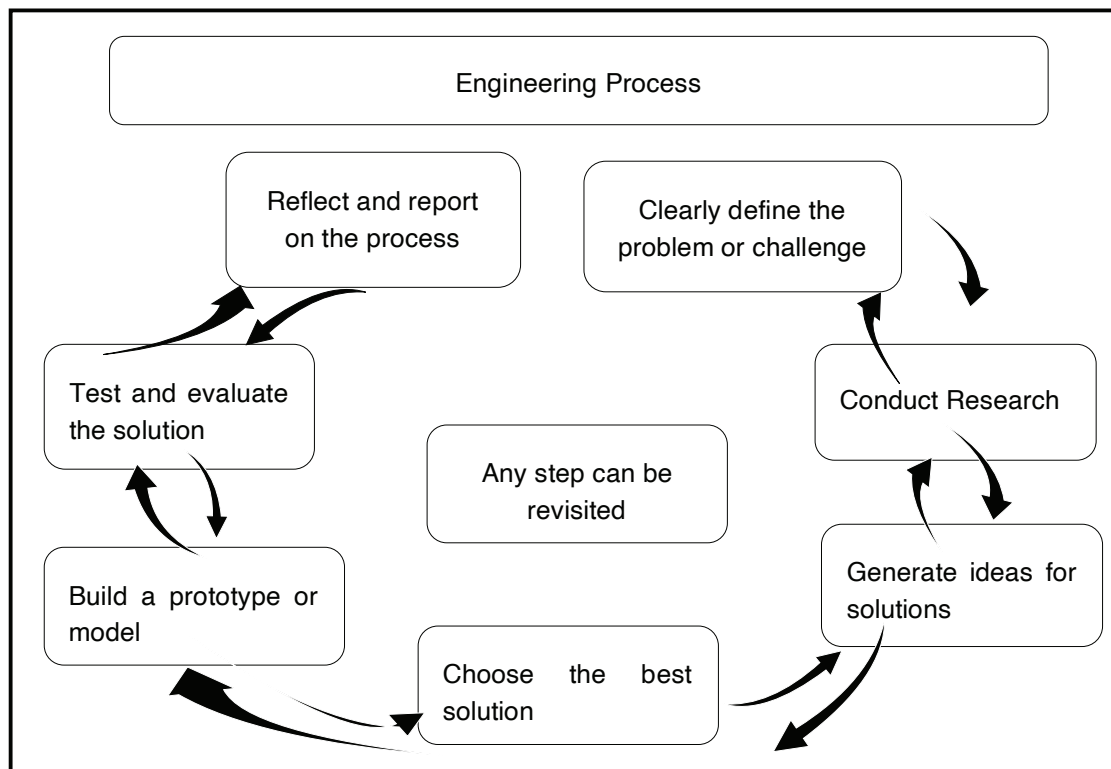
The trial and error method involve trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

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.

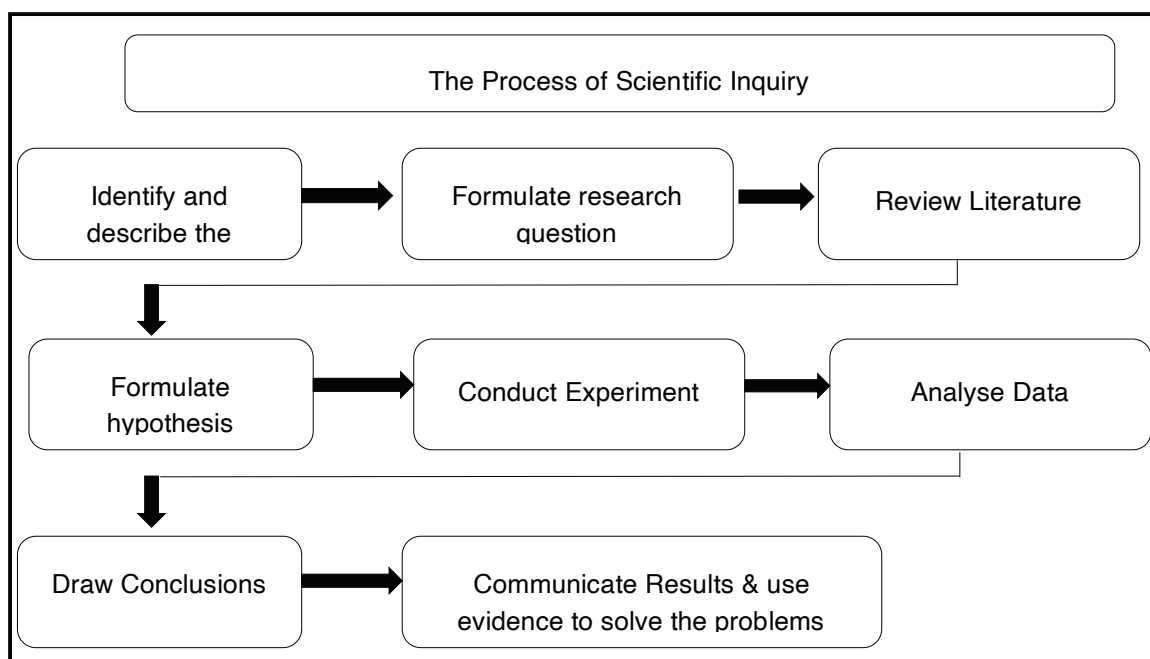


The Scientific Method and Approach to Problem-Solving

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.

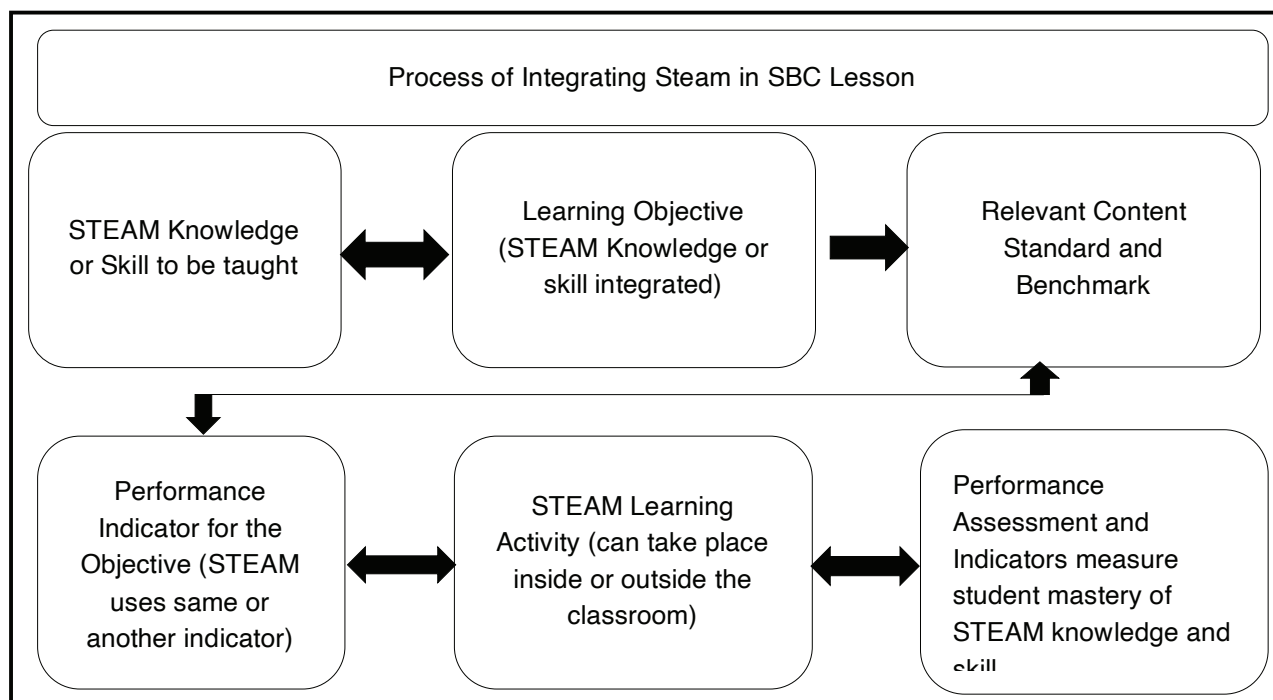
Integration of STEAM problem-solving skills into standards-based lesson plans

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 11 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 11 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).

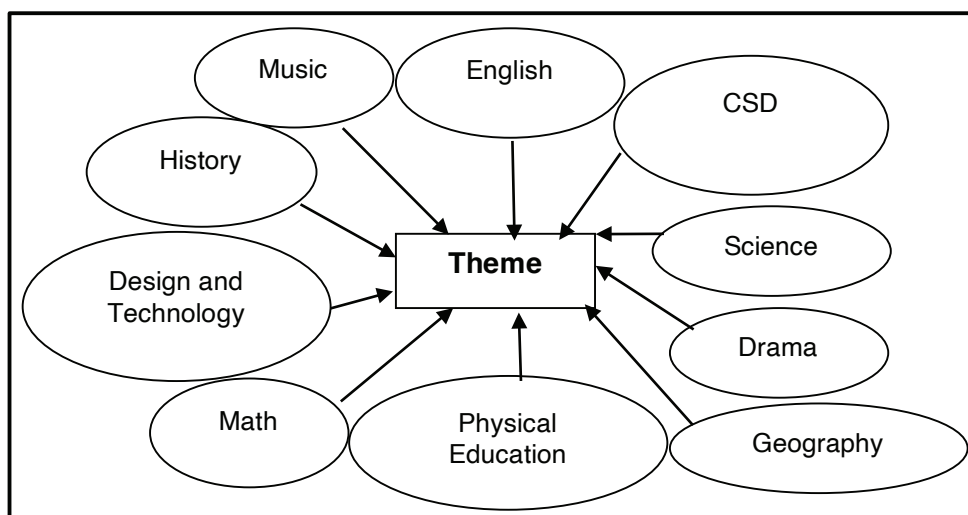
Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration 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.

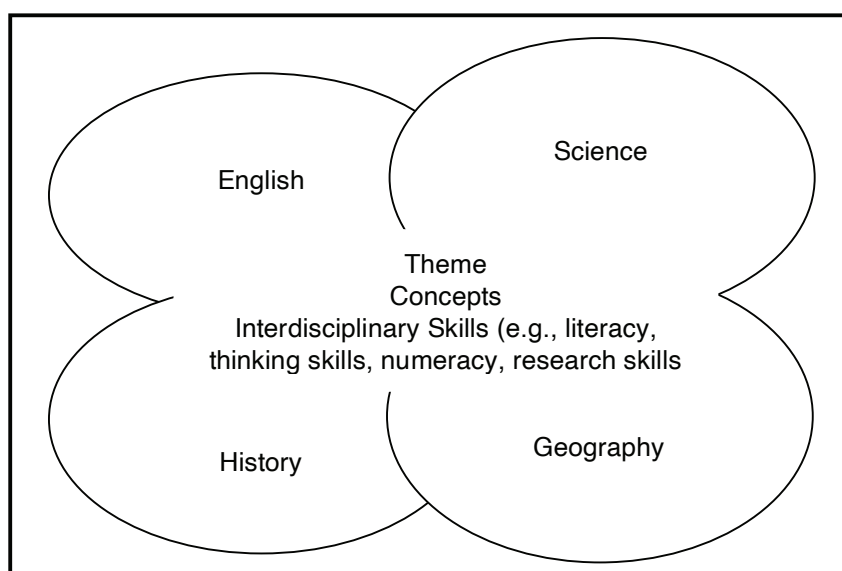


2. Interdisciplinary approach

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.

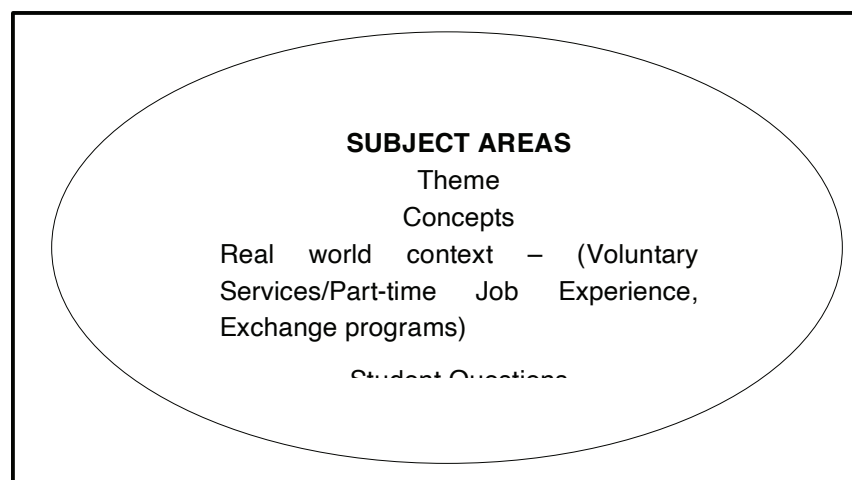
The three steps to planning project based curriculum (Chard 1998).

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 11. 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	One (1)	Values and Character Formation	11.1.1.1: Core Values of Citizenship 11.1.1.2: Purposes of having Core Values in different Contexts 11.1.1.3: Practices and Consequences of National and Global Citizenship Core Values 11.1.1.4: Democratic Citizenship Values and Principles 11.1.2.1: Principle of ‘Government Of, By and For the People’ 11.1.2.2: The Election Process of Democratic Governments 11.1.2.3: Value of the Rule of Law 11.1.2.4: Values of Equality and Participation 11.1.2.5: Constitutional Rights 11.1.3.1: Caring and Uncaring Relationship within the Pacific Countries 11.1.3.2: Caring Relationships between the People of the Pacific 11.1.3.3: Developing and Fostering Healthy Caring Relationships with the Citizens of other Pacific Countries 11.1.3.4: Case Study: Regional Assistance Mission to Solomon Islands (RAMSI) 11.1.4.1: Safe and a Supportive Pacific Culture 11.1.4.2: Fostering Mutual Respect and Interdependence in the Pacific Region 11.1.4.3: Building and Fostering a Safe and a Supportive Regional Culture 11.1.4.4: Practices of the Values of Mutual Respect and Interdependence within the Pacific Region
	Two (2)	Responsible Decision-Making	11.1.5.1: Factors Influencing Decision-making at the National Level through Personal Experiences and Mistakes 11.1.5.2: Responsible Decision-making for Goal Achievement 11.1.5.3: Application of Standards of Behaviour in Decision-making at National Level 11.1.5.4: Safe and Unsafe Decision-making Situations 11.1.5.5: How to Evaluate a Decision

			11.1.6.1: Efficient Use of Time and Resources 11.1.6.2: Obstacles that Hinder Completion of School Tasks 11.1.6.3: Organising and Prioritising School Schedules 11.1.6.4: How Students can address their School needs to achieve their School Goals
			11.1.7.1: Purpose and Impact of Home Activities, Policies and Routines 11.1.7.2: Importance of Personal Roles and Responsibilities at Home
		Problem-Solving and Conflict Management-	11.1.8.1: Self-control and empathy skills 11.1.8.2: Addressing problems 11.1.8.3: Attaining desired outcome from a problem 11.1.8.4: Generating possible solutions to problems 11.1.8.5: Points of view of others in problem-solving 11.1.8.6: Reflections on the solution of a problem
			11.1.9.1: Relational Aggressive Behaviours and/or Bullying 11.1.9.2: Rights of Individuals to a Safe and Nurturing Environment 11.1.9.3: Value of Respect for Others
			11.1.10.1: National and Regional Conflicts 11.1.10.2: Case Study: West Papua Conflict 11.1.10.3: Conflict Resolution in the Pacific Region through Peace Treaties and Other Strategies 11.1.10.4: Ways of Promoting and Fostering Peace in the Region
	Three (3)	Health Behaviours	11.2.1.1: Effects of a Mother's Health on the Foetus 11.2.1.2: Optimal Health for Infants 11.2.1.3: Harmful Effects of certain Substances on the Foetus
			11.2.2.1: Benefits of Community Health Programs 11.2.2.2: Strategies in Addressing a Person's Physical, Social and Emotional Needs and Wants through Effective Communication 11.2.2.3: Sources (Organisations) in the Community that Promote and Prevent Diseases
			11.2.3.1: Impact of Environmental Factors on Community Health 11.2.3.2: Strategies for Combating Negative Environmental Factors on Health of Communities 11.2.3.3: How to Develop Strategies for Aiding the Implementation of a Community Environmental Plan 11.2.3.4: Socioeconomic Status to Avail and Access Health Services 11.2.3.5: Influence of Technology on Health 11.2.3.6: Effects of Mobile Phones, Television and Wireless Technology on Personal Health 11.2.3.7: Mobile Phones for Health Interventions 11.2.3.8: Effect of Nuclear Energy on Personal, Family and Community Health
			11.2.4.1: Media Sources in the Community that Promote Health and Prevent Disease 11.2.4.2: How to Design Health Promotion Materials 11.2.4.3: What is Health Standard? 11.2.4.4: Analysis of a Case Study: COVID-19

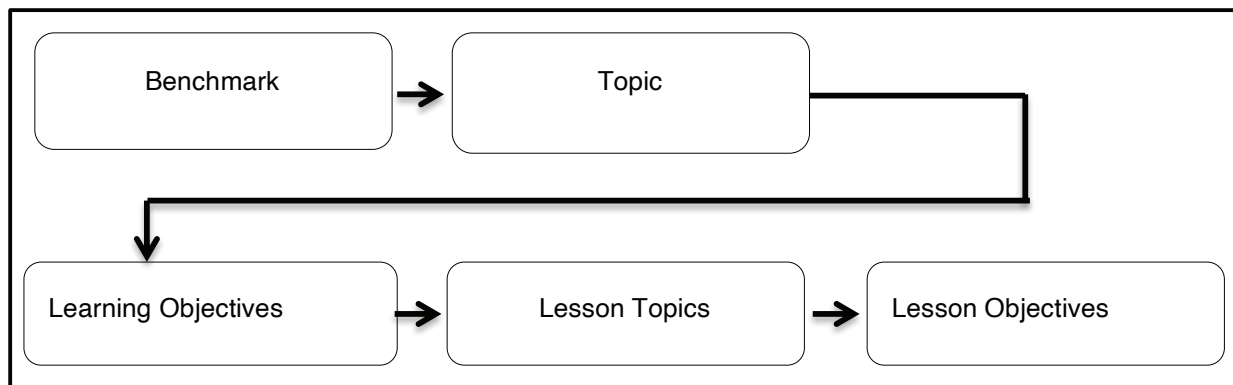
Social Development	Four (4)	Health Decision-making	11.2.5.1: Sources in the Community that Promote Health and Prevent Diseases: Civil Society 11.2.5.2: Leadership Skills for Advocating Health 11.2.5.3: Advocacy and Mobilisation for the Provision of Health Care Facilities and Services 11.2.5.4: How to Lobbying Government, Private Sector, and Development Partners
			11.2.6.1: School Awareness: Drug, Alcohol Abuse and Teenage Pregnancy 11.2.6.2: Community Awareness: HIV/AIDS 11.2.6.3: How to Develop Educational-safety Models 11.2.6.4: Treatment Plans (Strategies) for Drug Addiction 11.2.6.5: The Effects of Alcohol and Drugs on Health Problems
		Interpersonal Relationships and Health	11.2.7.1: Effective Communication Skills for Self, Family and Others 11.2.7.2: Effective Communication for Successful in School and Workplace 11.2.7.3: Detrimental Effects of Inconsideration and Disrespectful Behaviours
			11.2.8.1: Effective Communication Skills for Healthy Relationships 11.2.8.2: Designing and Developing Strategies for Effective Conflict Resolution/Mediation 11.2.8.3: Communication Models for Effective Communication Skills

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	11.1.1.1: Core Values of Citizenship 11.1.1.2: Purposes of having Core Values in different Contexts 11.1.1.3: Practices and Consequences of National and Global Citizenship Core Values 11.1.1.4: Democratic Citizenship Values and Principles
	11.1.2.1: Principle of ' Government Of, By and For the People ' 11.1.2.2: The Election Process of Democratic Governments 11.1.2.3: Value of the Rule of Law 11.1.2.4: Values of Equality and Participation 11.1.2.5: Constitutional Rights
	11.1.3.1: Caring and Uncaring Relationship within the Pacific Countries 11.1.3.2: Caring Relationships between the People of the Pacific 11.1.3.3: Developing and Fostering Healthy Caring Relationships with the Citizens of other Pacific Countries 11.1.3.4: Case Study: Regional Assistance Mission to Solomon Islands (RAMSI)
	11.1.4.1: Safe and a Supportive Pacific Culture 11.1.4.2: Fostering Mutual Respect and Interdependence in the Pacific Region 11.1.4.3: Building and Fostering a Safe and a Supportive Regional Culture 11.1.4.4: Practices of the Values of Mutual Respect and Interdependence within the Pacific Region
Responsible Decision-Making	11.1.5.1: Factors Influencing Decision-making at the National Level through Personal Experiences and Mistakes 11.1.5.2: Responsible Decision-making for Goal Achievement 11.1.5.3: Application of Standards of Behaviour in Decision-making at National Level 11.1.5.4: Safe and Unsafe Decision-making Situations 11.1.5.5: How to Evaluate a Decision
	11.1.6.1: Efficient Use of Time and Resources 11.1.6.2: Obstacles that Hinder Completion of School Tasks 11.1.6.3: Organising and Prioritising School Schedules 11.1.6.4: How Students can address their School needs to achieve their School Goals
	11.1.7.1: Purpose and Impact of Home Activities, Policies and Routines 11.1.7.2: Importance of Personal Roles and Responsibilities at Home

Problem-Solving and Conflict Management	11.1.8.1: Self-control and Empathy Skills to Solve National Problems 11.1.8.2: Solving Problems through Perspective-taking 11.1.8.3: Attaining Desired Outcomes for Problems 11.1.8.4: How to Generate Multiple Possible Solutions to Solve Problems 11.1.8.5: Use of Proper Questioning Techniques in reaching Best Solutions 11.1.8.6: Reflections on the Outcomes of the Solutions
	11.1.9.1: Relational Aggressive Behaviours and/or Bullying 11.1.9.2: Rights of Individuals to a Safe and Nurturing Environment 11.1.9.3: Value of Respect for Others
	11.1.10.1: National and Regional Conflicts 11.1.10.2: Case Study: West Papua Conflict 11.1.10.3: Conflict Resolution in the Pacific Region through Peace Treaties and Other Strategies 11.1.10.4: Ways of Promoting and Fostering Peace in the Region

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 11.1.1.1: Identify and evaluate the core values of citizenship (democracy, respect for and acceptance of authority, equality, freedom of conscience and expression, liberty, tolerance, patriotism, respect for the environment, respect for God).

Topic: Core Values of Citizenship

Essential Questions

- What are the core values of citizenship?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Core values of citizenship - (democracy, respect for and acceptance of authority, equality, freedom of conscience and expression, liberty, tolerance, patriotism, respect for the environment, respect for God).
Skills	Critical Thinking Skills - Use analytical skills of identifying and appraising - Use evaluation skill of evaluating and appraising
Attitude	Responsible, adaptable to change, appreciative
Values	Principal morality, freedom and liberty, equality

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

- Examine the core values of citizenship;
- Appraise the core values of citizenship in societies.

Content Background

What are values?

As studied in the preceding grades values are principles or standards to guide one's actions and attitudes. It is a person's judgment of what is important and beneficial in life. People's values affect their decisions, goals and behaviours and are related to their daily lives. Therefore, values are one of the major forces which shape the behaviours of individuals. It is about the right mode of conduct in different contexts. For example, their behaviours at home, at work and in their social lives.

All people have personal values which relate to development of human personalities such as honesty, loyalty and honour. Their personal values are a central part of, who they are, and who they want to be. When they become more aware of these important factors in their life, they can use them as a guide to make the best choice in any situation. Sometimes, the decisions individuals make are based on what they value most.

Take a look at these situations;

- People who place great importance on *security* in life are likely to seek safety in their immediate environment and also safety and stability in the wider society. They are likely to avoid walking alone at night, look for stable employment, be concerned about the threat of terrorism and be in favor of preserving law and order in society.
- However, those people who place great importance on *excitement and new experiences* will find it difficult to understand the choices of people who place greater importance on security in life and vice versa. They are likely to find it difficult to predict each other's choices, which may lead to misunderstandings, frustration and distrust.

Every society, group and organisation have values that guide them from right and wrong. In order for everyone to act morally, they need to know what good is, care about being good and practice doing good.

What is citizenship?

Citizenship refers to the status of a person recognised under the law as a legal member of an independent state or belonging to a nation. When they have citizenship in a country, they have the right to live there, work, vote, and pay taxes.

Core values

Every society needs to be bound together by common values, so that its members know what to expect of each other. This creates some shared principles by which to manage their differences without resorting to violence. As part of a society, individuals learn values from society within or from the outside.

Given below are some core (fundamental) values that guide individuals from right and wrong.

Value	Meaning
Trustworthiness	Trustworthiness concerns a variety of behavioural qualities; honesty, integrity, reliability and loyalty.
Respect	Respect is about honouring the essential worth and dignity of all people, including oneself. People are morally obligated to treat everyone with respect, regardless of who they are and what they have done. They have a responsibility to be the best they can be in all situations, even when dealing with unpleasant people.
Responsibility	Life is full of choices. Being responsible means being in charge of their choices and therefore their lives. It means being accountable for what they do and who they are. It also means recognising that what they do, and what they do not do, matters.
Fairness	Fairness usually refers to a range of morally justifiable outcomes rather than discovery of one fair answer.
Caring	Caring is the heart of ethics. It is scarcely possible to be truly ethical and not genuinely concerned with the welfare of others. That is because ethics is ultimately about one's responsibility toward other people.
Citizenship	The concept of citizenship includes how people ought to behave as part of a community. Good citizen knows the laws and obeys them - but they also volunteer and stay informed on the issues of the day.

Values of citizenship

As a citizen of a nation, every individual is expected to have certain values that reflect what is centrally important to the country, and the citizens. These values are integrated into the country's plans, policies and activities affecting all aspects of what it undertakes.

The following values are enshrined in PNG's plans, policies and activities;

- *Civic education*: Information is essential to the development of an informed, effective, and responsible citizenry. People must foster efforts to effectively educate citizens of all ages in civic history, contemporary civics, and civic responsibility.
- *Collaboration*: People must actively seek to collaborate with members of the community and with other organisations that share their mission and values. Leveraging (pull together) their community partners helps them reach new audiences and impact more lives.
- *Communication*: Free speech and the expression of the collective will of the people are vital to a democracy. They must work to provide their elected officials with timely and valuable citizen input as well as fostering direct communication among citizens and between citizens and their elected officials.
- *Civic engagement*: Citizen involvement is vital to PNG's democracy, making citizens more capable of the important, ongoing work of guiding PNG's democratic government. They must work to facilitate civic engagement, including the development of participatory civic skills.
- *Ethics*: Integrity and commitment to ethical behaviour are vital to good government and public service. People must ascribe to and promote efforts and activities aimed at achieving and maintaining the highest ethical standards in government.
- *Issue information & knowledge*: For citizenship to thrive, members of the public must have access to factual, unbiased information about issues, candidates and elected officials, as well as fair and open spaces for discussion and the exchange of opinion. People must provide these resources across a range of platforms and are vigorously nonpartisan (unbiased).
- *Informed voting*: An informed electorate is essential to a healthy democracy. People must broadly educate voters about candidates and issues, supporting efforts to enhance voter education and increase voter participation.
- *Respect*: Good citizenship requires approaching all people and their perspectives with consideration and courtesy. People must promote respectful dialog among citizens and between citizens and elected officials.
- *Transparency*: All citizens have a fundamental right to transparency in the operation and conduct of their government. They must work to ensure that their elected officials are transparent in their actions, issue positions, beliefs and voting records.

Values are there to help people live their lives and organise their societies. So, people need mechanisms of cooperation strong enough to insist on values, but flexible enough to help people realise those values in ways that they can actually apply in their specific circumstances.

How can one use these core values to positively foster social relationship within their community?

Individuals instilled with these core values care for and value their lives. They appreciate others around them and perceive all people as important with potentials to build up a society. These core values promote and encourage greater cooperation and collaboration for prosperity. For instance, one is able to acquire the attitude of volunteerism where they feel obliged to help others who are in need.

Performance Assessment: Teachers are to set activity where students are required to work in groups to identify and discuss the impacts of core values of citizenship in a society.

Suggested Resources

- Citizens Count. (n.d). *Core Values / Citizens Count*. Retrieved March 19, 2021, from <https://www.citizenscount.org/core values>.
- 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.

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, behaviours and character.

Benchmark 11.1.1.2: Reflect on the purposes of having core values in different contexts (national, global, cultural, and ideological).

Topic: Purposes of having Core Values in different Contexts

Essential Questions

- What is the purpose of having core values in different contexts?
- How can upholding these core values by individuals build positive social relations with those around them?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Purpose of having core values in different contexts
Skills	Critical Thinking Skills - Use analytical skill of reflecting
Attitude	Responsible, adaptable to change, appreciative
Values	Principal morality, freedom and liberty, equality, betterment of human kind

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

- Analyse the purpose of having core values in different contexts;
- Demonstrate these core values to promote positive relations with those around them.

Content Background

Purpose of having core values in different contexts

Values are important because they guide people's beliefs, attitudes and behaviours. Their values reflect what is important in life. Their values form the basis of their judgments about what is desirable, beautiful, proper, correct, important, worthwhile and good as well as what is undesirable, ugly, incorrect, improper and bad. Regardless of where people are that being the context, they must uphold values that are positive and will promote and foster peace, harmony and prosperity for all.

According to Indian sociologist Mukherjee, by their nature, all human relations and behaviours are embedded in values. Therefore, values;

- are the foundations for understanding the level of motivation.
- influence people's perception.
- help to understand what ought to be or what ought not to be.
- contain interpretations of right or wrong.
- imply that certain behaviours on outcomes are preferred over others

- build up societies and integrate social relations. These allows the members of a community to interact harmoniously and make it easy to reach goals that would be impossible to achieve individually.
- are goals set for achievements, and they motivate, define and colour all activities in terms of cognitive, affective and connective sense.
- are the guideposts of people's lives, and they direct them to who they want to be.
- can not only guide but inspire and motivate a person.

Values help to guide people's behaviours. It decides on what they think as to what is right, wrong, good, or unjust.

How can upholding of these core values by individuals build positive social relations with those around them?

When people begin to understand the importance of core values they are able to accept and appreciate the people around them. Not everyone should be perceived as having the same attitude or behaving the same. For cooperation and mutuality to prevail there must greater collaboration and understanding among people of varied walks of life to allow for peace, harmony and prosperity.

Performance Assessment: Teachers to set assessment where students are required to observe a member of their class, family or community and write a short report of how these behaviors demonstrated is related to the values of their society.

Suggested Resources

- Mukerjee. R. (1960). VALUES AS DIRECTIVES OF HUMAN EVOLUTION: A BIO-PHILOSOPHY OF MAN. Vol.46, No2, pp.166-177 (17pages). Franz Steiner Verlag. Retrieved March 19, 2021, from <https://www.jstor.org/stable/23678042>.
- 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.
- Schoenlaub, N. (2015, September 29) *Core Values - Why are they so important to your company?* Retrieved November 15, 2020, from <https://www.linkedin.com/pulse/core-values-why-so>.
- The Values Project. (2017). *Why are values important?* Retrieved March 19, 2021, from <https://www.thevaluesproject.com/blog/>.

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 11.1.1.3: Examine how national and global citizenship core values have been practiced or could be practiced and the consequences.

Topic: Practices and Consequences of National and Global Citizenship Core Values

Essential Questions

- How do we apply citizenship core values?
- What are the consequences of practicing core values of citizenship?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Practices and consequences of national and global citizenship core values.
Skills	Critical Thinking Skill - Use analytical skill of examining Creative Thinking Skill - Use synthetical skill of predicting
Attitude	Responsible, adaptable to change, appreciative
Values	Solidarity, freedom and liberty, equality, betterment of human kind

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

- Examine how national citizenship core values are practiced;
- Predict the possible consequences of these core values in the national and regional scene;
- Evaluate the consequences of how the national and global citizenship values are practiced;
- Research and identify situations/events in PNG/other countries where the core values of citizenship are/were ignored.

Content Background

This topic presents information mainly on the national citizenship core values. When abiding citizens of various nations work together they in fact are supporting the world's stand for good global citizenship. For instance, if a country is party to the United Nations (UN) and ratifies and upholds Charters (agreement) such as Universal Declaration on Human Rights than they are already promoting good global citizens helping to make the world a better place to live in. Students can carry out a research on global citizenship for their assessed task.

Core values of national citizenship

Good citizens are those who are actively involved in helping their community and encourage betterment of their fellow citizens. They take pride in where they live and strive to make it a better place. 'Are you a good citizen of PNG? Are you proud of where you live and what you do? What can

you do to make your surrounding a better place to live in?' With a little thought and effort, these sorts of intriguing questions can help motivate one to be a good citizen of PNG.

What can one do to be a good citizen?

There are thousands of things that can be done to be a good citizen. Listed below are few.

- Have faith in GOD: Fearing God and living according to his will.
- Respect for life: Recognise the value of human life and human dignity of every person.
- Respect the human rights of one another and comply with their duties and responsibilities.
- Engage in civic activities;
 - Organise groups (youths) to clean-up in their village, schools, church, local community and town.
 - Taking care of roads, bridges, and other state properties in the local community.
- Volunteer to participate in carrying out awareness on issues affecting the local community, nation as well as globally; For instance;
 - Climate change
 - Health hazards
- Promote common good: Put the welfare of the greater number of people over their own.

Consequences of promoting national core values

According to the website www.coe (2020), citizenship and participation are very important components of every individual's survival in a county or nation. It states that everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. (*UDHR, article 27*)

From its findings, it affirms that Article 15 of the Universal Declaration of Human Rights recognises the right to a nationality, a right to change one's nationality, and the right not to be deprived of nationality. The right to a nationality is confirmed in many other international instruments, including the European Convention on Nationality of the Council of Europe 1997. In the context of international norms, "nationality" and "citizenship" are usually used synonymously. This is true also for the Convention as underlined in its Explanatory Report nationality "...refers to a specific legal relationship between an individual and a State which is recognised by that State. ...with regard to the effects of the Convention, the terms "nationality" and "citizenship" are synonymous".

The right to a nationality is extremely important because of its implications on the daily lives of individuals in every country. Being a recognised citizen of a country has many legal benefits, which may include – depending on the country – the rights to vote, to hold public office, to social security, to health services, to public education, to permanent residency, to own land, or to engage in employment, amongst others.

Although each country can determine who its nationals and citizens are, and what rights and obligations they have, international human rights instruments pose some limitations on state sovereignty over citizenship regulation. Specifically, the universal human rights principle of non-discrimination and the principle that statelessness should avoid constrain state discretion on citizenship.

Participation in political and cultural life, is a fundamental human right recognised in a number of international human rights treaties, starting with Universal Declaration of Human Rights, which provides for the right to participate in government and free elections, the right to participate in the cultural life of the community, the right to peaceful assembly and association, and the right to join trade unions. Participation is also a core principle of human rights and is also a condition for effective democratic citizenship for all people.

Participation is one of the guiding principles of the Convention on the Rights of the Child. This treaty says that children (all people below the age of eighteen years) have the right to have their voice heard when adults are making decisions that affect them, and their views should be given due weight in accordance with the child's age and maturity. They have the right to express themselves freely and to receive and share information. The Convention recognises the potential of children to influence decision-making relevant to them, to share views and, thus, to participate as citizens and actors of change.

Without the full spectrum of human rights, participation becomes difficult if not impossible to access. Poor health, low levels of education, restrictions on freedom of expression, poverty, and so forth, all impact people's ability to take part in the processes and structures which affect people and their rights. Equally, without participation, many human rights are difficult to access. It is participation through which they can build a society based on human rights, develop social cohesion, make their voice heard to influence decision makers, achieve change, and eventually be the subject and not the object of their own lives.

Moreover, knowledge about simple moral values enables people to contribute actively and meaningfully in the betterment of their country and also to empower them to get even better and be beneficial to others around them.

If the people of PNG want to see change in their country, every citizen is responsible. The change has to be within oneself first, meaning a change in an individual's attitude, behaviour and mindset. When everyone lives by the good citizenship values, then Papua New Guinean's can all make Papua New Guinea a better place to live. The core values of unity, truth, justice, freedom, love, equality, peace and order will prevail and be sustained in their local communities, provinces and the nation.

Performance Assessment: Teachers can set assessment where students are required to conduct a research and write an essay on global citizenship values, its importance and impacts.

Suggested Resources

- Council of Europe. (2002). *Compass: Manual for Human Rights Education with Young people*. Retrieved March 22, 2021, from <https://www.coe.int/en/web/compass/citizenship-and-participation>.
- 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.
- Wikihow. (2020). *How to be a good citizen?* Retrieved March 22, 2021, from <https://www.wikihow.life>.
- Word press. (2020). *Good citizenship values*. Retrieved March 22, 2021, from <https://acomsocchange.wordpress.com>.

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 11.1.1.4: Analyse democratic citizenship principles and values and describe the outcomes.

Topic: Democratic Citizenship Values and Principles

Essential Questions

- What are the democratic citizenship principles and values?
- How can one use democratic citizenship principles and values to foster healthy relationship within one's community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Democratic citizenship principles and values
Skills	Critical Thinking Skills - Use analytical skill of analysing and differentiating Creative Thinking Skills - Use synthetical skill of hypothesis
Attitude	Responsible, adaptable to change, appreciative
Values	Solidarity, freedom and liberty, equality, patriotism

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

- Examine democratic citizenship principles and values;
- Differentiate democratic citizenship values with other alternative values;
- Discuss the consequences of the application of democratic and alternative values;
- Research and make a collection of national and global events that violated the democratic citizenship values.
- Suggest strategies to improve/minimise the violation of democratic citizenship values.

Content Background

Democracy is a type of government system where leaders are chosen by the people through the election process by voting. In democracy, people are allowed to participate in creation of laws and to take part in the decisions that affect the way their community operates. Papua New Guinea has a democratic system of government where leaders are elected by the people.

Democracy has certain principles and values that distinguishes it from other forms of government. These principles and values unite all citizens in a country.

The foundation of democracy is built upon the principles of;

- *The rule of law*: The people and the government must obey the laws.
- *Separation of power*: The executive, legislative and the judicial branches of government should be separate institutions and no one branch has all the power.
- *Representative government*: People have the right to elect others to represent them in the government.
- *Checks and balances*: The powers of the three branches of government should be balanced. None of these branches should be dominating. Each branch should have the power to check the actions of the other branch.
- *Individual rights*: Each individual has the fundamental right to life, liberty, freedom and pursuit of happiness.
- *Freedom of religion*: The right to practice any or no religion without persecution by the government.

Core democratic values are fundamental beliefs about the purpose of government within a society and the goals expected for the government to achieve. Below is a table of core values of democracy.

Core Value	Meaning
Common good	Working together for the welfare of the community or the benefit of all.
Diversity	Tolerance and strengthen the different cultures, religion and race.
Equality	Everyone has the right to the same treatment regardless of race, sex, religion, heritage or economic status.
Justice	All people should be treated fairly in the benefits and the obligations of the society. There should be no favouritism.
Liberty	Freedom
Patriotism	Being loyal and devoted to their country and the values. Love for their country and can do anything for the betterment of the country.
Pursuit of happiness	Citizens have the right to attain happiness in their own ways as long as they do not interfere with the rights of other citizens.
Truth	The government as well as the citizens should not lie to each other. Government must be truthful to the people and disclose important information to its people and being transparent in its operations.

Reflect on Papua New Guinea's government. Does it capture the principles and values of democracy?

Do the people of Papua New Guinea display these values in their daily activities? Are you a patriotic citizen of Papua New Guinea? Each and every one of us is challenged and we have a huge responsibility to play to make Papua New Guinea a true democratic nation.

Performance Assessment: Teachers can set assessment where students are required to investigate through reading and write a short report of how PNG became a democratic nation.

Suggested Resources

- Association for Citizenship Teaching. (2020) *Democracy in Citizenship*. Retrieved March 19, 2021, from <https://www.teachingcitizenship.org.uk>.
- Democratic Core Values. (2020). Retrieved March 19, 2021, from <https://www.ushistory.org>.
- Michigan History Studies. (nd). *Core Democratic Values*. Retrieved March 19, 2021, from <https://www.michigan.history.org>.
- Schoeman, S. (nd). *A blueprint for democratic citizenship education*. Retrieved March 19, 2021, from <https://files.eric.ed.gov/fulltext/EJ1150387.pdf>.

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 11.1.2.1: Analyse the principle of ‘government of, by, and for the people’ in terms of its validity.

Topic: Principle of ‘Government Of, By and For the People’

Essential Questions

- What is the meaning of ‘government of, by and for the people’?
- How can we use these democratic principles to foster healthy community ideas?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Principle of government of, by and for the people in terms of validity
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitude	Critical, responsible
Values	Rule of law, safe and peaceful communities

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

- Analysis and explain the principle of government of, by and for the people.

Content Background

‘Government of the people, by the people and for the people’, is a quote from Abraham Lincoln’s Gettysburg Address, when he was the President of America.

The purpose of this principle was to encourage the people of America to help strengthen America’s democracy.

- Government of the people refers to the government’s composition. The government is actually made up of representatives of the people of America.
- Government by the people refers to, who chooses the people who make up the government. It is the citizens of America that choose people who make up the government.
- Government for the people simply means that, the government of America is for the people of America.

This is a fundamental principle of democracy. In a democratic system of government, all people help shape the government. Therefore, the government in a democratic nation is of the people, by the people and for the people.

Papua New Guinea is no exception; it is a democratic nation because we choose our representatives through the election process. It is our responsibility to strengthen our democracy. Every citizen has responsibilities to perform to make Papua New Guinea a better place to live. Our government is made

up of the people of Papua New Guinea, it is the citizens who have chosen those who make up the government and it is the government for the people of Papua New Guinea. Therefore, the fundamental purpose of the government is to serve the people of Papua New Guinea, while as citizens, we must be patriotic and participate actively in activities that will strengthen our democracy.

Are you being patriotic about Papua New Guinea? Does the government of Papua New Guinea reflect the principle of, *government of the people, by the people and for the people of Papua New Guinea*?

Performance Assessment: CSD and or CCVE and or Social teachers can set assessment where students are required to conduct a research and present a report on the principles of democracy and how these principles have impacted the development of PNG socially leading to peace and harmony.

Suggested Resources

- English Stack Exchange. (2020). *Government of, by and for the people*. Retrieved March 22, 2021, from <https://english.stack.exchange.com>.
- Wikipedia. (2020). *Democracy*. Retrieved March 22, 2021, from <https://en.wikipedia.org/wiki/Democracy>.
- Wikipedia. (2020). *Gettysburg Address*. Retrieved March 22, 2021, from https://en.wikipedia.org/wiki/Gettysburg_Address.

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 11.1.2.2: Research the election process of democratic governments and ascertain if it is fair and free.

Topic: The Election Process of Democratic Governments

Essential Questions

- What is the basis of the election process of democratic government?
- Why are elections important?
- How are elections conducted in democratic governments (PNG)?
- Which core values in citizenship are expected to be displayed in the election process in PNG?
- Do citizens display the expected core values in the election process?
- How do we address the issue of corruption in the election process in PNG?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The election process of democratic governments
Skills	Critical Thinking Skills - Use analytical skill of researching and investigating
Attitude	Critical, responsible, participatory
Values	Rule of law, safe and peaceful communities

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

- Investigate the basis of the election process of democratic governments;
- Explain the importance of the electoral process;
- Ascertain if the election process is 'free' and 'fair';
- Design and develop strategies to address and minimise corrupt practices in the election process in PNG.

Content Background

Election is a formal decision-making process by which people choose individuals to hold public offices. It is important for any democratic nation to conduct free and fair elections. Elections in democratic nations must reflect the free expression of the will of the people, transparent, inclusive and there must be equal opportunities for competition. It is through election that determines the quality of a country's governance, that is, the country can either advance or set back its long-term developments.

Why are elections important?

- Elections give the opportunity to the citizens to participate in the democratic process.
- Electorates choose their political leaders through the electoral process.
- The electoral process provides basis for the selection of the government that is accountable to the electorate.
- The electoral process, through the choice of members of Parliament and councilors, ensure the availability of representatives for the people, of the people and by the people.
- The electoral process makes sure that the people who are chosen have the responsibility to support the views of the people they represent and have the legitimate to represent them.
- The electoral process gives the opportunity to the electorates to choose the political party that has the policies that will benefit them.

The electoral process in PNG

In Papua New Guinea, the national elections are conducted every five years. The Electoral Commission is the national institution responsible for elections in Papua New Guinea. It is an independent office established by the Constitution of Papua New Guinea to plan, conduct and manage elections. The Commission has a timeline fixed for the election period. The time line begins with the issuance of writs and nomination of candidates, campaigning period and polling, scrutinising and counting, declarations and the return of writs. It then proceeds to the National Parliament in Port Moresby where, the Speaker of the National Parliament and the Prime Minister are appointed and sworn in by the Governor General of Papua New Guinea. This is a brief outline of the election process in Papua New Guinea.

As mentioned in the introduction, elections in democratic nations require the democratic values to be applied. For instance, during elections, voters should have the freedom to vote for individuals at their own will rather than being bribed and threatened to vote against their will. There should be respect for the rule of law by the citizens as well as the appointed leaders, transparency should be practised when counting the ballot papers and integrity must prevail all through the election period.

As pointed out by Transparency International - PNG, Inc., (2017), the 2017 national election displayed lack of transparency and adherence to proper democratic election processes. There were issues such as, double declarations, questionable declarations and tribal fights during the election period. This shows violation of the democratic processes.

How can citizens of Papua New Guinea address these issues during elections? What can you as an individual who is patriotic about your country help to address these issues? It is up to an individual to start with oneself by practising the good citizenship values so that others can see you as a role model and improve their attitudes, behaviours and practises. Together, we can strengthen democracy and live by its values and principles.

Always remember that; **free** and **fair** elections are the foundation of every healthy democracy, ensuring that government authority drives from the will of the people.

Performance Assessment: Teachers can set an assessment that will require students to do a research case study of a Member of Parliament from their community. Outline what they think about how this person was elected. In their research, they can highlight the principles of democracy which they think were either followed of abused to get into the political office. They can work in groups and do an oral presentation to the class.

Suggested Resources

- Hussain, M. S. (2017). *The role of elections in strengthening democracy principles and values*. The daily star national. Retrieved March 22, 2021, from https://agora_parl.org.
- Transparency International (PNG) Inc. (2017). *2017 National Election*. Retrieved March 22, 2021, from <https://www.transparency.png.org>.
- Transparency International Zambia. (2015). *Importance of elections*. Retrieved March 22, 2021, from <https://m.facebook.com>.
- Unimel.com. (1975, September 16). *The Constitution*. Retrieved March 22, 2021, from <https://unimelb.libguides.com/c.php?g=926005&p=6688728>
- Wojtasik, W. (2013). *Functions of elections in democratic systems*. University of Silesia. Retrieved March 22, 2021, from <https://www.researchgate.net>.

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 11.1.2.3: Evaluate the value of rule of law, how it is applied, and its consequences.

Topic: Value of the Rule of Law

Essential Questions

- What is the value of rule of law?
- Why is the value of rule of law important in society?
- What are the consequences of lacking the value of rule of law in societies (PNG)?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Value of the rule of law
Skills	Critical Thinking Skills - Use evaluation skill of evaluating
Attitude	Critical, responsible, participatory
Values	Rule of law, safe and peaceful communities, freedom

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

- Examine the value of rule of law;
- Describe the importance of the value of rule of law;
- Assess the consequences of lacking the values of rule of law.

Content Background

What is rule of law?

The rule of law is a durable system of laws, institutions, norms, and community commitment that delivers:

- **Accountability**

The government as well as private actors are accountable under the law.

- **Just Laws**

The laws are clear, publicised, and stable; are applied evenly; and protect fundamental rights, including the security of persons and contract, property, and human rights.

- **Open Government**

The processes by which the laws are enacted, administered, and enforced are accessible, fair, and efficient.

- **Accessible Justice**

Justice is delivered timely by competent, ethical, and independent representatives and neutrals who are accessible, have adequate resources, and reflect the makeup of the communities they serve.

‘Rule of law’ is a fundamental principle in democracy. Rule of law maintains order in society. It is the extent to which agents have confidence in and abide by the rules of society.

Imagine a society without rules and laws. It will be chaotic and everyone will be doing whatever they wish to do legally or illegally as long as it satisfies their needs and wants. There will be disorder, disrespect, inequality and injustice in the society.

Therefore, the rule of law is a code of conduct and way of life. The democratic rule of law plays an important role in guiding the value choice and value judgement by individual citizens. The rule of law checks the abuse of power by authorities. It empowers individuals with rights which cannot easily be taken away.

Components of the rule of law

1. The state is subject to law.
2. The government should respect the rights of individuals under the rule of law and provide effective means for their enforcement.

It is very important for all citizens of Papua New Guinea to know and understand the basics of the rule of law. Being aware of these laws enables individuals to protect themselves.

Performance Assessment: Teachers can set assessment where students are required to conduct research on the laws of PNG. They can visit the court house or the nearest police station or office dealing with the laws of PNG and find out about the laws.

Suggested Resources

- Hussain, M. S. (2017). *The role of elections in strengthening democracy principles and values*. The daily star national. Retrieved March 22, 2021, from https://agora_parl.org.
- Pacific Islands Legal Information Institute. (n.d). *Papua New Guinea Papua New Guinea Consolidated Legislation*. Retrieved on 21 September, 2021 from http://www.pacilii.org/pg/legis/consol_act/cotisopng534/.
- Transparency International Zambia. (2015). *Importance of elections*. Retrieved March 22, 2021, from <https://m.facebook.com>.
- Transparency International (PNG) In. (2017). *2017 national election*. Retrieved March 22, 2021, from <https://www.transparency.png.org>.
- United Nations (nd). *What is the Rule of Law?* Retrieved on 21 September, 2021 from <https://www.un.org/ruleoflaw/what-is-the-rule-of-law/>.
- Wojtasik, W. (2013). *Functions of elections in democratic systems*. University of Silesia. Retrieved March 22, 2021, from <https://www.researchgate.net>.

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 11.1.2.4: Analyse the values of equality and participation, how they are applied, and their consequences.

Topic: Values of Equality and Participation

Essential Questions

- What is the value of equality and participation?
- Why are the values of equality and participation important?
- How do Papua New Guineans embrace the values of equality and participation and what are some of its consequences?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Values of equality and participation
Skills	Critical Thinking Skills - Use analytical skill of analysing and discussing Creative Thinking Skills - Use creative skill of modelling - Use synthetical skill of discussing
Attitude	Critical, responsible, participatory
Values	Rule of law, safe and peaceful communities, equality

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

- Examine the values of equality and participation;
- Assess the application of the values of equality and participation in PNG;
- Assess the consequences of embracing the values of equality and participation in PNG;
- Research and create a collection of events which depict the application of the values of equality and participation.

Content Background

Equality and Participation

'We declare our second goal to be for all citizens to have an equal opportunity to participate in and benefit from the development of our country'. (PNG Constitution)

The values of equality and participation are enshrined in the Constitution of Papua New Guinea. Equality means giving equal opportunities to citizens to take part in all activities, equal distribution of the basic services in all parts of Papua New Guinea, equal participation by women in decision – making in all aspects and to have equal access to legal processes of the country. Participation

requires every citizen to participate in elections, in the development process, as well as cultural, social and economic activities.

It is important for citizens to participate in certain activities because it encourages them to have meaningful input into the decision-making process and provides the opportunity for communication between agencies and the public.

Looking at what is happening around us; do we really value equality and participation in PNG? For instance, is there a woman representing her electorate in the government of the day? Papua New Guineans have a big challenge ahead to embrace and practise the values of equality and participation in the democratic processes as well as our personal lives socially, culturally and economically.

Equality and participation promote respect and ensure people are valued and have the same access to all opportunities regardless of their differences. It also provides equal opportunity to make the most of their lives and talents. No one should have poor quality of life because of the way they were born, where they come from, what they believe or their disabilities.

Performance Assessment: Teachers can set an assessment that will require students to research on the different constitutional rights that they have as citizens and examine different contexts where these rights were used to benefit people and report to the class of their experiences concerning these constitutional rights.

Suggested Resources

- Pacific Islands Legal Information Institute. (n.d). *Papua New Guinea Papua New Guinea Consolidated Legislation*. Retrieved on 21 September, 2021 from http://www.paclii.org/pg/legis/consol_act/cotisopng534/.
- Roldan A.M. (2018, JUNE 1). *Equality and participation- Distribution of Outcomes in Participatory Processes for Managing Natural Resources*. Stockholm University. Stockholm. Retrieved March 22, 2021, from <http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-155199>.
- Workplace Equality and Respect. (2020). *What is Workplace Equality and Respect?* Retrieved on 21 September, 2021 from <https://workplace.ourwatch.org.au/what-is-workplace-equality-respect>.

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 11.1.2.5: Critique the Constitutional rights described in the Papua New Guinea national Constitution in terms of their expression in citizens' attitudes, thinking, behaviour and its application in law, practice, and actions.

Topic: Constitutional Rights

Essential Questions

- What are the Constitutional Rights of Papua New Guineans?
- How do Constitutional rights express citizens' attitudes, thinking and behavior?
- How do Papua New Guineans apply the Constitutional Rights in different contexts?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Constitutional Rights
Skills	Critical Thinking Skills Use analytical skill of critiquing
Attitude	Critical, responsible, open-minded
Values	Rule of law, freedom and liberty, equality

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

- Examine the Constitutional Rights in Papua New Guinea's National Constitution;
- Analyse the application of the Constitutional Rights in different contexts;
- Critique the constitutional rights.

Content Background

The **law of Papua New Guinea** consists of the Constitution, ordinary statutes enacted by Parliament or adopted at independence from overseas (together with their pendant (suspended) regulations and judge-made law.

The Constitution contains a selected number of human rights:

- the right to life, liberty and security of person and protection of the law
- the right to take part in political activities
- freedom from inhuman treatment and forced labour
- freedom of conscience, expression, information, assembly and association
- freedom of employment and movement
- the right to privacy and property

During the period of self-government from 1973-75 at the time when the Constitution was drafted and arrangements for full sovereignty were made, it was contemplated that as with most former colonies and trust territories in the British Commonwealth, Papua New Guinea would wish to have its own

indigenous head of state, and the Constitution specifically refers to the "Head of State" rather than to the Queen. In the event, PNG chose to retain the monarchy and there have been no serious moves to alter that arrangement. In practice, the governor-general, chosen by free vote of sitting members of parliament, functions as a de-facto non-executive president. Criminal proceedings are brought in the name of "The State" rather than "The Queen" or "R."; the Queen's effigy does not appear on banknotes or coins; apart from a few institutions having royal warrant, such as the Royal Papua New Guinea Constabulary and the Royal Papua Yacht Club, the formal link with the monarchy is largely invisible, and there is little general awareness of it.

Students should be aware of these basic rights and so know that they are protected by the laws of this land. Suppose they find themselves in situations where their rights are comprised, they know they are protected. (wikipedia.org.2021)

Performance Assessment: Teachers can set an assessment that will require students to research on the different constitutional rights that they have as citizens and examine different contexts where these rights were either abused or used to someone's benefits and share their experiences through oral discussions.

Suggested Resources

- Pacific Islands Legal Information Institute. (n.d). *Papua New Guinea Papua New Guinea Consolidated Legislation*. Retrieved on 21 September, 2021 from http://www.paclii.org/pg/legis/consol_act/cotisopng534/.
- Wikipedia. (2020). *Freedom*. Retrieved on 21 September, 2021 from <https://en.wikipedia.org/wiki/Freedom>.
- Wikipedia. (2021). *Law of Papua New Guinea*. Wikimedia Media Foundation, Inc; Washington. USA. Retrieved March 22, 2021, from https://en.wikipedia.org/wiki/Law_of_Papua_New_Guinea.

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 11.1.3.1: Evaluate the characteristics of caring and uncaring relationships with Pacific countries.

Topic: Caring and Uncaring Relationship within the Pacific Countries

Essential Questions

- What are the characteristics of a caring relationship?
- What are the characteristics of an uncaring relationship?
- What are the impacts of practicing a caring and uncaring relationship?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Characteristics of caring and uncaring relationships with Pacific countries.
Skills	Critical Thinking Skills - Use analytical skill of examining - Use evaluation skill of evaluating
Attitudes	Care and concern, empathy, positive
Values	Solidarity, interdependence, trust

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

- Identify and explain characteristics of a caring and uncaring relationship;
- Discuss the perceived effect of the uncaring behaviour in a relationship;
- Debate the status of the relationship of countries within the Pacific.

Content Background

What are caring and uncaring relationships?

Caring relationship gives rise to behaviours that show actions concerned with the well-being of others, such as sensitivity, comforting, attentive listening, honesty, and nonjudgmental acceptance. On the other hand, in an uncaring relationship the behaviour shows a person showing no concern and has no regard for others such as; discernment, hate, disrespectful, deceiving and so forth.

What are the characteristics of a caring (positive) and an uncaring (negative) relationship?

The characteristics of a caring or a positive relationship are;

- mutual respect,
- trust,
- honesty,
- compromise,
- individuality,
- good communication,
- anger control, and
- fighting fair.

The characteristics of an uncaring relationship are;

- emotional & physical abuse,
- threats,
- guilt,
- intimidation,
- damage to physical property,
- inequality,
- lack of fairness, and
- lack of respect or control.

Humans all need equal and respectful relationships in their lives. Relationships should be balanced so that no-one feels like they are being put down or abused. Each person should feel safe, both emotionally and physically, and be able to express their thoughts, feelings and opinions.

Of the many hurdles people face in life, relationship building can be one of the most challenging. It requires the application of skills in decision-making and understanding in situations where emotions often have the upper hand. This is what is expected to build better relationship among countries within the Pacific Region and so they work together to foster peace and harmony. For instance, the establishment of such groups like the South Pacific Community (SPC). This group was formed to address the economic, political and social issues and needs of the countries within this region.

Why do countries need to have good (caring) relationship with others?

Improving **security** as friendly countries may help defend you against hostile aggression and also the possibility of having a **good trading relationship** which could generate wealth for both countries.

Students must be taught the essential knowledge and skills of a caring relationship and how to deal with uncaring relationships as these are daily challenges of life. Being able to handle relationship well will mean workable relationship with people within their country and with people of the other island countries within the Pacific Region and beyond this region.

Performance Assessment: Teachers can set assessment where students are required to discuss the effects of the COVID pandemic and how it has affected the Pacific region. They can identify strategies that countries have used to maintain a positive relationship or caring relationship with one another. (Example; PNG seasonal workers refused entry to Australia).

Suggested Resources

- Juswanto,W. & Ali,Z. (2016, December) . *Economic Growth and Sustainable Development in the Pacific Island Countries*. Retrieved March 23, 2021, from <https://www.adb.org/publications/economic-growth>.
- Minding The Pacific. (2007, May). *Who Pacific Islands Mental Health Network*. (Pimhnet) – Framework. Retrieved March 23, 2021, from https://www.who.int/mental_health/policy/country/Framework_PIMHnet.
- Proctor, K.. & Ruskin, R. (2011). *Active Outcomes*. Second Edition. QLD 4064. Australia: John Wiley & Sons Australia, Ltd.
- Quora. (n.d). *Why do countries need to have caring relationship?* Retrieved March 23, 2021, from <https://www.quora.com>why do countries need to have caring relationship?>
- Study.com. (2020). *Love Relationships: Their Characteristics & How They Do*. Retrieved March 23, 2021, from <https://study.com>academy>lesson>.
- Youth Government. (nd). *Characteristic of a positive relationship*. Retrieved March 23, 2021, from <https://youth.gov>youthtopics>characteristics of positive relationships>.

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 11.1.3.2: Illustrate caring relationships between the people of the Pacific.

Topic: Caring Relationships between the People of the Pacific

Essential Questions

- Why is it important to interact and build a caring relationship with the people of the Pacific?
- How do we demonstrate caring relationship with the people of the other Pacific Island countries?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Caring relationships between the peoples of the Pacific
Skills	Critical Thinking Skills - Use analytical skill of analysing and determining
Attitudes	Care and concern, empathy, positive
Values	Solidarity, interdependence, trust, mutuality

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

- Explain the importance of building caring relationships with the people of the Pacific and evaluate its impacts;
- Discuss and elaborate ways on how to relate or to interact with other people of the Pacific.

Content Background

Everyone can benefit by developing their relationship skills. For people to improve their skills, they need to set some ground rules. Setting ground rules at the start of a new relationship can help make it a positive relationship for both parties.

Countries can have power in relationships as a result of many factors, including being more skilled, bigger, stronger, more knowledgeable or more experienced.

Importance of interaction and building a caring relationship with the people of the Pacific

- To live within and maintain the social structure and also, for security and trading opportunity.
- It enables countries to collaborate and work together. The more we get along with others, the better we are at collaborating and working together.

Promotes contacts and exchange visits between Ministers, officials, Members of Parliament, Business representatives, Scholars and Intellectuals, Civil Society and Athletes.

Demonstration of our caring relationship with the other Pacific Island countries

The peoples of the Pacific can interact through many ways, for example:

- Culture – participation in the South Pacific Festival of Arts now called Pacific Games
- Sports – participation in the South Pacific games
- Trading – bilateral; multilateral (Example; **Exclusive Economic Zone**)
- Politics – foreign relations (Example; **Melanesian Spearhead Group**)
- Social lifestyle – employment or work attachment, sports
- Security – providing assistance on security issues, et cetera. (Example; **RAMSI**)

Performance Assessment: Teachers can set an assessment where students are required to do a research and write an essay on the impacts of various activities promoted between PNG and its partners on the lives of the people in the Pacific Region for instance, the South Pacific Festival of Arts.

Suggested Resources

- Handel, S. (nd). *Why is it important to build positive and caring relationship?* <https://www.theemotionmachine.com>. Retrieved on 21 September, 2021.
- Juswanto, W. & Ali, Z. (2016, December). *Economic Growth and Sustainable Development in the Pacific Island Countries*. Retrieved March 23, 2021, from <https://www.adb.org/publications/economic-growth>.
- Minding The Pacific. (2007, May). *Who Pacific Islands Mental Health Network*. (Pimhnet) – Framework. Retrieved March 23, 2021, from https://www.who.int/mental_health/policy/country/Framework_PIMHnet.
- Proctor, K. & Ruskin, R. (2011). *Active Outcomes*. Second Edition. QLD 4064. Australia: John Wiley & Sons Australia, Ltd.

Strand 2: Values and Characters 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 11.1.3.3: Identify and evaluate the reasons for developing and fostering healthy and caring relationships with the citizens of other Pacific countries.

Topic: Developing and Fostering Healthy Caring Relationships with the Citizens of other Pacific Countries

Essential Questions

- What are some reasons for developing healthy and caring relationships?
- Why is it important to foster healthy and caring relationships with other Pacific countries?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The reasons for developing and fostering healthy and caring relationships with the citizens of other Pacific countries
Skills	Critical Thinking Skills - Use analytical skill of identifying - Use evaluation skills of evaluating
Attitudes	Care and concern, empathy, positive
Values	Solidarity, interdependence, trust, mutuality

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

- Analyse and explain why people create healthy and caring relationship;
- Explain the necessity to foster healthy and caring relationship with other Pacific countries and assess its impacts.

Content Background

Reasons for developing healthy and caring relationships with the citizens of other Pacific countries

Positive relationships enable people to collaborate and work together. The more they get along with someone, the better they are at collaborating and working together. Human relationships thrive when individuals can combine their skills and talents, and successfully create something greater than the sum of their parts.

Positive relationships are; friendships, kinships, or other social associations that provide productivity within a person's life. In conclusion, a positive relationship, whether it is shared with a colleague, parent, sibling or friend, can improve a person's life.

Formalised relations of commonwealth countries are built through; economic, political and cultural reasons which run along *bilateral* or *multilateral* lines.

Bilateral simply refers to ties between two countries and multilateral simply refers to the relationship of more than two countries.

Importance of fostering healthy and caring relationships with other Pacific countries

The Pacific countries have a lot of things in common and because of this underlying fact they can relate well with each other. Fostering a healthy and caring relationship with Pacific countries is important in keeping this connection alive.

Factors that may promote such regional integration are;

- The common cultural heritage; common economic and social issues; effects of globalisation trade liberalisation and trading blocs; and vulnerability to economic shocks and natural disaster.
- Regional integration: This is a process in which neighbouring states/countries enter into an agreement in order to upgrade co-operation through common institutions and rules. For instance, Pacific Institute of Leadership and Governance (PILAG).

Performance Assessment: Teachers can set assessment where students are required to write an essay on the importance of co-operation between Pacific countries.

Suggested Resources

- Handel, S. (n.d). *Why is it important to build positive and caring relationship?*
<https://www.theemotionmachine.com>. Retrieved on 21 September, 2021. Retrieved March 23, 2021, from <https://www.thejakartapost.com>.
- Juswanto, W. & Ali, Z. (2016, December) . *Economic Growth and Sustainable Development in the Pacific Island Countries*. Retrieved March 23, 2021, from <https://www.adb.org/publications/economic-growth>.
- Minding The Pacific. (2007, May). *Who Pacific Islands Mental Health Network*. (Pimhnet) – Framework. Retrieved March 23, 2021, from https://www.who.int/mental_health/policy/country/Framework_PIMHnet.
- Wikipedia. (2020). *Economic integration*. Retrieved March 23, 2021, from <https://www.en.m.wikipedia.org>wiki>.
- Win Gate Wilderness Therapy. (2020). *Positive relations*. Retrieved March 23, 2021, from <https://www.wingatewildernesstherapy.com>Positive relations>.

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 11.1.3.4: Research an event that exemplifies caring and healthy relationships between the peoples of the Pacific.

Topic: Case Study: Regional Assistance Mission to Solomon Islands (RAMSI)

Essential Questions

- Which events exemplify caring and healthy relationship between the Peoples of the Pacific?
- How can the citizens of the Pacific countries sustain and maintain these events?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Events that exemplifies caring and healthy relationships between the peoples of the Pacific
Skills	Critical Thinking Skills - Use analytical skill of researching investigating
Attitudes	Care and concern, empathy, positive
Values	Solidarity, interdependence, trust, mutuality

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

- Research and analyse events that exemplify a caring and healthy relationship between the people of the Pacific;
- Explain how individuals can contribute to fostering, sustaining and maintaining healthy and caring relationships through these events.

Content Background

Events that exemplify caring and healthy relationship between the peoples of the Pacific

One of the many events that may show caring and healthy relationship between the people of the Pacific are;

Case Study: RAMSI

- Through environmental preservation, peacekeeping and policing in the Pacific; for example, the PNG peacekeeping forces were deployed to the Solomon Islands under the RAMSI operation to maintain peace. Vice versa other Pacific countries also assisted PNG during the Bougainville crisis.

Also, through the fields for co-operation; such as food security, education, democracy and good governance, natural disasters and climate change mitigation. In addition, the island countries participation in social and cultural issues and other economic and technical co-operations are demonstrations of their caring relationship.

All these are some examples that exemplify caring and healthy relationship in the Pacific. Such therefore, maintains a stable, prosperous and secure regional neighbourhood, as well as security, development and prosperity in the Pacific region.

How can citizens of the Pacific countries sustain and maintain positive relationships?

The events can be sustained and maintained when the citizens of the Pacific countries simply accept and learn to be open-minded to the cultural diversity.

Such is ideal to create an interdependent relationship whereby both partners are mutually reliant on each other. It is a safe bond where both countries can rely on each other but also maintain their autonomous identity.

Performance Assessment: Teachers can set an assessment where students are required to research into the PNG Defence Force Intervention in Vanuatu in 1980. Discuss the positive outcomes of that engagement and the relationship that both PNG and Vanuatu have. (use Journal 'Beyond Tok Win: The PNG intervention in Vanuatu, 1980, <https://doi.org/stable/2759303>).

Suggested Resources

- Juswanto, W. & Ali, Z. (2016, December) . Economic Growth and Sustainable Development in the Pacific Island Countries. Retrieved March 23, 2021, from <https://www.adb.org/publications/economic-growth>.
- Macqueen, N. (1988). *The PNG intervention in Vanuatu 1980, Beyond Tok Win*. Retrieved March 23, 2021, from <https://doi.org/stable/2759303>.
- Minding The Pacific. (2007, May). *Who Pacific Islands Mental Health Network*. (Pimhnet) – Framework. Retrieved March 23, 2021, from https://www.who.int/mental_health/policy/country/Framework_PIMHnet.
- The Jakarta Post. (2021, March 15.) Give peace a chance in Papua. Retrieved March 23, 2021, from <https://www.thejakartapost.com>.

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 11.1.4.1: Recognise the importance of mutual respect and interdependence in building and fostering a safe and a supportive Pacific culture.

Topic: Safe and a Supportive Pacific Culture

Essential Questions

- What is mutual respect and interdependence?
- Why is mutual respect and interdependence important in building and fostering a safe and supportive Pacific culture?
- How can these two aspects have a positive effect in building and fostering a safe and a supportive Pacific culture?
- Why is it important to respect diversity in Pacific cultures?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The importance of mutual respect and interdependence in building and fostering a safe and a supportive Pacific culture
Skills	Critical Thinking Skills - Use analytical skill of recognising and appraising - Use the evaluation skill of appraising
Attitudes	Care and concern, appreciative, positive
Values	Solidarity, interdependence, trust, mutuality

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

- Explain mutual respect and interdependence in relationship;
- Compare and explain positive effects of mutual respect and interdependence in a relationship;
- Justify and state the importance of building and fostering a safe and a supportive Pacific culture;
- Express personal view on the importance of respecting diversity in the Pacific cultures.

Content Background

The topics in this content standard (**Content Standard 1.4 - Benchmarks 11.1.4.1-11.1.4.4**) are linked. These topics look at ways to build and foster a safe and supportive Pacific culture. Teachers must study these benchmarks carefully and prepare learning strategies that capture the essence of these topics so that students understand the importance of why they should work towards building and fostering a safe and supportive Pacific.

Importance of mutual respect and interdependence in building and fostering a safe and a supportive Pacific culture

Mutual respect is the recognition that two or more individuals have valuable or important contributions to make in a relationship. This is where both parties treat each other in a thoughtful, considerate, and courteous way.

Healthy relationships operate out of mutual respect. Mutual respect is about holding each other up, supporting each other and looking to build up the positives in the other.

Interdependence is the dependence of two or more people or things on each other. Interdependence suggests that the parties recognise and value the importance of the emotional bond they share while maintaining a solid sense of self within the relationship.

The positive effect of mutual respect and interdependence in building and fostering a safe and a supportive Pacific culture

Mutual respect and interdependence build trust and confidence between the countries of the Pacific they know that they have the support of the other countries; 'NO MAN IS AN ISLAND'.

This relationship is meant to prevent misunderstandings and future conflicts between nations, strengthen the economy and achieve common goals.

Importance of respecting diversity in Pacific cultures

Cultural diversity can become a hindrance to building and fostering any form of relationship.

Therefore, it is important that countries and its citizens must be open-minded and willing to understand and respect cultural diversity

Performance Assessment: Teachers can set assessment where students are required to select and study the cultures of two different Pacific countries in Melanesia, Polynesia and Micronesia (e.g. Melanesia-PNG & Micronesia Tuvalu). Students identify the differences in cultures and design approaches that they would use if they were the political heads of these two countries, how would they work to bring about mutual respect and understanding so that the two counties can work in harmony

Suggested Resources

- Definitions.net. (2015, February 07). *What does cultural region mean?* Retrieved March 24, 2021, from <https://www.definitions.net/definition/cultural+region>.
- Ministry of culture of the Republic of Lithuania, (2021, February 12). *Ethnic Culture, Regional Culture and Children and Youth Cultural Education*. Retrieved March 24, 2021, from <https://lrkm.lrv.lt/en/activities/ethnic-culture>.
- Science Struck. (2020). *Understanding the Meaning of Cultural Region With*. Retrieved March 24, 2021, from <https://sciencestruck.com/understanding-cultural-region-with-examples>.

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 11.1.4.2: Recognize the roles that values of compassion, kindness, generosity play in fostering mutual respect and interdependence in the Pacific region.

Topic: Fostering Mutual Respect and Interdependence in the Pacific Region

Essential Questions

- How have the values of; compassion, kindness and generosity impacted the fostering of mutual respect and interdependence in the Pacific region?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The importance of mutual respect and interdependence in building and fostering a safe and a supportive Pacific culture
Skills	Critical Thinking Skills - Use analytical skill of recognising and appraising - Use the evaluation skill of appraising
Attitudes	Respect, care and concern, appreciative
Values	Solidarity, interdependence, trust, mutuality

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

- Differentiate and explain the roles of the values; compassion, kindness and generosity;
- Explain how these values have impacted the fostering of mutual respect and interdependence in the Pacific region.

Content Background

Positive relationships provide the opportunity to implement strategies to help reduce negative factors. Pacific cultures value respect; generosity, loyalty, cooperation; sharing, humility and fulfilment of mutual obligations, among others, the natural forms and structure of knowledge are perceived differently.

The roles of the values of compassion, kindness and generosity have an important impact in building and fostering mutual respect and interdependence in the Pacific region. These are core values which may temporarily suspend judgement so that one can appreciate others' perspectives or situations when they are different from their own. This also means one needs to be genuinely concerned about the other's needs.

These values are fundamental aspects of quality relationships as they enable kind and loving behaviour which not only show compassion or empathy for others but make them feel better about themselves and serves as an important function for well-being.

The roles of the values of compassion, kindness and generosity that can foster mutual respect and interdependence within the Pacific region are;

Human Values	Roles
Compassion	It evokes or brings about positive actions. For instance, helping other people who are affected through disasters such as earthquake victims in Papua New Guinea like the earthquake that caused landslip in Tari towards end of 2017.
Kindness	To feel sorry for someone though they may not reflect the suffering of the affected person's feelings. For instance, feeling sorry for the victims of the people of the Papua and West Papua Provinces of Indonesia who are suppressed trying to claim independence for their people.
Generosity	To make giving even more rewarding, focus on giving in ways that make a positive impact in someone else's life (not just their life). The more people believe that what they give will be valuable or useful to others, the better it feels. And the more they know about how the receiver will use the gift, the more they enjoy giving. Many people really do want to know not only that they are making a difference, but <i>how</i> they are making a difference. So, one must always give thoughtfully and intentionally. It should feel better-both to people who give and the recipient of o the gift. For instance, giving cash and kind to victims of natural disasters in other parts of the Pacific affected by natural disasters such as cyclone Hannah in Vanuatu

Students must know the importance of the role the values of compassion, kindness and generosity its impacts on their lives and others when they practice these values. Their actions though simple will have an immense impact on the lives of those affected for instance, they will save lives of people by providing clothes to keep them warm, a plate of food to feed the hungry and medicine to suppress diseases and illnesses.

Performance Assessment: Teachers can set an assessment where students are required to practise the values of compassion, kindness and generosity by going out to visit the hospitals, a sick community member, a family in the community who are mourning or orphans and widows. They will then write a reflection on the visit and discuss how the three values were used.

Suggested Resources

- Definitions.net. (2015, February 07). *What does cultural region mean?* Retrieved March 24, 2021, from <https://www.definitions.net/definition/cultural+region>.
- Education Government. (n.d). *Ministry of Education early years resources 2015-2016*. Retrieved March 24, 2021, from <https://www.edu.gov.on.ca>chidcare>.
- Ministry of culture of the Republic of Lithuania. (2021, February 12). *Ethnic Culture, Regional Culture and Children and Youth Cultural Education*. Retrieved March 24, 2021, from <https://lrkm.lrv.lt/en/activities/ethnic-culture>.
- Sauder, B. (n.d). *What is applied Positive Psychology*. Retrieved March 24, 2021, from <https://www.positivepsychology.com>>.
- Science Struck. (2015, February). *Understanding the Meaning of Cultural Region With*. Retrieved March 24, 2021, from <https://sciencestruck.com/understanding-cultural-region-with-examples>.

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

Topic: Building and Fostering a Safe and a Supportive Regional Culture

Essential Questions

- How effective have the values of compassion, kindness and generosity played in the building and fostering of a safe and a supportive regional culture?
- What is an aspirational culture?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	• Roles that values of compassion, kindness, generosity play in building and fostering a safe and a supportive regional culture
Skills	• Critical Thinking Skills Use analytical skill of investigating • Creative Thinking Skills Use creative thinking skill of developing
Attitudes	• Respect, care and concern, appreciative
Values	• Solidarity, interdependence, trust, mutuality, kindness

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

- Explore and express self-opinion of the positive effect of the three value concepts in building and fostering a safe and a supportive regional culture;
- Demonstrate these three values by uphold them to promote and foster a regional culture that can become an aspirational culture.

Content Background

It looks at the strategies developed to create roles that address values of compassion, kindness and generosity to build a safe and supportive regional culture.

What is regional culture?

Regional culture is the whole of the environment and the cultural activities carried out therein that is created and fostered by the residents of the region and which reflects the ethnic, linguistic, historical and cultural regional identity and traditions and creates preconditions for the development of cultural and social competences in the regions which meet the needs of modern society.

How have the values of compassion, kindness and generosity contributed to fostering a safe and a supportive Pacific regional culture?

The values of compassion, kindness and generosity are the fundamental values that can contribute to fostering a safe and a supportive Pacific regional culture by means of shaping the kind of citizens' people want in their countries who can contribute meaningfully to the country's development and prosperity.

These values can build and develop better citizens who will offer positive views, ideas, attitudes and beliefs. Citizens who are open-minded and genuinely have concern for others will certainly have the attitude of respect.

A society that respects others will have less law and order problem and the interaction with other nationalities will improve. People will be able to move around more freely.

Strategies to create roles that address compassion, kindness and generosity

The strategies or measures that people within the Pacific can develop to create roles that address compassion, kindness and generosity can be through;

- **Aspirational culture.** What is an aspirational culture? An aspirational culture aspires to improve and to build a society that is safe and supportive in every form whereby the citizens can interact freely with respect for others and without fear of being hurt in any way or form. For instance, through establishments like the South Pacific Committee (SPC).
- **Volunteerism:** This refers to the act of rendering one's time or service to others in times of need for free. The people of the Pacific in fact have for thousands of years been practicing this as it is part of their culture of sharing and taking care of the needy within their varied societies. Due to colonization, the idea of pulling resources together to help the smaller nations within their waters led to organisations established so as to promote and foster safe and supportive regional culture.

Performance Assessment: Teachers must set activities that will require students to demonstrate these values (compassion, kindness, generosity) starting at from their schools. For instance, it can be termed as an in-reach program then extended outside of their schools which can be labelled as outreach program. This exercise will enable them to act accordingly when others in need require their assistance.

Suggested Resources

- Definitions.net. (2015, February 07). *What does cultural region mean?* Retrieved March 24, 2021, from <https://www.definitions.net/definition/cultural+region>.
- Ministry of culture of the Republic of Lithuania, (2021, February 12). *Ethnic Culture, Regional Culture and Children and Youth Cultural Education*. Retrieved March 24, 2021, from <https://lrkm.lrv.lt/en/activities/ethnic-culture>.
- Science Struck. (2015, February). *Understanding the Meaning of Cultural Region With* Retrieved March 24, 2021, from <https://sciencestruck.com/understanding-cultural-region-with-examples>.

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 11.1.4.4: Examine the regional culture and ascertain if the values of mutual respect and interdependence are practiced and document the outcomes.

Topic: Practices of the Values of Mutual Respect and Interdependence within the Pacific Region

Essential Questions

- Are the values of mutual respect and interdependence in existence and practiced in the different regional culture?
- What are some negative effects that can hinder an aspirational culture?
- How can these values foster social relationship within the region?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Practices of the values of mutual respect and interdependence within the regional cultures
Skills	Critical Thinking Skills - Use analytical skill of examining - Use the evaluation skill of ascertaining (determine)
Attitudes	Respect, care and concern, appreciative
Values	Solidarity, interdependence, trust, mutuality

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

- Survey and establish facts on the practice of the values of mutual respect and interdependence in the Pacific countries;
- Document the outcomes of their findings.

Content Background

Mutual respect and interdependence do exist and is practised in most Pacific countries. The diverse nature of society is something to be affirmed and celebrated. Diversity refers to the broad range of differences that exist between people and countries.

In a country, there may exist different groups of people. Diversity provides variety and it gives one opinions from which to choose – it makes life interesting.

People are not born with *prejudice*; prejudices are learned behaviours. The way individuals treat other people is learnt from what they see and hear, if they were brought up or raised to respect others, regardless of their differences, it will be easy for them to affirm diversity as they probably do it every day without consciously thinking about it.

For other people who have been taught to believe that people who are different are worth less than them, it may be more difficult to overcome their *prejudices*. Some young people may find it difficult to affirm diversity because their peer group has certain beliefs or because they feel they will be labelled if they do.

It is everyone's role to make people feel worthwhile and included in a society and to affirm the differences. This responsibility starts with the people and also with the government.

Some negative effects that can hinder an aspirational culture

The following are some negative effects that can hinder an aspirational culture;

- Prejudicing: People having unfavourable opinions or feelings formed without reason, knowledge or thought.
- Discrimination – Treating someone unfairly or 'less favourably' because they happen to belong to a particular group of people.
- Stereotyping: Making unjustified assumptions on people and classifying them to be the same.

Students must understand why mutual respect and interdependence are important in their lives and they uphold these values. Upholding these values will enable them live better lives now and in the future regardless of the type of people they live and work amongst.

Performance Assessment: Teacher get students to imagine that they experience prejudice, discrimination and stereotyping because they are seen as being e.g. a girl, being poor, not smart, from a certain ethnic group, being disabled etc. Discuss how they are treated, how they feel and why they feel that way. They can then discuss how they would like to be treated.

Note to Teacher: This assessment may be sensitive so teacher must be sensitive when presenting this lesson and assessment and pay attention to the students' essays as some of them will discuss real life issues about themselves that may require the teacher to be empathetic.

Suggested Resources

- Mutual Respect-Bringing Humanitie sand Fairness to Work. Retrieved March 24, 2021, from <https://www.mindtools.com/pages/article/mutual-respect.htm>.
- Proctor, K., & Ruskin. R. (2011). *Active Outcomes*. Second Edition. QLD 4064. Australia: John Wiley & Sons Australia, Ltd.
- Richrads,G. & Armstrong,F. (2011). *Teaching and Learning in Diverse and Inclusive Classrooms*. Key Issues for New Teachers Routledge Taylor & Francis Group. Retrieved March 24, 2021, from https://onlinelibrary.wiley.com/doi/full/10.1111/j.1467-9604.2011.01493_3.

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 11.1.5.1: Assess lessons learned from personal experiences and mistakes.

Topic: Factors Influencing Decision-making at the National Level through Personal Experiences and Mistakes

Essential Questions

- What is personal experience?
- What prompts people to make decision for national issues?
- What are some of the consequences of such decision?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Factors that influence decision-making at the national level and lessons learned from personal experiences and mistakes
Skills	Critical Thinking Skills - Use analytical skill of identifying and examining - Use evaluation skill of assessing Decision-making Skills: Be able to make wise decisions so you do not make the same mistake Reasoning Skills: Be able to understand that mistakes help one to progress
Attitudes	Open minded, adaptable to change, positive
Values	Dignity, courage, self-reflection

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

- Identify factors that influence decision-making at the national level;
- Assess lessons learnt from experiences of decision making at the national level.

Content Background

What are some factors that influence decision-making at the national level through personal experiences and mistakes?

There are several important factors that influence decision making. Significant factors include past experiences, a variety of cognitive biases, an escalation of commitment and sunk outcomes, individual differences, including **age** and socioeconomic status, and a belief in personal relevance.

The most powerful include:

- Past experience: Prior positive results can motivate a yes **decision**, but people also tend to avoid repeating past mistakes.
- Cognitive biases: These are stilted thinking patterns based on observations and generalisations that are often untrue.

- Escalation of commitment: Am I in too deep already? Those who are part of a problem need to assess their involvement whether their presence and contributions are required of to a certain degree.

Internal factors that affect decision-making include attitude, emotions, and ethics. Attitude is how a person react when faced with making a decision. It is best to have a positive attitude because it often helps one see more options as well as make decision-making easier.

Personal characteristics of individuals also affect their perceptions about issues. These may include their:

- background and experience;
- personal values;
- personal expectations;
- personal interests.

An example of such is PNG's experience of the Bougainville conflict also known as Bougainville Civil War which resulted in a 10-year war between the Bougainville Revolution Army and PNG Defence force from 1988 to 1998. The people of Panguna wanted their land back from the Bougainville Copper Limited however their wishes were denied causing tension between Panguna's spokesman Francis Onna who later became the leader of the Bougainville Revolution Army. Thousands of people were killed and many lives were destroyed. People's cry for peace was long outstanding thus this led to the weapons disarmament leading to Bougainville Peace Agreement giving autonomy to this province recognising it as Autonomous Region of Bougainville (AROB). Individual's personal experience of the war showed they wanted peace and harmony to prevail and so the likeminded Bougainvillians came together and demonstrated their concern. This was finally realised as they have now been given the autonomy to run their own affairs.

Students should understand the importance of the impact of their experiences and mistakes. Learning from this will enable them make proper decisions to better their situations and help solve issues or problems at the personal level which should lead to them solving holistically the nations' problems or issues in the long run.

Performance Assessment: Teachers can set a activity where students are required to investigate and identify some national issues that PNG has encountered example COVID-19 lockdown and discuss orally factors that influenced decisions made by the Government at that time.

Suggested Resources

- Dietrich, C. (2010). *Decision Making: Factors that Influence Decision Making*. Retrieved March 26, 2021, from www.inquiriesjournal.com/articles/180/decision-making-factors-that-influence-de.
- Tsintzitas, A. (2021). Ten Things To Remember When You are Making A Life Decision. Retrieved March 26, 2021, from <https://www.bolde.com>.
- Wikipedia. (2021). *Bougainville conflict*. Sweden. Retrieved March 26, 2021, from https://en.wikipedia.org/wiki/Bougainville_conflict.

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 11.1.5.2: Implement responsible decision-making skills when working towards a personal goal and assess how these skills lead to goal achievement.

Topic: Responsible Decision-making for Goal Achievement

Essential Questions

- What are goal setting and decision making?
- What factors should be considered before setting goals and making decisions?
- How can responsible decision-making skills help achieve goals?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Responsible decision-making skills when working towards a personal goal and assessing how these skills lead to goal achievement
Skills	Critical Thinking Skills - Use analytical skill of implementing Creative Thinking Skills - Use the creative skill of developing ideas on responsible decision-making Decision-making Skills: Be able to know the importance of making decisions Reasoning Skills: Be responsible for the decision they make.
Attitudes	Open minded, adaptation to change, positive
Values	Dignity, courage, self-reflection, rationality

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

- Identify skills involved in responsible decision-making at the national level;
- Assess how these skills leads to goal achievement.

Content Background

Goal setting and decision making

Students need an opportunity to develop knowledge and skills to help them make appropriate decisions, have the confidence to take risks, and be flexible and adaptable when faced with change and life transitions. They also need to establish good work and study habits, to manage their time wisely, and to be able to set short and long educational and career goals. This will enable them live meaningful and prosperous lives in their community, society and the nation as a whole. They perceive life in a more positive way and aim to promote and foster values that are geared towards peace and harmonious living.

Impact of goal setting on decision-making

"If you have made mistakes, there is always another chance for you. You may have a fresh start any moment you choose, for this thing we call failure is not the falling down, but the staying down." Mary Pickford

Goal-setting is a powerful technique for helping a student develop a solid foundation for future planning. By knowing what he/she wants to achieve in life, the student will do all they can to concentrate on these goals. Thus, one of the most important tasks of the person in charge of the student that is normally the mentor could be the teacher or parent is to assist the student who is the mentee in setting short-term goals (less than a year) and long-term goals (more than five years). Aspiring to achieve long-term goals gives the mentee short-term motivation. For instance, a mentee may want to attend a major university (long-term goal). First, he/she needs to do well in the National Examination (short-term goal). A mentee may not see the need to work toward a goal without understanding the relationship between the short-term goal and the long-term goal. For example, graduating from high school may be a motivating factor to help a mentee work toward the short-term goal of passing the eighth grade.

There are several important factors to consider before goal-setting with a mentee (Carter, 1993):

- Establish a relationship of trust over time.
- Establishing confidentiality is prerequisite to goal-setting.
- The mentee should be directly involved in setting goals. With the mentor's guidance, the mentee must articulate each goal, and it must be genuinely his/her goal.
- A short-term goal that can be easily achieved is a good starting point. For example, simply to complete all math homework assignments for the next week.
- Goals must be specific and measurable. For instance, Mary will complete and turn in all English assignments next week.
- To assure that an attempt will be made by mentees to meet their goals, a written commitment contract should be established between the mentor and the mentee.

If a mentee fails to achieve his or her goal, examine these possible factors:

- The goal may have been too difficult to achieve.
- The goal may have been developed without the active involvement and commitment of the mentee.
- The mentee may be fearful of achieving a self-enhancing goal. Many at-risk adolescents have low self-esteem and believe they are losers. They often become accustomed to making poor choices, reinforcing their negative self-image.
- The mentor may need to speak to the mentee about his/her fears of being successful and making self-enhancing decisions.

People who use goal-setting effectively suffer less from stress, are better able to concentrate, show more self-confidence, and seem to feel happier.

In deciding their goals, mentors should help guide mentees when deciding goals, making sure that the mentee considers broadly all aspects of his/her life. For instance, a mentee's goal should take into account the following issues:

- Artistic: Does mentee want to achieve any artistic goals? Does he or she have or need any training to achieve them?
- Attitude: Is any aspect of mentee's mindset holding him or her back? Are any personal behaviours upsetting to him or her? If so, set goals to improve or cure the problem, even if the goal is only to get help.

- Education: Is there any specific knowledge that the mentee wants to acquire? What information and skill will the mentee need to achieve other goals?
- Pleasure: What does mentee want to enjoy? Mentee should ensure that some time is reserved for personal pleasure or satisfaction.
- Social: Does mentee have any social ambitions?
- Physical: Are there any athletic goals that mentee wants to achieve, or does he/she want good health deep into old age? What steps will mentee choose to achieve this?
- Career: What career is mentee seeking?
- Family: How does mentee want to be seen by members of his or her immediate family?
- Financial: How much does mentee wants to earn and by what career stage?

(Mind Tools.com. 2021)

Students must possess the skills of making proper decisions by looking at the present situation they are faced with in order to successfully achieve their long-term goals.

Performance Assessment: Teachers can set activity where students are required to demonstrate through role play or simulation on how to make responsible decisions concerning their personal goals and how to achieve these goals.

Suggested Resources

- Baylor University. (1996). *Community Mentoring for Adolescent Development*. Retrieved March 26, 2021, from <https://www.mentoringpittsburgh.org/media>
- Carter. B. L. (1993). *Evaluation of physician decision making with the use of prior probabilities and a decision-analysis model*. *Archives of Family Medicine*. (1993), 2(5):529. Retrieved March 26, 2021, from <http://dx.doi.org/10.1001/archfami.2.5.529>.
- Mind Tools. (1996). *Planning & Goal-Setting*. Retrieved March 26, 2021, from www.mindtools.com/index.html.
- Slocum, H., Woodman. & Martens. (1987). *Mentees desired outcomes*. Retrieved March 26, 2021, from <https://www.mentoringpittsburgh.org/media>.

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 11.1.5.3: Utilise skills and habits of applying standards of behaviour by asking questions about decisions that students or others make, are about to make, or have made.

Topic: Application of Standards of Behaviour in Decision-making at National Level

Essential Questions

- What are standards of behaviour?
- What are the impacts of students applying standards of behaviour?
- How will these standards of behaviour assist them achieve their goals at a national level?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Skills and habits of applying standards of behaviour by asking questions about decisions that students or others make, are about to make, or have made
Skills	Critical Thinking Skill - Use analytical skills of comparing and contrasting - Use evaluation skill of comparing Creative Thinking Skills - Use creative skill of utilising Reasoning Skills: Why individuals should apply such behaviour Decision-Making Skills: Select best solutions from the behaviour (action) taken
Attitudes	Responsible, optimistic, critical, open-minded, confident
Values	Self-determination

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

- Examine how standards of behaviour will impact the decisions they make to achieve goals at the national level.

Content Background

What are Standards of Behaviour?

Standards of behaviour are very important in that they keep students in order and abide by the expectations captured within the school policy, regulations and rules. Thus, school like any organisations have mission and vision statements aimed at educating students to value life and live meaningful lives and contribute positively to their country. Following are examples of Standards of Behaviours schools expect of their students:

- Teamwork: That is moving together towards excellence.
 - Being positively engaged with the team and offer potential solutions.
 - Having the “Yes” attitude.

- Promotes and leads change with follow through on implementation.
- Recognition: To say thank you to someone every day.
 - This maintains meaningful and specific, individualised recognition of others as a top priority.
- U-You: This means students must feel they belong to their school and should own it. They;
 - feel they owns the organisation (school)_
 - want to be genuine role models.
 - champion the vision/mission of the organisation.
 - -challenge others to uphold the behavioral standards.
- Excellence: Students must create a culture of always
 - Champion best practices.
 - Implement Process Improvement projects.
 - Achieves positive results they didn't think were possible.
- Communication: Students learn to keep communication open and constant.
 - Models effective communication for others.
 - Listens, shares and is always respectful.
 - Brings the right people to the table to offer solutions.
- Accountability: Is to lead by doing
 - Embraces organisational culture and leads change.
 - Challenges others to uphold policies and procedures.
- Respect: To respect oneself, their surroundings, the organisations, and let that respect be seen everyday
 - Sees and acknowledges value in others.
 - Demonstrates pride in what they do and where they work.
- Education: To approach each day as a learning opportunity
 - Seeks to advance the knowledge base of the organisation. Researches and provides educational programs that benefit organisation's professional growth.
 - Mentors.

How can the application of the skills and habits of standards of behaviour help in making decisions for students?

When students are guided by such standards they are aware of the importance of being educated and show respect for those who have been given the mandate to take care of their educational needs that is the head teachers, class and subject teachers, school counsellors and even the school guards and cleaners. They are able to make sound decisions for their good in the future

It is important that students accept and appreciate the standards of behaviour of various organisations within a society whether at home, in the school or community. They must understand the actions that individuals within this groups act the way they do so that everyone understand each other and work collaboratively for prosperity.

Performance Assessment: Teachers can set an assessment that will require students to pretend to be the head of an organisation e.g. school principal, Manager of a company or a Chief Executive Officer. What types of standards would you want to see in your organisation? Work in groups to develop these standards. Explain how you would portray these standards through role plays.

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 March 26, 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.
- Wikipedia Encyclopedia. (2020). *Goal Setting and Decision Making*. Retrieved March 26, 2021, from <https://Wikipedi>.

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 11.1.5.4: Evaluate personal situations that are safe and unsafe.

Topic: Safe and Unsafe Decision-making Situations

Essential Questions

- What is a safe and unsafe situation?
- What are some examples of decision-making situations that are safe and unsafe?
- How can personal, community and national decision-making situations that are safe and unsafe impact one's relationship with others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impact of personal, community and national decision-making situations that are safe and unsafe
Skills	Critical Thinking Skills - Use analytical skill of identifying and appraising - Use evaluation skill of evaluating and appraising Decision-making Skills: Be able to distinguish between situations that are safe from those unsafe
Attitudes	Responsible, critical, open-minded
Values	Self- cultivation, sensitivity

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

- Identify and explain safe and unsafe situations;
- Examine personal, community and national decision-making situations that are safe and unsafe.

Content Background

Safe and unsafe situations

The terms '**safe**' and '**unsafe**' are better understood as defined points on a range of risk of harm or damage to property. **Safe** is defined as no significant risk of harm or damage while **unsafe** is defined as a significant risk of serious harm or significant damage. All people want to live in safe environment and as much as possible avoid the unsafe however unsafe situations are inevitable. People must learn how to cope up with unsafe situations and so make proper decisions to allow them to move and live safely in an environment.

The following are some examples of situations that are unsafe.

- Improper use of Personal Protective Equipment [PPE]
- Use of defective equipment.

- Removal or failure to use safety devices.
- Operation of equipment at unsafe speeds.
- Disclosing of personal information on the internet.
- Being manipulated or coerced to do something against an individual's will
- Unwrapping an unidentified parcel dropped on the street.

Lessons studied in this topic will elaborate more on how best students can make proper decisions when faced with a safe and or unsafe situation. The information provided for in this topic concerns personal safety, family rules about safety and trusting one's judgement.

The aim of this topic is for students to be introduced to various issues of personal safety and how they can strengthen their decision-making abilities to address these issues. It is expected at the completion of this topic students will be able to:

- Understand, practice and use a decision-making process to assess personal as well as community or national level risks;
- Understand specific personal safety issues relating to contact with other children and/or adults (that is playmates, relatives, people of authority);
- Know the difference between safe and unsafe requests;
- Understand what makes a situation confusing;
- Identify safety steps to addressing unsafe and or confusing situations.

The following are the main contents that teacher should teach for this topic.

• **Stranger Management**

The teacher must plan a lesson that will allow students to understand and identify what makes someone a stranger. In this lesson students will learn to recognise and assess unsafe situations and appropriately respond and apply the correct actions. The aim of this lesson is for the students to distinguish between good and bad strangers and to know how to interact with these strangers in an appropriate manner. It is aimed that at the end of this lesson students will be able to:

- define who a stranger is and can identify genuine strangers when they are in need of help;
- know how best and when to seek help from strangers.

• **Assertiveness and voicing "No"**

Still under this topic the teacher must prepare a lesson for students on how they can strengthen their assertive skills and develop understanding of different ways of saying "NO".

Students can learn to respond to potentially exploitative situations by saying "No" assertively. This lesson should offer the opportunity to practice assertive behaviour. Role playing (acting) out a role in an imaginary situation is an excellent technique for practicing these skills. Children not involved in the "role play" may offer advice and encouragement. The rules of role playing include concentrating on the part, trying to not become distracted, being a serious observer, and having a good time while learning. The role play activity should be used to practice the following assertiveness skills:

1. The word "NO" – use the word "NO" rather than weaker phrases such as, "Well, I'm not sure... I don't know."
2. Body language- Shake the head, say "NO" firmly and loudly, hold the head high, keep the shoulders back and look the other person in the eye.
3. Avoid reasons- Excuses may allow others to argue, persist or manipulate the student.

4. Repetition- The word “NO” must often be repeated before the other person accepts the answer.

At the end of this topic it is aimed that the students can be able to evaluate situations in safe and unsafe situations and make responsible decisions whether at the personal, community or national level and make responsible decisions in situations that are especially unsafe.

Performance Assessment: Teachers can set an assessment where students are required to demonstrate through role play or simulations on how to promote safe environment and how to respond to unsafe situations.

Suggested Resources

- Ankerich, S. (2020, August 20). *Situational awareness: Make safe choices*. Retrieved March 26, 2021, from <https://www.army.mil/article/238308>.
- Social Work Buffolo. (1999). *Assertiveness, Non-Assertiveness, and Assertive Techniques*. Retrieved March 26, 2021, from <https://socialwork.buffalo.edu/.../exercises/assertiveness-and-nonassertiveness>.
- Stay Safe. (2021). Stay Safe Lessons. Retrieved March 26, 2021, from http://www.staysafe.ie/parent_ss_less.htm.
- Work safe. (2017, September 4). *Definition of safe and unsafe*. Retrieved March 26, 2021, from <https://www.worksafe.govt.nz/topic-and-industry/energy-safety/audit-and-enforcement/enforcement/definition-of-safe-and-unsafe/>.

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 11.1.5.5: Effectively analyse and evaluate evidence, arguments, claims and beliefs relied on to make decision in the community.

Topic: How to Evaluate a Decision

Essential Questions

- How can evidence, arguments, claims and beliefs help to make decisions?
- How can one tell if the decision is ethical or not?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Evidence, arguments, claims and beliefs relied on to make decision in the community that are made, are about to make or have made
Skills	Critical Thinking Skills - Use analytical skill of analysing - Use evaluation skill of evaluating and assessing Decision-Making Skills: Select best solutions from the evidence, arguments, claims and beliefs.
Attitudes	Critical, open-minded, confident
Values	Rationality, integrity

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

- Examine the importance of evidence, arguments, claims and beliefs in decision-making;
- Apply the steps in making 'ethical decisions' to evaluate decisions made on the given issues.

Content Background

How to evaluate decisions

In order for individuals to make rational decisions they must analyse and assess the current evidences, arguments, claims and or beliefs that are made, are about to make or have been made. For instance, the current 2021 COVID-19 cases in PNG. The figures reported on the media indicated that deaths related to this influenza like disease went past fifty. This forced the government to come up with certain decisions for the good of its citizens and one of that was to calling off all learning institution in Papua New Guinea for a month to combat this disease. The results of this decisions enacted will then be evaluated to see if the outcome of combating COVID-19 has been effective. From there on further investigation and decision-making continues.

So when making decisions an individual should list all options as well as their criteria in order to sort out the best path to take to make a rational decision. The idea here is to make sure that the best choices are made to avoid negative consequences.

The following are steps that will help one make ethical decisions.

- Establish the facts in a situation.
- Decide whether the situation involves legal or ethical issues.
- Identify the options and possible consequences.
- Evaluate their options.
- Choose the best option.
- Implement their decisions.

Teachers must teach this topic well enough for students to know how best to assess current evidences, arguments, claims and or beliefs and make decisions for themselves and for the common good of everyone.

Performance Assessment:

Teachers can set assessment where students are required to get into small groups and each group will be given a problem or situations where they apply the steps to making ethical decisions to better these situations. For example, a mentee wants to run away from home). Together, the students in the group will go through each of the steps and discuss how they would help to solve the problem or make a decision. Other issues or problems they may look at, is that the mentee;

- gets pregnant and does not know what to do.
- wants to drop out of school.
- wants to start drinking and using drugs because his/her friends are doing it.
- wants to join a popular gang that commits petty crimes.
- feels pressured into having sex with a boyfriend/girlfriend.

Suggested Resources

- Baldoni, J. (2019, April 8). *Four ways to evaluate a big decision*. Retrieved March 26, 2021, from <https://www.amanet.org/articles/four-ways-to-evaluate-a-big-decision/>.
- Schmitz, A. (2012). *Making Ethical Decisions*. Retrieved March 26, 2021, from saylordotorg.github.io/text_human-relations/s09-02-making-ethical-decisions.html.
- Wikipedia. (2021). Decision-making. Retrieved March 26, 2021, from <https://en.wikipedia.org/wiki/Decision-making>.

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 11.1.6.1: Utilise time and materials to complete school assignments on schedule

Topic: Efficient Use of Time and Resources

Essential Questions

- What is a schedule?
- What does it mean to use time efficiently?
- How can good management skills help utilise time and materials to complete school assignments on schedule?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Time and materials to complete school assignments on schedule
Skills	Creative Thinking Skills - Use creative skills of utilising
Attitudes	Adaptable to change, diligent
Values	Honesty, self-discipline

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

- Explain what a schedule is;
- Describe how they can manage their time and resources wisely to complete school assignments on schedule.

Content Background

Good time management skills help students prioritise tasks so they are able to complete school work and assignment on time. Students are able to plan ahead and set aside the time they need for projects and assignments and make better use of that time.

Becoming better at managing time allows students to become more organised, more confident and learn more effectively. It can help students avoid procrastination.

Time management is important for students to do their study with focus. Time management is also important for students to get high marks. Student's success in studies depends much on managing time efficiently.

Ways to improve time and material management for students

1. Create a master schedule

This will enable you to block off time to work on assignments. Below is an example of study timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
6:00-7:00am						
7:00-8:00am						
8:00-9:00am						
9:00-10:00am						
10:00-11:00am						
11:00am-12:00noon						
12:00-1:00pm						
1:00-2:00pm						
2:00-3:00pm						
3:00-4:00pm						
4:00-5:00pm						
5:00-6:00pm						
6:00-7:00pm						
7:00-8:00pm						

Have free times or leisure time recorded on the time table as well so you know when to take your break so that you don't use your study time for leisure.

2. Record due dates

Have due dates calendar for assignments recorded and put in a place where you are constantly reminded so you work on schedule.

3. Eliminate distractions

Anything that is a distraction to your studies must be eliminated. These include cell phones, social media, and friends. There are a lot of activities that can distract students from their school work when it's time to get down to work.

4. Set goals for each study session

Set specific goals for each day, like how many pages of a book report to write or how many math questions to complete. This will help with planning your daily goals so assignments can be completed on time.

5. Start working on assignments early

Good time management skills mean not leaving assignments until the day before they are due. Sit down each week to review upcoming assignments and tests and add them to the master schedule. Schedule time to start working on them well before they are due so you are not stressed and scrambling to meet the due dates.

6. Make a project plan

Creating a project plan can also help avoid last-minute panic. An overwhelming amount of work is a common cause of procrastination, which can lead to poor time management. Break down your assignments into smaller chunks, each with its own separate due dates. This will encourage you to plan ahead and start working on assignments earlier.

7. Work on one thing at a time

It might seem like more is being accomplished with multitasking, but splitting attention between more than one task isn't an effective way to learn. You should work on one task at a time, giving it full attention. Focusing on one task will help you complete it more efficiently and effectively.

8. Study in shorter bursts

After one hour of school work schedule a short 10-15 minutes' break to recharge. Trying to work on one thing for too long can actually cause students' minds to wander more. Taking short breaks is a good way to give your brain a chance to recharge so you can come back and be more focused.

9. Start early in the day

Students are encouraged to work on assignments earlier in the day, or right after school. Look over your master schedule to find out what needs to be completed that night and get started early. Waiting to start until later in the evening means you will have less time (and energy), leading to delayed bedtimes, unfinished assignments, and more stress.

10. Get 8-10 hours of sleep

Getting enough sleep is important to help you recharge your mind and have the energy needed to stay on track the next day. Use your master schedule to mark a cut-off time for homework each night as well as a set bedtime. Following this routine will help make sure you have time to unwind at the end of each day and get the sleep you need.

Performance Assessment: Teacher can create an assessment where students are required to develop a timetable in which they report of their progress in a week time. For those who are doing well with their timetables the teacher encourages them to continue that trend. However, for those who are finding it very difficult to follow their timetable they should consult the teacher and both parties can work together to create a workable timetable to suit the need of the student.

Suggested Resources

- Avron, S. (2017, July 11). *4 Effective Ways To Manage Resources More Efficiently*. Retrieved March 30, 2021, from <https://flevy.com/blog/4-effective-ways-to-manage-resources-more-efficiently/>. of time and resources.
- Grade Power. (2018, January 11). *Learning 10 Ways to Manage Time for Students*. Retrieved March 30, 2021, from <https://gradelearning.com>.
- Wong, D. (2017, April 10). *How to get organised for School: 30 Simple Tips for Students*. Retrieved March 30, 2021, from <https://www.daniel-wong.com/2017/04/10/students-get-organised-for-school>.

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 11.1.6.2: Anticipate possible obstacles in completing school tasks on schedule.

Topic: Obstacles that Hinder Completion of School Tasks

Essential Questions

- What are obstacles?
- What are some factors that hinder studies?
- How can you deal with these obstacles to successfully complete your tasks on schedule?

Essential Knowledge, skills, attitudes and values	
Knowledge (Concept)	Identifying possible obstacles in completing school tasks on schedule
Skills	Critical Thinking Skills - Use analytical skill of identifying and examining Creative Thinking Skills: Creativity/synthesis - Use synthesis skills of anticipating
Attitudes	Responsible
Values	Honesty

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

- Examine obstacle that hinder completion of school tasks;
- Demonstrate decision-making skills on how to address obstacles that hinder completion of school tasks.

Content Background

There are many obstacles or distractions to academic success. These may include some of the following reasons:

- Lack of a study schedule.
- Priorities unclear (what to study first).
- Failure to use long blocks of time constructively.
- When sitting down to study usually too tired to study.
- Leaving tasks unfinished, jumping from one task to another.
- Studying on bed and falling asleep.
- Daydreaming.
- Can't resume studying after study breaks.
- Spending too much time socialising, playing games or sports.
- Unable to say no to invitations and requests.
- Attempting too much at once.
- Getting behind one course because of having to study another.

Performance Assessment: Teachers can create assessments with set criteria that requires students identifying possible obstacles in completing school tasks on schedules by suggesting better ways and effect the decisions that they make for success in school.

Suggested Resources

- Educational Leaders. (2018, April). *Managing your time*. Retrieved on March 30, 2021 from <https://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Managing-your-time>.
- Pechackova, Y., Havigerova, JM., Jezkova, L. & Kuceroval, M. (2012, December). *Pilot Study: Parents in Relations to Primary School - The Needs and Attitudes*. Retrieved on March 30, 2021 from https://www.researchgate.net/publication/275542127_Pilot_Study_Parents_in_Relation_to_Primary_School_-_The_Needs_and_Attitudes.
- Wulston, A. (n.d). *The 9 obstacles that keep you from achieving your Goals*. Retrieved on March 30, 2021 from www.selfgrowth.com/articles/the-9-obstacles-that-keep-you-from-achieving-your-goals.

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 11.1.6.3: Organise and prioritise school schedule.

Topic: Organising and Prioritising School Schedules

Essential Questions

- How can school schedules be organised and prioritised?
- What is my priority for my study?
- Who is responsible for my study?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Organising and prioritising school schedule
Skills	Critical Thinking Skills - Use analytical skills of analysing and identifying - Use evaluation skills of exploring (determining) Reasoning Skills: Why individuals should prioritise and organise their school schedules Decision-making Skills: Select best solutions from organising and prioritising school schedules
Attitudes	Responsible, diligent
Values	Being responsible, self-discipline

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

- Identify strategies to organise and prioritise school schedules.

Content Background

School and studies should be the first priority for every student. This is because the world is advancing in so many ways including technology, students have to work hard to fit into this changing industrialised and technological world.

The student in today's world is faced with so many challenging distractions which include mobile phones, entertainment, peer pressure and also family expectations and obligations. That is why it is very important to organise and prioritise a workable school schedule for each student.

There are a number of areas that students can explore to organise and prioritise to assist in their study schedules.

1. Time management

Time management is the process of planning and exercising conscious control of time spent on specific activities.

2. Resource management

They should look at the resources they have at hand and make use of these resources to help them in their studies. These resources may include their notes, text books, parents and teachers, who could be of help to them in completing their studies.

3. Study schedule

Draw up their study time table or schedule and strictly follow it.

4. Home time schedule

Have their home time schedule and make sure it should not clash with their study schedule.

My Responsibilities	
At Home	At School
1.	
2.	
3.	
My Priorities	
1.	
2.	
3.	

Performance Assessment: Teachers can create assessment with set criteria that require students identifying strategies to organise time and prioritise their school schedules. Teacher must diligently check on students to see if they are actioning these strategies for their success in learning. Teacher should consult students who are not performing well and help them re-strategies.

Suggested Resources

- Educational Leaders. (2018, April). *Managing your time*. Retrieved on March 30, 2021 from <https://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Managing-your-time>.
- Pechackova, Y., Havigerova, JM., Jezkova, L. & Kucerova, M. (2012, December). *Pilot Study: Parents in Relations to Primary School - The Needs and Attitudes*. Retrieved on March 30, 2021 from https://www.researchgate.net/publication/275542127_Pilot_Study_Parents_in_Relation_to_Primary_School_-_The_Needs_and_Attitudes.
- Wong, D. (201, April 10). *How to get Organised for School:30 Simple Tips for Students*. Retrieved on March 30, 2021 from <https://www.daniel-wong.com/2017/04/10/students-get-organised-for-school>.

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 11.1.6.4: Advocate for school needs in accomplishing goals.

Topic: How Students can address their School needs to achieve their School Goals

Essential Questions

- What are my school needs?
- Who is responsible for my school needs?
- How can I be responsible for my school needs?
- How can these needs help me achieve my goals?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to accomplish school goals through advocacy
Skills	Critical Thinking Skills - Use analytical skills of identifying and advocating
Attitude	Optimistic, responsible, diligent
Values	Self-reflection, self-discipline

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

- Advocate on how best their school needs can be accomplished.

Content Background

What are school needs?

A school needs assessment identifies the strengths and resources available in the school to meet the needs of children, youth, and families or even the community. The assessment focuses on the capabilities of the school, including its citizens, agencies, and organisations. It provides a framework for developing and identifying services and solutions and building schools that support and nurture children and families.

A school assessment may be limited to a compilation of demographic data from census records, results of surveys conducted by others, and informal feedback from school partners. Or, assessments may be expanded to include focus group discussions, town meetings, interviews with stakeholders, and telephone or mailed surveys to partnership members and the community.

What are some needs that students may have in order to accomplish their goals?

In order for students to accomplish their goals and do well in school there are a number of elements that contribute towards goal achievement.

A student's achievement first and foremost depends on him or her as an individual. Other elements from the outside are all supporting factors to achieve goals.

People can break the context in which the student is connected to and look at it as internal and external elements.

Internal elements are things to do with the students themselves and external elements are things to do with those around them.

Internal elements for accomplishment of goals for students

1. Show 'own interest and determination to achieve good school results'.
2. Show determination to study harder.
3. Demonstrate commitment to study.
4. To set goal to give a direction on what to achieve and where they want to go on after completion of their studies.

External elements for accomplishment of goals:

1. The school environment has to be a conducive for the student with good study rooms for study.
2. The home environment has to be happy and peaceful. Family members have a responsibility to ensure that they give the student all the support he or she needs to do well in school.
3. The family has a responsibility to ensure that the student is not involved with outside illegal activities that may interfere or jeopardise the student's studies. Activities such as Criminal activities, romantic relationships, tribal fights, et cetera.

Performance Assessment: Teacher can create assessment with set criteria where students are required to identify the needs of their schools which will help the school accomplish goals such as ensuring the school become one of the top performing schools and also ranked as one of those well-disciplined schools. Teachers teaching this subject must work collaboratively with the other teachers and with the school administration to ensure students achieve these goals. Decisions of the school must involve students so as to empower them to become agents of change not only for their schools but for their community as well.

Suggested Resources

- Heick, T. (2018, October, 13) *What Every Student Needs – Learning*. Retrieved on March 30, 2021 from <https://www.teachthought.com/learning/14-things-every-student-needs>.
- USA Department of Education (2020, September 24). *Plans that work: Tools for Supporting School Improvement Planning*. Retrieved on March 30, 2021 from <https://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx>.
- Wong, D. (201, April 10). *How to get Organised for School: 30 Simple Tips for Students*. Retrieved on March 30, 2021 from <https://www.daniel-wong.com/2017/04/10/students-get-organised-for-school>.

Strand 1: Values and Character Development

Unit 2: Responsible Decision Making

Content Standard 1.7: Students will be able to recognise 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 11.1.7.1: Analyse the purpose and impact of home activities, policies, and routines.

Topic: Purpose and Impact of Home Activities, Policies and Routines

Essential Questions

- What is home activities, policies and routines?
- What is the purpose of having home activities, policies and routines?
- What are the impact of having home activities, policies and routines?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The purpose and impact of having home routines, activities and polices
Skills	Critical Thinking Skills - Use analytical skills of recognising and analysing Creative Thinking Skills - Use synthetical thinking skill of reflecting
Attitudes	Open-minded, positive, cooperative, responsible, caring and concern
Values	Common good, sense of belonging

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

- Examine home activities, policies and routines;
- Discuss purpose and impacts of home activities, policies and routines.

Content Background

What is home activities, policies and routines?

Home is where children's learning actually began and so it is every child's responsibility to carry out set activities, policies and routines at home. What then is a home activity? Activity is defined as the condition in which things are happening or being done so home activities refers to the responsibilities of individuals carried out at home. For example, children attending to home chores set by their parents and elders. What is home policy? Policy in simple refers to the course of action a person is expected to do. For example, a family policy would include respecting of individual differences at home. The policy may include:

- Respect the belief of your family.
- Respect the opinions of your parents.
- Understand that it is possible to have a different opinion.
- Tell your siblings to respect each other.
- Do not say negative things when you don't agree with them.

Routines are sequences of actions regularly followed. Such activities like daily home chores of cooking, cleaning, laundry, chopping fire wood etc. Schools also have routine activities like cleaning the school ground, sweeping the classrooms or morning assembly.

Activities, policies and routines carried out at home ensure that there is order at home and in the family. They give the family a sense of direction and responsibility to all members of the family. It is notable that families enforcing family policies and routines are more disciplined. With the sense of responsibility, they have on them they will grow up to be responsible adults later on in life.

Performance Assessment: Get students to write down the policies they have at home. They can then share their home policy and critically analyse why the policy is working or not working at home. They discuss how they can make the policy work.

Suggested Resources

- Hemmeter, M L., Ostrosky, M., and Fox, L. *"Social and Emotional Foundations for Early Learning: A Conceptual Model for Intervention."* *School Psychology*. Review 35(4) (2006): 583–601. Retrieved April 8, 2021, from <https://eclkc.ohs.acf.hhs.gov/about-us/article/importance-schedules-routines>.
- Momentum Life. (2017). *7 Important reasons why kids should have chores*. Auckland, New Zealand: Momentum Life. Retrieved April 8, 2021, from <https://www.momentumlife.co.nz/stories/why-kids-should-have-chores>.
- Yoongi, A.H. (2020). *Policies respecting individual differences*: BRAINLY. Retrieved April 8, 2021, from <https://brainly.ph/question/5606599>.

Strand 1: Values and Character Development

Unit 2: Responsible Decision Making

Content Standard 1.7: Students will be able to recognise 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 11.1.7.2: Interpret and evaluate the importance of personal roles and responsibilities in the overall home climate.

Topic: Importance of Personal Roles and Responsibilities at Home

Essential Questions

- What are my roles?
- What are my responsibilities?
- What are the different roles and responsibilities of my family members?
- Why are these roles and responsibilities important?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The importance of personal roles and responsibilities in the overall home climate
Skills	Critical Thinking Skills - Use the analytical skills of recognising and reflecting - Use evaluation skills of interpreting and evaluating Creative Thinking Skills - Use synthetical thinking skill of reflecting
Attitudes	Responsible, participatory
Values	Sensitivity, sense of belonging

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

- Differentiate roles from responsibilities and justify their significance in the home;
- Identify the different roles and responsibilities that they and their families have;
- Describe and assess why these roles and responsibilities are important.

Content Background

What are roles? **Roles** are the positions that people play or the parts that they assume in a particular operation or process. For example, a parent. Parenting is a role that a man or a woman assumes when they have children and a family. Individuals occupy certain roles as a child, sibling or grandparent.

Along with these roles come certain social and family expectations as to how these roles should be fulfilled. For instance, parents are expected to teach, discipline and provide for their children, and children are expected to respect and cooperate with their parents.

What are responsibilities? **Responsibilities** are the specific tasks or duties that members are expected to complete as a function of their roles. They are the specific activities or obligations for which they are held accountable.

The roles of parenting come with the responsibilities of raising children and providing for all the needs of the children until the children are old enough to look after themselves.

At homes, everyone has a responsibility to ensure that the needs of the home are attended to. For instance, being responsible for cooking, cleaning, chopping firewood, helping to make gardens just to mention a few.

Children who have some responsibilities to their family and home develop a sense of their importance and belonging and their self-esteem grows as their competencies grow.

Performance Assessment: Students are required to write a short report explaining why it is important to have roles and responsibilities at home.

Suggested Resources

- Dictionary.com. (2021). *Responsibilities*. Retrieved April 8, 2021, from <https://www.dictionary.com/browse/responsibilities>.
- healthychildren.org 2015, November 21). *Roles within the Family*. Retrieved April 8, 2021, from <https://www.healthychildren.org/English/family-life/family-dynamics/Pages/Roles-Within-the-Family.aspx>.
- Richards,G. & Armstrong,F. (2011). *Teaching and Learning in Diverse and Inclusive Classrooms- key Issues for New Teachers*. USA: Routledge. Retrieved April 8, 2021, from Google.scholars.com.

Strand 1: Values and Character Development

Unit 3: Problem solving and conflict management

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

Benchmark 11.1.8.1: Identify personal feelings and the feelings of others involved with a national problem and apply appropriate self-control and empathy skills.

Topic: Self-control and Empathy Skills to Solve National Problems

Essential Questions

- What is self-control and empathy?
- How can self-control and empathy skills help solve a national problem?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Personal feelings and the feelings of others involved with a national problem and how to apply appropriate self-control and empathy skills to solve these problems
Skills	Critical Thinking Skills - Use analytical skills of identifying
Attitudes	Empathy, concern and care
Values	To develop and establish self-control and empathic relationship with other people.

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

- Define empathy and self-control skills in solving problems;
- Explain how self-control and empathy skills can help solve a national problem.

Content Background

A study by Yong (2016), states that empathy depends on people's ability to overcome their own perspective, appreciate someone else's, and step into their shoes. Self-control is essentially the same skill, except that those other shoes belong to their future self, a removed and hypothetical entity who might as well be a different person. So, they should think of self-control as a kind of temporal selflessness. It is 'Present You' taking a hit to help out 'Future You'. More than anything else, empathy is the glue that joins people all together. By extending the circle of their empathy beyond "us" to include "them," the whole world becomes their home (wisebrain.org. 2021).

Both self-control and empathy go hand in hand however self-control refers to, an individual taking care of him or herself of who he or she will become in the future.

What is self-control?

Self-control refers to the ability to manage one's actions, feelings and emotions in the face of temptation and impulse. Self-control can also be seen as thinking skills that help children and other young people learn to control their feelings and behaviours in order to make good decisions to avoid problems escalating.

What are self-control skills?

1. Have positive rather than negative self-image.
2. Accept criticism and without becoming angry and defensive.
3. Handle frustration well without outburst or stopping disagreements.
4. Do not talk with authority but understand their feelings while dealing with issues.
5. Take enough time to understand the feelings of others.

What is empathy?

According to Wikipedia.co. (2021), empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another's position. Types of empathy include cognitive empathy, emotional (or affective) empathy, and somatic empathy. Empathy is generally divided into two major components:

1. Affective empathy

Affective empathy, also called *emotional empathy* refers to the capacity to respond with an appropriate emotion to another's mental states. Peoples ability to empathise emotionally is based on emotional contagion that is being affected by another's emotional or arousal state.

Affective empathy can be subdivided into the following scales:

- Empathic concern: sympathy and compassion for others in response to their suffering.
- Personal distress refers to self-centered feelings of discomfort and anxiety in response to another's suffering.

2. Cognitive empathy

Cognitive empathy refers to the capacity to understand another's perspective or mental state. The terms social cognition, perspective-taking, theory of mind, and mentalising are often used synonymously, but due to a lack of studies comparing theory of mind with types of empathy, it is unclear whether these are equivalent.

Although science has not yet agreed upon a precise definition of these constructs, there is consensus about this distinction. Affective and cognitive empathy are also independent from one another; someone who strongly empathises emotionally is not necessarily good in understanding another's perspective.

Cognitive empathy can be subdivided into the following scales:

- Perspective-taking: the tendency to spontaneously adopt others' psychological perspectives.
- **Fantasy**: the tendency to identify with fictional characters.
- **Tactical (or "strategic") empathy**: the deliberate use of perspective-taking to achieve certain desired ends.

How to develop the value of self-control and empathy skill in our children to solve problems

1. Abandon egoism
2. Adopt Humility
3. Good listener
4. Hone observation skills
5. Be caring
6. Sincerity
7. Curiosity
8. Understanding body language

It is important that students learn the skills of self - control and empathy as well as know how to appropriately apply them. They must embrace these skills in order to solve problems not only at their level but also at the national level.

Performance Assessment: Teachers should prepare an assessment that will require students to do perspective - taking. A scenario can be given with set criteria where students perform a role play or simulation to solve problems through applying the skill of empathy. They suggest better strategies to solve prevailing problems at the national level such as, Gender- Based Violence, lawlessness, sorcery, increase in drug and alcohol abuse.

Suggested Resources

- Hanson, R. & Mendius, R. (2007). *The practical neuroscience of Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom*. New Harbinger Publication, Inc.
- WiseBrain.org. (2020). *Wise*. Retrieved May 5, 2021, from <http://www.wisebrain.org/audio.html>).
- Wikipedia. (2021). *Empathy*. Wikimedia Foundation, .Inc. Retrieved May 5, 2021, from <https://en.wikipedia.org/wiki/Empathy>.
- Yong, E. (2016). *Self-Control Is Just Empathy you're your Future Self*. The Atlantic SCIENCE. Emerson Collective. Washington DC, US. Retrieved May 5, 2021, from <https://www.theatlantic.com/science/archive/2016/12/self-control-is-just-empathy-with-a-future-you/509726>.

Strand 1: Values and Character Development

Unit 3: Problem solving and conflict management

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

Benchmark 11.1.8.2: Identify, analyse and state what a problem is and identify and consider the perspectives of those involved.

Topic: Solving Problems through Perspective-taking

Essential Questions

- What is perspective-taking?
- Why problem-solving?
- How should perspectives of others be considered during problem-solving?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Using perspective-taking skills to solve social and cultural problems at the national setting.
Skills	Critical Thinking Skills - Use analytical skills of identifying, analysing and stating Problem-solving Skills: Know how to solve problems in a systemic manner through perspective-taking
Attitudes	Care and empathy, perspective-taking
Values	Rationality, tolerance

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

- Define and explain perspective-taking;
- Identify common problems in PNG and describe how perspective-taking can help solve these problems;
- Evaluate the impacts of perspective taking in problem solving that affects innocent lives, (women and children) properties and national development, unity and peace at the national level.

Content Background

Problems happen everywhere and every day and people all in one way or the other are affected by these problems. Problems can be numerous and varied in nature and magnitude and affects them daily. Problem refers to 'a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome'. These problems can be solved when other people's views are also considered that is perspective-taking skills should be applied to solve these problems.

What is perspective-taking?

Perspective-taking refers to the act of perceiving a situation or understanding a concept from an alternative point of view, such as that of another individual. Why do they need to solve problems using perspective-taking skills?

Problem-solving is at the core of human evolution. It is the methods people use to understand what is happening in their environment, identify things they want to change and then figure out the things that need to be done to create the desired outcome. Problem solving is the source of all new inventions, social and cultural evolution, and the basis for market-based economies. It is the basis for continuous improvement, communication and learning. Thus, problems will be effectively solved when others views are considered and consensus are reached. Appreciating and acknowledging other people's views will fast track problem solving since views from different aspect of the problem is gauged thus problem is solved efficiently.

Here are problems encountered daily in Papua New Guinea that needs problem-solving skills inclusive of perspective taking skills to solve once and for all.

Common Problems

1. Tribal Fights	5. Violence against women
2. Rascalism	6. Child abuse
3. Racism	7. Alcoholism
4. Regionalism	

For example: A tribalism is a person who;	Effect on the livelihood of those involved and affected;
1. Boast about the merits and good qualities of a tribe but recognise its bad qualities and faults sometimes trying to hide them 2. Shows favouritism towards people of their tribes and is picky when it comes to people who do not belong to their tribe. 3. Gives all privileges to the native people of their tribe but tries to exempt them from any obligations and duties when it comes to humiliating and dangerous missions 4. Firmly believes that people from the other tribes are not worthy of help, sticks to the stereotypes against them 5. Prefers marriages only between the members of the native tribes as opposed to the intertribal marriages.	For example: Tribalism 1. Lives lost 2. Homes burnt 3. Properties are damaged 4. Fear 5. Urban drift and migration 6. Asylum seekers 7. Economic downfall 8. National disunity.

Students should be equipped with the skill of perspective-taking in solving problems. With this skill, they are able to gauge views from different aspects. Thus, solutions provided by all parties involved is satisfying eventually leading to the problem being effectively solved.

Performance Assessment: Students are required to identify current problems in their school, province or the country. Develop strategies to solve these problems whilst considering the perspective of others in this problem.

Suggested Resources

- AMP Creative. (2021). *What is Perspective Taking? The Basics & Benefits Explained*. (2020, August 07). Retrieved May 5, 2021, from <https://ampcreative.com/what-is-perspective-taking/>.
- Kepner-tregoe.com. (2020). *What is the problem solving and why it is important*. Retrieved May 5, 2021, from <https://www.kepner-tregoe.com/blog/what-is-problem-solving-and-why-is-it-important/>.
- Socially Skilled Kids. (2021). *Perspective Taking*. Kajabi. Retrieved May 5, 2021, from <https://www.sociallyskilledkids.com/perspective-taking>.

Strand 1: Values and Character Development

Unit 3: Problem solving and conflict management

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

Benchmark 11.1.8.3: Identify desired outcomes and analyse if they are attainable.

Topic: Attaining Desired Outcomes for Problems

Essential Questions

- What are desired outcomes of a problem?
- How can desired outcomes of a problem be attained?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Attaining desired outcomes for problems
Skills	Critical Thinking Skills - Use analytical skills of analysing identifying - Use evaluation skill of ascertaining Problem solving skills- Know how to solve problems in a systemic manner
Attitudes	Care and concern, adaptable to change
Values	Rationality, peace and harmony, common good

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

- Investigate common issues such as demand for compensation, illegal use of firearms, tribal fights, sorcery related violence, domestic violence and et cetera;
- Identify the outcomes of the issues mentioned above and apply problem solving skills through meaningful mediation and negotiations;
- Ascertain if the desired outcomes are attainable.

Content Background

All people have problems that need to be solved. However, not all problems can be solved at once. For some it may take time to solve due to factors surrounding the problem. One thing for sure all people aim to attain results so that the problem can be solved once and for all.

What do we mean by the term 'attainable'? Attainable means something can be achieved. All problems require greater understanding and participation to solve. The parties affected must be open-minded and be receptive to others' view when trying to solve the problem. It is a very challenging task to solve problems thus it requires a set of skills to master and solve efficiently and effectively.

The table below shows some of the common problems in PNG and the desired outcomes.

Common Problems	Desired Outcomes	Attainable
Tribal fight	Peace agreement, Compensation	
Demand for compensation		
Domestic violence/GBV		
Sorcery related violence		
Sexual violence	Take legal action perpetrator	Report to police, be firm, seek family support
Early/teenage pregnancy		

Performance Assessment: Teachers set assessment where students are required to identify common problems they experience in their society or those that are prevalent in PNG then list the desired outcome to solve these problems. A debate can also be organised to teach the concepts of this topic.

Suggested Resources

- Nagi, A. (2020, March 31). *Eastern Yemen's Tribal Model for Containing Conflict*. Retrieved November 14, 2020, from <https://carnegie-mec.org/2020/03/31/eastern-yemen-s-tribal-model-for-containing-conflict-pub-81403> Samsha.
- Native Connections. (n.d). *Setting Goals & Developing SMART Objectives*. Retrieved November 14, 2020, from <https://www.samhsa.gov/sites/default/files/nc-smart-goals-fact-sheet.pdf>.
- RAND Corporation. (1994). *Getting to Outcomes Step 02: Goals and Desired Outcomes*. Retrieved May 5, 2021, from <https://www.rand.org/pubs/tools/TL259/step-02.html>.

Strand 1: Values and Character Development

Unit 3: Problem solving and conflict management

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

Benchmark 11.1.8.4: Use creativity and innovation to generate multiple possible solutions and analyse each option in relation to the resources, situation, and personal principles.

Topic: How to Generate Multiple Possible Solutions to Solve Problems

Essential Questions

- What is multiple possible solutions?
- How can the use of multiple possible solutions help solve problems?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Creativity and being innovative to generate multiple possible solutions to solve problems
Skills	Creative Thinking Skills - Use creative thinking skills of creating and innovating Problem-solving Skills: Know how to solve problems in a systemic manner
Attitudes	Critical, open- minded
Values	Rationality, mutuality, peace and harmony

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

- Identify and generate possible solutions to solve a problem;
- Analyse each option in relation to the resources, situations and personal principles to solve the problem.

Content Background

As learnt in the previous topic along with I problems indeed people require the necessary skills for problem-solving. Students need problem-solving skills as early in their life so they are able to overcome problems and other challenges they face in the future. For problems to be solved effectively perspectives or views of other people must be taken into consideration as well as the possible solutions offered. This topic will study how multiple solutions to problems can help to solve problems. What is multiple possible solutions and how can it be generated?

Multiple possible solutions

As put forward by the Mock Questions (2018), multiple possible solutions refer to more than one solution to a problem being offered. In order for those involved to know how they can make a final choice to the range of solutions given they have to do this through effectively comparing and contrasting, or weighing the pros and cons on choosing the best solution to solve the problem.

When looking at possible solutions one also needs to consider the following;

- (i) Resources: Do those involved have the necessary resources to achieve the outcome?
- (ii) Situations: Is the situation right to achieve the outcome?
- (iii) Personal principles: Do they have the right principles & values to achieve the outcome?

It is important that students know how to generate multiple possible solutions and apply this skill to help them solve their problems as effectively as possible. Meaning they are able to assess and solve a problem using various points of views. From the range of solutions available they appropriately choose those that can produce positive outcomes to solve the problem once and for all.

Performance Assessment: Teachers should prepare assessment where students are required to perform role plays or simulation on how to address issues which are prevalent in Papua New Guinea. They critically assess these issues and list multiple possible solutions for these problems to be solved in order for peace and harmony to prevail.

- Compensation: something typically money awarded to someone in recognition of loss, suffering and injury.
- Silencing of guns: handing illegal firearms to authorities without penalty as a means of ending tribal conflicts and maintaining peace.
- Peace Treaty: an agreement between two or more hostile parties usually between government and countries which usually end a state of war between parties.
- Peace agreement: are contracts intended to end a violent conflict or to significantly transform a conflict so that it can be more constructively addressed.
- Cease fire agreement.
- Cessation of hostility.

Suggested Resources

- Land reform Committee. (1981, January 1). *Customary Compensation*: Report No.11. June 1980. Retrieved November 14, 2020, from <https://www.amazon.com/Customary-Compensation-Reform-Commission-Guinea/dp/B000OK4FQG>.
- Mock Questions. (2018). *Problem-Solving Interview Questions. Mock Questions*. Retrieved November 14, 2020, from <https://meta.stackexchange.com/questions/287172/how-to-provide-multiple-possible-solutions-to-your-own-questions>.
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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 explain the problem-solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 11.1.8.5: Identify and ask systematic questions that clarify various points of view and lead to the best solution.

Topic: Use of Proper Questioning Techniques in reaching Best Solutions

Essential Questions

- How can use of proper questioning techniques help clarify points of views and lead to the best possible solutions?
- How do we tolerate other people's views in solving problems in order to foster healthy social relationship?

Essential Knowledge, skills, attitudes and values	
Knowledge (Concept)	Systematic questioning to that clarify various points of views to and lead to the best solution
Skills	Critical Thinking Skills - Use analytical skills of identifying Problem-solving Skills- Know how to solve problems in a systemic manner
Attitudes	Critical, positive, confident
Values	Rationality, mutuality, trust

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

- Demonstrate acceptance and fairness on the points of views of others in problem solving to arrive at a solution;
- Demonstrate attributes of resolving conflicts.

Content Background

It can be quite a challenge to reach a solution if people do not know how to solve problems. As studied in the preceding grades and topics, problem-solving is a life skill one must master in order to reach solutions effectively as possible. In order to reach a solution effectively appropriate questioning techniques must be applied to beckon answers or clarify viewpoints for possible answers to help reach solutions and solve the problem once and for all.

Effective Questioning Techniques

The following are effective questioning techniques that can help student to solve problems quickly and as best as they can.

"Garbage in, garbage out," is a popular truth, often said in relation to computer systems: if a person puts in the wrong information, they will get the wrong information out.

The same principle applies to communications in general: if a person asks a wrong question, they'll probably get the wrong answer, or at least not quite what is hoped for.

Asking the right question is at the heart of effective communications and information exchange. By using the right questions in a particular situation, one can improve a whole range of communications skills. For example, they can gather better information and learn more, they can build stronger relationships, manage people more effectively, and help others to learn too.

- **Open and closed questions**

A closed question usually receives a single word or very short, factual answer. For example, "Are you thirsty?" The answer is "Yes" or "No"; "Where do you live?" The answer is generally the name of a person or a town.

Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as open questions. Here are some examples:

- What happened at the meeting?
- Why did he react that way?
- How was the party?
- Tell me what happened next.
- Describe the circumstances in more detail.

Open questions are good for:

- Developing an open conversation: "What did you get up to on vacation?"
- Finding out more detail: "What else do we need to do to make this a success?"
- Finding out the other person's opinion or issues: "What do you think about those changes?"

Closed questions are good for:

- Testing one's understanding: "So, if I get this qualification, will there be a pay increase
- Concluding a discussion or making a decision: "Now we know the facts, do we all agree that this is the right course of action?"
- Frame setting: "Will you be able to work towards achieving this qualification?"

An inappropriate closed question, on the other hand, can kill the conversation and lead to awkward silences, so are best avoided when a conversation is in full flow.

- **Funnel Questions**

This technique involves starting with general questions, and then drilling down to a more specific point in each. Usually, this will involve asking for more and more detail at each level. It's often used by detectives taking a statement from a witness:

"How many people were involved in the fight?"

"About ten."

"Were they kids or adults?"

"Mostly kids."

"What sort of ages were they?"

"About fourteen or fifteen."

"Were any of them wearing anything distinctive?"

"Yes, several of them had red baseball caps on."

"Can you remember if there was a logo on any of the caps?"

"Now you come to mention it, yes, I remember seeing a big letter N."

Using this technique, the detective has helped the witness to re-live the scene and to gradually focus in on a useful detail. Perhaps he'll be able to identify young men wearing a hat like this from CCTV footage. It is unlikely he would have got this information if he's simply asked an open question such as "Are there any details you can give me about what you saw?"

Tip: When using funnel questioning, start with closed questions. As you progress through the tunnel, start using more open questions.

Funnel questions are good for:

- Finding out more detail about a specific point: "Tell me more about Option Two."
- Gaining the interest or increasing the confidence of the person being spoken to: "Have you used the IT Helpdesk? "Did it solve your problem?" "What was the attitude of the person who took your call?"

• **Probing Questions**

Asking probing questions is another strategy for finding out more detail. Sometimes it's as simple as asking the respondent for an example, to help the interviewer understand a statement that they have made. At other times, the interviewer needs additional information for clarification, "When do you need this report by, and do you want to see a draft before I give you my final version?" Or to investigate whether there is proof for what has been said, "How do you know that the new database can't be used by the sales force?"

An effective way of probing is to use the five 'Whys' method, which can help interviewers quickly get to the root of a problem.

Tip: Use questions that include the word "exactly" to probe further: "What exactly do you mean by fast-track?" or "Who, exactly, wanted this report?"

Probing questions are good for:

- Gaining clarification to ensure that they have the whole story and that they understand it thoroughly.
- Drawing information out of people who are trying to avoid telling them something.

• **Leading Questions**

Leading questions try to lead the respondent to interviewer's way of thinking. They can do this in several ways:

- **With an assumption** – "How late do you think that the project will deliver?" This assumes that the project will certainly not be completed on time.
- **By adding a personal appeal to agree at the end** – "Lori's very efficient, don't you think?" or "Option Two is better, isn't it?"
- **Phrasing the question so that the "easiest" response is "yes"** – People's natural tendency to prefer to say "yes" than "no" plays an important part in the phrasing of questions: "Shall we all approve Option Two?" is more likely to get a positive response than "Do you want to approve Option Two or not?" A good way of doing this is to make it personal. For example, "Would you like me to go ahead with Option Two?" rather than "Shall I choose Option Two?"
- **Giving people a choice between two options** – both of which they would be happy with, rather than the choice of one option or not doing anything at all. Strictly speaking, the choice of "neither" is still available when they are asked "Which would you prefer... A or B?" but most people will be caught up in deciding between the two preferences.

Note that leading questions tend to be closed.

Leading questions are good for:

- Getting the answer, a person wants, but leaving the other person feeling that they haven't got a choice.
- Closing a sale: "If that answers all of your questions, shall we agree on a price?"

Tip: Use leading questions with care. If they are used in a self-serving way or one that harms the interests of the other person, then they can, quite rightly, be seen as manipulative and dishonest.

- **Rhetorical Questions**

Rhetorical questions aren't really questions at all, in that they don't expect an answer. They're really just statements phrased in question form: "Isn't John's design work so creative?"

People use rhetorical questions because they are engaging for the listener – as they are drawn into agreeing ("Yes, it is and I like working with such a creative colleague") – rather than feeling that they are being "told" something like "John is a very creative designer." (To which they may answer "So What?")

Tip: Rhetorical questions are even more powerful if a string of them are used. "Isn't that a great display? Don't you love the way the text picks up the colours in the photographs? Doesn't it use space really well? Wouldn't you love to have a display like that for our products?"

Rhetorical questions are good for:

- Engaging the listener.
- Getting people to agree with one's point of view.

Therefore, students should master these skills in solving problems effectively. It is important to address problems in appropriate manner so the problem is resolved once and for all. Delays compound the unsolved problems hindering progress to people's lives. All parties involved should reach a consensus and work collaboratively for peace and prosperity.

Performance Assessment: Teachers must set assessment with criteria where students are required to demonstrate their ability to solve problems using appropriate questioning techniques to solve problems through role play and simulations.

Suggested Resources

- Cambridge University. (n.d). *Perspective*. Retrieved November 14, 2021 from <https://dictionary.cambridge.org/dictionary/english/perspective>.
- Mind Tools. (2021, June 4). *Questioning techniques*. Emerald Works Limited. Retrieved November 14, 2021 from https://www.mindtools.com/pages/article/newTMC_88.htm.
- Phy.ilstu.edu. (n.d). *Effective Questioning Techniques*. Retrieved November 14, 2021 from <http://www.phy.ilstu.edu/pte/311content/questioning/techniques.html>.
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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 explain the problem-solving processes and ascertain and analyse the factors that contribute to effective problem solving.

Benchmark 11.1.8.6: Reflect on the solution, its implementation, and the outcomes.

Topic: Reflections on the Outcomes of the Solutions

Essential Questions

- How do students reflect on the solutions of a problem?
- How do they use the reflection to build social relationship?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Reflections on the solution, implementation and outcomes.
Skills	Critical Thinking Skills - Use evaluation skills of reflection Problem-solving Skills- Know how to solve problems in a systemic manner
Attitudes	Critical, cooperative, positive
Values	Rationality, peace and harmony

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

- Evaluate the application of problem solving skills through identifying the problem, suggest and implement appropriate problem solving strategies to achieve desired outcomes.

Content Background

What is reflection?

When people reflect, they consider deeply something that they might not otherwise have given much thought to. This helps them to learn. Reflection is concerned with consciously looking at and thinking about our experiences, actions, feelings, and responses, and then interpreting or analysing them in order to learn from them (Atkins and Murphy, 1994; Boud et al., 1994). Typically, people do this by asking themselves questions about what they did, how they did it, and what they learnt from doing it. This is referred to as 'reflective thinking'.

What is reflective thinking? Reflective thinking, is a part of the critical thinking process referring specifically to the processes of analysing and making judgments about what has happened. Dewey (1933) suggests that reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Critical thinking and reflective thinking are often used synonymously. **Critical thinking** is used to describe:

"... the use of those cognitive skills or strategies that increase the probability of a desirable outcome...thinking that is purposeful, reasoned and goal directed - the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking task. Critical thinking is sometimes called directed thinking because it focuses on a desired outcome." (Halpern, 1996).

In summary, reflective thinking focuses on the process of making judgments about what has happened whilst critical thinking involves a wide range of thinking skills leading toward desirable outcomes and However, reflective thinking is most important in prompting learning during complex problem-solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for achieving their goal.

Therefore, when people come up with solutions, they reflect on it or them.

Performance Assessment: Teachers can set an assessment where students are required to get to demonstrate through role play or simulation the reflective and critical thinking skill on the outcomes of a solution.

Or in personal journals, students write a reflection and self-evaluation on the solution of a problem. As part of the reflection, students identify some ideas for personal growth in this area. For example;

Causes and effects of tribal fights

1. Citizens of the affected areas are increasingly alienated from the state and educational, and medical staff is fearful of serving in tribal areas.
2. As a result, these conflicts lead to substantial economic, social and political Loses.
3. Citizens in affected areas are compelled to flee from their villages because of fear of being a victim of revenge killings.
4. Loss of property, infrastructure, houses and farms are among the targets for each of the fighting parties.
5. Some tribal conflicts happen because of a dispute over a land while others are caused by revenge killing. Abduction can also be a trigger for tribal fighting.
6. Development and education have a strong role in reducing the rate of tribal conflict because, as people become busy with their jobs, businesses and academic research, their attention is diverted from tribal affairs.
7. Widespread presence of arms, illiteracy, weak power of the state, lack of religious faith and the abuse of power by tribal leaders are the main reasons of the tribal conflicts.

Suggested Resources

- Atkins, S. and Murphy, K. (1994). *Reflective practice. Nursing Standard*. Vol. 8, No. 39, June, pp 49-54. Retrieved November 14, 2021 from <https://www.learnhigher.ac.uk/wp-content/uploads/Reflection1.pdf>.
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- Dewey, J. (1933). *How we think*. Buffalo, NY: Prometheus Books. Original work published 1910.

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- University of Hawaii. (2021, September 3). *Reflective Thinking*. Retrieved November 14, 2021 from <https://www.hawaii.edu/intlrel/pols382/Reflective>.
- USA Government. (2010, September 27). *Tribalism, Governance & Development*. Research Gate. Retrieved November 14, 2021 from <https://www.researchgate.net/publication/309618629>.

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, psychologically, and/or relationally.

Benchmark 11.1.9.1: Appreciate and evaluate behaviour as relational aggression and/or bullying.

Topic: Relational Aggressive Behaviours and/or Bullying

Essential Questions

- How do we identify behaviour as relational aggression?
- How can we prevent aggressive behaviour and bullying?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Behaviour as relational aggression and/or bullying
Skills	Critical Thinking Skills - Use analytical skills of recognising and identifying - Use evaluation skills of appreciation and evaluating
Attitudes	Critical, cooperative, responsible
Values	Self-esteem, self-discipline, rationality, peace and harmony

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

- Investigate relational aggression and bullying;
- Describe how aggressive behaviors and bullying can affect learning environment.

Content Background

Relational aggression is sometime referred to as bullying. Bullying **is also referred to as social bullying**, and it involves hurting someone's reputation or relationships. Social bullying includes:

1. Leaving someone out on purpose;
2. Telling other children not to be friends with someone;
3. Spreading rumours about someone;
4. Embarrassing someone in public.

(stopbullying.gov. 2021)

1. Leaving someone out on purpose

The following actions dictates a child being left out on purpose:

- Telling other children that they are not wanted in the group.
- Telling other children to exclude a particular person from games or other group activities.
- Walking away or ignoring particular children when they attempt to join the group.

2. Telling other children not to be friends with someone

These actions show when children are told not to be friends with others.

- Telling other children that they do not understand why they are friends with a particular person.
- Telling other children that they or their friends do not want to be friends with them anymore.

3. Spreading rumours about someone

This refers to a person telling others negative things about a particular person in order to damage that person's close relationships or social reputation (example writing rumours or insults about someone on a bathroom wall or spray painting an insult or slur on someone's locker).

4. Embarrassing someone in public

This happens when a student is embarrassed or insulted by other children when the student is attempting to approach a group or this particular child may have embarrassed over the Internet.

What are the impacts of aggression and bullying on the learning environment?

Social bullying can also have negative consequences for the larger school environment where this behaviour detracts (weakens) teaching and learning and negatively impacts the school climate.

Notably, studies have found:

1. When students are exposed to high levels of social bullying, either as a target or as a witness to the behaviour, they are more likely to perceive their schools as less safe.
2. Youth who were frequently subjected to social bullying also held negative feelings about their own social experiences and the social climate in their schools (Goldstein, Young, & Boyd, 2008).
3. Other studies have found that social bullying in the form of chronic exclusion impacts children's classroom participation and causes students to become increasingly disengaged from classroom activities as they progress through school (Buhs, Ladd, & Herald, 2006).

Performance Assessment: Teachers can set assessment where students are required to research on types of bullying and make a presentation in class.

Suggested Resources

- Buhs, E.S., Ladd, G.W., & Herald, S.L. (2006). *Peer exclusion and victimization: Processes that mediate the relation between peer groups rejection and children's classroom engagement and achievement?* *Journal of Educational Psychology*, 98(1), 1–13. <https://doi.org/10.1037/0022-0663.98.1.1>.
- Goldstein, S.E., Young, A., & Boyd, C. (2008). *Relational Aggression at School: Associations with School Safety and Social Climate*. *Journal of Youth and Adolescence* **volume 37**, pages 641–654 (2008) Retrieved May 19, 2021 from <https://link.springer.com/article/10.1007/s10964-007-9192-4>.
- Richards, G & Armstrong, F. (2011). *Teaching and Learning in Diverse and Inclusive Classrooms Key Issues for New Teachers [e-book edition]*. Routledge. Retrieved May 19, 2021 from https://onlinelibrary.wiley.com/doi/full/10.1111/j.1467-9604.2011.01493_3.
- stopbullying.gov. (2021, July 21). *Stop Bullying*. Retrieved May 19, 2021 from <http://www.stopbullying.gov>.

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, psychologically, and/or relationally.

Benchmark 11.1.9.2: Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside the school setting.

Topic: Rights of Individuals to a Safe and Nurturing Environment

Essential Questions

- What is the value of personal rights?
- How can one exercise their personal rights to create a safe and nurturing environment within and outside the school setting?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside the school setting
Skills	Critical Thinking Skills - Use analytical skill of appraising - Use evaluation skills of justifying and appraising
Attitudes	Responsible, cooperative, positive
Values	Self-esteem, self-cultivation, perseverance

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

- Examine the values of personal rights of individual in creating a safe and nurturing environment within and outside the school setting.

Content Background

What is a personal right?

Wikipedia (2021) defines personal rights as the rights that a person has over their own body. Wikipedia supports the Merriam-Webster Dictionary's definition of personal rights as "rights (as of personal security, personal liberty, and private property) appertaining to the person". Among personal rights are associated rights to protect and safeguard the body, most obviously protected by the torts of assault and battery. Furthermore, aspects of personality are protected, such as a person's reputation and honour, by the tort of defamation, and legislation protecting the privacy of individuals, and freedom of movement.

All people have the right to live on this earth. In whichever way, they express their rights it should impacts other people's lives in the most positive way. If and when people know their rights are abused and suppressed they must consult those in authority to help fight their rights. PNG has ratified the Human Rights declaration which in fact is captured in the constitution providing safety and security for all its citizens.

Given below is the body that is responsible for people's rights to liberty as global citizens to promote peace for all.

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 by General Assembly resolution 217 A (III) as a common standard of achievements for all peoples and all nations. It sets out the fundamental human rights to be universally protected. Since its adoption in 1948, the UDHR has been translated into more than 500 languages and has inspired the constitutions of many independent States and many democracies.

The UDHR, together with the International Covenant on Civil and Political Rights and its two Optional Protocols (on the complaints procedure and on the death penalty) and the International Covenant on Economic, Social and Cultural Rights and its Optional Protocol, form the so-called International Bill of Human Rights.

So, this includes school students as well. They must know their rights and also their responsibilities so as to make proper decisions and solve problems effectively to promote peace and harmony with those around them. They should also respect the rights of other around them, then can only peace prevail

Performance Assessment: Teacher can set assessment where students are required to demonstrate through role play and simulation on how human rights laws can be applied to those people whose rights are suppressed, abused, undermined, et cetera.

Suggested Resources

- Merriam-Webster Dictionary's. (1828). *Bullying*. Retrieved May 21, 2021, from <https://www.merriam-webster.com/dictionary/bullying>.
- Stopbullying.gov. *Stop bullying on the spot*. Retrieved May 21, 2021, from <http://www.stopbullying.gov>.
- United Nations. (2021). *Peace, dignity and equality on a healthy planet*. United Nations. New York, USA. Retrieved May 21, 2021, from <https://www.un.org/en/global-issues/human-rights>.
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- Wikipedia. (2021). *Personal rights*. Wikipedia the free encyclopedia. Switzerland. Retrieved May 21, 2021, https://en.wikipedia.org/wiki/Personal_rights.

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, psychologically, and/or relationally.

Benchmark 11.1.9.3: Conclude how to act in accordance with the principles of respect for all human beings.

Topic: Value of Respect for Others

Essential Questions

- What are the values of respecting others?
- How can respect for all human beings prevent peer cruelty and violence?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to act in accordance with the principles of respect for all human beings
Skills	Critical Thinking Skills - Use analytical skill of appraising - Use evaluation skills of appraising and concluding Creative Thinking Skills - Use creating thinking skills of reflecting and devising
Attitudes	Responsible, cooperative, positive
Values	Self-esteem, self-cultivation, perseverance

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

- Identify and explain the principles of respect for all human beings;
- Demonstrate the value of respect in their behaviour.

Content Background

What is respect?

The word respect comes from the Latin word “respects” meaning attention, regard or consideration. It is referred to as ‘esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality’.

It is a very important component of both personal identity and interpersonal relationships. To feel respected could be considered a basic human right. Disrespect is a very important thing that can lead to break-ups and even violence.

Respect is a concept that refers to the ability to value and honour another person, both his or her words and actions, even if we do not approve or share everything he or she does. **It is accepting the other person and not trying to change them.** Respecting another person is not judging them by their attitudes, behaviours or thoughts. It is not expecting for someone to be otherwise.

Every individual person's differences are positive because it creates their identity. This means that individual differences exist, but above all to understand that as members of a society they are equal. **All people are due respect for the simple fact of being people.** That is why, it is very important to teach children from an early age the value of respect. The best way to teach respect is to become a role model for their children.

Respect for others is very important, for people themselves it is fundamental since they will value others to the extent that they are able to value themselves.

Importance of respect in preventing peer cruelty and violence

Without it, interpersonal relationships will be filled with conflict and dissatisfaction. If people don't respect others, they will not be respected by other people, and if they don't respect themselves they will not be respected by others either.

It is essential to feel safe, to be able to express themselves without fear of being judged, humiliated or discriminated against.

Being respectful of others, being respected and respecting themselves increases their self-esteem, self-efficacy, mental health, and well-being.

Types of respect

Respects is portrayed in various forms, the most important of which are; respect for; self, others, social norms, nature, values, laws and norms, culture and the family.

- For self: This type of respect refers to the ability to respect, value and appreciate oneself and accepting oneself actions regardless of others view of them.
- For others: This type refers to the act of tolerating, accepting and considering another person, even though there may be differences between them. Some examples would be; respect for parents, men and women equally, teachers, older people, other's religious beliefs, respect for people of different sexual orientation (lesbians, transgender, gay, bisexual, intersex, and et cetera.), and et cetera.
- For social norms: This refers to the ability to respect all the norms that govern society. Examples of this type of respect would be; respect for courtesy rules, working hours, other people's belongings, letting them speak and listen, respecting others opinions.
- For nature: This type of respect refers to the appreciation of the environment (animals, plants, rivers, and et cetera.). For examples; no disposal of rubbish into rivers, forests, or fields, no deforestation or mistreatment of nature, not wasting water, not harming animals or insects, recycling, using environmentally friendly means of transport, and et cetera.
- For the family: This kind implies being able to understand and respect each other within the family, and implies being able to follow a set of rules of coexistence.
- For values: This kind refers to the ability to honour our own principles.
- For culture: This type of value refers to the ability to recognise that there are other beliefs and be able to respect them. Some example of this kind of respect would be; not trying to impose our beliefs on others, avoid making judgments about the opinions of others, and et cetera.
- For national symbols: This kind refers to the ability to value and appreciate the symbols of a nation. For example, the anthem or the flag.
- For human beings: This type refers to the ability to comply with legal norms, respect laws, and et cetera.

Therefore, it is important that students are instilled this very important value in their lives. Respecting others and communicating effectively will enhance one's relationship with other people promoting and fostering peace for all at all times.

Performance Assessment: Students are required to write a short essay about how they demonstrated respect in a situation using one of the examples of respect covered in this topic.

Suggested Resources

- Blog.cognifit.com. (2020). *Respect*. Retrieved May 19, 2021, from <https://blog.cognifit.com/respect/>.
- MVOrganizing. (2021, May). *Why is respect an important core value?* Retrieved May 19, 2021, from <https://www.mvorganizing.org/why-is-respect-an-important-core-value/>.
- Salazar, A. (2019, March 22). *Respect: What is it? Types, examples and Learn and Teach Respect*. Retrieved May 19, 2021, from <https://blog.cognifit.com/respect/>.

Strand 1: Values and Character Development

Unit 3: Problem solving and conflict management

Content Standard 1.10: Students will be able to identify different forms of violence and analyse their causes, effects, and the strategies for addressing and preventing them.

Benchmark 11.1.10.1: Identify examples of national and regional conflicts and violence (for example, the Bougainville Crisis, military coup in Fiji, separatist movements in Indonesia and the Philippines) and examine their underlying ideologies and belief systems.

Topic: National and Regional Conflicts

Essential Questions

- What are some examples of national and regional conflicts and violence?
- How did this conflicts and violence occur?
- What are the ideologies and beliefs behind the violence occurring in this places?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	National and regional conflicts and violence
Skills	Critical Thinking Skills - Use analytical skills of identifying
Attitudes	Caring and concern, responsible, positive
Values	Common good, mutuality, interdependence

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

- Research on the national and regional conflicts and violence in the Pacific;
- Identify the ideologies and beliefs behind the violence.

Content Background

What is national conflict?

A national conflict is a *conflict* in which a part of a nation turns against another part of the same nation. Sad to say, we have many examples:

1. The British Civil War (1640's).
2. The American Civil War (1860's).

What is regional conflict?

Regional conflict is used to describe conflict which relate to a particular area of a country or of the world.

The following are some of the national and regional conflicts in PNG and the Pacific.

1. The Bougainville Crisis
 - a) Early development of the conflict
 - b) Events during the Wingti Government

- c) The Period of the Chan Government
- d) Developments since the Arawa Peace Conference
- e) External Relations
- f) Main Ideologies of the conflicts on Bougainville
- g) What are the resolutions to Peace on Bougainville?

2. The Military Coup in Fiji

3. Separatist Movement in Indonesia

4. Separatist movement in Philippines

Performance Assessment: Teachers must set assessment with set criteria where students are required to conduct research on the various conflicts and violence mentioned and make a presentation of their findings.

Suggested Resources

- Merriam Webster. (1828). *Conflicts*. Retrieved May 20, 2021, from <https://www.merriam-webster.com/dictionary/conflict>.
- Papua New Guinea Government. (n.d). *Bougainville Peace Process*. USIP Library. PNG.
- Quora.com. (n.d). *What are examples of national conflicts*. Retrieved May 20, 2021, from <https://www.quora.com/What-are-examples-of-national-conflicts>.

Strand 1: Values and Character Development

Unit 3: Problem solving and conflict management

Content Standard 1.10: Students will be able to identify different forms of violence and analyse their causes, effects, and the strategies for addressing and preventing them.

Benchmark 11.1.10.2: Research cases of national and regional conflict and violence to understand their causes and effects.

Topic: Case Study: West Papua Conflict

Essential Questions

- What caused the West Papua Conflict?
- What was its impact on the lives of the people?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Understanding the causes and effects of national and regional conflict and violence to understand their causes and effects
Skills	Critical Thinking Skills - Use analytical skills of researching and investigating
Attitudes	Caring and concern, responsible, positive
Values	Common good, human rights and responsibilities

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

- Investigate the West Papua conflict and violence.
-

Content Background

Case studies of conflicts in the region (Turn to the next page)

FREE WEST PAPUA



The West Papuan movement for freedom is growing. And a wave of support is building across the Pacific. The human rights situation in West Papua, however, is deteriorating. Instead of embracing the United Liberation Movement for West Papua as a partner, the body that best represents the aspirations of the West Papuan people, Indonesian President Joko Widodo has criminalised the ULMWP, fomented nationalist militia groups and created conditions that encourage state violence against the Papuan people. The fact that the Papuans have been pursuing their aspirations through a combination of nonviolent action and domestic and international diplomacy further illustrates the total failure of the Indonesian government's willingness and ability to protect their citizens in West Papua. Pacific Island nations are ideally placed to address this situation. Individual Pacific leaders have already acted morally and courageously to help constrain Indonesian violence. In doing so they have compelled the Indonesian government to respond to persistent and serious concerns Pacific peoples have about West Papua and West Papuans, a people who are embraced as family members.

An opportunity exists to elevate Pacific ways of resolving conflict and doing diplomacy and embed these in regional and sub-regional forum. By pursuing independent human rights missions, raising the issue of West Papua at the United Nations, formally including the ULMWP in the Pacific Island Forum, and granting full membership of the ULMWP in the Melanesian Spearhead Group, Pacific Island states can help constrain Indonesian state violence and create the conditions for the peaceful and dignified resolution of the conflict in West Papua. Geopolitical power and influence concerning West Papua has shifted from 'Western countries' to the Pacific. With that comes a unique historical choice for the members of the Pacific Island Forum and other sub-regional bodies, including the Melanesian Spearhead Group: to support the West Papuan aspirations to peacefully determine their own future or to side with the forces of empire. Pacific Island leaders can turn their backs or 'bring West Papua back to the family'.

By the end of this topic students should develop the skill of perspective-taking where they should have sympathy and empathise with those around them who are in such situations like the West

Papuans. They should understand why conflicts and violence occur and its impacts on nations and countries. At their level they must help support the fight for peace for all people by being part of rally's., demonstration or protest to help their fellow brothers and sisters as global citizens.

Performance Assessment: Teacher assist students with more information on West Papua. Students investigate further on the West Papuan case and write about the cause and effect of the struggle and provide suggestions on how PNG can support the West Papuans to put forward a strong case to the International Human Rights Council to advocate for independence.

Suggested Resources

- Amnesty Australia.(2015). *'Indonesia: Paniai shootings – make investigation findings public and bring perpetrators to justice'*. Retrieved May 20, 2021, from <http://www.amnesty.org.au/news/comments/36323/>.
- Antara. (22 May, 2016). *'Warga Jayapura Bentuk Ormas Bara Pembela NKRI'*. Retrieved May 20, 2021, from <http://www.antarapapua.com/berita/455512/warga-jayapura>.
- Bachelard, M. (2014). *'Indonesian military and police fire into crowd of West Papuan civilians, killing 5,'* The Sydney Morning Herald, 8 December.

Strand 1: Values and Character Development

Unit 3: Problem solving and conflict management

Content Standard 1.10: Students will be able to identify different forms of violence and analyse their causes, effects, and the strategies for addressing and preventing them.

Benchmark 11.1.10.3: Analyse existing laws, conventions, treaties, and other strategies for addressing regional conflict and violence.

Topic: Conflict Resolution in the Pacific Region through Peace Treaties and Other Strategies

Essential Questions

- How can conflicts be resolved through Peace Treaties, Conventions and Protocol?

Essential knowledge, skill, attitudes, and values	
Knowledge (Concept)	Existing laws, conventions, treaties, and other strategies for addressing regional conflict and violence
Skills	Critical Thinking Skills - Use analytical skills of identifying, analysing and appraising - Use evaluation skill of appraising
Attitudes	Caring and concern, responsible, positive
Values	Common good, human rights and responsibilities, peace and harmony

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

- Investigate the existing laws, conventions, treaties and other strategies to address regional conflict and violence.

Content Background

What is peace treaty or treaties?

Wikipedia (2020) defines **peace treaty** is an agreement between two or more hostile parties, usually countries or governments, which formally ends a state of war between the parties. It is different from an armistice, which is an agreement to stop hostilities; a surrender, in which an army agrees to give up arms; or a ceasefire or truce, in which the parties may agree to temporarily or permanently stop fighting. The art of negotiating a peace treaty in the modern era has been referred to by legal scholar Christine Bell as the *lex pacificatoria*, with a peace treaty potentially contributing to the legal framework governing the post conflict period, or *jus post bellum*.

Elements of treaties

The content of a treaty usually depends on the nature of the conflict being concluded. In the case of large conflicts between numerous parties, there may be one international treaty covering all issues or separate treaties signed between each party.

There are many possible issues that may be included in a peace treaty such as the following:

- Formal designation of borders
- Processes for resolving future disputes
- Access to and apportioning of resources

- Status of refugees
- Status of prisoners of war
- Settling of existing debts
- Defining of as unjust behaviour
- The re-application of existing treaties

Through the following means;

- International Human Rights Instruments
 - International Bill of Rights (IBR)
 - Universal Declaration of Human rights (UDHR),
 - International Covenant on Civil and Political Rights (ICCPR),
 - International Covenant on Economic, Social and Cultural Rights (ICESCR)
- Universal Declaration of Human Rights (UDHR)
 - UDHR: Charter Based International Human Rights Instrument; contains thirty articles such as right to life.
 - Treaty Based Human Rights Instruments: International Covenant on Civil and Political Rights (ICCPR),
 - International Covenant on Economic, Social and Cultural Rights (ICESCR)
- Specialised Human Rights Instruments
 - United Nations Convention on the Rights of the Child (UNCRC),
 - United Nations Convention Against Corruption (UNCAC),
 - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and et cetera.
- Peace Treaties Examples
 - The Treaty of Paris
 - The Treaty of Versailles
 - Bougainville Peace Treaty
 - The Congress of Vienna
 - Israel and Palestinian Peace Process

Students must know the importance of peace treaties. They should adapt values that aim to promote and foster peace for all people.

Performance Assessment: Teacher can set assessment where students are required to find out about the various peace treaties their causes and effects and present their findings in class.

Suggested Resources

- Tsjeard, B. and Frerks, G. (2005). *Women's Roles in Conflict Prevention, Conflict Resolution, and Post-Conflict Reconstruction*. Clingendael: Netherlands Institute of International. Retrieved May 22, 2021, from <http://www.clingendael.nl/cru/pdf/women%27s_roles_lit_rev.pdf>.
- womenwarpeace.com. (2020). *Women, War, Peace, and Peace Negotiations*. New York: United Nations Development Fund. Retrieved May 22, 2021, from <http://www.womenwarpeace.org/issues/peaceprocess/peace_process.htm>.
- Wikipedia. (2020). *Peace Treaty*. Retrieved May 22, 2021, from https://en.wikipedia.org/wiki/Peace_treaty.

Strand 1: Values and Character Development

Unit 3: Problem solving and conflict management

Content Standard 1.10: Students will be able to identify different forms of violence and analyse their causes, effects, and the strategies for addressing and preventing them.

Benchmark 11.1.10.4: Explain how peace could be created and fostered in regions affected by various forms of conflict and violence.

Topic: Ways of Promoting and Fostering Peace in the Region

Essential Questions

- How do we promote peace in the Region affected with conflict and violence?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Peace could be created and fostered in regions affected by various forms of conflict and violence
Skills	Critical Thinking Skills - Use analytical skill of explaining and making conclusions - Use evaluation skills of explaining and determining Creative Thinking Skills - Use synthetic skill of explaining
Attitudes	Caring and concern, responsible, positive
Values	Common good, human rights and responsibilities, peace and harmony

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

- Examine ways of creating and fostering peace in the areas of the Pacific Region affected with conflict and violence.

Content Background

Conflict resolution strategies

The following are ways to solve conflicts and violence:

- Counseling. The provision of professional assistance and guidance in resolving personal or psychological problems.
- Negotiation. Discussion between parties aimed at reaching an agreement
- Mediation. A form of alternative dispute resolution in which the parties to a lawsuit meet with a neutral third party in an effort to settle the case.
- Arbitration. It is a method of solving disputes outside of court. Parties refer their disputes to an arbitrator who reviews the evidences, listen to the parties and then makes the decision.
- Litigation. The process of taking legal action or the action between two opposing parties working in the interest of enforcing or defending legal right. In most cases, the parties work on litigation by working out an agreement but they may also go to court and have the jury or judge determine the final resolution.

- Peace Treaties. It is an agreement between two or more hostile parties, usually countries or governments which formally ends a state of war between the parties.
- Conflict Resolution through empathy. Sharing another person's emotions with certain degree of understanding another person's emotional state.

How can peace be fostered or created in regions affected by various forms of conflicts and violence?

- Peace Process: Is a set of sociopolitical negotiation, agreement and action aim to solve a specific armed conflict.
- Peace agreement: Contract intended to end a violent conflict or to significantly transform a conflict so that it can be more constructively addressed.
- An **agreement or accord** is a formal commitment between hostile parties to end a war. Peace agreements can vary considerably. The 1991 Paris Peace Accords that led to the end of the conflict in **Cambodia** were essentially an agreement to end international involvement in the war, and a **ceasefire** to transform a military conflict into a political one, with the United Nations (UN) present and in control.

Case Study: **Bougainville Peace Agreement signed at Arawa 30 August 2001**

Introduction and Outline

This agreement is a joint creation by the Government of the Independent State of Papua New Guinea and Leaders representing the people of Bougainville ("the Parties") to resolve the Bougainville conflict and to secure a lasting peace by peaceful means. It is intended to further the objectives of The Burnham Truce, the Lincoln and Ceasefire Agreements and other agreements and understandings between the parties. This Agreement will be implemented through consultation and co-operation, and will form the basis for drafting constitutional amendments and other laws in order to give legal effect to this Agreement. The Bougainville Parties will work through the autonomous Bougainville Government when it is formed.

The Agreement has three pillars. They are as follows.

1. Autonomy

The Agreement provides for arrangements for an autonomous Bougainville Government operating under a home-grown Bougainville Constitution with a right to assume increasing control over a wide range of powers, functions, personnel and resources on the basis of guarantees contained in the National Constitution.

2. Referendum

The agreement provides for the right, guaranteed in the National Constitution, for a referendum among Bougainvilleans' on Bougainville's future political status.

The choices available in the referendum will include a separate independence for Bougainville.

The referendum will be held no sooner than ten years, and in any case no later than fifteen years, after the election of the autonomous Bougainville Government.

The actual date of the referendum will be set taking account of standards of good governance and the implementation of the weapons disposal plan.

The outcome of the referendum will be subject to ratification (final decision-making authority) of the National Parliament.

3. Weapons Disposal Plan

The agreed weapons disposal plan will proceed in stages, area by area around Bougainville, beginning as soon as is practicable.

After the constitutional amendments implementing this Agreement have been passed by the National Parliament and by the time they take legal effect, remaining Defence Force and Police Mobile Unit personnel will have been withdrawn from Bougainville and weapons will be held in secure containers. The containers will have two separate locks with the key to one held by the United Nations. Observer Mission on Bougainville (UNOMB) and the other by the relevant ex-combatant commander.

The UNOMB will verify that all parties are acting in accordance with the agreed weapons disposal

Performance Assessment: Teachers can set assessment where students are required to demonstrate through role play or simulation how to solve conflicts and violence.

Suggested Resources

- Papua New Guinea Government. (n.d). *Bougainville Peace Process*. USIP Library. PNG.
- Sandole, DJ. (2007) *Peace & Security in the Postmodern World-The OSCE & the Conflict Resolution*, Routledge: USA.
- Shonk,K. (2021,June 15). *What is Conflict Resolution, and How Does It Work?* Havard Law School. Retrieved May 22, 2021, from <https://www.pon.harvard.edu/daily/conflict-resolution/what-is-conflict-resolution-and-how-does-it-work/>.

Strand 2: Social Development

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

1. Health Behaviours
2. Health Decision-Making
3. Interpersonal Relationship and Health

Given below are the topics for strand 2 to be taught in grade 11.

Units	Topics
Health Behaviours	11.2.1.1: Effects of a Mother's Health on the Foetus 11.2.1.2: Optimal Health for Infants 11.2.1.3: Harmful Effects of certain Substances on the Foetus
	11.2.2.1: Benefits of Community Health Programs 11.2.2.2: Strategies in Addressing a Person's Physical, Social and Emotional Needs and Wants through Effective Communication 11.2.2.3: Sources (Organisations) in the Community that Promote and Prevent Diseases
	11.2.3.1: Impact of Environmental Factors on Community Health 11.2.3.2: Strategies for Combating Negative Environmental Factors on Health of Communities 11.2.3.3: How to Develop Strategies for Aiding the Implementation of a Community Environmental Plan 11.2.3.4: Socioeconomic Status to Avail and Access Health Services 11.2.3.5: Influence of Technology on Health 11.2.3.6: Effects of Mobile Phones, Television and Wireless Technology on Personal Health 11.2.3.7: Mobile Phones for Health Interventions 11.2.3.8: Effect of Nuclear Energy on Personal, Family and Community Health
	11.2.4.1: Media Sources in the Community that Promote Health and Prevent Disease 11.2.4.2: How to Design Health Promotion Materials 11.2.4.3: What is Health Standard? 11.2.4.4: Analysis of a Case Study: COVID-19
Health Decision-making	11.2.5.1: Sources in the Community that Promote Health and Prevent Diseases: Civil Society 11.2.5.2: Leadership Skills for Advocating Health 11.2.5.3: Advocacy and Mobilisation for the Provision of Health Care Facilities and Services 11.2.5.4: How to Lobbying Government, Private Sector, and Development Partners
	11.2.6.1: School Awareness: Drug, Alcohol Abuse and Teenage Pregnancy 11.2.6.2: Community Awareness: HIV/AIDS 11.2.6.3: How to Develop Educational-safety Models 11.2.6.4: Treatment Plans (Strategies) for Drug Addiction 11.2.6.5: The Effects of Alcohol and Drugs on Health Problems

Interpersonal Relationships and Health	11.2.7.1: Effective Communication Skills for Self, Family and Others 11.2.7.2: Effective Communication for Successful in School and Workplace 11.2.7.3: Detrimental Effects of Inconsideration and Disrespectful Behaviours
	11.2.8.1: Effective Communication Skills for Healthy Relationships 11.2.8.2: Designing and Developing Strategies for Effective Conflict Resolution/Mediation 11.2.8.3: Communication Models for Effective Communication Skills

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 11.2.1.1: Analyse problems during different stages of foetal development.

Topic: Effects of a Mother's Health on the Foetus

Essential Questions

- What is foetal development?
- How does a mother's health affect the physical and emotional development of the foetus during its different developmental stages?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Problems encountered during different stages of foetal development
Skills	Critical Thinking Skills - Use analytical skill of analysing and discussing Creative Thinking Skills - Use creative thinking skill of reflecting and discussing
Attitude	Responsible, cooperative
Values	Sensitivity, human, common good, betterment of human kind

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

- Define and discuss the stages of foetal development;
- Identify and examine how a mother's health can affect the physical and emotional development of the foetus during its development stages.

Content background

What is foetal development?

Foetal or foetus is the unborn offspring of an animal that develops from an embryo. Humans are part of the animal kingdom thus fall into this category of its development of life.

Foetal development is actually a stage of development of a human being under what is prenatal development. In the prenatal development, there are three stages. The three stages are;

1. The **Germination** Stage: This is the first two weeks after conception in the development of the human life.
2. The **Embryonic** Stage: This is from the third (3rd) through the eight (8th) weeks.
3. The **Foetal** Stage: This stage starts at week nine (9) until birth.

During foetal development (foetal stage) which is from the 9th week after conception to birth the foetus starts to grow in size, weight and develops important organs of the body. Some grow rapidly whilst the

others take time to grow but all should function. The period of time the foetus is growing by size, weight and time is called the gestational age.

The following table shows the stages of development of the foetus in the gestational age to birth.

Foetal Development

Foetal Stage	Growth
Week 9 to 16 (2 to 3.6 months)	- Is 30 mm (1.2 inch) -Weighs 80 grams - Heart, hands, feet, brain and other organs are present but have minimal operations - Genitalia starts to form - Placenta fully functional during 9 weeks - Muscles, brain and pathways begin to develop causing uncontrollable movements and twitches.
Weeks 17 to 25 (3.6 to 6.6 months)	- By the end of fifth (5th) month size is 20cm (8 inches) long
Weeks 26 to 38 (6.6 to 8.6 months)	- Body fat rapidly increases - Lungs not fully mature - Thalamic brain connections (mediate sensory inputs) forms - Bones fully developed but still soft and pliable - Fingernail reached end of finger tip - Lanugo (fine hair) begins to disappear until it is gone except on the upper arms and shoulders - Small breast buds are present on both sexes - Head hair becomes coarse and thicker - Foetus is full term between 36 and 40 months - 48 to 53 cm (19 to 21 inches)

Foetal development problems

There are a number of problems in the foetal development stage that a pregnant woman must be aware of so she can give proper care to her unborn child. These problems are referred to as teratogen. What is teratogen? Teratogen refers to an environmental factor that causes a permanent structural or functional abnormality, growth restriction or death of the embryo or foetus. The teratogens are classified as follows;

Teratogens	Effects
1. VACTERL association	Vertebral, Anal, Cardiac, Tracheoesophageal, Fistula, Renal and Limb abnormalities. This results during the development of embryonic mesoderm
2. Limb deformities	- Polymelia/polydactyly: Supernumerary limbs, fingers or toes - Oligodactyly, adactyly: Absence of one or more fingers or toes - Syndactyly: Fusion of two or more fingers or toes, most common congenital malformations of limbs - Ectromelia: Collective term for hypoplasia and or aplasia of one or more long bones, resulting in limb deformity - Peromelia/perodactyly: 'amputation-like' stump of a limb, finger or toe

3. Maternal illness	- Diabetic embryopathy: Happens in the first (1st) trimester, congenital heart disease, neural tube defects - Diabetic fetopathy: Happens in the 2 and 3rd trimester, foetal birth weight is very low, respiratory distress - Graves' disease: Frontal bossing and triangular faces, developmental and behavioural problem - Hypothyroidism - Obesity: Neural tube defects, cleft lip and palate, congenital heart disease, limb reduction abnormalities - Phenylketonuria: Intellectual disability, congenital disease
4. Substance misuse	- Alcohol (Foetal Alcohol Syndrome-FAS): Causes intellectual disability in children. - Cigarette Smoking: Leads to low birth weight, increased risk of preterm labour and miscarriage, sudden infant death syndrome (SIDS), cleft lip and palate - Opioids: Causes foetal digenesis, placental abruption, respiratory depression, neonatal abstinence syndrome - Cocaine: Causes vasoconstriction in the placenta vessels, intrauterine growth retardation and low birth weight, increased risk of preterm labour and placental abruption
5. Medications	- Diethylstilbestrol: Was used to prevent miscarriage however has caused vaginal clear cell adenocarcinoma - Thalidomide: Was used to treat nausea or vomiting in pregnant women however has caused absence of external ear called anotia, complete absence of limbs called symmetrical Amelia, attachment of hand or foot to the shoulder or hip due to absence of proximal portion of limbs called Phocomelia, flipper limbs called micromelia)
6. Physical agents	- Radiation: Being exposed to x-ray, CT and nuclear medicine imaging can cause intellectual disability, growth restriction and malignancy)
7. Metal toxicity	- Lead: Causes spontaneous abortion, still birth, VACTERL - Mercury: Found in contaminated shellfish and when consumed can cause cerebellar atrophy, atrophy (wasting away) of the visual brain cortex.

Therefore, any expectant women or mother must ensure their unborn child's health is taken care hence they must get checked through visiting the nearest prenatal or antenatal clinic to avoid or reduce the risk of a problematic pregnancy.

Performance Assessment: CSD teachers can plan collaboratively with Biology teachers to plan, design, and create a model of a foetus.

Suggested Resources

- Cleveland Clinic. (2020, April 16). *Fetal Development: Stages of Growth*. Retrieved May 12, 2021, from <https://my.clevelandclinic.org/health/articles/7247-fetal-development-stages-of-growth>.
- Mourtakos, S.P., Tambalis, K. D., Panagiotakos, D.B., Antonogeorgos, G., Arnaoutis, G., Karteroliotis, K. & Sidossis, L.S. (2015, March 21). *Maternal lifestyle characteristics during pregnancy, and the risk of obesity in the offspring: a study of 5,125 children*. Retrieved May 12,

2021, from <https://bmcpregnancychildbirth.biomedcentral.com/articles/10.1186/s12884-015-0498-z>.

- Wikipedia. (2021). *Teratogens*. Retrieved May 12, 2021, from <https://en.wikipedia.org/wiki/Teratology>.

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 11.2.1.2: Investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding.

Topic: Optimal Health for Infants

Essential Questions

- What is prenatal and postnatal care?
- What are the roles of prenatal and postnatal care?
- How can prenatal and postnatal care help promote optimal health for both the baby (infant) and the mother?
- What are the impacts of promoting optimal healthy living and creating of a healthy social climate between members of the family with the baby (infant) and the mother?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The role of prenatal and post-natal care in promoting optimal healthy living and creating a healthy social climate between members of the family interacting with both the baby (infant) and the mother.
Skills	Critical Thinking Skills - Use analytical skill of investigating Creative Thinking Skills - Use creative thinking skill of role play
Attitude	Responsible, cooperative
Values	Sensitivity, human, common good, betterment of human kind

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

- Explain prenatal care and postnatal care;
- Identify and examine the role of prenatal care and postnatal care on healthy living and creation of a healthy social climate between members of the family with the baby (infant) and the mother;
- Propose better ways in terms of prenatal care and postnatal care to promote optimal healthy living for babies (infants) and their mothers in the rural areas of PNG.

Content background

What is prenatal and postnatal care?

Prenatal care according to Planned Parenthood.org (2021), is also termed as **antenatal care** and refers to the way mothers are taken care of during the time of their pregnancy so they stay healthy and have healthy babies. Prenatal care is a health service provided mainly for pregnant women for check-ups before birth. What then is post-natal care? According to studies, **postnatal care (PNC)** is

the care given to the mother and her newborn baby immediately after the birth and for the first six weeks of life. This period marks the establishment of a new phase of family life for women and their partners and the beginning of the lifelong health record for newborn babies (or **neonates** — a term often used by doctors, nurses and midwives). Both are a type of preventative health care especially for women and their babies.

Why is there a need for prenatal and postnatal care?

The role of the prenatal care is to provide regular check-ups that allow doctors or midwives to treat and prevent potential health problems throughout the course of the pregnancy and to promote healthy lifestyles that benefit both the mother and child. What happens during check-ups?

- Pregnant women receive medical information over maternal physiological changes in pregnancy, biological changes and prenatal nutrition including prenatal vitamins
- Recommendations on management and healthy lifestyle changes are also given.

The availability of routine prenatal care which includes prenatal screening and diagnosis will help pregnant women help reduce the following;

- the frequency of maternal death,
- miscarriages,
- birth defects,
- low birth weight,
- neonatal infections, and
- other preventable health problems.

The role of postnatal care is to take care of the mother and baby right after birth and six weeks after that. Women and their babies should be given the necessary care and treatment for these reasons.

To prevent mothers from:

- Postpartum hemorrhage (heavy bleeding)
- Localised infection or disseminated infection(sepsis)
- Hypertensive disorders of pregnancy (preeclampsia, eclampsia)
- HIV/AIDS
- Obstructed labour
- Abortion
- Anemia

To prevent the infants from;

- Infection (Diarrhoea, tetanus, other infections including neonatal infection (sepsis))
- Birth asphyxia
- Prematurity and low birth weight
- Congenital defects (deformities present at birth)
-

According to World Health Organisation (2019) it was stated that in 2015 around 830 women died every day from problems in pregnancy and child birth. Therefore, the WHO has declared that pregnant women should all receive four prenatal or antenatal visits to spot and treat problems and get immunized as early as possible and receive the utmost care and treatment at birth and six weeks after birth.

Performance Assessment: Teacher can set an activity where students are required to discuss and propose better ways in promoting optimal health for both the baby and the mother in especially the rural areas of PNG.

Suggested Resources

- Journal of Public Health. (1996). *Prenatal Care*. Volume 18, Issue 3. Retrieved May 12, 2021, from <https://academic.oup.com>.
- Planned Parenthood Federation of America Inc. (2021). *Prenatal Care*. Retrieved May 12, 2021, from <https://www.plannedparenthood.org/learn/pregnancy/prenatal-care>.
- Wikipedia. (2019). *Prenatal Care*. Retrieved May 12, 2021, from <https://en.m.wikipedia.org>, Prenatal Care.
- World Health Organisation. (2019, September 19). *Maternal Mortality*. Retrieved May 12, 2021, from <https://www.who.int/news-room/fact-sheets/detail/maternal-mortality>.

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 11.2.1.3: Describe the harmful effects of certain substances on the foetus such as alcohol, tobacco, environmental hazards such as lead, pollution, cannabis, and other drugs.

Topic: Harmful Effects of certain Substances on the Foetus

Essential Questions

- What are examples of substances that are harmful to the foetus?
- How do these substances harm the foetus?
- Discuss the relationship between the foetus, mother and the community.

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Harmful effects of certain substances on the foetus such as alcohol, tobacco, environmental hazards such as lead, pollution, cannabis, and other drugs
Skills	Critical Thinking Skills - Use analytical skill of describing
Attitude	Responsible, cooperative
Values	Sensitivity, humanity, common good, betterment of human kind

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

- Identify and examine the harmful substances that harms foetus in its development.

Content background

The content of this topic has been covered in the previous topic (Benchmark 11.2.1.1). This topic can be merged with the mentioned benchmark. Make reference to the notes on teratogens. Teratogens refers to the harmful substance that can harm the growth of a foetus before and after birth.

Performance Assessment: Teachers can set assessment with criteria where students are required to visit the nearest antenatal clinic and write a report on the number of infants being infected with teratogens. Or Prepare posters for awareness on effects of substances on foetus development to present in class.

Suggested Resources

- Burns, A. A., R, Lovic., Maxwell, J., and Shapiro, K., (2020, July 1). *Where Women Have No Doctor*. 2010 2ⁿ Ed, Hesperian Foundation. Berkeley, California, USA.
- Journal of Public Health. (1996). *Prenatal Care*. Volume 18, Issue 3. Retrieved May 12, 2021, from <https://academic.oup.com>.
- Wikipedia. (2019). *Prenatal Care*. Retrieved May 12, 2021, from <https://en.m.wikipedia.org>, Prenatal Care.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.2: Students will be able to recognize and analyse the effects of personal decisions, behaviours, attitudes, and habits on personal health throughout life span.

Benchmark 11.2.2.1: Research and/or participate in community health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes.

Topic: Benefits of Community Health Programs

Essential Questions

- What are community health programs?
- What services are provided by the community health programs?
- How important are community health programs to the community they are operating in?
- What impact will be participating in community health program have on students who take part?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Community health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes
Skills	Critical Thinking Skills - Use analytical skill of research and investigation
Attitude	Responsible, cooperative, participatory
Values	Sensitivity, human, common good, betterment of human kind

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

- Explain what community health programs is;
- Identify types of community health programs and explain their importance;
- Ascertain the impacts of participating in community health program especially on students who take part.

Content background

Being part of a community health program helps build up and expands an individual's view of how to address issues positively and by participating in such programs it enables a person to see the world holistically. For instance, a humanitarian cause. Being part of community health program is no exception for all people.

What are community health programs?

According to Encyclopedia.com (2021) it is a locally based education and treatment program available typically to individuals who are living in poverty and or do not have health insurance coverage. These health programs are usually non-profit and seek funding through health department programs, donations and government grants for example, Anglicare - Stop Aids PNG. They are typically found in communities where the services are needed the most, and the services that they run are purposely designed to suit the need of the population of that particular residence.

What services do these community health programs provide?

The service that these community health programs provide is to address variety of issues affecting the health of a community. They provide services in terms of;

Services	Examples
Treatment	- Immunisation and treatment of diseases such as diabetes and high blood pressure
Special clinics	- Sexually Transmitted Diseases and gynaecological services
Education and medical campaign	- Substance abuse (drug abuse) programs and general health promotion of good nutrition and weight management

Examples of such programs in Papua New Guinea are; Adult Literacy, medical checks, health and sanitation awareness and development operated by Faith Based Organisations (FBO) such as Anglicare (Anglican & Lutheran Church) and ADRA (Adventist Development and Relief Agency) to name a few.

Who are these services mainly provided for?

Community health programs are developed mainly to help the disadvantaged population such as the poor, marginalised and discriminated. For example, the illiterate populace can be given an opportunity to be educated and be part of the literate population thus they are able to read and write and so be able to take good care of their health.

Therefore, community health programs are very important and must be sustained in our country through the Public- Private- Partnership (PPP). A Public-Private-Partnership is a cooperative arrangement between two or more public and private sectors, typically of a long-term nature. It involves an arrangement between a unit of government and a business that brings better services or improves the city's capacity to operate effectively (Wikipedia. 2021).

Importance of participating in community health programs

Being part of such programs will instil in students as concerned citizens of Papua New Guinea who have regard for the dire needs of their people and also for those who are considered disadvantaged and willingly provide assistance where and when required of them. Having this experience will prepare them in this area when they face the real world in the future.

Performance Assessment: Teachers can set assessment where students are required to plan and conduct awareness on ways they as students or adolescents should use to help their peers who are faced with challenging health issues, how to avoid negative peer pressure in relation to alcohol, smoke and drugs and even early engagement in sexual activities.

Suggested Resources

- Encyclopedia. Com. (2021) *Community Health Programs*. Retrieved May 12, 2021, from <https://encyclopedia.com>.
- Public Health. (2020, May 21). *Why Community Health Is Important for Public Health*. Retrieved May 12, 2021, from <https://publichealth.tulane.edu/blog/why-community-health-is-important-for-public-health/>.
- Wikipedia. (2021). *Public Private Partnership*. Retrieved May 12, 2021, from https://en.wikipedia.org/wiki/Public%E2%80%93private_partnership on 12th of May 2021.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.2: Students will be able to recognize and analyse the effects of personal decisions, behaviours, attitudes, and habits on personal health throughout life span.

Benchmark 11.2.2.2: Create and apply strategies for communicating emotions, needs, and wants.

Topic: Strategies in Addressing a Person's Physical, Social and Emotional Needs and Wants through Effective Communication

Essential Questions

- What strategies are there to address a person's physical, social and emotional needs and wants through effective communication?
- What impacts will these strategies have on personal decisions, behaviours, attitudes, and habits concerning their health?
- How does these strategies help one's social development?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies for communicating emotions, needs, and wants
Skills	Critical Thinking Skills - Use analytical skill of investigating and discussing Creative Thinking Skills - Use creative skill of creating
Attitude	Responsible, cooperative, participatory
Values	Sensitivity, human, common good, betterment of human kind

Learning Objective: By the end of the topic, students should be able to:

- Examine strategies that addresses a person's physical, social and emotional needs and want;
- Critique the impacts of these strategies on personal decisions, behaviours, attitudes, and habits concerning an individual's personal health.

Content background

Strategies for addressing the physical, social and emotional needs and wants of individuals through effective communication

Individuals can overcome their physical, social and emotional needs and wants when they communicate effectively through use of appropriate strategies. What are strategies? Oxford dictionary defines strategies as a plan of action designed to achieve a long-term or overall aim. There are strategies that have been developed overtime by psychologist and the likes of these professionals to curb issues centered on communicating emotions, needs and wants. Emotions refers to feelings whilst needs refers to things people must have in order to survive and wants refers to those things which they wish to have.

An individual's need and wants are of the following type:

- Physical needs and wants: This refers to things such as food, clean water, shelter, sleep and so on.

- **Social needs and wants:** This refers to the need for love and belonging. The need for love and belonging consists as a sense of connection, intimacy, trust, and friendship.
- **Emotional needs and wants:** This refers to the feelings or conditions people need to feel happy, fulfilled, or at peace. Without them, we may feel frustrated, hurt, or dissatisfied. Some examples emotions needs are feeling appreciated, feeling accomplished, feeling safe, or feeling part of a community.

In order for individuals to address their physical, social and emotional needs and wants they must communicate effectively with those whom they are seeking help from. Communication is very vital as it is one of the most important life skills. It refers to the transferring of information to produce greater understanding.

What common strategies can be used to help an individual address his or her physical, social and emotional needs and wants? The following can be used;

1. Individuals must understand their own feelings

Before a person gets to express his or her feelings, he or she must know himself or herself well. After that they figure out what they need or want then they can communicate to the other person.

2. Individuals must be discerning (sensitive) about who they share their feelings with.

Feelings are intimidating part of an individual so he or she should not just share with anyone, they should proceed slowly then begin sharing their feelings to show the feeling that they are safe and less vulnerable. If they are received well then a little bit more information can be shared and so forth.

3. Respond, do not react

The common mistakes individuals make every time about their feelings when an issue arises is that when communicating their feelings in the moment (argument) this leads to things being blurted out before they can even process them or wait until being calm down. So, what should be done in such situations?

- They must process their thoughts in a journal or with a supportive friend
- Rehearse what they want to say (out loud/ or in writing)
- Do something to de-stress and calm themselves.

4. Find the right time

Finding the right time to communicate with one's peers will definitely achieve meaningful conversation and it is wiser and better to communicate face to face to strike a meaningful dialogue as well.

5. Be direct

It is wiser for people to be direct about issues they are communicating with others. For instance;

I am feeling _____ (angry/alone) because (you've been working at late this week) and I like _____ to schedule more time to spend together.

It may feel awkward at start but practise makes perfect.

6. Pay attention to body language and tone of voice

What a person say to others is important so it is very important to show that they are interested in a conversation through their body language for instance; your facial expression, eye contact, body position (arms open or closed).

7. Be good listener

Apart from people expressing their needs and feelings through talking it is very important that they listen. This should be done by giving a verbal answer that they are listening such as 'yes', 'uh-huh', 'Ok' or simple nod of the head.

Impacts of addressing the physical, social and emotional needs and wants of individuals through effectively communication

Putting into effect these strategies can improve one's personal behaviour, attitude and habits for healthy living. Effectively communicating their physical, social and emotional needs and wants will bring greater satisfaction and also build their confidence in terms of their personality at the same time create positive conversations that will solve issues accordingly and in appropriate manner.

Performance Assessment: Teachers can set assessment where students are required to demonstrate through role play and simulation ~~on~~ how to effectively communicate one's emotions, needs and wants.

Suggested Resources

- Baker, W. & Namavar, R.D.O. (2020). *9 Basic Emotional Needs Everyone Has & How To Meet Them*. Mindbodygreen.com. New York, US. Retrieved May 12, 2021, from <https://www.mindbodygreens.com/articles/9-emotional-needs-according-to-maslow-s-hieracy>.
- Martin S. (2018). *How to communicate your feelings/ Happily Imperfect*. Retrieved May 12, 2021, from <https://blogs.psychcentral.com>.
- Nimble Freelance. (n.d). Difference Between Personal Needs And Wants. Retrieved May 12, 2021, <https://www.nimblefreelancer.com/need-vs-wants-examples/>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.2: Students will be able to recognize and analyse the effects of personal decisions, behaviours, attitudes, and habits on personal health throughout life span.

Benchmark 11.2.2.3: Investigate various sources (ways) in the community that promote health and prevent disease.

Topic: Sources (Organisations) in the Community that Promote and Prevent Diseases

Essential Questions

- Which types of organisations contribute to promote and prevent diseases in the community?
- What are their functions?
- What are the impacts of their contribution to the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Sources in the community that promote health promotion and prevention (health, disease)
Skills	Critical Thinking Skills - Use analytical skill of investigating
Attitude	Responsible, cooperative, participatory
Values	Sensitivity, human, common good, betterment of human kind

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

- Identify types of organisations that contribute to promoting and preventing diseases in the community and explain their functions;
- Analyse and evaluate their impacts.

Content background

Health is very important for all; it must be maintained in order for one to enjoy life to its fullness. World Health Organisation (2021) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. There are various sources that intervene to ensure health is promoted and diseases prevented. What then is health promotion and disease prevention? According to World Health Organisation (WHO) health promotion refers to 'the process of enabling people to increase control over and to improve their health'. It moves beyond a focus on individual's behaviour towards a wide range of social and environment interventions. Whilst disease prevention is focused on specific efforts aimed at reducing the development and severity of chronic diseases and other morbidities (illnesses). So generally, both health promotion and disease prevention aim to help improve the wellness of a population.

Organisations in the community that promote health and prevent diseases and their functions

The organisations that provide the service of health promotion and disease prevention in the community are grouped into different types based on their source of funding and management though

all are for global health promotion and disease prevention or wellness regardless of the countries they are operating in. The types of organisations that promote health and prevent diseases;

Types of organisation	Functions
Government Organisations (GO)	Among the major functions of modern government are foreign diplomacy, military defense, maintenance of domestic tranquility, administration of justice, provision of public goods and services, promotion of economic growth and development, and the operation of social-insurance and social-welfare programs. So, it is the aim of the government through its ministry of health (Department of Health) to maintain and sustain its social welfare programs. For example; Department of Health
Non-Government Organization (NGO)	NGO is a Non-Governmental Organisation and they do social works for a cause. The NGO's get funds and donations from societies. There functions involve various tasks to achieve their respective goals for instance spreading awareness in the community (society) about the social problems and in trying to combat these problems and also develop infrastructures. For example; Médecins Sans Frontières (Doctors without borders).
Faith Based Organizations (FBO)	Every day FBOs work to better the world and their communities by caring for those in need. They play an enormous role in providing health information and health care all over the world. FBO hospitals and clinics are often the most respected and trusted health care providers in communities of all sizes. For example; Anlgicare, ADRA, SALVOS, City Mission

Impacts of these organisations

Generally, their focus is to provide equal service mainly to those considered disadvantaged in communities and are in dire need and attention for basic health and medical services. Individuals especially student need to know the functions of these organisation and so contribute positively as volunteers to their community and world for a physically and mentally fit and healthy population.

Performance Assessment: Teachers can prepare assessment where students are required to identify the various organisations in the community and compile evidence of their work on health promotion and disease prevention.

Suggested Resources

- Quora. (nd). *What are the functions of NGOs?* Retrieved May 13, 2021, from www.quora.com › What-are-the-functions-of-NGOs.
- Wikipedia. (2020). *Organisation*. Retrieved May 13, 2021, from <https://en.wikipedia.org/wiki/Organization>.
- World Health Organisation (2021). *Constitution*. Retrieved May 13, 2021, from <https://www.who.int/about/governance/constitution>.

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 11.2.3.1: Analyse the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies.

Topic: Impact of Environmental Factors on Community Health

Essential Questions

- What is environmental factor?
- What type of environmental factors affects people's health?
- What are the effects of these environmental factors on the health of the community?
- Discuss how these factors affect the health and the sense of belonging and social relationship.

Essential knowledge, skills attitudes and values	
Knowledge (Concept)	Impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitude	Responsible, cooperative, participatory
Values	Sense of belonging, common good, betterment of human kind

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

- Identify and explain types of environmental factors;
- Debate the impacts of these environmental factors on the health of the community.

Content Background

Environmental factors

Being part of the environment people are continually being exposed, influenced and affected by the various aspects of it. For instance, people's traits such as their physical appearance, behaviour and character are shaped by the kind of climate, location of the place they live in and the quality of air they breathe and water they drink to name a few. This is supported by the Healthy People.gov (2021), stating that humans interact with the environment constantly and these interactions affect quality of life, years of healthy life lived, and health disparities or differences.

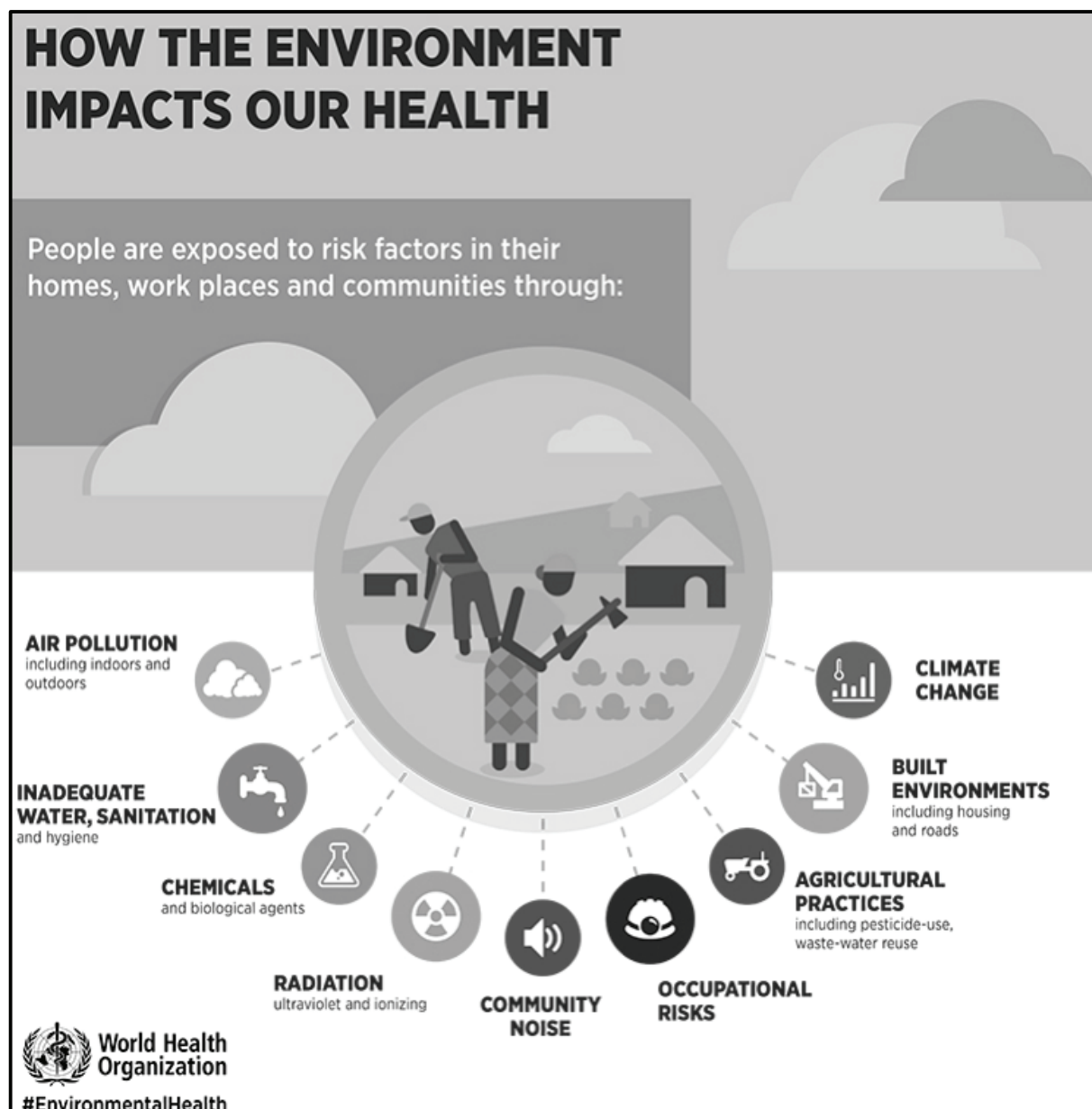
The focus of this topic will be on how peoples' health is affected by the environment. As defined by The World Health Organization (WHO), environment as it relates to health refers to "all the physical, chemical, and biological factors external to a person, and all the related behaviours."

Health consists of preventing or controlling disease, injury, and disability related to the interactions between people and their environment. Therefore, a healthy environment will surely maintain and sustain a healthy population.

Creating healthy environments can be complex and relies on continuing research to better understand the effects of exposure to environmental hazards on people's health.

Types of environmental factors

So how are people's health affected by the environment? Studies show that, 'maintaining a healthy environment is central to increasing quality of life and years of healthy life. Globally, 23% of all deaths and 26% of deaths among children under age 5 are due to preventable environmental factors. Environmental factors are diverse as can be seen from the figure given below.



Poor quality of environmental has a great impact on people whose health status are already at risk. Therefore, environmental health studies must address the societal and environmental factors that increase the likelihood of exposure and diseases in people's lives.

Impact of environmental factors on community health

According to the website, The Healthy People, (2020), in the US they have developed six (6) themes to achieve the environmental health objectives which other parts of the world including PNG must gauge.

Themes	Environmental Objectives
1. Outdoor Air Quality	Poor air quality is linked to premature death, cancer, and long-term damage to respiratory and cardiovascular systems. Progress has been made to reduce unhealthy air emissions, but in 2008, approximately 127 million people who lived in U.S. counties exceeded national air quality standards. Decreasing air pollution is an important step in creating a healthy environment.
2. Surface and Ground Water	Surface and ground water quality concerns apply to both drinking water and recreational waters. Contamination by infectious agents or chemicals can cause mild to severe illness. Protecting water sources and minimizing exposure to contaminated water sources are important parts of environmental health.
3. Toxic Substances and Hazardous Wastes	The health effects of toxic substances and hazardous wastes are not yet fully understood. Research to better understand how these exposures may impact health is ongoing. Meanwhile, efforts to reduce exposures continues. Reducing exposure to toxic substances and hazardous wastes is fundamental to environmental health.
4. Homes and Communities	People spend most of their time at home, work, or school. Some of these environments may expose people to: - Indoor air pollution - Inadequate heating and sanitation - Structural problems - Electrical and fire hazards - Lead-based paint hazards These hazards can impact health and safety. Maintaining healthy homes and communities is essential to environmental health.
3. Infrastructure and Surveillance	Preventing exposure to environmental hazards relies on many partners, including state and local health departments. Personnel, surveillance systems, and education are important resources for investigating and responding to disease, monitoring for hazards, and educating the public. Additional methods and greater capacity to measure and respond to environmental hazards are needed.
4. Global Environmental Health	Water quality is an important global challenge. Diseases can be reduced by improving water quality and sanitation and increasing access to adequate water and sanitation facilities.

Emerging Issues in Environmental Health

Apart from the common environmental factors that affect people's everyday health there are emerging issues that have drastic and dramatic impact on their health. All countries must have strategies such as Disaster Preparedness to safeguard and secure the health of their people to such exposure. The following are emerging issues;

Emerging Issues	Explanation
Climate Change	Climate change is projected to impact sea level, patterns of infectious disease, air quality, and the severity of natural disasters such as floods, droughts, and storms.
Nanotechnology	Nanotechnology may also present unintended health risks or changes to the environment. The potential impact of nanotechnology is significant and offers possible improvements to: - Disease prevention, detection, and treatment

	- Electronics - Clean energy
The Built Environment	Features of the built environment appear to impact human health influencing behaviors, physical activity patterns, social networks, and access to resources.
Exposure to Unknown Hazards	Every year, hundreds of new chemicals are introduced to the U.S. market and all over the world. It is presumed that some of these chemicals may present new, unexpected challenges to human health, and their safety should be evaluated prior to release. These cross-cutting issues are not yet understood well enough to inform the development of systems for measuring and tracking their impact. Further exploration is warranted. The environmental health landscape will continue to evolve and may present opportunities for additional research, analysis, and monitoring.
Blood Lead Levels	As of 2017, there were approximately 4 million houses or buildings that have children living in them who are potentially being exposed to lead. Studies show that nearly half a million U.S. children ages 1 to 5 have blood lead levels at or above 5 micrograms per deciliter ($\mu\text{g/dL}$), which is currently the reference level. Even blood lead exposure levels as low as 2 micrograms per deciliter ($\mu\text{g/dL}$) can affect a child's cognitive function. Since no safe blood lead levels have been identified for children, any exposure should be taken seriously. However, since lead exposure often occurs with no obvious signs or symptoms, it often remains unrecognized. Thus, research organizations such as that in the US, for instance; <u>CDC's Childhood Lead Poisoning Prevention Program</u> is committed to the Healthy People 2020 goals of eliminating childhood lead exposures and decreasing disparities in the differences in average risk of lead exposure based on race and social class as public health concerns.

Performance Assessment: Teachers can prepare assessment where students are required to conduct a survey in the community to find out how environmental factors such as air, water, or noise affect the health and the sense of social belonging and social relationships in the community.

Suggested Resources

- Healthy People. (2020). *Environmental Health*. Retrieved May 13, 2021, from https://www.healthypeople.gov/2020/topics-objectives/topic/environmental-health_
- John A. Steward, 'Definition of Environmental Health,' National Environmental Health Association. 720 S. Colorado Blvd. Suite 1000-NDenver. CO 80246-1926.
- Wikipedia the free encyclopedia. (2020). 'Environmental factor'. Retrieved May 13, 2021, from https://en.wikipedia.org/wiki/Environmental_factor.
- World Health Organisation (WHO). (2019). 'Health, Environment and Climate Change'. A72/15 Provisional agenda item.

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 11.2.3.2: Formulate strategies for combating environmental factors that have a detrimental effect on the health of a community.

Topic: Strategies for Combating Negative Environmental Factors on Health of Communities

Essential Questions

- What strategies can be formulated to combat environmental factors that have a detrimental effect on the health of a community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Formulating strategies for combating negative environmental factors
Skills	Creative Thinking Skills - Use synthetical skill of formulating
Attitude	Responsible, cooperative, participatory
Values	Sense of belonging, common good, betterment of human kind

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

- Create strategies to combat environmental factors that have a detrimental effect on the health and sense of belonging to a community.

Content background

According to a report compiled by Nicholls S (2004), there are about ten principal environmental issues that the PNG government aims to combat by examining a number of strategies and measures that could be adopted in the future to address these in a more effective manner. They are;

1. Declining Water Quality in Rivers and Coastal Waters.
2. Increasing Environmental Risks from Hazardous Materials and Wastes.
3. Inadequate or Unsatisfactory Water Supplies.
4. Loss of Critical Habitats and Biodiversity.
5. Declining Coastal and Marine Resources.
6. Increasing Land Degradation.
7. Disturbed or Unpredictable Hydrological Regimes.
8. Climate Change.
9. Air Pollution.
10. Noise Pollution.

Individuals including the students are to think as proactive members of the society to combat or better these situations. For this topic, students must create or formulate strategies to alleviate the problems

mentioned. They must think globally and act locally to save PNG's dwindling health status with relation to these ten principle problems.

Performance Assessment: Teachers can set assessment where students are required to plan and conduct awareness on how to combat negative environmental factors on the health of the communities they live in.

Suggested Resources

- Nicholls S. (2004). *The Priority Environmental Concerns of Papua New Guinea*. IWP-Pacific Technical Report (International Waters Project) no. 1. Marfleet Printing Co. Ltd. Apia. Samoa.
- World Health Organisation. (2020). *WHO Global Strategy on Health, Environment and Climate Change. The transformation needed to improve lives and wellbeing sustainably through healthy.* Retrieved May 13, 2021, from https://www.who.int/phe/publications/WHO-STRATEGY-LAY5_fin_red.pdf.
- World Health Organization. (2019). '*Health, Environment and Climate Change*'. A72/15 Provisional agenda item.

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 11.2.3.3: Develop strategies for aiding in the implementation of a community environmental plan.

Topic: How to Develop Strategies for Aiding the Implementation of a Community Environmental Plan

Essential Questions

- What strategies can aid the implementation of a community environmental plan?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Developing strategies for aiding in the implementation of a community environmental plan
Skills	Creative Thinking Skills - Use creative skill of developing
Attitude	Responsible, cooperative, participatory
Values	Sense of belonging, common good, betterment of human kind

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

- Develop strategies that aids the implementation of a community environmental plan;
- Assess these strategies success and failure.

Content background

What is involved in community environmental action planning?

Community Environmental Action Planning (CEAP) refers to a capacity-building process through which individuals, communities and organisations analyse their situation, evaluate options for change and then plan, carry out, monitor and evaluate activities in a participatory and sustained basis, either on their own initiative or stimulated and assisted by others (UNEP). There are no fixed rules to carrying out a Community Environmental Action Planning (CEAP), but the following steps should help teachers get a quick overview of what is involved when conducting this exercise.

- Preparation
 - Assess why this activity should/might be undertaken at the specific situation/time.
 - Prepare for the exercise.
 - Identify who will facilitate the process and ensure that he or she is fully briefed and confident
- Stakeholder identification
 - Identify the potential stakeholders through initial consultation and on-site assessments.
 - Assess the situation, positive points, possible risks, commitment and et cetera.

- Hold additional stakeholder consultations to get to know the people and to let them get to know them and better understand what they are proposing
- Identify and train community facilitators/animators
- Baseline data collection
 - Identify baseline environmental conditions using environmental mapping, seasonal calendar and livelihood analysis exercises.
 - Determine key elements of a baseline.
 - Record and analyse information
- Stakeholder priority analysis
 - Share preliminary findings with stakeholders.
 - Facilitate focus group discussions to allow different stakeholder groups to actively and openly participate
- Develop the plan
 - Identify key environmental threats
 - Identify root causes
 - Establish community/stakeholder needs
 - Formulate objectives
 - Identify activities
- Implementation procedures
 - Discuss possible modes of management and implementation for all levels from funding to implementation and monitoring
 - Identify roles and responsibilities
- Monitoring
 - Discuss the purpose of monitoring and evaluation.
 - Develop a simple yet comprehensive monitoring programme, with identified roles and responsibilities.
 - Identify agreed upon indicators
- **Evaluation**
 - Assess the action plan to see if it is achievable
- **Timing:** Allow plenty of time to carry out a Community Environmental Action Planning (CEAP). Remember that this might be the first occasion that some participants, at least, have had to engage in a process like this. As a rule of thumb, 5-10 days should be set aside for engaging with participants, but this should be broken into blocks of time so that constant demands are not put on the same people all of the time.

The focus on the implementation of the environmental plan would follow:

- Develop the Plan; Implementation Procedures; Monitoring and Evaluation.

Performance Assessment: Teachers can set an assessment where students are required to critique case studies strategies used to aid the implementation of a community environmental plan. They critique its success or failure through debate or essay writing.

Suggested Resources

- National Planning Committee (NPC). (2007). *Papua New Guinea Vision 2050*. Papua New Guinea.
- UNEP.(2013).*Community Environmental Action Planning A Handbook For Practioners In Sudan*. Synthesis Report. ProActive Network. Nyon Switzerland. Retrieved May 13, 2021, from [https://weddocs.unep.org/bitstream/handle/20.500.11822/2211/CEAP Synthesis report](https://weddocs.unep.org/bitstream/handle/20.500.11822/2211/CEAP%20Synthesis%20report.pdf).
- United Nations High Commission for refugees. (n.d). *Module IV: Community Environmental Action Planning*. Retrieved May 13, 2021, from <https://www.unhcr.org/4a97aaa49.pdf>.

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 11.2.3.4: Relate socioeconomic status of individuals, families, and communities to availability and access to health services within the community.

Topic: Socioeconomic Status to Avail and Access Health Services

Essential Questions

- What is socioeconomic status?
- How will the socioeconomic status of individuals, families, and communities affect them in terms of the avail and access to health services within the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Economic status of individuals, families, and communities to availability and access to health services within the community
Skills	Creative Thinking Skills - Use creative skill of relating
Attitude	Care and concern, empathy
Values	Betterment of human kind, common good

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

- Define and explain socioeconomic status;
- Assess how socioeconomic status of individuals, families, and communities affect them to avail and access health services within the community.

Content background

What is Socioeconomic Status (SES)?

Before getting to understand the term socioeconomic status (SES), the word socio and economic must be defined. As cited from vocabulary.com, socio refers to; "the study of the behaviors of people," including the ways they interact with one another or their family structures and the word economic refers to; "the economy, such as people's income and finances." Thus, socioeconomic status refers to the financial and social issues combined of individuals, families and communities of a society. This means that people's behaviours are greatly impacted by their income and finances.

Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (**income**, education, and occupation) can be assessed. The study of this topic is mainly concentrated on impacts of income on access to health services and care in the community by individuals, families, and communities.

Studies have shown that people of low-income standings accessing health service is minimal or lacking. According to Arpey, Gaglioti and Rosenbaum (2017: 76) there is evidence to prove that

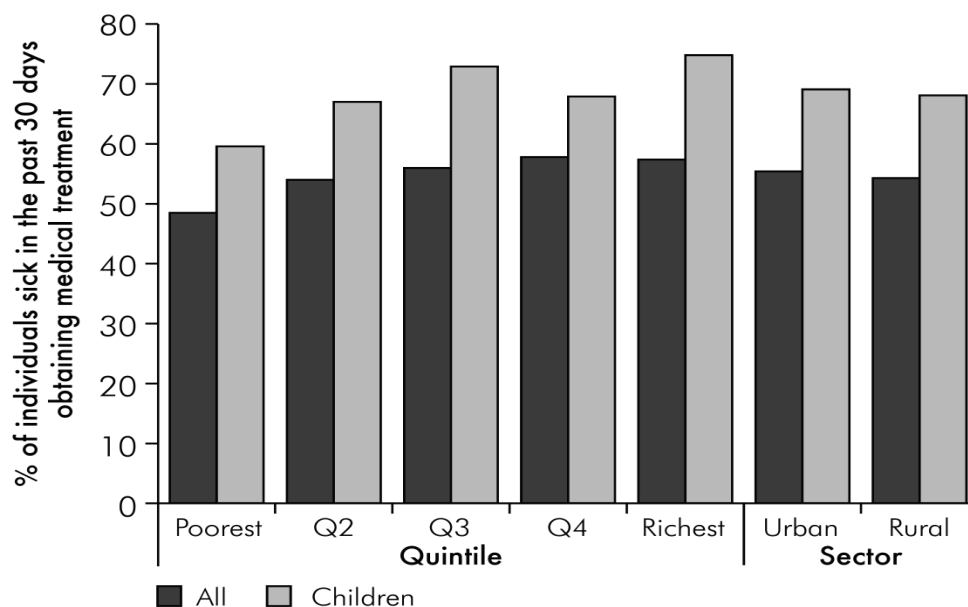
socioeconomic status (SES) affects individual health outcomes and the health care they receive. The research revealed that people of lower SES are more likely to have worse self-reported health, lower life expectancy, and suffer from more chronic condition when compared to those of higher SES. This is supported by contributions from Jackson (2017), that states that someone with a higher income can afford to see a physiotherapist to recover from a knee injury, while a person from a lower socioeconomic background cannot. They can also afford dental care, to purchase better quality foods (organic), pay to join a gym or have a personal trainer, pay for social activities and so forth. Thus, a higher income provides people with better choice. Even the choice of location for where to live, better parks, cleaner home and taking regular holidays to name a few. It all contributes towards a better overall health status.

Those with a lower socioeconomic status are at higher risk of having poor health. They are less educated which certainly will cause them to make poor health choices. They tend to have less money causing them to have less health choices.

Evidence of socioeconomic status in PNG

This is evident in PNG according to the DHS 2006 (National Statistics Office, 2009) and analysis of national census data (Bakker 1986) in ADB- Ausaid Funded project, that states that there are inequalities across income groups in seeking medical treatment when sick. The poor suffer from a higher burden of maternal and child illness and death than the non-poor in PNG, the poor should be in greater need of medical care, but in practice they make less use of this service and suffer from greater barriers to accessibility. The HIES 2009–2010 data show that when sick, the poor are less likely to make use of overall healthcare services, for their children. This is shown in the graph below.

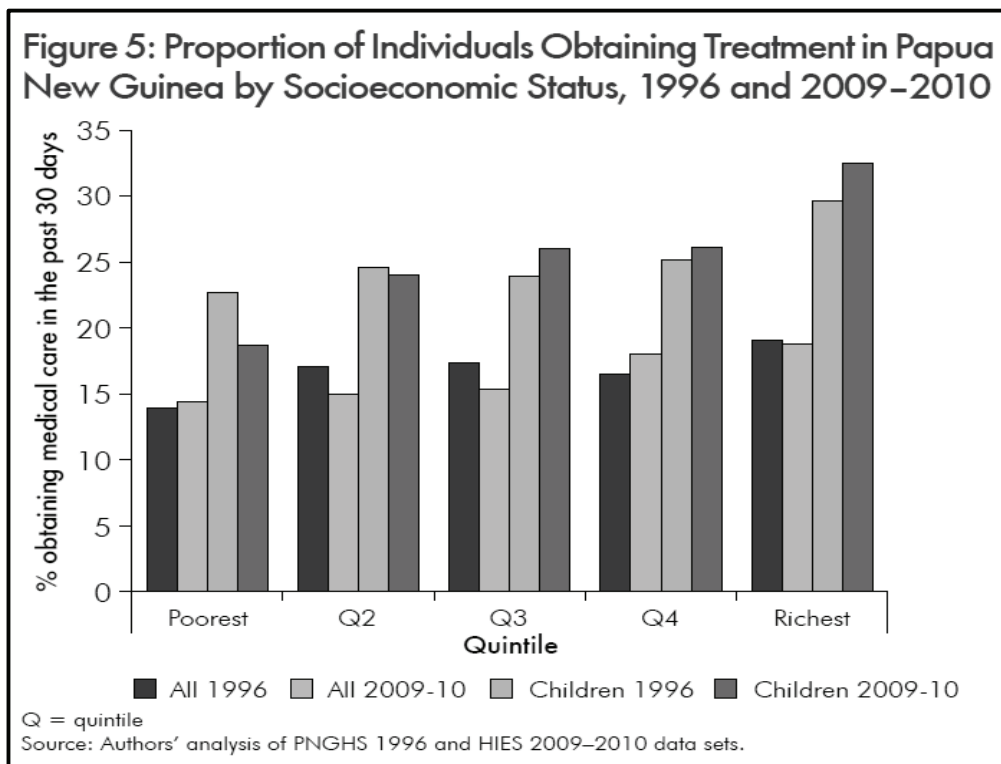
Figure 4: Use of Healthcare Services by Sick Individuals in Papua New Guinea by Socioeconomic Status and Sector, 2009–2010



Q = quintile

Source: Authors' analysis of HIES 2009–2010 data set.

Although the 1996 survey did not collect data on healthcare use when sick, it is possible to compare patterns of overall utilisation of healthcare services between the two study years. Similar to the graph on the previous page and the one given below shows that the poor make less use of health services than the rich in both the 1996 and 2009–2010 surveys.



Performance Assessment: Teacher can set assessment where students are required to analyse reports of one's socioeconomic status to availability and access to health services within the community.

Suggested Resources

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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 11.2.3.5: Examine how technology can influence health.

Topic: Influence of Technology on Health

Essential Questions

- What is technology?
- What are the main types of technology?
- What is the importance of technology?
- How does technology influence health?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How technology can influence health
Skills	Critical Thinking Skills - Use analytical skill of examining
Attitude	Care and concern, responsible
Values	Betterment of human kind, common good, empowerment

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

- Examine the term technology;
- Critique the influence of technology on health.

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.

Wikipedia (2021) defines technology as 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 (Sweeny 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 our live 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 regardless of distance and time.

Influence of technology on health

However, technology can have a large impact on users' mental and physical health. According to the Digital Responsibility.org, (2021), there are serious health issues relating to the over use of technology on mental and physical health such as;

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. According to the Mayo Clinic, 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. - Make sure your workspace conditions are optimal. Try to put your computer in a location with adequate lighting and minimal glare, about 20 to 40 inches away from your eyes. Also, watch out for air sources near your desk that can dry out your eyes. - Try a mini-massage. Massaging the muscle around your eyes can help combat fatigue and strain.
Hearing Loss	Spending your life plugged into your iPod may make you feel like dancing in the streets, but it can take a toll on your ear for instance hearing loss and tinnitus (ringing in the ears). The sensitive hair cells in your inner ear never grow back once they have been 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 sounds. A 2005-2006 study published	- Turn it down. If other people can hear the music from your earbuds or headphones, the music is loud enough to damage your 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 your earbuds at level four could cause permanent damage.

	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 attributable to earbud use.	
Neck strain	When you bend your head 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.	- Use a lower back support in your work chair to guide yourself into a healthier posture. -To avoid constantly looking down, raise your laptop to eye level by placing something under it. You will need to use an external keyboard to type comfortably with your laptop in this position, but the benefits for your neck will be worth it. -Do some exercises. While you're studying, or working, take short breaks to do some simple movements like shoulder rolls. You may be hunching your shoulders up as you work at the computer without even realizing it. In your free time, try some training exercises to strengthen your neck muscles. -Treat neck pain with ice and heat to soothe sore muscles.
Sitting too much	Yes, 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. Researchers in a University of South Carolina study found 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. An Australian study 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 your chair. Stand when you can. If you need to talk to a coworker or a fellow student, why not take a short walk around the office or the quad together? Try to form the habit of standing up for particular activities, such as talking on the phone. If you're in the middle of a long study session, take a break and walk up and down some stairs. - Force yourself to move. Take small measures like parking a little bit farther away from the store. - Create a healthier workspace. Sitting on a stability ball instead of at a desk chair while you work or study burns more calories and works your core. If you're lucky enough to have the option of a standing desk, give it a try.

General solutions for healthy technology use

Therefore, everyone should do their simple and best to safeguard their health with respect to technology. That is;

- Take breaks, both large and small. A tech break can be as small as stepping away from the desk to take a short walk across the room or as large as declaring a technology blackout for an entire day each week.
- A person should examine their motivations. Try cutting down on the number of posts or status updates made each day. They should ask themselves whether they are posting for narcissistic reasons or with true connection as a goal.
- A person must give their work or entertainment space an ergonomic makeover. Why not devote some time to improving the places where they spend so much of their day? A better-placed desk chair or better lighting can make a huge impact on their physical and emotional well-being.
- Turn off the lights-all of them. To avoid disrupting sleep rhythms, all lights are turned off all your screens an hour or two before you go to bed and give one's eyes a rest.

(Soltan, 2019)

Performance Assessment: Teachers can set assessment where students are required to investigate the effects of sitting long hours behind computers or laptops and/or listening consistently to loud music through the ear piece and present their findings in an explanatory essay.

Suggested Resources

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- Soltan, L. (2019). *Health and Technology*. Digital Responsibility. Retrieved May 13, 2021, from <http://www.digitalresponsibility.org/health-and-technology>.
- Sweeny, B. 2017. *5 Major reasons why technology is so important*. Tech and Appliances. Retrieved May 13, 2021, from <https://www.guyandtheblog.com/5-major-reasons-why-technology-is-so-important/>.
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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 11.2.3.6: Explain and examine how access to mobile phones, television, and wireless technology can affect personal health.

Topic: Effects of Mobile Phones, Television and Wireless Technology on Personal Health

Essential Questions

- What are the effects of using mobile phones, television and wireless technology on personal health?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effect of mobile phones, television and wireless technology on personal health
Skills	Critical Thinking Skills - Use analytical skill of explaining and examining - Use evaluation skill of explaining
Attitude	Care and concern, responsible
Values	Betterment of human kind, common good, empowerment

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

- Analyse and compare the effect of using mobile phones, television and wireless technology on personal health.

Content background

Though mobile (cell) phones, television and wireless technologies are very important to people they pose an imminent danger on their health too. The risks involved in using these technologies vary but to a greater degree will continue to threaten our health.

Each of these technologies under study in this topic have various operational use and generally have been designed to make communication faster and easier. These technologies have evolved over time thus enhancing greater efficiency to its designs but at the same time posing increased risk to health of its users.

Effect of mobile phones, television and wireless technology on personal health

Given below are health related problems of using these technologies.

1. Mobile

According to a research on the use of mobile phones by technology experts, the estimated users for mobile phone was about 6.8 billion in 2019 and this will continue to increase to about 7.33 billion in 2023 as forecasted and even greater than this in the years to come. This shows that the use of mobile phone is widespread and will surely have adverse effects on the health of the users. It is important to understand the risks and possible effects of mobile phone use, so it is wiser for people to choose the right ways to use their phones.



Health concerns over mobile phone use

- **Exposure to electromagnetic radiation**

In the process of communicating what happens is that information that passes through the mobile is transmitted (sent and received) through waves of sound and heat energy called electromagnetic fields using radiofrequency (RF) radiation in space.

Studies have proven that if RF radiation is high enough, it has a 'thermal' (heat) effect, which means it raises body temperature. There are concerns that the low levels of RF radiation emitted by mobile phones could cause health problems such as headaches or brain tumours. (Better Health.vic.gov.au. 2020)

- **Effect on human's upper extremities (edges), back and neck caused by handheld devices**

A smartphone or handheld device (HHD) combines advanced computing capability, such as internet communication, information retrieval, video, e-commerce and other features that make this device highly popular among people however, various studies show there is connection between mobile phone usage and its side effects on the users' health. Some of these studies reported that users complained of headache, hand tremor and finger discomfort.

According to Miatkotkol, (2017), a researcher named Berolo discovered that mobile hand-held device users complained of discomfort at least on one area of upper arm extremities (edges), back and neck. He further stated that long term usage of the device leads to additional tension on tendons, muscles and perimetric tissue, which may result in Visual Display Terminal (VDT) Syndrome. These effects are similar to the use of desktops as proven by studies. Scientist recommend regular rests periods, stretching, and exercises to lower these risks.

Miatkotkol's findings is further supported by a research conducted by a group of Korean scientists from Inj University of the negative effects of mobile phone or hand-held devices which stated that 'there is significant association between the total times spent using a mobile device each day and pain in the right shoulder, and between time spent internet browsing and pain at the base of the right thumb.

2. Television

Health concerns on the over watching of television

- **Weight gain and obesity**

According to Welch (2015) in watching television has been linked to obesity for a couple of decades. This is supported by a study in 2003, wherein more than 50,000 middle-aged women who were studied regarding their status of watching TV for six years reported that for every two hours spent watching television per day, the participants had a 23 percent higher chance of becoming obese.

Research shows also that kids who have televisions in their bedrooms are more likely to be obese than those who do not. Prolonged TV watching may also have long-term effects. Studies that followed children for long periods of time found that the more TV they watch, the higher the risk of obesity in adulthood and midlife.



- **Increased risk of type 2 diabetes and cardiovascular disease**

Recent research from the Harvard School of Public Health (HSPH) found that viewing more than two hours of TV daily was linked to an increased risk of type 2 diabetes and heart disease, and more than three hours of daily viewing increased the risk of premature death. As quoted by the study's senior author Frank Hu, MD, professor of nutrition and epidemiology at HSPH, in a statement said that, "The message is simple and cutting back on TV watching can significantly reduce risk of type 2 diabetes, heart disease, and premature mortality." The study also showed that for each additional two hours of television watched per day, the risk of type 2 diabetes, cardiovascular disease, and premature death increased by 20, 15, and 13 percent respectively.

(Everyday health.com.2020)

3. Wireless technology

Nowadays, the use of wireless devices such as laptops and mobiles are increasing rapidly day by day. These devices do not use the physical cable for the purpose of communication but uses radiation. Within the wireless technologies wireless applications of Wi-Fi and Bluetooth makes it possible for people to use their devices to communicate and share graphics.



Health concerns over wireless technology

These devices use electromagnetic radiation to receive and send data through the air, either as sound data or network data. They emit harmful radiations which affect the human body because such radiations are present everywhere that we cannot feel neither see. The radiations in those devices penetrates through our body and affect the cell's DNA (DNA is a genetic material of cell that are sensitive to ionisation radiation). Ionising radiation changes cells of DNA. There are two types of radiation, ionisation radiation and non-ionising radiation. So, what exactly is radiation?

What is radiation?

Radiation refers to energy originating from unstable atoms given off in the form of wave particles or rays transmitted through the space. There are two types of radiations;

1. Non-ionizing radiation. The non-ionizing radiations are direct transmitting (sending and receiving) of electromagnetic radiation or sound energy or heat energy and does not break the chemical bond.

2. Ionizing. The ionizing radiation is composed of high energy waves that can easily remove or move the electrons from the molecules, atoms and cause damage to cells and also increase the risk of many diseases.

The ionization radiation causes the following effects on people who are continually being exposed to wireless technologies.

Effects of radiation on health

- **Male infertility**

The continuous carrying of mobile phones in trousers pockets will have an adverse effect on especially the sexual organs of men in particular. The electromagnetic wave gives off radiation that deters the sperms in men's tests as the phones are placed in pockets close to this sensitive organ. Thus, radiation emitted from the phones penetrates through the testis and harm the structure and functions and decreases male fertility leading to male infertility in the long run. This is supported by Wdowiak in his research of male patients under study 6-7% of which figures showed that, not using mobile phones had normal sperm count whilst the 17percent of those studied showed abnormal sperm count mortality due to use of mobile phones.

- **Brain tumor**

Studies have shown also that exposure to RF-EMR (radio-frequency electromagnetic radiation) ranging from 40 MH (MegaHertz) to 60 GHz (Giga Hertz) deeply penetrates inside brain tissues causing irregular molecular motion which changes the cells of the DNA and micronuclei in the brain increasing the chance of developing cancer and brain tumour. Continuous use of phone in close contact with the brain over a long period of time causes brain tumour to develop in the first place.

- **Ear impairment**

The effect of electromagnetic waves can cause hearing damage due to the long-term use of mobile phones. The cause of hearing loss takes place because the user is exposed to very high frequency from the phone. Almost many users use their right ear for listening to calls as compared to the left ear. The radiation from the mobile phones begins to damage the inner ear for over at least a period of four years if continuously used on an average daily use of 30 minutes per day. This eventually harms the hearing function. What happens is the radiation activates the cochlear receptor of the ear through the same process which involves normal hearing that describes the 'click' but hearing is through the mobile phone which means the ear is now highly exposed to the microwave radiation increasing the risk of hearing impairment. Doctors say young people between the ages of 18-25 years suffer from the loss of hearing due to more use of mobiles phones and other gadgets. There are 16000 hair cells which are present in each of the inner ear. When cells are not regenerating the hearing, problems take place. People who are using their mobiles phones every day for 2 to 3 hours over the course of 3 to 5 years are at the partial deafness risk. Most people in their twenties working in marketing and teleconsulting profession who use mobile phone initially felt ear pains then later slowly developed tinnitus. The increase use of mobile phones has dramatically increased thus leading to the possibility of biological effects of the cell phones emitting radiofrequency that consists of magnetic fields and electric oscillating (actuating) which interacts negatively on the cells of plants, human beings and animals. The RF-EMR being used in the wireless communication device is more effective in reading human health status like blood pressure, short term memory loss, brain tumour and sleep disturbances. The radio-frequency is focused in the tissue close to the mobile that includes auditory nerve. During the use of a mobile phone, the inner ear and area around the ear skin absorb the microwave energy and radio-frequency which causes these hearing impairment.

(Larik et al. 2016)

Performance Assessment: Teachers can prepare assessment where students are required to create short videos using mobile phones to present a health message to demonstrate how technology could be used to impact the health status of individuals, families and communities around the world.

Suggested Resources

- Archon S. (2020). *The Harmful Effects of Watching Television*. Retrieved May 13, 2021, from <https://theunboundedspirit.com/the-harmful-effects-of-watching-television/>.
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- Wdowiak, A., Wdowiak, L. & Wiktor H. (2007, February). *Evaluation of the effect of using mobile phones on male fertility*. Retrieved May 13, 2021, from https://www.researchgate.net/publication/6184009_Evaluation_of_the_effect_of_using_mobile_phones_on_male_fertility.

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 11.2.3.7: Examine how mobile phones are being used to improve personal, family, or community health.

Topic: Mobile Phones for Health Interventions

Essential Questions

- How has the use of mobile phones improved personal, family or community health?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of mobile phones to improve personal, family or community health.
Skills	Critical Thinking Skills - Use analytical skill of examining
Attitude	Care and concern, responsible
Values	Betterment of human kind, common good, empowerment

Learning Objective: By the end of the topic, students will be able to;

- Examine how mobile phones are being used to improve personal, family, or community health;
- Evaluate the impacts of mobile phones on personal, family, or community health.

Content background

Use of mobile phone

Mobile phones have advanced through time with combined features of computing capability thus making it highly popular among people. It has advanced in areas of computing such as;

- internet communication,
- information retrieval,
- video,
- e-commerce, and
- e-health (mind reality).

Why use mobile phones for health interventions?

According to Klasnja & Prat (2012), mobile phones are becoming an increasingly important platform for the delivery of health interventions. Many researchers in the field of health are using mobile phones as tools to monitor patient's health in terms of their physical and mental activities. For instance;

- Physical activities: Tips for exercise to lose weight, to relieve stress, yoga and so forth.
- Healthy diets: The right types of food to cure cancer, fight common flu and cold, lose weight, et cetera.
- For symptom monitoring: Indicators on the phone will advise of asthma and heart disease.

- For sending patients reminders about upcoming appointments: Antenatal reminders and other medical review and checks.
- For supporting smoking cessation, and for a range of other health problems.

The following are some reasons why mobile phones are used for health interventions;

1. The widespread adoption of phones with increasingly powerful technical capabilities.

The use of mobile phone is widespread as proven by evidence according to Pew Internet & American Life Project that in America 83 percent of American adults have an active mobile phone and of these, over a third (35 percent) use their phones not only to make calls and send text messages but also to access the Internet, and this trend is accelerating. Not only is this happening in the developed but also in developing countries like PNG. According to the data from International Data Corporation, the worldwide market for smart-phones such as iPhones and Android devices-has grown by 39 percent. These numbers indicate not only that the adoption of mobile phones has become nearly universal, but also that the market is rapidly shifting toward phones that are *defector* pocket computers (powerful computational devices that can access the Internet and run a variety of complex applications). The deep penetration and technical capabilities of modern phones make sophisticated phone-based health interventions appealing and widely applicable.

2. People's tendency to carry their phones with them everywhere

Unlike desktop computers or laptops, mobile phones are nearly always with the person. Many people are rarely more than a few feet away from their mobile phones, and more often than not, have them in their hand or in their pocket or purse. A study in 2006 revealed that individuals were within arm's reach of their phones on average 58percent of the time. Studies have also revealed that, people spend more time with their phones than they do with their partners or even at their workplace. The fact that the phones are so close at hand makes it possible to drastically increase the number of points of care, from clinics (in standard practice) and patients 'homes (in traditional telemedicine), to nearly any place and time when the patient needs support.

(Elsevier.com.2020)

3. People's attachment to their phones.

People's relationships with their mobile phones are often deeply personal. Phones are customised with user-selected ringtones and notification sounds, with images of loved ones, and with cases and decorations that express their owners' style. Mobile phones are also used for a range of activities throughout the day, from calendaring and email to social networking, financial tracking, and playing games. As a result, phones often contain highly personal information, including pictures, intimate text messages, and financial information. The personal nature of mobile phones can reduce the barriers to adoption and increase acceptance of phone-based health interventions by integrating health education and other forms of health promotion with a tool that is an integral part of individuals' daily routines and to which they often have positive emotional attachment.

4. Context awareness features enabled through sensing and phone-based personal information.

The combination of their technical capabilities and the proximity to their owners means that phones can know a great deal about the users' current situation. Through embedded sensing (such as GPS location tracking, accelerometer-based exercise detection), and access to the user's calendar, contacts and other personal information, mobile phone applications can infer where their users are and what they are doing. This knowledge, in turn, makes it possible to create just-in-time interventions that provide users with support at times when that support is most needed. Such interventions can be particularly useful for discouraging unhealthy behaviours, such as eating unhealthy foods or smoking, where target behaviours are often strongly tied to particular contexts (Example; snacking while watching TV at night).The ability to detect such contexts could enable us to provide users with

assistance before they engage in such unhealthy behaviours, as well as to provide post facto feedback, potentially greatly increasing the effectiveness of behaviour change interventions.

This is part of what we call reality mining. What is reality mining? ‘Reality mining is the collection and analysis of machine-sensed environmental data pertaining (relating) to human social behaviour, with the goal of identifying predictable patterns of behaviour.’ (Wikipedia, 2020). This means reality mining is an application placed in phones that monitors your behaviour through your physical activities. An example is listening to voices and understanding speech patterns to diagnose medical problems such as the simple flu to even early onset of Parkinson's disease. In 2008, this application according to *MIT Technology Review* was named one of the “10 technologies most likely to change the way we live”. Many people globally are using this application to mind and improve their health.

The technical features that enhance the use of mobile phones for health interventions

1. Text messaging

Text messaging short message service (SMS) is a service that enables 160 character messages to be sent from one phone to virtually any other mobile phone in the world. Because it is supported by even the simplest mobile phones, SMS is widely used not only in the first world but in the developing countries as well, where mobile phone penetration has reached 68 percent. This widespread use makes text messaging the most universally accessible technology for phone-based health interventions and possibly the most accessible way of delivering health interventions of any kind. Beyond its accessibility, text messaging has seen broad adoption as a health technology for two other reasons. First, text messages are a push technology, allowing intervention messages to be delivered without any effort on the part of the recipient. As such, text messages are often used for sending reminders. (Klasnja.2012)

2. Cameras

In recent years, cameras have become a standard feature on all but the most basic mobile phones. The quality of phone cameras is still below the quality of dedicated digital cameras, but their constant availability makes phone cameras a useful tool for collecting health-related data throughout the day. So far, health interventions have used cameras in three primary ways: (1) as an alternative way to journal health-related behaviours, such as food consumption, (2) as a way to provide healthcare providers with additional information about a condition, such as the appearance of psoriasis lesions, and (3) as a way to document circumstances relevant to the self-management process, such as the contextual factors that might influence diabetic patients' ability to effectively manage their blood glucose levels. Although photos cannot be automatically processed as easily as text can, in cases where a goal of an intervention is to support reflection or learning through active engagement with the user's data. Phone cameras can be a valuable tool for low-effort collection of health-related information.

3. Applications

All major smartphone platforms—iOS (information Operating System), Android, Symbian, Black-berry, webOS (WEB Operating System), and Windows Phone—provide developers with programming interfaces (APIs) that can be used to build special purpose applications. The APIs provide access to interface controls (Example; dialog boxes, menus, calendar pickers), to the phone's hard-ware features (example; accelerometers, cameras), and to other data and applications on the phone (example; contact list, calendar, email) thus enabling creation of complex and sophisticated applications. Researchers and commercial companies have leveraged (power over) these capabilities to build several different types of health applications:(1) journaling applications that enable users to log and chart data about their diet exercise, blood glucose levels, and other health-related behaviours and measures; (2) patient terminals for telemonitoring of conditions such as hypertension

and chronic heart failure; (3) applications that receive data from pedometers, blood pressure monitors and other devices; (4) games that teach health-related skills, and so on.

4. Automated sensing

Nearly all contemporary mobile phones can connect to sensing devices over bluetooth or another form of personal area networking. In this way, mobile phones can connect to digital scales, blood pressure monitors, glucose meters, portable electrocardiograms (ECG), pedometers, and gym equipment, among other sensors. Mobile phones connected to such devices can act as receivers and store data stores for collection of a variety of health-intervention data. Over the last 2 years, the increase in the number of mobile phones with inbuilt sensors such as accelerometers and GPS are enabling the detection of users' behaviours even without the use of an external device. For example, the iPhone application RunKeeper (<http://runkeeper.com>) uses built-in GPS to automatically track how far users run or cycle, to create maps of their exercise routes, and to calculate how many calories were burned during these workouts. The trend toward sensors built into mobile phones will likely increase user acceptance of health interventions by freeing users from the need to keep track of, charge, and wear an additional device. This is part of the reality mining technology known also as virtual technology.

5. Internet access

Finally, one of the most important capabilities of mobile phones, from the standpoint of health interventions, is their ability to use the cellular network to connect to the Internet from nearly anywhere. This always-on connectivity means that users' data, such as blood glucose levels or peak flow readings, can be uploaded to providers' servers as soon as they are captured, thus enabling early detection of critical events. The data can also be uploaded to websites where users can easily view, chart, and edit their information. Lastly, always-on connectivity makes it possible to include web pages and online audio and video as part of phone interventions. The use of online resources makes it easier to keep the content of an intervention up to date without requiring users to repeatedly install updated versions of the application.

Therefore, students should know the importance of health application and use these features to help improve their health and of those around them.

Performance Assessment: Teachers can set assessment where students are required to carry out survey on the rate of mobile phones usage by students in their schools and write a report of its impacts using the data collected.

Suggested Resources

- Elsevier.com. (2021). *People carry their phones with them*. Retrieved May 13, 2021, from the internet at <http://www.elsevier.com/locate/yjbin>.
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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 11.2.3.8: Research the effect of nuclear energy on personal, family and community health.

Topic: Effect of Nuclear Energy on Personal, Family and Community Health

Essential Questions

- What is nuclear energy?
- What are the effects of nuclear energy on personal, family and community health?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effect of nuclear energy on personal, family and community health
Skills	Critical Thinking Skills Use analytical skill of research
Attitude	Care and concern, responsible, critical
Values	Betterment of human kind, common good, empowerment

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

- Define and examine the term 'nuclear energy';
- Debate the effects of nuclear energy on personal, family and community health.

Content Background

Though nuclear energy is not created nor used or consumed as energy for power in PNG it is important to know about this energy source. Students who may in the future travel abroad to countries that use this energy source should know its advantages and disadvantages and make careful decisions on how to move around and live in these places.

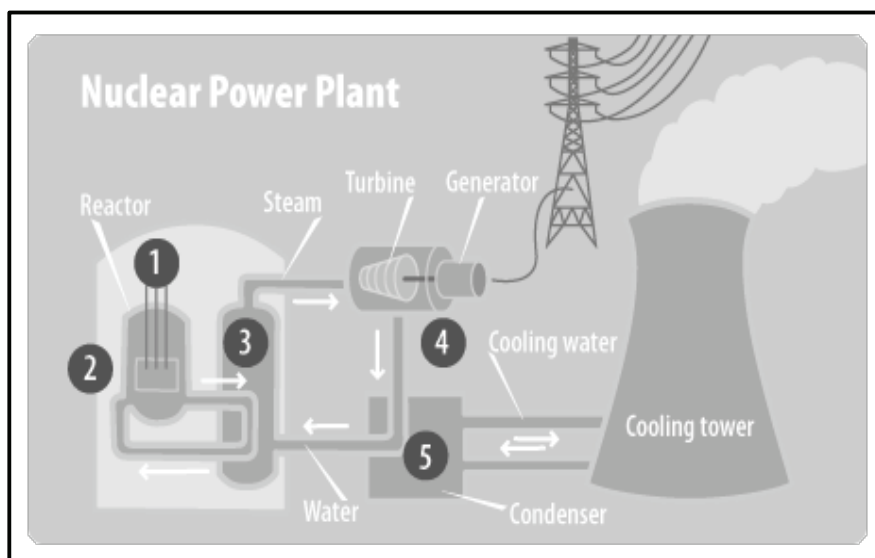
What is nuclear energy?

Nuclear energy is termed as one of the clean energies because it does not pollute the air or release greenhouse gasses like the fossil fuels. Fossil fuels like coal and petroleum when burnt to produce energy release huge amounts of carbon dioxide into the air which causes greenhouse effects. According to National Geographic Society (2020), nuclear energy is defined as the energy in the nucleus, or core, of an atom. Atoms are tiny units that make up all matter in the universe, and energy is what holds the nucleus together. There is a huge amount of energy in an atom's dense nucleus. In fact, the power that holds the nucleus together is officially called the "strong force."

How is nuclear energy created?

Nuclear energy can be used to create electricity, but it must first be released from the atom. In the process of nuclear fission, atoms are split to release that energy. A nuclear reactor, or power plant, is a series of machines that can control nuclear fission to produce electricity. The fuel that nuclear reactors use to produce nuclear fission is pellets of the element uranium. In a nuclear reactor, atoms of uranium are forced to break apart. As they split, the atoms release tiny particles called fission products. Fission products cause other uranium atoms to split, starting a chain reaction. The energy released from this chain reaction creates heat.

The heat created by nuclear fission warms the reactor's cooling agent. A cooling agent is usually water, but some nuclear reactors use liquid metal or molten salt. The cooling agent, heated by nuclear fission, produces steam. The steam turns turbines, or wheels turned by a flowing current. The turbines drive generators, or engines that create electricity.



Rods of material called nuclear poison can adjust how much electricity is produced. Nuclear poisons are materials, such as a type of the element xenon, that absorb some of the fission products created by nuclear fission. The more rods of nuclear poison that are present during the chain reaction, the slower and more controlled the reaction will be. Removing the rods will allow a stronger chain reaction and create more electricity. As of 2011, about 15 percent of the world's electricity was generated by nuclear power plants. The United States has more than 100 reactors, although it creates most of its electricity from fossil fuels and hydroelectric energy. Nations such as Lithuania, France, and Slovakia create almost all of their electricity from nuclear power plants.

What is nuclear made out of?

Uranium is the fuel most widely used to produce nuclear energy. That is because uranium atoms split apart relatively easily. Uranium is also a very common element, found in rocks all over the world. However, the specific type of uranium used to produce nuclear energy, called U-235, is rare. U-235 makes up less than one percent of the uranium in the world.

Once uranium is mined, it must be extracted from other minerals. It must also be processed before it can be used.

Because nuclear fuel can be used to create nuclear weapons as well as nuclear reactors, only nations that are part of the Nuclear Non-Proliferation Treaty (NPT) are allowed to import uranium or plutonium, another nuclear fuel. The treaty promotes the peaceful use of nuclear fuel, as well as limiting the spread of nuclear weapons. A typical nuclear reactor uses about 200 tons of uranium every year. Complex processes allow some uranium and plutonium to be re-enriched or recycled. This reduces the amount of mining, extracting, and processing that needs to be done.

Nuclear Energy and People

Nuclear energy produces electricity that can be used to power homes, schools, businesses, and hospitals. The first nuclear reactor to produce electricity was located near Arco, Idaho, in USA. The Experimental Breeder Reactor began powering itself in 1951. The first nuclear power plant designed to provide energy to a community was established in Obninsk, Russia, in 1954.

Building nuclear reactors requires a high level of technology, and only the countries that have signed the Nuclear Non-Proliferation Treaty can get the uranium or plutonium that is required. For these reasons, most nuclear power plants are located in the developed world.

Nuclear power plants produce renewable, clean energy. They do not pollute the air or release greenhouse gases. They can be built in urban or rural areas, and do not radically alter the environment around them.

The steam powering the turbines and generators is ultimately recycled. It is cooled down in a separate structure called a cooling tower. The steam turns back into water and can be used again to produce more electricity. Excess steam is simply recycled into the atmosphere, where it does little harm as clean water vapour.

Effect of nuclear on an individual's health

- However, the byproduct of nuclear energy is radioactive material. Radioactive material is a collection of unstable atomic nuclei. These nuclei lose their energy and can affect many materials around them, including organisms and the environment. Radioactive material can be extremely toxic, causing burns and increasing the risk for cancers, blood diseases, and bone decay. This is supported by a Mangano, (2008) who said that;

“One problem with nuclear reactors is what to do with the high-level waste they produce. This waste is actually a cocktail of chemicals such as Cesium-137, Iodine-129, Strontium-90, and Plutonium-239, each radioactive and cancer-causing. Waste decays slowly remaining in dangerous amounts for thousands of years, and must be kept from escaping into the air, water, and food...”

- Another potential health problem is a large-scale release of radioactivity from a meltdown. Even if a disastrous meltdown never occurred, a small portion of radioactivity must be released from reactors. This radioactivity enters the human body through breathing and the food chain, as gases and tiny metal particles. They kill and injure healthy cells, leading to cancer, and are especially harmful to the foetus, infant, and child.
- Radioactive waste is what is left over from the operation of a nuclear reactor. Radioactive waste is mostly protective clothing worn by workers, tools, and any other material that have been in contact with radioactive dust. Radioactive waste is long-lasting. Materials like clothes and tools can stay radioactive for thousands of years. The government regulates how these materials are disposed of so they do not contaminate anything else. Used fuel and rods of nuclear poison are extremely radioactive. The used uranium pellets must be stored in special containers that look like large swimming pools. Water cools the fuel and insulates the outside from contact with the radioactivity. Some nuclear plants store their used fuel in dry storage tanks above ground.

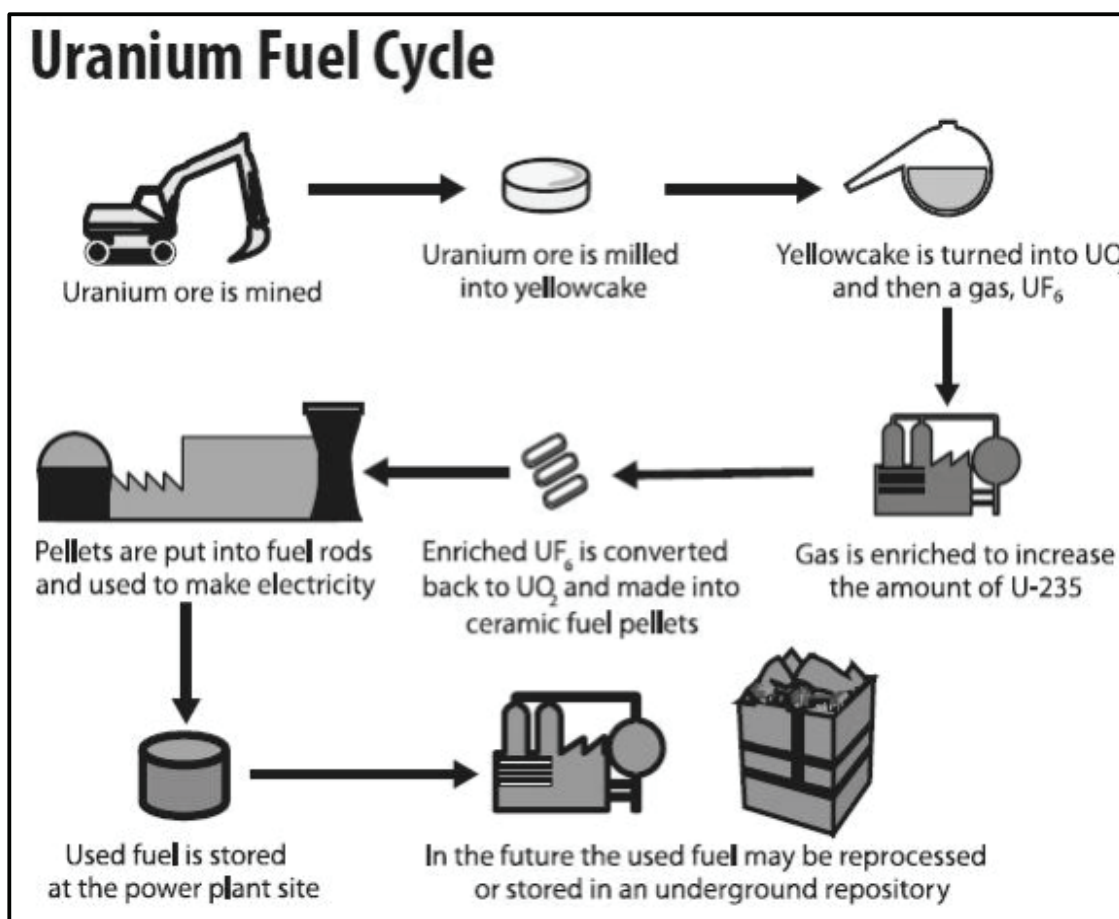
Ways to reducing or eliminating the use of nuclear fuel

There is no need to increase cancer risk by introducing a hazardous means of producing electricity. Replacing coal to limit global warming should not be based on another toxic product. Instead, it should feature conservation, more efficient products, and safe renewable forms of energy such as wind, solar, and geothermal power to protect public health.

Case Study- Radioactive waste in US

The storage sites for radioactive waste have become very controversial in the United States. For years, the government planned to construct an enormous nuclear waste facility near Yucca Mountain, Nevada, for instance. Environmental groups and local citizens protested the plan. They worried about radioactive waste leaking into the water supply and the Yucca Mountain environment, about 130 kilometers (80 miles) from the large urban area of Las Vegas, Nevada. Although the government began investigating the site in 1978, it stopped planning for a nuclear waste facility in Yucca Mountain in 2009.

(National Geographica.org. 2020)



(NEED graphics. 2020)

Students should know the advantages and the disadvantages of using this energy resource and its impacts on people's health.

Performance Assessment: Teachers can set assessment where students are required to conduct in-depth investigation on nuclear energy and debate its pros and cons if used as a source of energy for PNG. The debate can either be verbal or written (argumentative essay).

Suggested Resources

- Bodansky, D. (2004). *Nuclear Energy - Principles, practices and Prospects*. 2nd Ed. Springer Verlag. New York. USA.
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- e-education.psu.edu. *Uranium Fuel Cycle* | EME 444: Global Energy Enterprise. Retrieved May 13, 2021, from www.e-education.psu.edu.
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- Alternativeenergy.procon.org. (2020). *Courier*. Procon.org. Retrieved May 13, 2021, from <https://alternativeenergy.procon.org/questions/is-nuclear-power-safe-for-humans-and-the-environment/>.
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Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to access and evaluate health information, products, and services.

Benchmark 11.2.4.1: Investigate various sources in the community that promote health and prevent disease.

Topic: Media Sources in the Community that Promote Health and Prevent Disease

Essential Questions

- What types of media is used to promote and prevent disease?
- In what ways can media promote health and prevent disease?
- How did media help to foster positive healthy social relationship?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Ways media promotes health and prevent disease
Skills	Critical Thinking Skills - Use analysis skill of investigating and identifying
Attitude	Care and concern, responsible, critical
Values	Betterment of human kind, common good, empowerment

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

- Identify and explain the types of media used to promote and prevent disease;
- Assess how media is used to promote and prevent disease in Papua New Guinea.

Content background

Types of media

Media is referred to as the communication channel through which news, music, movies, education, promotional messages and other data is disseminated (sent and received). It includes physical and online newspapers and magazines, television, radio, billboards, the internet and email.

Wakefield et al (2010) stated that mass media campaigns are widely used to expose high proportions of large populations to messages through routine uses of existing media, such as television, radio, and newspapers. Exposure to such messages is, therefore, generally passive. Such campaigns are frequently competing with factors, such as persuasive product marketing, powerful social norms, and behaviours driven by addiction or habit. This topic discusses the outcomes of mass media campaigns in the context of various health-risk behaviours (example; use of tobacco, alcohol, and other drugs, heart disease risk factors, sex-related behaviours, road safety, cancer screening and prevention, child survival, and organ or blood donation). It can be concluded that mass media campaigns can produce positive changes or prevent negative changes in health-related behaviours across large populations.

The role of media in Health Promotion

“The media is an important ally in any public health situation. It serves the role of being a source of correct information as well as an advocate for correct health behaviours. But before the media can take on that role, it needs to understand the virus, the issues surrounding it, policy and practices, and finally, recommended correct behaviours.”

- The local and international media play a vital role as the link between health workers and the larger public. Health authorities educate and entrust the media with essential health information, which is then relayed to the public in readily accessible formats through a variety of media channels. For instance, in order to disseminate information about the avian influenza to the wider public, in the U.S. the Government tasked the Academy for Educational Development with the responsibility of developing a training program to help the local media understand the complexity of this disease so that they would be able to report about it effectively.
- The mass media, by communicating with people in large numbers, can have a huge impact on the public's knowledge, beliefs, perceptions, attitudes and behaviours, not only as individuals but also as families, communities and wider society. The power and reach of the mass media can influence all aspects of people's lives, including health and well-being, and can be harnessed to promote health by informing, motivating and empowering people to change behaviour and by providing a platform for advocating healthier policies and civic action.
- The mass media helps health workers expand their audience reach, which is crucial considering the fact that face-to-face channels of communication often require too many human resources and reach only a small number of people in large, underserved rural areas. The mass media provides an important link between the rural residents and vital health information.
- The mass media, in the form of the radio and television, are an effective way to persuade target audiences to adopt new behaviors, or to remind them of critical information. Besides informing the public about new diseases and where to seek help, they can also keep the public updated about immunisation campaigns. The mass media can “empower rural populations to fight major causes of infant mortality such as diarrheal dehydration and diseases which can be prevented through vaccination, inform large numbers of people of seasonal or daily variations for such activities as an immunisation campaign or availability of a new product or service, teach new health skills such as how to mix oral rehydration solution, promote new health behaviours such as taking ivermectin once a year, motivate ad hoc or organized listening groups, and increase community acceptance of health workers.”

In places where radios are still popular, they can be used, with great success, as health communication tools. Not only are they cheaper and more readily available in rural areas, their programs can also be adapted to suit local needs in terms of language, culture and values. For instance, here in PNG Africa, radio spots or advertisements are used to combat malaria.

Use of internet to promote health and prevent diseases

As Internet access continues to expand, it will increasingly serve as a rich health resource in environments that lack health expertise.

Advantage

Regardless of location, the Internet allows people to gain access to a wide array of health-related information from worldwide at a mouse click. The local cyber café may even begin to serve as a health information hub. Since the Internet transcends geographical barriers, there is plenty of potential

for websites to provide a valuable source of health information, thus enhancing health and wellbeing for people in developing countries.

Disadvantage

However, there is one important caveat (warning), as the amount of information grows at an unprecedented rate, so does the amount of false, and potentially harmful information. Misinformation, either due to inaccurate information, misleading information or misinterpretation of health information, can have potentially dire consequences, triggering mass panics, misleading uninformed policy-makers and et cetera.

“As access increases in the developing world, many health-related crises could parallel social and political movements that have resulted, at least in part, from these technologies (e.g., the use of the Internet by the Falun Gong in China or the role that SMS played in the destabilization of a Philippine government). Hong Kong, for example, narrowly missed mass panic as a result of misinformation being posted to a falsified website concerning SARS. Elsewhere, decision makers have been misled by, or chosen to misuse, information found on the Internet (e.g., South African President Mbeki’s stance on HIV/AIDS). For health communication programs, the Internet may become a countervailing factor and an obstacle as a source of misinformation and myth, particularly in the areas of infectious diseases and HIV/AIDS.”

Other mass media strategies to promote health and prevent diseases

The distribution of pamphlets and leaflets created by specialised health bodies can disseminate vital health information reliably. The decision to use a particular medium should be based on audience research rather than on assumptions about its utility and audience reach. For instance, certain technologies are not particularly useful when:

- they are utilised only by a small number of people.
- they are too complicated to be operated by the average person.

From the study of this topic students should become aware of the importance of media in the promotion of health messages in the lives of the general population. As learned individuals, they must help those in need of this service especially an illiterate individual supposes there is no health worker on the ground for assistance. This cause of action will instil within them values such as humanity, care, patience and empathy leading to all people living together in harmony.

Performance Assessment: Teachers can set assessment where students are required in which they choose a tool to promote health information through the use of media within their school context about diseases and illnesses that are common among school-aged students and during adolescence in particular.

Suggested Resources

- Maryon-Davis, A. (2012). *Using the Mass Media to Promote Health*. Retrieved May 114, 2021, from <https://doi.org/10.1093/innovait/ins191>.
- Wakefield, M.A., Loken, B. & Hornik, R. C. (2010, October 9). *Use of mass media campaigns to change health behaviour*. Retrieved May 14, 2021, from <https://pubmed.ncbi.nlm.nih.gov/20933263/>.
- unteforsight.org. (2020). *Module 5: Effective Health Education*. Retrieved May 14, 2021, from <https://www.uniteforsight.org/effective-program-development/module5>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to access and evaluate health information, products, and services.

Benchmark 11.2.4.2: Design health promotion materials.

Topic: How to Design Health Promotion Materials

Essential Questions

- What are the important components to consider when designing health materials?
- Why is there a need for students to design health promotion materials?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Design health promotion materials
Skills	Creative Thinking Skills - Use synthesis skill of designing
Attitude	Care and concern, responsible, critical
Values	Betterment of human kind, common good, empowerment

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

- Examine the components to design health promotion materials;
- Critique reasons for students designing health promotion materials.

Content background

It is important for all people to be healthy but how can we stay healthy? Countries throughout the world annually budget for this sector, health care and health services. According to the 2019 National Budget presented by the then Minister for Treasury Hon. Charles Abel, the Department of Health was allocated K656.4 million. The report further stated that the projected amount for health in the year 2020 would be K627.0 million though a reduction of K19 million, the government is adamant on upgrading its health systems and status. Generally, when a populations health is taken care of this would mean the people are physically and mentally fit to contribute positively and effectively to nation building. This is supported by the National Strategic Plan Taskforce in Papua New Guinea's Vision 2050 for PNG's population to be smart, fair, wise, healthy and happy nation by 2050.

What is health promotion and health promotion materials?

According to WHO (2016), health promotion is the process of enabling people to increase control over their own health. Health promotion covers a wide range of social and environmental interventions (ways or methods) that are designed to benefit and protect individual health and quality of life by addressing and preventing the root causes of ill health, not just focusing on treatment and cure. Common health issues or ill health are;

- Physical Activity and Nutrition
- Overweight and Obesity

- Tobacco
- Substance Abuse
- HIV/AIDS
- Mental Health
- Injury and Violence
- Environmental Quality
- Immunisation
- Access to Health Care

In trying to curb certain pressing health issues for instance the rise in obesity in young children or increase in mouth cancer as a result of increase in betel nut chewing in Papua New Guinea data must first be collected and evaluated before any form of health promotion materials can be designed in trying to help control these health problems. So, what are health promotion materials? According to Centres for Disease Control and Prevention, health promotion materials refer to the factors that will promote the actions to reduce health problems and they are;

- Campaigns and Projects (Health campaigns and projects related to hygiene promotion)
- Fact Sheets (Printable fact sheets related to hand washing)
- Podcasts (Audio podcasts about practicing improved hygiene in different settings)
- Posters (Printable posters about healthy hygiene behaviours)
- Presentations (Slideshows on hygiene-related topics)
- Social Media(Buttons, badges, and electronic greeting cards that promote healthy hygiene habits)
- Stickers (Videos and television segments on hygiene-related topics)
- Videos/TV (Videos and television segments on hygiene-related topics)

(cdc.gov. 2020)

In PNG more work has to be done with these health promotion materials to enhance and increase the impact of health information and messages to combat emerging health issues. Therefore, this topic aims to engage students in health promotion activities that should make a difference to health in general. Research by Whittingham et. al (2008), shows that when designing health promotion materials, ensure written information presented covers all aspect of the individuals on that particular health issue and is well received thus this should result in an uptake of knowledge leading to change of attitude with regards to that particular health issue.

The important components of designing health promotion materials

In order to design or produce an effective health promotion material the following must be captured so that the message intended for a particular audience needing attention is well received.

Whittingham proves in his study that certain cognitive psychological theories (level of thinking) could be adapted for improving knowledge transfer and comprehension. These important components must be captured in the designs of any form of health promotion materials.

1. Text coherence – designing information in such a way that information logically follows from one passage to the next, as well as from one topic to the next;
2. Illustrations – presenting information in a visual manner has been shown to increase comprehension and recall;
3. Pop-out effects – drawing attention to specific information by displaying the important information differently than the rest of the text that is; through the use of colour, shapes, font, size, and et cetera.

(Unite For Sight.org. 2020)

Checklist for Easy-to-Understand Print Materials

- Message Content
 - If a person read only the captions, would he or she learn the main points?
 - Has the presenter limited his or her messages to three to four messages per document (or section)?
 - Has he or she post-tested the materials?
 - Layout and Design
 - Has the presenter taken out information that is “nice to know” but not necessary?
 - Is the most important information at the beginning of the document?
 - Is information presented in an order that is logical to his or her audience?
 - Is it repeated at the end?
 - Is information chunked, using headings and subheadings? Do lists include bullets?
 - Has the presenter identified action steps or desired behaviours for his or her audience?
 - Has the presenter eliminated as much jargon and technical language as possible?
 - Have you post-tested your materials?
 - Is technical or scientific language explained?
 - Has the presenter used concrete nouns, an active voice, and short words and sentences?
 - Text Appearance
 - Is the style conversational?
 - Does his or her document have lots of white space?
 - Are margins at least 1/2 inch?
 - Has the presenter post-tested his or her materials?
 - Translation
 - Is the print large enough (at least 12 points)?
 - Does it have serifs?
 - Has the presenter used bold, italics, and text boxes to highlight information?
 - Are the language and content culturally appropriate?
 - Has he or she avoided using all capital letters?
 - Are the visuals culturally appropriate?
 - Is text justified on the left only?
 - Has the presenter had the piece back translated?
 - Did he or she use columns with a line length of 40 to 50 characters of space?
 - Is the translator fluent in the same linguistic variation as the intended audience?
 - Has he or she post-tested his or her materials?
 - Has he or she post-tested his or her materials?
 - Visual Understandability
 - Is the cover attractive to the presenters intended audience? Does it include his or her main message and show who the audience is?
 - Has the presenter tested the complexity of the language used in his or her material for comprehension?
 - Are his or her visuals simple and instructive rather than decorative?
 - Has the presenter pre-tested his or her materials with members of his or her intended audience?
 - Do visuals help explain the messages found in the text?
 - Has the presenter post-tested your materials with members of his or her intended audience?
- Are his or her visuals placed near related text? Do they include captions?

It is anticipated that from this topic student should be able to design health promotion materials to reach out to the population that need health services.

Performance Assessment: Teachers can set assessment where students are required to analyse a case. The criteria of the assessment should involve the steps to analyse cases from the start. They then present their case studies in written report, video or power point presentations.

Suggested Resources

- Aaann.org. (2020). *Guidelines for Developing Patient Education Materials*. USA: American Academy of Ambulatory Care Nursing. Retrieved May 14, 2021, from <https://www.aaacn.org/guidelines-developing-patient-education-materials>
- Cdc.gov. (2010). *Simply Put A guide for creating easy-to-understand materials*. Centres for disease Control and Prevention. 3rd Ed. Atlanta, Georgia USA.
- Kok, G., Elbarazi, I, & Kremers, S. (2017). *Health by Design: Interweaving Health Promotion into Environments and Settings*. Front. Public Health 5:268. Retrieved May 14, 2021, from <https://www.frontiersin.org/articles/10.3389/fpubh.2017.00268/full>,
- Merkur, S., Sassi, F., McDaid, D. (2013). *Promoting health, preventing disease: is there an economic case?* The European Observatory on Health Systems and Policies, Policy Summary 6, World Health Organisation.
- The Department of Treasury. (2019). *National Budget*. Volume 202. PNG. Retrieved May 14, 2021, from https://www.treasury.gov.pg/html/national_budget/files/2019/Volume%202a.pdf.
- unitforsight.org. (2020). *Module 5: Effective Health Education*. Retrieved May 14, 2021, from <https://www.uniteforsight.org/effective-program-development/module5>.
- Whittingham, J.R. D., Catermans, D., Huiberts. A., Kok, G., & Ruiter R.A.C and (2008). Designing effective health education materials: experimental pre-testing of a theory-based brochure to increase knowledge. Health Education Research. Vol 23. no.3. (Pages 414-426). Advance Aces Publication.
- WHO (2016). *Health Promotion*. Retrieved May 14, 2021, from <https://www.who.int/westernpacific/about/how-we-work/programmes/health-promotion>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to access and evaluate health information, products, and services.

Benchmark 11.2.4.3: Research current health related standards related to health information and products.

Topic: What is Health Standard?

Essential Questions

- What is health standard?
- What is the current health related standards of PNG?
- How effective is PNG's health standard with reference to current health standards of the World Health Organization (WHO)?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Current health related standards related to health information and products
Skills	Critical Thinking Skills - Use analytical skill of research
Attitude	Care and concern, responsible, critical
Values	Betterment of human kind, common good, empowerment

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

- Define health standards;
- Examine health information and health products;
- Investigate the PNG's current health standards;
- Critically assess the effectiveness of PNG's health standard with reference to current health standards of the WHO.

Content background

What is Health Standard?

Health standards are protecting the health and safety of patients and healthcare providers. Governments can use them as a technical basis for healthcare legislation to ensure their communities receive the quality of care they deserve. For healthcare organisations, standards are a harmonising force that helps increase the effectiveness of medical care across countries. And for manufacturers, standards make it easier to develop safe and reliable products.

Why have standards?

Globally recognised standards help health systems develop and assess important topics such as governance, leadership, infection prevention and control, and medication management, which all affect the quality of services that the public receives. These standards create a strong health care

structure that the public, providers and policy makers can rely on, assuring high quality health services where it matters most.

Global standards help health services providers to:

- Assess and improve their quality of health services
- Determine what type of care should be offered and identify gaps in their current systems
- Improve health and safety in the workplace
- Identify best practices, that should lead to reliable and higher quality health services for the public in local jurisdictions
- Determine efficiency

Global standards help the public to:

- Know what level of quality to ask for from their service providers
- Actively provide feedback on current health services deliverability and help identify gaps
- Have confidence that the health services they are receiving are standardised; meaning that they are verified, safe and reliable
- Put a human face to health services; patients can see their local health organisations actively working to improve care

Global health standards are also useful for governments, providing policy makers with access to the best evidence and expertise available, which is key to the decision-making process. Standards can also help health organizations benchmark against one another on various levels.

Here is an example of a Global Standards for Quality Health-Care Services for Adolescents.

Adolescents' health literacy	Standard 1. The health facility implements systems to ensure that adolescents are knowledgeable about their own health, and they know where and when to obtain health services.
Community support	Standard 2. The health facility implements systems to ensure that parents, guardians and other community members and community organizations recognise the value of providing health services to adolescents and support such provision and the utilization of services by adolescents.
Appropriate package of services	Standard 3. The health facility provides a package of information, counselling, diagnostic, treatment and care services that fulfils the needs of all adolescents. Services are provided in the facility and through referral linkages and outreach.
Providers' competencies	Standard 4. Health-care providers demonstrate the technical competence required to provide effective health services to adolescents. Both healthcare providers and support staff respect, protect and fulfil adolescents' rights to information, privacy, confidentiality, non-discrimination, non-judgemental attitude and respect.
Facility	Standard 5. The health facility has convenient operating hours, are welcoming and clean environment and maintains privacy and confidentiality. It has the equipment, medicines, supplies and

characteristics	technology needed to ensure effective service provision to adolescents.
Equity and non-discrimination	Standard 6. The health facility provides quality services to all adolescents irrespective of their ability to pay, age, sex, marital status, education level, ethnic origin, sexual orientation or other characteristics.
Data and quality improvement	Standard 7. The health facility collects, analyses and uses data on service utilisation and quality of care, disaggregated by age and sex, to support quality improvement. Health facility staff is supported to participate in continuous quality improvement.
Adolescents' participation	Standard 8. Adolescents are involved in the planning, monitoring and evaluation of health services and in decisions regarding their own care, as well as in certain appropriate aspects of service provision.

All countries throughout the world measure their health standard against those of the WHO and Papua New Guinea is no exception. As we have learnt earlier about health, which is referred to as 'a state of physical, mental and social well-being in which disease and infirmity (illness) are absent'. The common saying 'prevention is better than cure' is what the global population must heed to prevent unnecessary deaths and promote healthy lifestyle for quality life for instance, prolonged longevity of life. Medication and treatment should be the last option or the only solution and that would be for people with especially default medical conditions of gene mutation as they are hereditary that is inherited or acquired. According to the tech Interactive website some well-known inherited genetic disorders include cystic fibrosis, sickle cell anemia, Tay-Sachs disease, phenylketonuria and colour-blindness, among many others. All of these disorders are caused by the mutation of a single gene. Still other mutations are caused when DNA gets damaged by environmental factors, including UV radiation, chemicals, and viruses.

In order for a country to measure its health status health information of its population must be verified so that health products made available are essential and specific and can cure diseases and illnesses or ailments and also alleviate health issues in terms of health care and systems and improve well-being of people. So, what then is health information and health products?

Health information and health products

Health information refers to a person's medical history including symptoms, diagnosis, procedures and outcomes. Health products according to Kieghe (2019) are generally 'anything that pertains (relates) to delivery, improving or developing health care systems, individual or collective well-being'. They may be tangible or intangible, direct or indirect product or service. For instance;

- physical products (medical equipment- needles and masks, wheel chairs)
- virtual products (ideas, or digital materials- surgical rods, nanotechnology)
- medical supplements (pills/tablets)
- application (e-health) providing health advice on sexual health)

Current Health Standards relating to health information and health products

The current standard of WHO which PNG government through the National Department of Health is using to measure against to attain the Sustainable Development Goals of the United Nation are;

- life expectancy and causes of deaths
- reproductive health and maternal health
- new born and child health
- infectious diseases
- non- communicable diseases
- injuries and violence
- environmental Risks
- universal health coverage and health systems (WaSH, mobile health or e-health)

The PNG National Department of Health have drawn up policies and standards in line with those of the WHO through the following;

- Life style illness
- Pandemics
- Climate Change
- Agriculture and extractive industries

(The National Health Plan 2011-2020).

The policies and strategies of the National Department of Health are;

- National Health Plan 2011-2020 Volume 1 Policies and Strategies
- National Health Plan 2011-2020 Volume 2 (Part A)
- National Health Plan 2011-2020 Volume 2 (Part B)
- National Health Annual Planner for PNG National Department of Health
- National Policy on Health Promotion
- National Department of Health Corporate Plan 2013-2015
- National Cancer Control Policy
- National Drug Policy for Papua New Guinea
- National Medicines Policy
- NSRHP Cover
- National Sexual Reproductive Policy
- National Research Agenda for HIV and AIDS, Papua New Guinea. 2008 - 2013
- Newborn Policy

So, for this topic students must actively do research to find out ways they can contribute at their level to help promote health which in the long run should positively impact their lives and other Papua New Guinean's.

Performance Assessment: Teachers can set assessment where students are required to conduct an investigation and write a report on how effective PNG is implementing the global standards for quality health–care services for adolescents.

Suggested Resources

- AHIM. (2019). *What is health information?* American Information Health Management. Retrieved May 14, 2021, from www.ahim.org/careers/healthinfor.
- Genetic Home Reference. (2020). *What is a gene mutation and how do mutations occur?* U.S. Department of Health & Human Services. National Institutes of Health, National Library of Medicine, Lister Hill National Center for Biomedical Communications. USA. Retrieved May 14, 2021, from <https://ghr.nlm.nih.gov/primer/mutationsanddisorders/genemutation>.
- healthstandards.org. (2020). *Why standards matter.* Retrieved May 14, 2021, from <https://healthstandards.org/standards/why-standards-matter/>.
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- May, R. J. (2009). *Policy Making and Implementation: Studies from Papua New Guinea.* Australian National University E Press. Canberra Australia.
- The Government of Papua New Guinea. (2010). *National Health Plan 2011–2020- Policies and Strategies. Volume 1.* Retrieved May 14, 2021, from <https://hiip.wpro.who.int/portal/Reportspublications/TabId/83/ArtMID/1151/ArticleID/155/National-Health-Plan-2011-2020.aspx>.
- The Government of Papua New Guinea. (2010). *National Health Plan 2011–2020- Part A. Volume 2 (A).* Retrieved May 14, 2021, from <https://hiip.wpro.who.int/portal/Reportspublications/TabId/83/ArtMID/1151/ArticleID/155/National-Health-Plan-2011-2020.aspx>.
- The Government of Papua New Guinea. (2010). *National Health Plan 2011–2020-Policies and Strategies. Volume 2 (B).* Retrieved May 14, 2021, from [55/National-Health-Plan-2011-2020.aspx](https://hiip.wpro.who.int/portal/Reportspublications/TabId/83/ArtMID/1151/ArticleID/155/National-Health-Plan-2011-2020.aspx).
- The Tech Interactive. (2019). *Mutations and Disease.* 201 S. Market St. San Jose. CA 95113, 1-408-294-8324. Retrieved May 14, 2021, from <https://genetics.thetech.org/about-genetics/mutations-and-disease>.
- WHO. (2016). *What is health?* World Health Organisation-Regional. Shanghai. China. Retrieved May 14, 2021, from www.who.int/images. WHO. 206. Shanghai.
- World Health Organisation. (2019). *World Health Statistics-Monitoring Health for the SDGs* (Sustainable Development Goals). Retrieved May 14, 2021, from https://www.who.int/gho/publications/world_health_statistics/2019/en/.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to access and evaluate health information, products, and services.

Benchmark 11.2.4.4: Analyse health information based on health-related standards.

Topic: Analysis of a Case Study: COVID-19

Essential Questions

- What is analysis of case study?
- What are steps involved in analysis of case study?
- How has PNG dealt with the pandemic-COVID-19 addressing health-related standards?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Health information based on health-related standards, case study analysis
Skills	Critical Thinking Skills - Use analytical skill of analysing - Use the evaluation skill of assessing
Attitude	Care and concern, responsible, critical
Values	Betterment of human kind, common good, empowerment

Learning Objective: By the end of the topic, students should be able to:

- Analyse health information based on health-related standards in relation to the pandemic COVID-19;
- Evaluate the effect of pandemic COVID-19 on the health information of citizens of PNG affected by this disease.

Content background

What is case study analysis?

A case study analysis requires a person to investigate a problem, examine the alternative solutions, and propose the most effective solution using supporting evidence.

Preparing the Case

Before he or she begin writing, these guidelines should be followed to help him or her prepare and understand the case study:

1. Read and examine the case thoroughly
 - Take notes, highlight relevant facts, underline key standards.
2. Focus their analysis
 - Identify key standards.
 - Why do they exist?
 - How do they impact the organisation?
 - Who is responsible for them?

3. Uncover possible solutions/changes needed
 - Review course readings, discussions, outside research, his or her experiences.
4. Select the best solution
 - Consider strong supporting evidence, pros, and cons. Is this solution realistic?

Drafting the Case

Once he or she have gathered the necessary information, a draft of his or her analysis should include these general sections, but these may differ depending on his or her assignment directions or his or her specific case study:

1. Introduction
 - Identify the key standards and issues in the case study.
 - Formulate and include a thesis statement, summarising the outcome of his or her analysis in 1–2 sentences.
2. Background
 - Set the scene: background information, relevant facts, and the most important issues.
 - Demonstrate that he or she have researched the problems in this case study.
3. Evaluation of the Case
 - Outline the various pieces of the case study that are focusing on them.
 - Evaluate these pieces by discussing what is working and what is not working.
 - State why these parts of the case study are or are not working well.
4. Proposed Solution/Changes
 - Provide specific and realistic solution(s) or changes needed.
 - Explain why this solution was chosen.
 - Support this solution with solid evidence, such as:
 - Concepts from class (text readings, discussions, lectures)
 - Outside research
 - Personal experience (anecdotes)
5. Recommendations
 - Determine and discuss specific strategies for accomplishing the proposed solution.
 - If applicable, recommend further action to resolve some of the issues.
 - What should be done and who should do it?

Finalising the Case

After they have composed the first draft of their case study analysis, they must read through it to check for any gaps or inconsistencies in content or structure:

- Is their thesis statement clear and direct?
- Have been provided solid evidence?
- Is any component from the analysis missing?

The person then makes the necessary revisions, proofread and edit before submitting the final draft.

Performance Assessment: Teachers must set an assessment where students are required to analyse a case. The criteria of the assessment should involve the steps to analysis cases from the start. They then present their case studies in written form of report or essay and or video or power point presentations.

Suggested Resources

- National Department of Health. (2020). *Papua New Guinea Emergency Preparedness and Response Plan-Coronavirus disease (COVID-19) Version 17*. PNG. Retrieved May 14, 2021, from <https://www.health.gov.pg/covid19/PNGEPRPCOVID19.pdf>.
- The Government of Papua New Guinea. (2010). *National Health Plan 2011–2020- Part A*. Volume 2 (A). Retrieved May 14, 2021, from <https://hiip.wpro.who.int/portal/Reportspublications/TabId/83/ArtMID/1151/ArticleID/155/National-Health-Plan-2>.
- writingcenter.ashford.edu. (2020). *Writing case study analysis*. Retrieved May 14, 2021, from <https://writingcenter.ashford.edu/writing-case-study-analysis>.

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 11.2.5.1: Investigate various sources in the community that promote health and prevent diseases.

Topic: Sources in the Community that Promote Health and Prevent Diseases: Civil Society

Essential Questions

- What are civil societies?
- How can civil societies help promote health and prevent diseases?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Ways civil society promotes health and prevent diseases
Skills	Critical Thinking Skills - Use analysis skill of investigating
Attitude	Open-minded, adaptable to change, confident
Values	Betterment of human kind

Learning Objective: By the end of the topic, students should be able to:

- Discuss what a civil society is;
- Identify the civil society and the health program they promote;
- Support the efforts of the civil society through debates and public orations.

Content background

What is a civil society?

According to Wikipedia, free encyclopaedia (2021), 'Civil society can be understood as the "third sector" of society, distinct from government and business, and including the family and the private sphere'. To further understand what civil society is it can be seen as the aggregate (total) of non-governmental organisations and institutions that manifest interests and will of citizens or individuals and organisations in a society which are independent of the government.

The development of civil society in Papua New Guinea (PNG) has been influenced by the roles of the churches and traditional social structure. Civil society in PNG is relatively small and heterogeneous (diverse). In recent years, some civil society organisations (CSOs), both local and international, have cooperated on environmental and political issues.

Civil Society in PNG

In PNG, the churches are the largest and most prominent components of civil society, fulfilling primary service-delivery roles, particularly in health and education. They provide about 50% of PNG's health services, run two of PNG's universities, and are estimated to commonage roughly 40% of the primary

and secondary schools. Under PNG's long-term strategic plan, Papua New Guinea Vision 2050, the Government of Papua New Guinea recognises the central role of the churches in the delivery of health and education in remote areas of the country. It is also worth noting that the Australian Aid allocated \$8.3 million to the Church Partnership Program for 2012–2013. This program was a cooperative effort including seven major PNG church denominations, their counterpart Australian faith-based nongovernment organisations (NGOs), Australian Aid, and the PNG government. It aims to help improve services to local communities, particularly in rural and remote areas.

Beyond the churches, many CSOs emerged during 1985–1995, but failed. Some observers argue that the recent development of civil society in PNG has been encouraged particularly by overseas donors and foreign aid programs.

Role of Civil Society

Civil society plays an important role in delivering primary services on behalf of the government throughout the country. Civil society's engagement with the government nevertheless remains limited, especially in remote or rural areas, where there is little government presence. But civil society and the government do interact through a number of forums. There are various government coordination mechanisms in such areas as education and health. The Partnership Policy Framework for Service Delivery was signed by the government and the Christian churches in 2010. The Consultative Implementation and Monitoring Council (www.inapng.com/cimc/) is an independent body that brings together government, civil society, and the private sector. The Community Justice Liaison Unit, National Council of Women (along with the provincial councils of women), National Advisory Council on Disability, National Youth Commission, and the provincial AIDS councils are all government entities that coordinate engagement with civil society. However, some of these coordinating bodies have been criticised for failing to translate policy into practice, having inadequate resources, lacking transparency or an effective mandate, and for availing themselves of scarce resources that might have been better utilised at the grassroots level.

Civil Society Organisations in PNG

Following are Civil Society Organisations.

- Consultative Implementation and Monitoring Council,
- Papua New Guinea Institute of National Affairs,
- Family and Sexual Violence Action Committee,
- University of Papua New Guinea,
- Marie Stoppes International,
- Save the Children,
- Médecins Sans Frontières,
- CARE International in Papua New Guinea,
- OXFAM,
- Family Health International,
- Susu Mamas,
- Pacific Region International Women's Development Agency,
- Child Fund International,
- World Vision, and
- Population Services International.

Case Study: Asian Development Bank

In 2012, the resident mission participated in a meeting of the Donor Partner's Roundtable HIV working group, hosted by Anglicare PNG, whose program supports the national response to the HIV/AIDS epidemic. The purpose of the meeting was to invite donor partners to learn from Anglicare about its everyday challenges in managing and coordinating HIV/AIDS programs. In 2013, the resident mission also participated in a women's forum hosted by the Embassy of the United States in PNG. The event featured talks by representatives of women's organisations around the country about various issues affecting women and the programs that empower women in PNG.

(Source: Papua New Guinea Country Gender Assessment 2011–2012, a report published by ADB and the World Bank)

ADB Country Partnership Strategy: 2011–2015

The PNG Country Partnership Strategy 2011–2015, agreed upon with the government in 2010, guides ADB's operations. It is aligned with two government plans: the Papua New Guinea Development Strategic Plan, 2010–2030, and the Medium-Term Development Plan, 2011–2015. The process of developing the Country Partnership Strategy involves consultations with government and other stakeholders. The strategy prioritises infrastructure (including road, seaport, and airport rehabilitation and improvement; and renewable power generation and transmission), private sector development, and regional cooperation. It also commits ADB to helping the government deliver rural primary health services and improve public sector management. The strategy was confirmed in 2012, with the Papua New Guinea Country Operations Business Plan (2013–2015).

ADB-Supported Activities Involving Civil Society

- ADB contracted an NGO, Population Services International, to implement a component of a project that had been approved in 2006: HIV/AIDS Prevention and Control in Rural Development Enclaves. The project supported the nationwide distribution of condoms, and utilized community-based organisations, faith-based organisations, and other CSOs to deliver HIV-prevention campaigns, counseling, testing, and treatment, and to care for people living with HIV. By 2010, Population Services International had conducted workshops for 1,000 men under the project.
- ADB actively engaged CSOs in the preparation and implementation of the Rural and Primary Health Services Delivery Project, approved in 2011. The project aims to strengthen partnerships between the government and non-state actors in health-service delivery by establishing a partnership board. The project provides an active role for civil society, encompassing health promotion in local communities to improve public knowledge of sanitation, gender violence, and primary health care. It is also developing partnerships among the private sector, churches, NGOs, and the broader civil society at the district and provincial levels in order to improve primary health care. CSOs are implementing partners for two of the six components of this project, which aims to improve the well-being of 1.2 million women and children in PNG. Workshops involving church groups, landowner organisations, and customary landowner associations were held at the provincial level to gather input on project interventions, environmental impacts, and mitigation measures under the Bridge Replacement for Improved Rural Access Sector Project, which had been

- Japan Fund for Poverty Reduction

The Japan Fund for Poverty Reduction (JFPR) was established in 2000. It provides grants and technical assistance to projects aimed at helping the poorest and most vulnerable groups in ADB developing member countries, with a view to fostering long-term social and economic development. The JFPR has approved a total of nine grants for the Pacific region, four of them for projects in PNG.

- An early JFPR-funded project was *the Low-Cost Sanitation, Community Awareness and Health Education Program*. This program was approved in 2000, and financed through a \$1.74 million grant.

- The Lae Port Livelihood and Social Improvement Project was approved in 2007. This project engaged eleven CSOs in PNG, including the Lae Chamber of Commerce, Save the Children, PNG Family Health Care, BAHA International, and Soroptimist International, among others. These CSOs were contracted to implement various aspects of the project, such as community campaigns on HIV/AIDS, violence against women, and human and children's rights. They were also engaged to train residents of local communities in small business management; sustainable farming; fishing; and other social, economic, and livelihood-development activities. An example is Bris Kanda, a local NGO that provided income-improvement programs offering guidance in agriculture, community-based fish farming, and microcredit, as well as vocational training for men and women.

- The Adventist Development and Relief Agency (ADRA) became involved in livelihood activities under the project in 2013.

- Soroptimist International undertook public campaigns on violence against women, and worked with Save the Children to promote children's rights.

- The Lae Chamber of Commerce, a community-based organization, implemented the gender and HIV/AIDS components of the project. CSOs were also involved in monitoring the project.

- *The Extending of the Socioeconomic Benefits of an Improved Road Network to Roadside Communities Project* was approved in 2009, with a budget of \$2 million financed through a grant from the JFPR. Under this project, the Japanese NGO Community Road Empowerment (CORE) was engaged as the implementing agency. CORE has experience in *donou*, a traditional method of road building using soil-packed bags and other local materials. Under the project, local communities used this method to rehabilitate 80 kilometers of rural feeder roads in the Highlands region. CORE's other activities under this project included: (i) training of trainers, so that local community members could become focal points for various community-driven training initiatives; (ii) rehabilitating eight infrastructure facilities; and (iii) training at least 400 residents of local villages in skills relating to community awareness, peace building, and addressing the problem of HIV/AIDS.

- The JFPR-funded *Improved Energy Access for Rural Communities project*, valued at \$2.5 million, was approved in 2012. The project is extending and improving energy supplies for communities in the Northern and West New Britain provinces of PNG.

- The JFPR has financed technical assistance projects in PNG. Two of them, *Facilitating Public-Private Partnerships* and the *Maritime and Waterways Safety Project* which were approved in 2011.

- Another project, *Strengthening Disaster and Climate Risk Resilience in Urban Development in the Pacific*, was approved in 2012. Using available data and risk models, this project is helping six developing member countries in the Pacific region (including PNG) build their capacity to mainstream climate change and natural-disaster risk management into urban planning. NGOs and other civil society actors are involved as beneficiaries and as partners (in training and awareness sessions).

- PNG is also benefitting from *JFPR-financed regional projects*. The implementing of the *Pacific Regional Audit Initiative*, a \$1.3 million project approved by ADB in 2011, works with government auditing bodies to improve their capacity. Building Capacity for Statistics in the Pacific is a \$1 million regional project, approved in 2011, that aims to build the capacity of national statistics offices, thereby promoting evidence-based policy making on development.

(Asian Development Bank. 2015. Civil Society Briefs- Papua New Guinea)

Students must become aware of the works of such organisations and join these organisations to bring prosperity within their community and their society.

Performance Assessment: Teachers can set assessment where students are required to write a report on a project such as ADB fund projects within their locality (village, LLG, district or province).

Suggested Resources

- Asian Development Bank. (2015). *Civil Society Briefs- Papua New Guinea, Papua New Guinea Resident Mission (PNRM)*. PNG. Retrieved May 17, 2021, from <https://www.adb.org/sites/default/files/publication/173264/csb-papua-new-guinea.pdf>.
- The McKay Foundation. (n.d). *Civic and Civil Society. Local relationships built on common ideas*. Retrieved May 17, 2021, from <http://loreguide.org/info/civic-and-civil-society>.
- Wikipedia the free encyclopedia. (2020). *Civil Society*. Retrieved May 17, 2021, from https://en.wikipedia.org/wiki/Civil_society.

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 11.2.5.2: Demonstrate leadership skills for advocating health.

Topic: Leadership Skills for Advocating Health

Essential Questions

- What are leadership skills?
- What is advocacy?
- How can leadership skills enhance health advocacy?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Leadership skills for advocating health
Skills	Creative Thinking Skills - Use creative skill of demonstrating (act-out)
Attitude	Open-minded, adaptable to change, confident
Values	Betterment of human kind

Learning Objective: By the end of the topic, students should be able to:

- Identify and explain leadership skills;
- Justify how leadership skills can enhance health advocacy.

Content background

Before we get to study this topic, the terms leadership and advocacy must be clarified.

What is Leadership?

According to jack.org, 2020, leadership is a process of listening to an individual's community, reflecting, and representing their interests, priorities, and concerns in the work they do. Listening is just as important as taking action in their community, as it informs the priorities their team will address, the impact they have on their community, and who benefits from this impact. Leaders must incorporate the voices and experiences of the diverse population of people in their community which is paramount for their success as a team leader and as further supported by McGowan, (2016), that the act of leadership is the ability to empower others to achieve a collective set of goals for a progressive future.

What is Advocacy?

Advocacy is the process of taking action to support a cause. This is supported by McGowan stating that it is taking action and being accountable for oneself in creating better life. Therefore, as a team leader one must take action to create communities that are more supportive towards mental health, they must be engaged in mental health advocacy. One of the most important things to note about

advocacy is that like leadership, advocacy is a process and not a title. It is a process that involves continuous reflection and adapting to meet one's community's priorities as they evolve and change over time (Jack.org, 2018).

'Advocacy and leadership can be powerful ways to achieve multiple tasks and create various levels of awareness in society.' Hunter McGowan, 2016.

Leadership and advocacy often go together and can be used effectively to accomplish a set of tasks. Knowledge of advocacy and leadership can be valuable tools as one strives for more independence. The creation of a strong foundation starts with the family, education, peers, and other experiences to develop those necessary skills. (McGowan H, 2016)

Leadership skill enhancing health advocacy

The following are very important skills that are required of an individual when dealing with issues of healthcare and health industry in general. Having this coupled with advocacy will have tangible impact on the lives of people.

- **Communication**

Depending on how many people a leader has on their team and their specific responsibilities, they may have a maze of connections that they need to handle. As a leader, he or she must find ways to make sure everyone stays on the same page. This could be through emails, notes on a bulletin board, and team meetings.

Communication on an individual basis is also key. If a member of their team is struggling with a certain task, they should take the time to help that team member improve his or her abilities. Similarly, if someone on their team needs discipline, New York Times bestselling author Rory Vaden suggests that they must carefully consider how they should handle situations. Some people respond better to gentle tactics while others require a somewhat harsher approach.

Effective communication also requires that they have a good command over technology. By learning how to use tools that compile and share data, they can contribute to efficiency and efficacy.

- **Listening and Learning**

Listening is part of communication and must be given a close attention because it is vital to advancing a team. Leaders must be humble enough to listen to others' ideas; an "open door" policy can help create an atmosphere where everyone is comfortable speaking up.

Self-education must be made a routine for instance, reading the latest professional journals or talking to people who are more experienced than they are in their field.

- **Flexibility**

As a leader, an individual is bound to face challenging situations. He or she must have a flexible mindset and be willing to adapt to new situations. For example, they should be diligent in learning about and using the latest advances in electronic medical records and healthcare informatics.

Flexibility is particularly important during crisis situations. If a member of their team cannot make it into work or the team's workload is unusually heavy, individuals as team leaders have to know how to prioritise and delegate tasks so the most important issues receive attention first.

- **Planning and Vision**

A post on health care thought leader B.E. Smith's website says, "Effective leaders have a clear vision of what success will look like in a specific time period. They know how to plan for it, how to communicate and direct it, and how to implement it. They dream big and look forward to overcoming the challenges their vision will face."

Leaders must analyse their goals and break them down into smaller, measurable goals that can help them and their team stay on track. When one approach or method for reaching, goals does not work, be prepared to make adjustments. Do not be afraid to set ambitious goals. A leader's enthusiasm for excellence will be contagious, and they may be surprised by how much their team can accomplish.

Good leaders are a crucial part of an effective healthcare team. By communicating, listening and learning, being flexible, and having a vision, they can mould themselves into a valuable and respected healthcare leader (Health Informatics. 2020).

Use of leadership skills to enforce government decisions to stop community transmissions to maintain positive social relationship

Students can demonstrate leadership skills in times of health crisis like the pandemic COVID-19 to minimise transmission of this disease by abiding to the enforced rules and regulations declared by the government. They as educated individuals can carry out awareness of this dreaded disease at a smaller scale from within their schools then extend to their community, their society and PNG. When students create awareness at a smaller scale this encourages greater cooperation among students as they work as peers. The result of this means of awareness is effective in that each individual student indirectly advocate on how best to deal with such diseases when at home, with peers outside of school and with those within their community. This caring and responsible attitude fosters and promote positive social relationship among all people regardless of their ages to work together for the good health of this country.

Performance Assessment: Teachers can set assessment where students are required to take lead in health advocacy in terms of brochure/poster designs and the actual awareness within their local communities.

Suggested Resources

- B.E. Smith. (2020). *A strategic Approach to Leadership Recruiting*. Retrieved May 17, 2021, from <https://www.besmith.com/practices/multi-search/>
- Health Informatics. (2020). *These Leadership Skills Are Necessary in Health Care*. Retrieved May 17, 2021, from <https://healthinformatics.uic.edu/blog/these-leadership-skills-are-necessary-in-health-care/>.
- Jack.org. (2018), *Defining Leadership & Advocacy*. Retrieved May 17, 2021, from <https://www.jack.org/jack/media/images/PDF/Defining-Leadership-and-Advocacy.pdf>.
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- Vaden, R. (2020). The impact of social media on your reach. Retrieved May 17, 2021, from <https://www.roryvaden.com/blog-posts/the-impact-of-social-media-on-your-reach>.

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 11.2.5.3: Advocate for and mobilise community support for the provision of health care facilities and services which members of the community can obtain medical care.

Topic: Advocacy and Mobilisation for the Provision of Health Care Facilities and Services

Essential Questions

- What is mobilisation?
- How can advocacy and mobilisation of community support help communities access health care facilities and services for medical care?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Advocacy and mobilising for community support for the provision of health care facilities and services which members of the community can obtain medical care.
Skills	Creative Thinking Skills Use creative skill of advocacy
Attitude	Open-minded, adaptable to change, confident
Values	Betterment of human kind

Learning Objective: By the end of the topic, students should be able to:

- Discuss advocacy and mobilisation of community support for health care facilities and services which members of the community can obtain medical care from;
- Assess impact of advocacy and mobilisation of community support for health care facilities and services which members of the community can obtain medical care from.

Content background

In the previous topic, the students learnt about the importance of leadership and advocacy in addressing health issues. For this topic, students will now advocate for and mobilise other institutions to give their support for the provision of health care facilities and services which members of the community can obtain medical care. But how will that happen? Firstly, the term mobilise must be clearly understood well before any of this can happen.

What then is mobilisation? According to the Cambridge Dictionary mobilisation is 'to organise or prepare something, such as a group of people, for a purpose'. So, before the students start doing any advocacy and mobilisation they must plan the cause of their actions. That is collect facts and figures concerning the current status of the healthcare facilities and services. Thus, upon their presentation as advocates for good health care and services for all, support will be received from people and groups from all walks of life. From Non-Government Organisation like Digicel Foundation to Faith-Based Organisation like Anglicare and support from Civil Societies like the AusAid funded project of 'Tingim Laip'.

Schools can already start using these five steps for successful community engagement and mobilisation initiated by a global organisation called Global Communities. This organisation has a community project that uses a development model termed ‘Participatory Action for Community Enhancement (PACE)’. According to Global Communities (2015), this program was successfully carried out in Brazil in 2015.

Following are the five steps to take.

1. Start off with a transparent community selection process and share results.
2. Map community priorities and identify community leaders through community assessments.
3. Hold preliminary meetings with community leaders and enlist their support to mobilise community participation.
4. Hold community assembly meetings to elect local representation to coordinate program activities.
5. Allow communities to prioritise and select quick impact projects to solidify support and galvanize (stimulate) local participation.

Performance Assessment: Teachers can set assessment where students are required to form health groups to collect and donate medical supplies (medicines, band-aids, etc) to the nearest rural health center to assist members of the community.

Suggested Resources

- Cambridge Dictionary. (2020). *The meaning of mobilise in English*. Cambridge University Press. England United Kingdom. Retrieved May 17, 2021, from <https://dictionary.cambridge.org/dictionary/english/mobilize>.
- Global communities. (2018). *Five Steps to Successful Community Engagement and Mobilization*. Retrieved May 17, 2021, from <https://www.globalcommunities.org/node/38087>.
- Health care facilities. (2021, May 6). *10 Types of Healthcare Facilities*. Retrieved May 17, 2021, from <https://www.indeed.com/career-advice/finding-a-job/healthcare-types>.

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 11.2.5.4: Lobby government, private sector, and development partners to provide both improvement health facilities and health technology to treat health problems for which technology and medical procedures are currently unavailable.

Topic: How to Lobbying Government, Private Sector, and Development Partners

Essential Questions

- What is lobby?
- How can lobbying of government, private sector, and development partners help provide both improvement health facilities and health technology to treat health problems for which technology and medical procedures are currently unavailable?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Lobbying government, private sector, and development partners to provide both improvement health facilities and health technology
Skills	Creative Thinking Skills - Use creative skill of lobbying and discussion
Attitude	Open-minded, adaptable to change, confident
Values	Betterment of human kind

Learning Objective: By the end of the topic, students should be able to:

- Investigate lobbying;
- Explain how lobbying can improve health facilities and health technologies to treat health problems for which technology and medical procedures are currently unavailable.

Content background

In order to understand what lobbying is students must know what this term means is. Lobbying is derivate of the word lobby. So, what is lobby? Oxford dictionary defines lobby as seeking to influence (a legislator) on an issue.

According to a study by Weiser, (2020), in the US in 2019 alone, lobbyists spent \$3.47 billion (K18 billion) on influencing political policy which indicates that lobbying can be very expensive or that there are thousands of protests that the public needs for government to act upon by amending the legislation or to legalise solutions for issues to become state laws. This has resulted in huge amounts of monies spent. In PNG lobbying is supported and much of this in the form of protests, march and sit-ins which are most often suppressed by the police resulting in little or no impact of the lobby thus questioning the integrity of its democracy.

Parliamentary changes are providing increased opportunities for lobby groups to use political influence as a means to create productive legislation, and with an increase in money spent on lobby it is timely to remember both why lobbying is legal, and why lobbying is important for a productive government.

Why is lobbying legal?

Lobbying is often misinterpreted or criticized as bribery, which it is not. Lobbying is a practice performed by either individuals or organisations whereby public campaigns (which are legally registered with the government) are undertaken to pressure governments into specific public policy actions. The legality of lobbying comes from the Constitution and from the participatory principles for democracy.

Key points to note about lobbying, It is;

- performed by individuals or groups to pressure governments into policy actions.
- supported as a part of participatory democracy.
- important for a productive government.
- legally protected and is not the same as bribery.

Participatory Democracy

In addition to the legal framework that protects lobbying, lobbying is further supported as an inherent part of participatory democracy. For the PNG government to succeed and protect the rights of its citizens the citizens must participate; lobbying is a way for citizens to do that. Lobbyists represent the interests of citizens who do not have the opportunity or access to represent them personally to the government. Through lobbying, their interests are still heard. Weise's research has proven that the governments do not work without lobbying: "Reform through democratic legislation requires either 'public consensus or a powerful minority lobby.'"

Lobbying affects everyone

Government actions do not pertain to specific individuals; all laws are applicable to all citizens. This fact further legalises lobbying as opposed to bribery. Bribery provides for an instance of favoritism to an individual or a group, but lobbying does not specifically ask for special treatment. Instead, lobbying is a way to influence legislative action that affects all citizens.

Why is lobbying important?

Lobbying is an important lever for a productive government. Without it, governments would struggle to sort out the many, many competing interests of its citizens. Fortunately, lobbying provides access to government legislators, acts as an educational tool, and allows individual interests to gain power in numbers.

Lobbying access

Lobbying provides access to government legislatures that no single individual could possibly hope to achieve. By grouping individual goals together into a lobbying aim, lobbyists represent the interests of many and are more likely to be heard by legislatures than if they came bearing the concerns of one voter. With the number of tasks and matters required of a legislature ever-growing, populaces need lobbying to bring issues front and center, otherwise, the government can fall into an "out of sight, out of mind" trap.

Not only does lobbying bring access to issues, but any issue also brought to a legislature's attention will be a focal point of a legislature's constituents. Recognising this, governments will be more likely to address a lobby's interests knowing there is a large swell of support backing this interest.

In addition to providing introductory access to government, lobbyists apply continued pressure on issues. Once an issue has been brought to the attention of government legislature, it can easily be superseded by any other issue that comes to light without lobbyist pressure. Lobbying helps governments sort out the citizens' competing interests.

Power in numbers

As alluded to above, lobbyists serve an important purpose in aggregating the interests of many individual constituents. Any individual can have a cause, but with over 10,000 bills introduced to the U.S. Congress over every two-year session for an example, it is close to impossible for one voice to be heard, let alone actioned upon. Lobbyists can represent many voices, and in addition, their size and singular focus allow for research and fact-checking needed to bolster arguments.

Educational function of lobbying

Lobbying helps to cover any gaps in knowledge. With each issue brought to legislative attention, lobbyists present research and facts about their issue and then try and persuade the government into action. Lobbyists additionally will bring the best, most thorough knowledge and expertise to an issue, as the issue they lobby for is their sole interest and reason for employment. Policy decisions made with the best possible information are a benefit to both lobbying groups and a legislature's constituents on the whole.

The bottom line

Lobbying is an integral part of a modern participatory government and is legally protected. In the U.S, the right to lobby is protected by both the 1st Amendment and the Lobbying Disclosure Act of 1995, and additionally by the inherent need for participation in a democratic environment.

The legal framework in support of lobbying notwithstanding, lobbying should continue to play a role because of its many benefits. With lobbying, personal interests are aggregated into lobby groups; strengthening their voice, constant pressure is applied to government legislatures whose attention can often be pulled in various directions, and finally with lobbying, legislatures are provided with expert knowledge of a subject matter they may not normally be educated enough on to provide for their constituents.

The following are some of the many organisations within and external that have helped the people of Papua New Guinea overtime through lobbies for the government to provide both improved health facilities and health technology to treat health problems for which technology and medical procedures are currently unavailable.

Type of Organisations	Name of organisations
Local women's non-government organisation Organisations:	Anglicare PNG, WeCARE! Foundation and Coalition for Change PNG
Other Local non-government organisation	Digicel Foundation, Exxon Mobil PNG Strategic Community
International non-government organisation	Marie Stoppes, Oxfarm, Population Services International
International Organisation:	Asian Development Bank, United Nations Development Programmes, United Nations Population Fund

It is important for students to know the importance of lobby and processes involved. They can be registered with organised groups to lobby government to solve common problems for PNG citizens. For instance, improvement in and provision of health facilities and technologies that are lacking here in PNG.

Performance Assessment: Teachers can prepare assessment where students are required to write funding proposals for the purpose of improving current state of health facilities and health technology to treat health problems for which technology and medical procedures are currently unavailable in PNG.

Suggested Resources

- Lockhart R. (1976). *How to lobby: Convincing government that your bill should be enacted*. Retrieved May 17, 2021, from <https://www.lib.niu.edu/1976/ii761224.html>.
- Oxford Learner's Dictionaries. (n.d). *Lobby*
https://www.oxfordlearnersdictionaries.com/definition/english/lobby_1
- Post Courier, (2018). *Civil Society Lobby for total alcohol ban in PNG*. Retrieved May 17, 2021, from <https://postcourier.com.pg/civil-society-lobby-total-alcohol-ban-png/>.
- US Embassy. *Papua New Guinea Women's Directory*. PNG.
- Weiser, D. (2020). Why Lobbying is Legal and Important in the U.S.? Retrieved May 17, 2021, from <https://www.investopedia.com/articles/investing/043015/why-lobbying-legal-and-important-us.asp>.

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 11.2.6.1: Participate in school or community related efforts to address health-risk behaviours.

Topic: School Awareness: Drug, Alcohol Abuse and Teenage Pregnancy

Essential Questions

- How can student's participation in addressing health-risk behaviours impact their lives?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	School or community related efforts to address health-risk behaviours
Skills	Critical Thinking Skills - Use analytical skill of researching (investigating) Creative Thinking Skills - Use creative skill of researching and participation
Attitude	Open-minded, adaptable to change, confident
Values	Betterment of human kind

Learning objective: By the end of the topic, students should be able to:

- Develop plans on how to participate in community efforts to address health-risk behaviours;
- Participate in addressing health-risk behaviours that can have a negative impact on their lives.

Content background

For this topic, students must be proactive on issues relating to health-risk behaviours. Being aware of the problems related to health-risk behaviours will enable them to make better decisions later in life. They will conduct small awareness at the school level then move into the community then to the provincial and national level which will be done in the next grade. So teachers must work closely with their students to get them engaged in activities that will enhance their understanding of health-risk behaviours to make better decisions for later life. Nearly all students studying at this grade level are adolescents. The adolescent age ranges from ages 10 to 19 years old. Studies have shown that adolescence is the period when many risky behaviours start or are consolidated, having a major impact on health as adults. However, this period also provides opportunities for them to develop healthy life skills.

What is health- risks behaviour?

Before getting to find out what health-risk behaviour is and what it is all about, the word health risk must be defined. According to Aounallah-Skhiri H et al, (2015), the definition given by World Health Organisation (2009), is “a factor that raises the probability of adverse health outcomes”.

The study of health-related behaviour covers two broad classes of behaviours in relation to health and they are risk behaviour and positive health behaviour (Steptoe, 2007).

Health-risk behaviour

“A health-risk behaviour can be defined as an activity carried out by people with a frequency or intensity that increases the risk of disease or injury” (Steptoe, 2007).

Health-risk behaviours includes;

1. physical inactivity,
2. unhealthy diet,
3. tobacco use,
4. drug abuse,
5. unprotected sexual practices, and
6. harmful use of alcohol.

(Lim et al., 2012; World Health Organization 2013)

As put forward by Aounallah-Skhiri et al, according to World Health Organisation (2005), these behaviours are attributes of health-related lifestyle factors that may lead to chronic diseases, including heart disease, stroke, cancer, and diabetes.

It has been observed that particularly in low or middle-income countries the youth and young adults are increasingly exposed to many health-risk behaviours related to epidemiologic (widespread diseases) and socioeconomic transitions which relates to change in lifestyle due to economic changes. Von Bothmer & Fridlund further state that health-risk behaviours in young adulthood influence the development of lifestyle-related disorders later in life. To address this issue with respect to healthcare staff, Frank et al (2000), found that it was important to identify individuals with healthy lifestyle who can serve as role models as they will understand people with health-related problems.

Aounallah-Skhiri, made reference to Oni & Unwin, (2015), on the income earning level of countries which stated that low or middle-income countries are undergoing rapid changes associated with the development of high rates of non-communicable diseases and injuries, while at the same time experiencing high levels of specific communicable diseases, such as the Human Immunodeficiency Virus (HIV).

Why address health-risk related behaviours?

According to World Health Organisation, (2018), the following are key facts concerning children and adolescents.

- More than 1.1 million adolescents aged 10-19 years died in 2016, over 3000 every day, mostly from preventable or treatable causes.
- Road traffic injuries were the leading cause of death among adolescents in 2016. Other major causes of adolescent deaths include suicide, interpersonal violence, HIV/AIDS and diarrhoeal diseases.
- Half of all mental health disorders in adulthood start by age 14, but most cases are undetected and untreated.
- Globally, there are 44 births per 1000 to girls aged 15 to 19 per year.

Around 1.2 billion people, or 1 in 6 of the world's population, are adolescents aged 10 to 19. Most are healthy, but there is still substantial premature death, illness, and injury among adolescents. Illnesses can hinder their ability to grow and develop to their full potential. Alcohol or tobacco use, lack of physical activity, unprotected sex and/or exposure to violence can jeopardise not only their current health, but also their health as adults, and even the health of their future children.

Promoting healthy behaviours during adolescence, and taking steps to better protect young people from health risks are critical for the prevention of health problems in adulthood, and for countries' future health and ability to develop and thrive (World Health Organisation, 2018).

How do we develop an action plan?

Once inspectors have the required knowledge of and information about health-related needs and opportunities in a school and the larger community, the next step is for them to make plans for change. But which changes does their school want to make and how will it do so? The development of an Action Plan (goals, objectives and steps) will help them answer these questions.

- Who will make this happen?
 - Establishing a School Health Team
 - Assembling a Community Advisory Committee
- How do we gather the information we need?
 - Reviewing current school health-promotion efforts
 - Assessing community health problems, policies and resources Tool
- Health-Promoting Schools: Finding opportunities for action Tool
- How do we develop an action plan?
 - Setting goals
 - Defining objectives Tool
 - Developing the action plan Tool
- How will we know how we are doing?
 - Demonstrating progress
 - Collecting information
- Where can we go if we have questions or need help?
 - Obtaining training and technical assistance
 - Linking local efforts to larger initiatives or interventions

(World Health Organisation. 1986)

Below is a sample of how to develop action plans.

Tool 3.3		Developing the action plan – An Illustration	
On this form copy one of your goals and one objective you have selected to meet this goal. Think about one year's time. Identify the steps needed to achieve each objective, who will take responsibility for the completion of the step, when the step will be completed, and what resources will be required. Make additional copies of this page to create an action plan for additional goals, objectives, and years			
GOAL: CONTROL TEENAGE PREGNANCY			
Year # ONE	Objective # CONDUCT GENDER AWARENESS		
STEPS	PERSON(S) RESPONSIBLE	TIME TO COMPLETE	RESOURCES REQUIRED/COST
- Respective teachers conduct gender awareness and health issues affecting their health	Principal and respective teacher	3 months	- Notes and Videos on this issue

(Note: make additions to suite your school setting)

Performance Assessment: Teachers can set assessment where students are required to choose different health-risk related behaviours and use the given sample above to develop action plans to address these problems. They then conduct awareness.

Suggested Resources

- Aounallah-Skhiri H, Peltzer K, Pengpid S, Rehman R, Yung T K. C. (2015). *Comparison of health risk behavior, awareness, and health benefit beliefs of health science and non-health science students: An international study*. Vol.18. p180-187. Wiley Publishing Asia Pty Ltd. Retrieved from; doi: 10.1111/nhs.12242.
- Blanchard C, St Leger L, Young I and Perry M. (n.d). *Promoting Health in Schools- From Evidence to Action*. International Union for Health Promotion and Education. Centre for Disease Control And Prevention, Saint Denis Cedex, France. Retrieved May 18, 2021, from <https://www.ttophs.govt.nz/vdb/document/244>.
- Department of Health and Education. (2009). *Health Promoting Schools Course- Student Teacher Course Book*. 1Ed. Department of Education. PNG.
- Lim SS, Vos T, Flaxman AD et al. A comparative risk assessment of burden of disease and injury attributable to 67 risk factors and risk factor clusters in 21 regions, 1990–2010: A systematic analysis for the Global Burden of Disease Study 2010. *Lancet* 2012;380:2224–2260.
- Noble, N., Paul, C., Turon. H., Oldmeadow (2015). *Which modifiable health risk behaviours are related? A systematic review of the clustering of Smoking, Nutrition, Alcohol and Physical activity*

(‘SNAP’) health risk factors. C. Vol.81. p16-41. Elsevier. Retrieved May 18, 2021, from <https://doi.org/10.1016/j.ypmed.2015.07.003>.

- Oni,T., Unwin, N. (2015). *Why the communicable/non-communicable disease dichotomy is problematic for public health control strategies: Implications of multi-morbidity for health systems in an era of health transition*. Int. Health 2015. doi: 10.1093/inthealth/ihv040.
- Steptoe, A. (2006). *Health behaviour and stress*. In:Fink G (ed.).Encyclopedia of Stress (2nd edn).San Diego:Academic Press,2007;263–266.
- von Bothmer, M.I., & Fridlund, B. (2005). *Gender differences in health habits and in motivation for a healthy lifestyle among Swedish university students*. Nurs. Health Sci. 2005; 7: 107–118.
- World Health Organisation. (2018). *Adolescents: health risks and solutions*. Retrieved May 18, 2021, from <https://www.who.int/news-room/fact-sheets/detail/adolescents-health-risks-and-solutions>.
- World Health Organisation. (2009, October 27). *Five health risks hold the key to boosting life expectancy by five years-UN Report*. Retrieved May 18, 2021, from <https://news.un.org/en/story/2009/10/319242-five-health-risks-hold-key-boosting-life-expectancy-five-years-un-report>
- World Health Organisation. (1986). *Information Series on School Health- Local Action Creating Health Promoting Schools*. Division of Adolescent and School Health. National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention. Atlanta. Georgia. USA.
- World Health Organization. (2013). *Non-communicable diseases: fact sheet*. 2013. [Cited 12 Nov 2014.] Available from URL: [http:// www.who.int/mediacentre/factsheets/fs355/en/](http://www.who.int/mediacentre/factsheets/fs355/en/).

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 11.2.6.2: Develop a plan to participate in community efforts to address health-risk behaviours.

Topic: Community Awareness: HIV/AIDS

Essential Questions

- How can student's participation in addressing health-risk behaviours impact their lives?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	A plan to participate in community efforts to address health-risk behaviours
Skills	Creative Thinking Skills - Use creative skill of developing
Attitude	Open-minded, adaptable to change, confident
Values	Betterment of human kind

Learning objective: By the end of the topic, students should be able to:

- Develop plans on how to participate in community efforts to address health-risk behaviours;
- Participate in community efforts to address health-risk behaviours.

Content background

This topic continues on with the awareness of critical health-risk behaviours. From what the students have learnt in the previous topic they will now apply the same strategy but the context of the awareness will be at the community level. So, the type of health-risk behaviour students must focus on should be one that is currently affecting a large number of people living in the communities. The topic is looking at addressing HIV/AIDS but students can work on a health-risk behaviour which is rife in their community.

To plan this awareness, refer to the notes and sample in the topic they just covered before looking at this topic.

Performance Assessment: Teachers can set an assessment where students are required to carry out awareness programs on HIV/AIDS in their local community with the help of health workers from the nearest health centres or with NGO's such as Anglicare Stop AIDS PNG.

Suggested Resources

- Aounallah-Skhiri H, Peltzer K, Pengpid S, Rehman R, Yung T K. C. (2015). *Comparison of health risk behavior, awareness, and health benefit beliefs of health science and non-health science students: An international study*. Vol.18. p180-187. Wiley Publishing Asia Pty Ltd. Retrieved from; doi: 10.1111/nhs.12242.
- Blanchard C, St Leger L, Young I and Perry M. (n.d). *Promoting Health in Schools- From Evidence to Action*. International Union for Health Promotion and Education. Centre for Disease Control And Prevention, Saint Denis Cedex, France. Retrieved May 18, 2021, from <https://www.ttophs.govt.nz/vdb/document/244>.
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- Oni, T., Unwin, N. (2015). *Why the communicable/non-communicable disease dichotomy is problematic for public health control strategies: Implications of multi-morbidity for health systems in an era of health transition*. *Int. Health* 2015. doi: 10.1093/inthealth/ihv040.
- Steptoe, A. (2006). *Health behaviour and stress*. In: Fink G (ed.). *Encyclopedia of Stress* (2nd edn). San Diego: Academic Press, 2007; 263–266.
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- World Health Organisation. (1986). *Information Series on School Health- Local Action Creating Health Promoting Schools*. Division of Adolescent and School Health. National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention. Atlanta. Georgia. USA.
- World Health Organization. (2013). *Non-communicable diseases: fact sheet*. 2013. [Cited 12 Nov 2014.] Available from URL: <http://www.who.int/mediacentre/factsheets/fs355/en/>.

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 11.2.6.3: Develop educational-safety models for children and adults for use at home, school, and in the community.

Topic: How to Develop Educational-safety Models

Essential Questions

- What are educational-safety models?
- How can educational-safety models be developed?
- How can these educational-safety models help children and adults at home, school, and in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Educational-safety models for children and adults for use at home, school, and in the community
Skills	Creative Thinking Skills - Use creative skill of developing
Attitude	Open-minded, adaptable to change
Values	Human rights and responsibilities, betterment of human kind

Learning Objective: By the end of the topic, students should be able to:

- Identify and explain educational-safety models;
- Examine ways to develop educational-safety models;
- Evaluate the impacts of these educational-safety models on children and adults at home, school, and in the community.

Content background

What is educational-safety model?

Model can be defined as simplified description of a system and is usually for a smaller scale.

Educational- safety model for a safe school

A safe school is one that ensures the health, safety and security of the learner is maintained during times of normal operation as well as during emergencies. Such a school is structurally sound and can withstand potential hazards. A safe school is one that is surrounded by a community that is committed to safety.

This type of school experiences minimal disruption during emergencies (UNISDR, 2010). Inclusive to such an environment are elements of what a safe school feels like and what a safe school look like. While some of the elements of safety may be out of the teacher's control, it is important that teachers, are aware of them so that they may advocate for the right to safety of their students, their peers and themselves.

A safe school has a certain feeling, that when people enter, it surrounds them with a sense of both calm and excitement. Calm, because they know they are in a physical, emotional and cognitive safe space that makes them forget about outside troubles. Excitement, because they can allow themselves to be immersed in the wonders and challenges of learning and future possibilities. However, these spaces don't just magically appear. A person feels safe when they know their physical, nutritional and emotional well-being is being looked after through a system of structural and procedural supports that promote their development. A safe school has mechanisms in place that ensure safety and continuity through emergency situations, ensure nutritional soundness in their students and staff, foster a positive school climate and allow for the anonymous reporting of abuses. The following sections will help teachers expand upon these ideals to help foster a sense of security and teamwork amongst students and staff.

Ways to develop educational-safety model

Safe schools have proper plans outlined for emergencies.

In creating a safe school environment, one of the most important aspects is planning. Without proper plans in place, major and minor emergency situations can quickly lead to injury, or even become life-threatening. Safety plans should be laid out, discussed, agreed upon and practiced on a regular basis. Activities such as this facilitate amongst staff, teachers and students a deeper understanding of contextual vulnerabilities. Proper school plans follow local, regional and country-wide established strategies and mandates. The experience of staff is taken into consideration and capacity building and training takes place as needed at the school level (Nicolai, 2003).

The following are basic considerations schools should take in ensuring a safe environment.

These questions are just a short list of considerations in planning for school safety. This guide will expand upon some of these considerations as well as introduce others.

- To what specific risks, threats and hazards is our school vulnerable? Are there already regional, national, or local response plans in place for these that we must follow?
- How will specific populations be affected by crises situations (i.e. girls, minorities, disabled)?
- What is the makeup of our student population? How many of our students are refugees, IDPs, separated, or orphaned children? How will local emergencies affect them and what supports do we have in place to address this?
- If an emergency arises and our infrastructure is compromised, what are our contingency plans?
- What regional weather or natural hazards could affect our school?
- What supplies are needed to continue education? Do we have kits prepared? How many should we keep on hand?
- Who are our local partners who can assist in emergencies (community groups, NGOs, UN agencies)?
- How will an emergency (local or regional) affect our scheduling? Will we need to move to double shifts? How will class sizes change? Will new staff need to be hired? If so, what languages will our staff need to be able to speak?
- What sort of clothing/sanitary items, or food will we need to keep on hand?

Evaluate impacts of the educational-safety model on children and adults at: home, school and community. (Nicolai, 2003)

School Climate

School climate can be defined as the patterns of norms, goals, values, interpersonal relationships, teaching and learning practices and organisational structures that work together to create a general “mood” on a school campus. This mood can be positive or negative depending on how staff, students and families work together to promote a shared vision of educational outcomes. Positive school climates contribute to the physical, social, emotional and cognitive development of the student.

Additionally, positive school climates contribute to the health and well-being of teachers and staff. The climate of the school can also contribute or pose a threat to safety. A positive school climate can lead to decreased absenteeism, serve as a method of risk-prevention and lessen the effects of socioeconomic disparities.

Schools with a positive climate experience less violence, less harassment and achieve greater academic outcomes. Overall, feelings of safety promote greater learning and development amongst students and are associated with less school violence and greater teacher satisfaction.

So, how can school staff promote a positive climate? It all starts with positive relationships. This refers to student-teacher, student-student and staff-staff relationships. How connected individuals feel to the school and how well they take care of each other are important factors in building and sustaining positive relationships. Positive relationships between students and teachers help to reduce bad behaviour. Support from teachers and peers increase self-esteem and school achievement.

Additionally, positive teacher perceptions of work environment, their own peer relationships, inclusion and support from leadership/peers minimizes burnout and leads to more committed teaching force. A positive environment is especially important for racial and ethnic minorities. Bullying should *never* be tolerated. Bullying not only has a negative impact on victims, but on witnesses as well.

So how can positive relationships and connectedness be fostered?

- Consider school-wide activities (SWA) that promote pride in the school and learning.
- Sponsor student groups related to teamwork that foster healthy competition.
- Hold team-building staff development that also increase pedagogical knowledge and skills.
- Start a school-wide anti-bullying initiative encouraging students to be advocates and speak out against injustices.

A positive climate is also supported by a clearly defined set of rules and school norms that are consistently and fairly enforced. These norms refer to expectations that are set out for both staff and students. When rules are enforced in an equitable manner, there is less likelihood for victimisation and delinquency. Rules are not meant to be a form of punishment or control, although there should be positive and negative consequences for abiding by or violation of expectations and procedures. Rather, the regulations should be structured and enforced in such a way as to show caring and consideration for the well-being of all students and staff. Students especially feel safe in an environment when they know that the adults they are surrounded by truly care for their individual well-being.

Along with regulatory norms, there should be a defined set of goals and values for the teaching and learning environment. These should be consistently applied across the school and in each classroom. Goals should be tangible and measurable and all teachers should be trained in specific pedagogy that facilitates the attainment of these goals. Cooperative learning, group cohesion, mutual trust and respect are values that should be fostered in every classroom. Such values can also aid in the

achievement of goals. Leadership should also encourage teachers to work together to create better lessons and share ideas on what works and what does not in teaching and classroom management.

This cooperation amongst teachers helps promote other vital aspects of positive climate: social, emotional and ethical learning. Adults are always modelling ethics and values (good or bad), whether they realise it or not.

Teachers should keep this in mind as they work together on various school initiatives. Social-emotional learning (SEL) programs can also help to promote positive ethics. They should consider starting an SEL program in their school to help cultivate a positive school climate. Students can also benefit from service-learning projects that reinforce civic and ethical education with real-life learning experiences. Students should be allowed to have a say in what kinds of service projects they wish to engage in. When students have choice in this regard, their tolerance and acceptance of diversity increases.

Of course, there are many institutional considerations that support a positive school climate as well. Many will be discussed in the next section on building and infrastructure, but some are within the control of teachers and do not rely on maintenance staff. Students tend to perform better in smaller schools. However, the size of the school is often out of the hands of school staff, especially in fragile contexts, if schools are hosting refugees/IDPs, and et cetera. In these cases, teachers and staff can reduce the perceived size of the learning environment by breaking up the school into smaller learning communities. Smaller learning communities can also aid in the supervision of campus grounds. Students do not feel safe in unsupervised areas. Breaking schools down into smaller zones can help mitigate bad behaviour and alleviate supervision constraints.

Safe schools are aware of environmental risk factors

Regardless of how safe and well-managed a school is, children will still experience risks to their safety and well-being when they are outside of school, especially in fragile contexts. Safe schools are aware of the risk factors that contribute to possible violations of rights outside of school and the signs that students may be in danger.

There are several environmental risk factors that can contribute to ill health, threaten student safety and lead to psychological or developmental damage. Students may be at risk if the community has experienced natural disasters such as flood, drought, severe storms, seismic activity, and et cetera. Local and regional conflicts between groups can lead to a loss of community or family support. Students may even be separated from their families or have lost loved ones. Displaced families experience a loss of structure, routine, predictability and opportunities for play and recreation. They face dangers such as military recruitment, child labour, sexual and gender-based violence and human trafficking. Injuries resulting from landmines can inhibit self-image, social acceptance and future self-reliance. Strained families may be forced into crowded accommodations due to loss of income leading to poor nutrition, lack of health care, poor hygiene and chronic stress. Children in these circumstances may have also witnessed war crimes, or have taken on the responsibility of caring for siblings or a disabled parent. Strained family members, or even children themselves may fall victim to substance abuse. Families may fall back on traditional gender roles, keeping older girls home to help with household responsibilities, or putting boys to work. Out of school children are at an increased risk of abuse and human rights violations (Wikipedia, 2016).

A teacher should be aware of the circumstances under which their students are living. Suffering from natural disasters, displacement, or living in fragile contexts does not always mean that their students will be suffering from human rights abuses. However, being keenly aware of the home lives of their

students can help them to recognise more quickly that something is wrong, enabling them to respond appropriately.

Safe schools are aware of and vigilant in monitoring the warning signs of abuse when risk factors are present (and even when they are not), school staff must keep an eye out for warning signs that something might be wrong. It is important also to consider gender, disability and social status in the community and amongst peers when assessing signs of distress (Nicolai, 2003). Some of the symptoms of distress listed here are not signs that are observed in the classroom. This is why it is important to work as a team with parents and caregivers. Teachers may only notice one or two troubling symptoms, but parents and caregivers may notice symptoms at home as well. Keep in mind that students may exhibit signs of abuse that are outside of their chronological age category, especially those with developmental delays.

The following is a guide, although not an exhaustive list, of what to look for by age group.

Age group	Possible symptom
Very Young Children (0-5 years) <i>Not able to rationalise what is happening around them and not able to understand the concept of death, equating it with separation.</i>	• Anxious clinging to caregivers • Temper tantrums • Regression, e.g. in speech development • Fear of going to sleep • Nightmares and night terrors • Excessive fear of real or imagined things, e.g. thunder, monster
Young Children (6-12 years) <i>Can recall and rationalise events in a more logical way. They will often use fantasy to deal with a stressful event, e.g. re-enacting or imagining a different outcome. They are more prone to feelings of guilt that they have not prevented bad things from happening.</i>	• Poor concentration, restlessness or bad behaviour in school • Anxious behaviour including hyperactivity, stuttering and eating problems • Psychosomatic complaints, e.g. headaches, stomach pains • Behavioural change, becoming aggressive or withdrawn and passive • Sleeping problems • Regression-acting like a younger child
Adolescents (13-16 years) <i>Have a good understanding of what has happened and also what the consequences might be. They are dealing with the emotional and physical changes of adolescence as well as coping with events and experiences related to the emergency.</i>	• Self-destructiveness and rebelliousness, e.g. drug taking, stealing • Withdrawal-cautious of others and fearful of the future • Anxiety, nervousness • Psychosomatic complaints (physical pains caused by psychological stress)

(Nicolai, 2003)

The presence of one or two of these symptoms does not necessarily mean a student is being abused. However, if there are suspicions that a student may be experiencing abuse or neglect, or may be in need of psychosocial services, it is important that this is reported right away through the proper reporting mechanism. Safe schools have proper systems for reporting abuses.

While education can serve as a protective factor in times of protracted violence or natural disasters, it is not protective when there is a lack of effective reporting systems for abuse and subsequent

consequences for the abusers (Al Favez & Valencia, 2016). It is vitally important that mechanisms for reporting abuses, injustices and inequalities exist at the school for both the students and staff.

For students, reporting abuses or concerns in their home, school, or community can be something as small as a box where students can drop anonymous reports, all the way to a formal reporting system. It may be a good idea to have both in place (UNICEF, 2009). When abuses are reported, they should be immediately referred to the appropriate local authorities. Any abuses reported that involve school staff members should also be investigated by school authorities, with appropriate protection measures taken. It is imperative that reporting systems for children be available in at least one anonymous form. Students should never face repercussions for reporting abuses or suspected abuses. However, students should also know that reporting is not a game and they should be made aware of the harm that can come with false reports. Following shows how issues reported by students to respective authorities should be addressed.

- Where can we put a box for students to submit reports anonymously?
- Whom should be assigned to handle student reports?
- If a student reports to a teacher or trusted staff member, what should that adult be allowed to say and not say to the student?
- When students report to a trusted adult at the school, to whom do the teachers report? What are the local laws in regard to this? Should teachers give copies of reports to the principal or school leadership?
- To whom do staff members report harassment inflicted upon them?
- If a staff member is accused of abuse on a student, what steps will be taken?
- If a staff member is accused of abuse or harassment on another staff member, how will this be handled? What steps will be taken? Who will be in charge of mediation, if necessary?

Students should not be the only ones reporting abuses. Teachers and staff should be trained to recognise warning signs that a child may have been harmed or subject to abuse. Adults that work closely with children should have reporting mechanisms in place that address and report abuses in a quick and effective manner. Reporting mechanisms should comply with all local and national laws. Teachers should also have anonymous ways to report abuses and should not have to worry about facing backlash for reporting.

What a safe school looks like

A safe school is appropriately designed and structurally built to prevent collapse, damage or other failure when subject to man-made or natural disasters. "School safety begins with school site selection, disaster-resilient design and construction from the beginning, or more costly retrofitting for safety afterwards and continues through building use and maintenance". Some of these things, such as school site selection, design and construction, may be out of the school's control. Nonetheless, it is never too late to assess hazards, vulnerabilities and risks and to create a safer, more secure school environment, whether a teacher is new to the staff or a veteran teacher.

The following questions must be considered to determine the level of structural safety in your school.

- Is the school site itself safe? How can the school site be safe or more secure?
- Are the school buildings themselves safe? How can the school buildings be made safe?
- How safe are the building's contents and non-structural building elements?

Various evaluation forms can be used for basic visual inspections of a school building assessing for vulnerability. Below is a sample of a basic school safety requirements checklist. It can (and should) be

adapted to the local context. Additional items may be added based on the area's policy requirements and code compliance.

School's safety Manuel/Guide

The risks and threats to safety will vary depending on the environment in which the school is located, the size of the school, the ages of the students, methods of commute, and et cetera. Therefore, each school needs to make their own school safety manual that reflects regional and local context.

In each school, it is required not only to protect the lives of the students during times of emergencies, but also to ensure the safety of children on the way to and from school as well as resuming educational activities after the disaster.

An individual school's safety manual needs to be prepared in response to the three stages of crisis management:

1. Crisis management before emergencies: Establishing a safe environment and preventing emergencies
2. Crisis management when emergencies occur: Appropriately and promptly responding to the disaster and minimising damages
3. Crisis management after the disaster: Resuming daily life, classes and to preventing recurrence

Purpose of creating manual/guide

The purpose of creating a school safety manual for their campus is twofold: clarifying the role of staff and getting information to families and communities. It is important to clarify the role of all teachers and staff during emergency preparation and response and to have it in writing for reference purposes. This preparation is the basis for future correspondence. Ensuring that families and partner organisations will also help to maintain the integrity of implementation and make sure everyone is on the same page. When an action plan is outlined and distributed to all parties involved, the response during emergencies will be smooth and organised. Areas for improvement are more easily recognised and appropriately addressed. It can also be a source of information to families on regional/national emergency response plans.

Steps for creating manuals/guide

The following steps can aid teachers and the school team in the creation of their school safety manual.

- Step 1: Draft the school safety manual with their School Safety Committee
- Step2: Discuss the contents of the manual with local governments and make necessary adjustments
- Step 3: Carry out drills based on the manual
- Step 4: Get feedback from parents and community members to identify challenges
- Step 5: Address issues which became apparent and request support from local organisations as necessary
- Step 6: Review the manual once again and make any necessary revisions

Consideration in creating a manual/guide

Preparation:

- Make sure to clarify the roles of all staff members.
- Establish a system for cooperation with parents, community members and local governments.
- Identify secondary disasters considering regional and local context.
- Carry out routine inspections.
- Provide in-service teaching trainings on safety.

- Utilise human resources outside school protection.
- Carry out safety procedures as outlined in the manual.
- Ensure that they have reliable information during emergencies.
- Ensure that they are communicating with parents/guardians as necessary.
- Consider the risk of secondary disaster when handing students over to parents too soon.
- Establish guidelines with parents beforehand rebuilding.
- Mental health: Respond to students and staff's psycho-social recovery needs.
- Learn from mistakes and continually seek to improve.
- Consider curriculum to address post-emergency issues.

Performance Assessment: Teachers can set assessment where students are required to conduct an investigation on the level or status of safety of their school and present it in a report form.

Suggested Resources

- Al Fayez & Valencia. (2016). *Mohammed Al-Fayez Trading est.* Retrieved May 18, 2021, from <https://www.alfayez.com/>.
- Bieder C, Gilbert C, Journé B, Laroche H. (2018). *Safety Cultures, Safety Models: Taking Stock and Moving Forward.* Retrieved May 18, 2021, from <https://www.springer.com/gp/book/9783319951287>.
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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 11.2.6.4: Investigate treatment plans for drug addiction.

Topic: Treatment Plans (Strategies) for Drug Addiction

Essential Questions

- How effective are the treatment plans (strategies) for drug addicts?
- Discuss how these treatments foster positive social relationships.

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Treatment plans for drug addiction
Skills	Critical Thinking Skills - Use analysis skill of investigating
Attitude	Cooperative, open-minded
Values	Safe and peaceful communities, solidarity

Learning Objective: By the end of the topic, students should be able to:

- Explain what drug addiction is;
- Identify some principles and options for effective treatments for addicts.

Content background

In the previous topics, students learnt about the health-risk behaviours and planned and conducted awareness to addressing this issue. Those who have become addicts (drug addicts) because of drug abuse need the help of those around them. This includes individuals, groups and those at the provincial and national level.

Papua New Guinea does have treatment plans (strategies) to rehabilitate addicts provided through the National Department of Health (NDoH) and assistance from other groups such as Non-Government Organisations (NGO), Faith-Based Organisation (FBO), and Civil Society from within PNG and outside.

What is drug addiction?

What is drug addiction? Drug addiction is a chronic disease characterised by compulsive or uncontrollable drug seeking and use despite harmful consequences and changes in the brain, which can be long-lasting. These changes in the brain can lead to the harmful behaviours seen in people who use drugs. Drug addiction is also a relapsing disease. Relapse is the return to drug use after an attempt to stop.

The path to drug addiction begins with the voluntary act of taking drugs. But over time, a person's ability to choose not to do so becomes compromised. Seeking and taking the drug becomes compulsive. This is mostly due to the effects of long-term drug exposure on brain function. Addiction affects parts of the brain involved in reward and motivation, learning and memory, and control over behaviour.

Addiction is a disease that affects both the brain and behaviour.

Can drug addiction be treated?

Yes, but it is not simple because addiction is a chronic disease, people cannot simply stop using drugs for a few days and be cured. Most patients need long-term or repeated care to stop using completely and recover their lives.

Addiction treatment must help the person do the following:

- stop using drugs
- stay drug-free
- be productive at home, at work, and in the society

Principles of effective treatment

Based on scientific research since the mid-1970s, the following key principles should form the basis of any effective treatment program:

- Addiction is a complex but treatable disease that affects brain functions and behaviour.
- No single treatment is right for everyone.
- People need to have quick access to treatment.
- Effective treatment addresses all of the patient's needs, not just his or her drug use.
- Staying in treatment long enough is critical.
- Counselling and other behavioural therapies are the most commonly used forms of treatment.
- Medications are often an important part of treatment, especially when combined with behavioural therapies.
- Treatment plans must be reviewed often and modified to fit the patient's changing needs.
- Treatment should address other possible mental disorders.
- Medically assisted detoxification is only the first stage of treatment.
- Treatment does not need to be voluntary to be effective.
- Drug use during treatment must be monitored continuously.
- Treatment programs should test patients for HIV/AIDS, hepatitis B and C, tuberculosis, and other infectious diseases as well as teach them about steps they can take to reduce their risk of these illnesses.

What are treatments for drug addiction?

There are many options that have been successful in treating drug addiction, including:

- behavioural counselling
- medication
- medical devices and applications used to treat withdrawal symptoms or deliver skills training
- evaluation and treatment for co-occurring mental health issues such as depression and anxiety
- long-term follow-up to prevent relapse

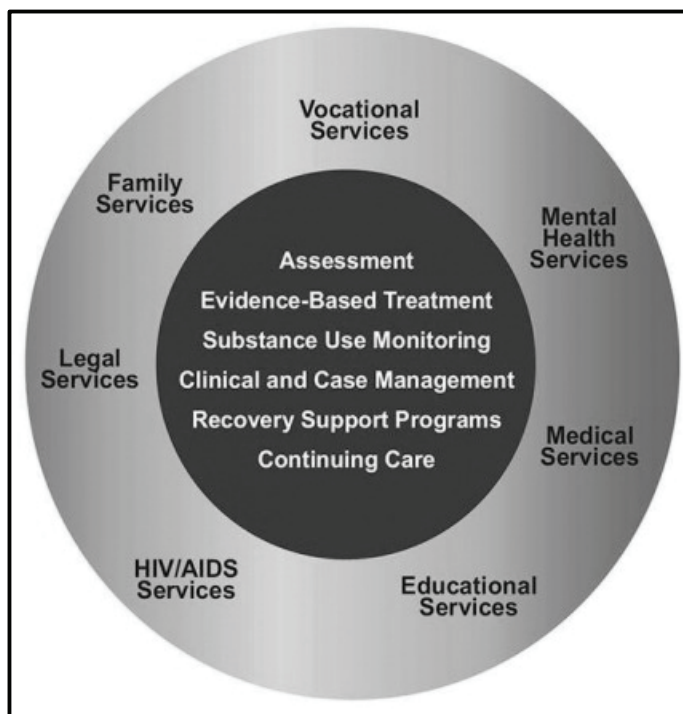
A range of care with a tailored treatment program and follow-up options can be crucial to success. Treatment should include both medical and mental health services as needed. Follow-up care may include community- or family-based recovery support systems.

How are medications and devices used in drug addiction treatment?

Medications and devices can be used to manage withdrawal symptoms, prevent relapse, and treat co-occurring conditions. These are used in the US; however, PNG can adapt these measures to minimise drug addiction problems which is very prevalent in many of its communities.

- **Withdrawal:** Medications and devices can help suppress withdrawal symptoms during detoxification. Detoxification is not in itself "treatment," but only the first step in the process. Patients who do not receive any further treatment after detoxification usually resume their drug use. One study of treatment facilities found that medications were used in almost 80 percent of detoxifications (SAMHSA, 2014). A research in 2017, granted a new indication to an electronic stimulation device, NSS-2 Bridge, for use in helping reduce opioid withdrawal symptoms. This device is placed behind the ear and sends electrical pulses to stimulate certain brain nerves. In 2018, they approved, a non-opioid medicine called lofexidine designed to reduce opioid withdrawal symptoms was approved for use.
- **Relapse prevention.** Patients can use medications to help re-establish normal brain function and decrease cravings. Medications are available for treatment of opioid (heroin, prescription pain relievers), tobacco (nicotine), and alcohol addiction. Scientists are developing other medications to treat stimulant (cocaine, methamphetamine) and cannabis (marijuana) addiction. People who use more than one drug, which is very common, need treatment for all of the substances they use.
- **Opioids:** Methadone (Dolophine[®], Methadose[®]), buprenorphine (Suboxone[®], Subutex[®], Probuphine[®], Sublocade[™]), and naltrexone (Vivitrol[®]) are used to treat opioid addiction. Acting on the same targets in the brain as heroin and morphine, methadone and buprenorphine suppress withdrawal symptoms and relieve cravings. Naltrexone blocks the effects of opioids at their receptor sites in the brain and should be used only in patients who have already been detoxified. All medications help patients reduce drug seeking and related criminal behavior and help them become more open to behavioral treatments. A NIDA study found that once treatment is initiated, both a buprenorphine/naloxone combination and an extended release naltrexone formulation are similarly effective in treating opioid addiction. Because full detoxification is necessary for treatment with naloxone, initiating treatment among active users was difficult, but once detoxification was complete, both medications had similar effectiveness.
- **Tobacco:** Nicotine replacement therapies have several forms, including the patch, spray, gum, and lozenges. These products are available over the counter. The U.S. Food and Drug Administration (FDA) has approved two prescription medications for nicotine addiction: bupropion (Zyban[®]) and varenicline (Chantix[®]). They work differently in the brain, but both help prevent relapse in people trying to quit. The medications are more effective when combined with behavioral treatments, such as group and individual therapy as well as telephone quitlines.
- **Alcohol:** Three medications have been FDA-approved for treating alcohol addiction and a fourth, topiramate, has shown promise in clinical trials (large-scale studies with people). The three approved medications are as follows:
- **Naltrexone** blocks opioid receptors that are involved in the rewarding effects of drinking and in the craving for alcohol. It reduces relapse to heavy drinking and is highly effective in some patients. Genetic differences may affect how well the drug works in certain patients.
- **Acamprosate (Campral[®])** may reduce symptoms of long-lasting withdrawal, such as insomnia, anxiety, restlessness, and dysphoria (generally feeling unwell or unhappy). It may be more effective in patients with severe addiction.

- **Disulfiram (Antabuse®)** interferes with the breakdown of alcohol. Acetaldehyde builds up in the body, leading to unpleasant reactions that include flushing (warmth and redness in the face), nausea, and irregular heartbeat if the patient drinks alcohol. Compliance (taking the drug as prescribed) can be a problem, but it may help patients who are highly motivated to quit drinking.
- **Co-occurring conditions:** Other medications are available to treat possible mental health conditions, such as depression or anxiety that may be contributing to the person's addiction.



ImagePhoto by NIDA

The best treatment programs provide a combination of therapies and other services to meet the needs of the individual patient as shown in the diagram above.

How are behavioural therapies used to treat drug addiction?

Behavioural therapies help patients:

- modify their attitudes and behaviours related to drug use;
- increase healthy life skills;
- persist with other forms of treatment, such as medication.

Patients can receive treatment in many different settings with various approaches.

1. **Outpatient behavioural treatment** includes a wide variety of programs for patients who visit a behavioural health counsellor on a regular schedule. Most of the programs involve individual or group drug counselling, or both. These programs typically offer forms of behavioural therapy such as:
 - *cognitive-behavioural therapy*, which helps patients recognise, avoid, and cope with the situations in which they are most likely to use drugs.
 - *multidimensional family therapy*—developed for adolescents with drug abuse problems as well as their families—which addresses a range of influences on their drug abuse patterns and is designed to improve overall family functions.
 - *motivational interviewing*, which makes the most of people's readiness to change their behaviour and enter treatment.

- *motivational incentives* (contingency management), which uses positive reinforcement to encourage abstinence from drugs.

Treatment is sometimes intensive at first, where patients attend multiple outpatient sessions each week. After completing intensive treatment, patients transition to regular outpatient treatment, which meets less often and for fewer hours per week to help sustain their recovery. For instance, in the US, the first mobile application, reSET[®], to help treat substance use disorders was permitted for use by the America Food Drug Association (FDA) in September 2017. This application is intended to be used with outpatient treatment to treat alcohol, cocaine, marijuana, and stimulant substance use disorders. Again, in December 2018, the FDA cleared a mobile medical application, reSET[®], to help treat opioid use disorders. This application is a prescription cognitive behavioral therapy and is to be used in conjunction with treatment that includes buprenorphine and contingency management.

2. Inpatient or residential treatment can also be very effective, especially for those with more severe problems (including co-occurring disorders). Licensed residential treatment facilities offer 24-hour structured and intensive care, including safe housing and medical attention. Residential treatment facilities may use a variety of therapeutic approaches, and they are generally aimed at helping the patient live a drug-free, crime-free lifestyle after treatment. Examples of residential treatment settings include:

- *Therapeutic communities*, which are highly structured programs in which patients remain at a residence, typically for 6 to 12 months. The entire community, including treatment staff and those in recovery, act as key agents of change, influencing the patient's attitudes, understanding, and behaviours associated with drug use.
- *Shorter-term residential treatment*, which typically focuses on detoxification as well as providing initial intensive counselling and preparation for treatment in a community-based setting.
- *Recovery housing*, which provides supervised, short-term housing for patients, often following other types of inpatient or residential treatment. Recovery housing can help people make the transition to an independent life for example, helping them learn how to manage finances or seek employment, as well as connecting them to support services in the community.

Is treatment different for criminal justice populations?

Scientific research since the mid-1970s shows that drug abuse treatment can help many drug-using offenders change their attitudes, beliefs, and behaviours towards drug abuse; avoid relapse; and successfully remove themselves from a life of substance abuse and crime. Many of the principles of treating drug addiction are similar for people within the criminal justice system as for those in the general population. However, many offenders don't have access to the types of services they need. Treatment that is of poor quality or is not well suited to the needs of offenders may not be effective at reducing drug use and criminal behaviour.

In addition to the general principles of treatment, some considerations specific to offenders include the following:

- Treatment should include development of specific cognitive skills to help the offender adjust attitudes and beliefs that lead to drug abuse and crime, such as feeling entitled to have things one's own way or not understanding the consequences of one's behaviour. This includes skills related to thinking, understanding, learning, and remembering.
- Treatment planning should include tailored services within the correctional facility as well as transition to community-based treatment after release.

- Ongoing coordination between treatment providers and courts or parole and probation officers is important in addressing the complex needs of offenders re-entering society.

Points to Remember

- Drug addiction can be treated, but it's not simple. Addiction treatment must help the person do the following:
 - stop using drugs
 - stay drug-free
 - be productive in the family, at work, and in society
- Successful treatment has several steps:
 - detoxification
 - behavioural counselling
 - medication (for opioid, tobacco, or alcohol addiction)
 - evaluation and treatment for co-occurring mental health issues such as depression and anxiety
 - long-term follow-up to prevent relapse
- Medications and devices can be used to manage withdrawal symptoms, prevent relapse, and treat co-occurring conditions.
- Behavioural therapies help patients:
 - modify their attitudes and behaviours related to drug use
 - increase healthy life skills
 - persist with other forms of treatment, such as medication
- People within the criminal justice system may need additional treatment services to treat drug use disorders effectively. However, many offenders don't have access to the types of services they need.

Papua New Guinea government needs to do more in terms of the provision of infrastructure and recruitment and training of specialist for drug treatment for its people. Seeing nowadays in the major cities of Papua New Guinea; Port Moresby, Lae and Mt Hagen is an increase in the number of especially males greatly affected by the abuse of drugs like marijuana.

Therefore, it is important that students are warned of the consequences of abusing such drugs. Teachers must continually emphasis to students the dangers of abusing this drug.

Performance Assessment: Teachers can prepare an assessment where students are required to do a research on the current status of treatment plans for drug addicts in their locality (province) and provide a short-written brief on gaps/weaknesses identified and how best to address them.

Suggested Resources

- Drug Abuse.gov. (n.d). *Treatment approached for drug addiction*. Retrieved May 18, 2021, from https://www.drugabuse.gov/publications/drugfacts/treatment-approaches-drug-addiction_
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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 11.2.6.5: Describe the interrelatedness of alcohol, cannabis, and other drugs to health problems such as date rape, HIV, STD, and drinking and driving.

Topic: The Effects of Alcohol and Drugs on Health Problems

Essential Questions

- How does alcohol and drug abuse cause health problems such as date rape, HIV and drinking and driving?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Interrelatedness of alcohol, cannabis, and other drugs to health problems such as date rape, HIV, STD, and drinking and driving.
Skills	Critical Thinking Skills Use analyse skill of describing
Attitude	Care and concern, responsible, open-minded
Values	Safe and peaceful communities, peace and harmony

Learning Objective: By the end of the topic, students should be able to:

- Research and assess the interrelatedness of alcohol, cannabis, and other drugs to health problems such as date rape, HIV, STD, and drinking and driving;
- Point out how such relatedness (for example alcohol related rape) impact one's social relationship with peers and adults.

Content Background

There is a growing number of young people the adolescents and youths who are vulnerable and at a high risk of encountering health related problems brought about by the abuse of alcohol and drugs. Government must come up with proactive and stringent measures to curb these problems. Many of these young people have become victims or they themselves have abused alcohol and drugs at one point in their life. In the case of victims most often they do not report to the authorities responsible of the abuse thus the traumatising effects eventually destroy their lives. For instance, a female who has been gang raped may rid herself of this problem by committing suicide. Or grow hatred for males later on in life that she is highly likely to cause problems for any men she befriends. For the alcohol and drug abusers' tougher penalties must be imposed on them for real change so they take stock of their lives and contribute as meaningful individuals to their society. For example, rehabilitation centres like the City Mission a Faith-Based Organisation (AOG) take in male youths in particular who have been affected by alcohol and done drugs are being taken care of by social workers of this organisation. They are trained to withstand these substances at the same time are taught the word of God so that their consciences are clear and they know they have potential and have worth in life.

They are also taught life skills like carpentry, farming, welding, et cetera to sustain themselves when they are ready to face life.

For this topic, students will learn about the interrelatedness of alcohol and drugs (cannabis and other drugs) to date rape.

What is date rape?

When people think of rape, they might picture a stranger jumping out of a shadowy place and attacking someone. But in reality, about half of all people who are raped know the person who attacked them. This is known as date rape — 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. Girls and women are more likely to be raped, but it can also happen to guys. It is not just men who rape. In rare cases, women rape, too.

Being good friends, talking to someone, dating, or hooking up usually *don't* lead to violence or rape. But it can happen, so it is best to be prepared.

Here are three key things to know about rape:

1. *The person who gets raped is not to be blamed.* Rape is always the rapist's fault. People never "ask for it" because of the clothes they wear or the way they act. If sex is forced against someone's will, it's rape. That is true even when two people are dating or married — even if they have had sex before. They never "owe" someone sex, even if they are a couple.
2. *Rape is not always violent.* If a person says "no," but the other person does not respect his or her wishes and talks him or her into something that he or she does not want, it is rape.
3. *Rape is not about sex or passion.* Forced sex is an act of violence and aggression. It has nothing to do with love. Healthy relationships are about respect. Someone who really cares about his or her partner will respect his or her wishes and not force or pressure him or her to do anything sexual without his or her agreement.

Alcohol and Drugs

Alcohol and drugs can play a role in date rapes. Drinking can loosen inhibitions, reduce common sense, and for some people allow aggressive tendencies to surface.

Drugs can take away one's ability to be in control or get help. He or she may have heard about "date rape" drugs like:

- rohypnol, called roofies, lunch money, or mind erasers
- GHB (gamma hydroxybutyric acid), called cherry meth, energy drink, gook
- ketamine, called bump, special K, and super acid

These drugs can be mixed into drinks and are almost impossible to detect, especially in dark-colored drinks such as cola or dark beer, or in a dark room. These drugs make people feel weak and confused and can cause them to pass out and forget everything that happened while they were on the drug.

These drugs are powerful and dangerous, and mixing them with alcohol is especially dangerous. People can end up dead if they are given a date rape drug when they have been drinking.

Protect oneself

The best defense against date rape is to try to prevent it. Here are some things individuals can do:

- *They must avoid secluded places when they are in the early stages of dating or just getting to know someone.* It is risky to go someplace where they cannot get help if they do not know the person, they are with. That includes their room or the other person's. They must wait until they trust their partner before going anywhere private or out of the way. They must ensure their mobile phone is fully charged so they can call for help.
- *They should not spend time alone with someone who makes them feel uncomfortable.* They must always trust their instincts. If a situation does not feel right, they must get out.
- *Stay sober and aware.* If an individual is with someone they do not know very well, they must stay aware of what is going on around them. They must make sure they never drink something that has already been poured or opened, even if it is just a cola or an iced tea. Date rape drugs are more easily disguised in dark-colored drinks.
- *They must be aware of their date's ability to agree to sex.* They may be guilty of rape if the other person has been drinking, doing drugs, or is not in a condition to respond or react.
- *They must be clear about what kind of relationship they want with the person.* If they are not ready for hooking up, sex, or touching, or they are not sure, they must let the other person know.
- *They must not let peer pressure push them into something they do not want to do.* "Everybody's doing it" is a myth. Most teens are not having sex, even if they are talking about it.
- *Go out with a group of friends and watch out for each other.* They should not be afraid to ask for help if they feel threatened.
- *Take self-defense courses.* These can build confidence and teach valuable physical techniques that they can use to get away from an attacker.

Getting Help

If a person is pressured into any type of sex or have been raped, or he or she wake up and are not sure what happened to them, here are some things that they can do:

Immediately After a Rape

1. *If a victim is hurt, he or she must go straight to the emergency room.* Most medical centers and hospital emergency departments have doctors and counselors trained to take care of someone who has been raped.
2. *Call, text, or find someone they feel safe with.* They must tell them what happened or what they are concerned about.
3. *If they want to report the rape, they must go to the hospital right away.* To keep as much of the physical evidence as they can, they should not change clothes, should not wash, and, if possible, not to use the bathroom before they go in.
4. *If the victim is not sure what to do, they must call a rape crisis center.* Search for local numbers or call the national sexual assault hotline. Rape crisis calls are anonymous and confidential. The counselor can explain the laws and give them advice on what to do. Hospitals and police stations also know how to help them if they are not sure what to do next.
5. *The victim should write down as much as they can remember about what happened, and take pictures if that can help them remember.*

Up to 72 Hours After a Rape

1. *If the victims want to report the rape, they should go to the hospital as soon as they can.* If possible, they should not change clothes, should not wash, and should not use the bathroom. But if they have already done these things, that should not let them stop them from getting help. They must take as much evidence with them as they can — like underwear or other clothing that hasn't been washed yet. Doctors can gather DNA evidence several days after a rape. The hospital also will check them for STDs (sexually transmitted diseases), give girls a pregnancy test, and give them medicine if they need it.
2. *If they are sure what to do, they should call a rape crisis center.* Search for local numbers or call the national sexual assault hotline. Rape crisis calls are anonymous and confidential. The counselor can explain the laws and give them advice on what to do.

More Than 72 Hours After a Rape

- *If the victim wants to report the rape, they should call the police or a rape crisis center.* A rape crisis center is a good place to start if they were raped a while ago. These centers can give them advice on the best approach to take (for instance, if they should go to the hospital or contact the police first).
- *If the victim just wants to talk or need counseling, they should call a rape support line.* Search for local numbers or call the national sexual assault hotline. Rape crisis calls are anonymous and confidential. They will put the victim in touch with someone in their area who can help. Some rape crisis centers offer short-term counseling help.

Reporting a Rape

The sooner a rape is reported, the better. Quick reporting increases the chances that rapists will be caught and can prevent them from hurting someone else.

If the victim is not sure about reporting a rape because they know the person, they can talk to a counselor at their local rape crisis center to find out what to do. They can report a rape months or, in some states, even years after it happens. Different states have different rules.

Rape is not just physically damaging — it can be emotionally traumatic as well. It may be hard to think or talk about something as personal as being raped by someone they know. A trained rape crisis counselor or other mental health professional can give them the right care and support to begin the healing process. Working things through can help prevent lingering problems later on.
(kidshealth.org. 2021)

Performance Assessment: Teachers can set an assessment where students are required to investigate and explain in an essay form how alcohol and drugs (cannabis and other drugs) are interrelated to HIV, STD, and drinking and driving.

Suggested Resources

- National Library of Medicine. (2005, January 24). *A rapid situation assessment of drug use in Papua New Guinea*. Retrieved May 18, 2021, from <https://pubmed.ncbi.nlm.nih.gov/16191725/>.
- New J. M. (2014). *Date Rape*. Retrieved May 18, 2021, from <https://kidshealth.org/en/teens/date-ra>.
- World Health Organization. (2005). *Alcohol Use and Sexual Risk Behaviour: A Cross-Cultural Study in Eight Countries*. Retrieved May 18, 2021, from <https://kidshealth.org/en/teens/date-ra>.

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 11.2.7.1: Appraise effective communication skills that demonstrate consideration and respect for self, family and others.

Topic: Effective Communication Skills for Self, Family and Others

Essential Questions

- What are effective communication skills?
- How can effective communication skills help self, family and others demonstrate consideration and respect?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effective communication skills that demonstrate consideration and respect for self, family and others.
Skills	Critical Thinking Skills - Use analysis skill of identifying - Use evaluation skill of appraising
Attitudes	Care and concern, appreciative
Values	Self-esteem, modesty, tolerance

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

- Examine effective communication skills;
- Explore effective communication skills that demonstrate consideration and respect for self, family and others.

Content Background

What is effective communication?

Effective communication is more than just exchanging information. It is about understanding the emotions and intentions behind the information. As well as being able to clearly convey a message, one needs to also listen in a way that gains the full meaning of what is being said and make the other person feel heard and understood.

Consideration and respect for self, family and others through use of effective communication

Effective communication sounds like it should be instinctive (automatic). But all too often, when people try to communicate with others something goes wrong. They say one thing, the other person hears something else, and misunderstandings, frustration, and conflicts ensue. This can cause problems in homes, schools, and hinder work relationships.

For many people, communicating more clearly and effectively requires learning some important skills. Whether they are trying to improve their communication with their spouse, kids, boss, or co-workers, learning these skills can deepen their connections to others, encourage consideration, build greater trust and respect, and improve teamwork, problem solving, and their overall social and emotional health.

Examples of effective communication skills for consideration and respect	
Nonverbal Communication	Body language is a form of Nonverbal communication shows others that a person is ready to communicate effectively when he or she maintains eye contact, sits attentively and positions his or her body to face the person who is speaking. Folding his or her arms across his or her chest, clenching his or her fists and looking downward signify that he or she is guarded and consequently, can hinder communication.
Be Open-minded	Facilitate effective communication by maintaining an "open mind." Avoid passing judgment on or expressing criticism of communicated messages. People do not have to agree entirely with the other person's thoughts and opinions, but it is important that they respect them. Empathy should be demonstrated to understand the situation from the other person's perspective.
Active listening	Active listening allows a person to increase his or her understanding of another person's thoughts and feelings. To demonstrate this communication skill, he or she should show that he or she is listening by focusing intently on the person speaking; nod his or her head and make verbal indications of agreement such as "uh-huh." He or she should not interrupt when someone else is speaking; this disturbs the flow of conversation.
Reflection	Validate The thoughts and feelings of the person speaking should be validated by reflecting back what he has communicated. This can be accomplished by summarising the main idea of the speaker's message. For example, "You feel like you have tried several options and are not sure about what step to take next." This communication skill helps the speaker feel like he or she is being understood and gives him or her the opportunity to clarify and add more detail if necessary.
"I" Statements	An "I" statement is a component of assertive communication that allows an individual to take responsibility for his or her thoughts and emotions. This communication skill discourages the speaker from placing blame on an outside person or event. For example, "you know that's not right" which should be replaced with "I see it differently than you do."
Compromise	Effective communication is a necessary component of compromise. When a problem exists, both individuals must work collaboratively to formulate a list of potential solutions as well as trade-offs that they will agree to. For example, a child asks his parent if he can go out on a school night with friends even though he has not completed his homework. The parent and child compromise that the child can go out, but the parent will pick him up at a designated time so he can complete his homework before bedtime.

Performance Assessment: Teachers can set assessment with set criteria where students are required to observe how students in their class are using effective communications skills to show or demonstrate the value of consideration and respect for a week and report their findings as well as making suggestions on how best to enhance consideration and respect for others in class.

Suggested Resources

- Indeed Career. (2021, March 3). *Communication Skills for Career Success*. Retrieved May 19, 2021, from <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>.
- University of Delaware. (2021). *Communication Skills for Family*. Retrieved May 19, 2021, from <https://www.udel.edu/academics/colleges/canr/cooperative-extension/fact->.
- White. (2018). *Career Trend: Examples of Effective Communication Skills*. Retrieved May 19, 2021, from <https://careertrend.com/examples-of-effective-communication-skills-4232585.html>.

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 11.2.7.2: Associate effective communication with success in school and the workplace.

Topic: Effective Communication for Successful in School and Workplace

Essential Questions

- How does use of effective communication skills impact one's success at school and work?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of effective communication skills for success in school and workplace
Skills	Critical Thinking Skills - Use analysis skill of associating (correlate) and identifying
Attitudes	Care and concern, appreciative, critical
Values	Self-esteem, self-discipline, modesty, tolerance

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

- Explore how effective communication impacts one's success at school and workplace;
- Demonstrate effective communication skills at school and workplace to build positive social relationships.

Content Background

Effective communication skills for success at school and workplace

Knowing how to communicate does not just mean knowing how to write or to say the right things to get your messages across. It goes beyond words to other elements of nonverbal communication, which are often the most important aspects of good communication.

To be an effective communicator, a person should be:

- A good listener: Able to pay attention to what is being told to them and reflect it back. That means they must put down their mobile phones and really listen to what the other person is saying.
- Empathetic: Good communication allows one to understand where another person is coming from without inserting their own judgments or beliefs.
- Compassionate: Comfortably connecting with another person through kindness.
- Encouraging: Helping others feel appreciated and valued.
- Personable: Inviting conversations with others and asking questions to engage them in conversation.
- Articulate: Able to put their thoughts and ideas into words or writing.

- **Creative:** When needed for a job people render their services using their skills and talents to convey their thoughts and ideas likewise at school, students demonstrate through expressive arts that is dance, drama or music expressing their thoughts and ideas.
- **Engaged through body language:** That means maintaining eye contact, smiling and encouraging conversation instead of sitting with their arms crossed and looking away.
- **Authentic:** Individual's should always be true to themselves and openly express themselves.

The impact of acquiring all communication skills will result in better and meaningful communication between students. While some of these communication skills may come easier to for some students for others it may not. They can all be learned, practiced and mastered. When students master these skills, they will help themselves succeed at school and in the workplaces, they become part of in the future.

Why communication is so important?

In this era of quick texts, emails and chat conversations, it is important to remember that good communication skills mean more than just quickly responding with a thumb up. In fact, short, terse answers may actually have a negative impact on one's success as a student or an employee. Being able to communicate at school and in the workplace, may mean the difference between success and failure.

For students with their peers, communication helps them to engage and find common ground, allowing them to build friendships that not only lasts a lifetime, but may lead to future employment opportunities. People will have a good impression of the way this student communicate with them because what they intend for the students to hear is received well by the students. They are more likely to want to spend social time with such student as an individual, work on projects with them and even invite them to work at their place of employment.

At school, effective communication helps students learn more from their instructors, get through tests and assigned tasks more easily and help them build needed connections. Without good communication skills, they may have a harder time asking questions that can help them to succeed. It may not be obvious to students the ways in which effective communication will help in their transition from school to post-school, but gaining solid communication skills during their school years will make the transition much easier.

In the workplace, knowing how to communicate is essential for succeeding in almost any position. From entry-level jobs to the most senior executive positions, they need to know how to present themselves, solve problems and know how to talk to people at any level of the organisation. Failing to do so may keep them from getting deserved promotions or disallowed from collaborating on projects.

The power of networking

Networking refers to the way in which effective communication will help students transit from school to post-school starts during their job search and all the way through their career. Students and employees should network to increase social, academic and professional connections in order to progress and achieve their individual goals. Successful networking means using strong communication skills to meet people, showcasing their skills and following up with job leads.

Communication helps broaden their reach by building contacts with individuals relevant to their school or workplace. Emails, phone calls, private conversations and traditional letters can help them arrange

internships, receive grant money for research, be invited to speak at a trade conference or shadow a company leader for the day.

Having a multi-layered resume containing extras, such as internships, volunteer stints, trainings and speaking engagements adds to their credentials, increasing the chances of success. Opting out of networking and choosing not to strengthen their communication skills can have a negative impact on their success as a student or an employee, causing a lot of missed job opportunities and growth.

Impact of use of effective communication skills for success at school and workplace

Interacting with other people is something a person will do almost every day with their peers to their teachers and to their employers for their entire life. Knowing how to effectively communicate with a variety of people in a variety of settings can help especially students succeed in most school and work settings, as long as they have the right communication skills. The impact of applying appropriate communication skills is far-reaching, so it is important to hone them. Failing to do so can have a negative impact on their success as students or as employees.

It may not always be apparent how effective communication will help a student in their transition from school to post-school life. But the impact of communication skills can be seen in how they present themselves to others and their career path.

With strong communications skills, the following can be learnt;

- How to be persuasive, which can help them get the job they want, get that raise they deserve or get a contract or business deal signed.
- Being polite, even if they have to take a hard line or deal with a difficult person.
- How to have challenging conversations with others.
- How they can present themselves through their words, whether in writing or speaking, and how capable they are.
- Good problem-solving skills and the ability to ask relevant questions to get the answers they need.
- How to listen attentively and be heard.

All of these things can help make them feel more confident and competent, which can, in turn, make them more successful at school and in the workplace.

Getting started on effective communication

How students communicate in school today reflects how they will communicate in the workplace in the future. It is good for students to start building these skills at a young age for instance, learning to spell words correctly and writing correctly structured grammatical sentences. They should know how to write good emails and reports, make presentations and working on group projects. This will all have a positive impact on their communication skills in the long term.

Better still they can record themselves having a conversation with someone to see where their strengths and weaknesses are when it comes to communicating. Maybe they will realise they cut people off before they finish their sentence or tend to fidget a lot when another person speaks, both things that may turn people off from wanting to engage them. That will give them insights into ways they can use to strengthen their skills.

Students can also find opportunities themselves in person or participate in exercises that increase their communication skills and help them become good team players. If they are still in school, there

may even be classes they can take to boost their communication skills, such as interpersonal effectiveness and public speaking. These skills should equip them, to effectively communicate so they are able to easily transit from school to post-school.

Performance Assessment: Teachers can set assessment where students are required to write an explanatory essay on how to communicate effectively for networking to secure jobs after graduating from school.

Suggested Resources

- Bloom. (2019). *Career Trend: How Does Communication Impact Your Success at Work & School?* Retrieved May 19, 2021, from <https://careertrend.com/how-does-communication-impact-your-success>.
- Indeed Career. (2021, March 3). *Communication Skills for Career Success*. Retrieved May 19, 2021, from <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>.
- Success at School. Org. (2021). *How to Improve Your Communication skills for Work*. Retrieved May 19, 2021, from <https://successatschool.org/advisedetails/605/communication-skills>.

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 11.2.7.3: Explain the detrimental effects of inconsideration and disrespectful behaviours.

Topic: Detrimental Effects of Inconsideration and Disrespectful Behaviours

Essential Questions

- What is inconsideration and disrespectful behaviours?
- What are the effects of inconsideration and disrespectful behaviours on any social relationships?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Detrimental effects of inconsideration and disrespectful behaviours on any social relationships
Skills	Critical Thinking Skills Use analytical skill of discussion Use analytical and evaluation skill of explaining Creative Thinking Skills Use synthetical skill of discussion
Attitudes	Care and concern, appreciative, critical
Values	Self-esteem, self- discipline, modesty, tolerance

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

- Identify and explain inconsiderate and disrespectful behaviours;
- Examine the detrimental effects of inconsideration and disrespectful behaviours.

Content Background

What is inconsideration and disrespectful behaviours?

Inconsideration is defined as without due regard for the rights or feelings of others. Disrespectful is defined as characterised by, having, or showing disrespect; lacking courtesy or esteem.

The table below shows behaviours that demonstrate inconsideration and disrespect.

Inconsideration	Disrespect
• Thoughtlessly causing hurt or inconvenience to others; • Without due regard for the rights or feelings of others; • Acting without consideration; • Thoughtless;	• Low regard or esteem for someone; • To lack special regard or respect for someone or something • Lack of respect • Impolite

• Selfish; • Self-centered; • Self-seeking; • Insensitive.	

Impacts of inconsiderate behaviours

People are seen as inconsiderate when they place their needs ahead of others. Their actions may mean good but negate the views of others. These behaviours can significantly impact the other person where they will be so affected and frustrated and stressed that they will not be able to let the feeling go; hence the domino effect. How will they interact with others if they have to deal with a situation that is disturbing to them? A situation they know they cannot change and that is causing significant distress in their lives? And, how does this effect the atmosphere in the workplace as a whole and, to go further, the lives of their family and friends?

If a persona has been labelled as inconsiderate, especially if they have been told this by several people in a particular community, it might be wise to consider the possibility that it is true. If a person suspects that they are inconsiderate, the first step is to become aware of it. They should ask themselves what behaviour might be causing this perception. They should try changing their behaviour and their mode of presentation. In particular, identify the harsh words in their communications and replace them with the softer ones.

Impact of disrespectful behaviours

Disrespectful behaviour shudders communication and collaboration and undercuts individual contributions to care. For instance, when individuals do not follow simple instructions or commands given at home by their parents or do not conform to the school rules this is a show of being disrespectful. Peace and good order is stalled as individuals do things according to their own will. This exerts unnecessary stress on parents and teachers as they try to maintain order. In organisations it undermines staff morale, increases staff resignations and absenteeism, creates an unhealthy or hostile work environment and causes some to abandon their profession. A research in medical care showed that disrespectful behaviours by staffs have been linked to adverse events, medical errors, compromises in patients' safety, and even patient mortality. Disrespect causes the recipient to experience fear, anger, shame, confusion, uncertainty, isolation, self-doubt, depression, and a whole host of physical ailments such as insomnia, fatigue, nausea, and hypertension. These feelings diminish a person's ability to think clearly, make sound judgments, and speak up regarding questions or concerns. The research further showed that disrespectful behaviour is also at the root of difficulties encountered in developing team-based approaches to improving care. Patient confidence has also been undermined by disrespectful behaviours, making patients less likely to ask questions or provide important information.

Therefore, it is important that students be cautious of the effects of the behaviours they demonstrate to others when communicating their needs. Values of respect and consideration should be instilled within them so they are able to calmly deal with situations they face daily. They are able to reach consensus thus promote and foster peace for all people they live and work with.

Performance Assessment: CSD teachers can plan collaboratively with CCVE teachers to set an assessment where students are required to carry out awareness on consideration and respect to the school during the school assembly for a week.

Suggested Resources

- Guma, D. (2014). *The effects of inconsiderate behaviour on others*. Time to Play. Retrieved May 19, 2021, from <http://timetoplay.com/2014/09/21/the-effects-of-inconsiderate-behavior-on-others/>
- Travis, W. (2017, November 17). *How To Deal With Inconsiderate People*. Retrieved May 19, 2021, from <https://www.everydayhealth.com/emotional-health/how-deal-with-inconsiderate-people/>.
- Wikipedia. (2020, November 2020). *Don't be inconsiderate*. 2021. Retrieved May 19, 2021, from https://en.wikipedia.org/wiki/Wikipedia:Don%27t_be_inconsiderate.

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 relationships.

Benchmark 11.2.8.1: Apply effective communication skills for building and maintain healthy relationships

Topic: Effective Communication Skills for Healthy Relationships

Essential Questions

- How do you communicate effectively to build and maintain healthy relationships at home, school and in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effective communication skills for building and maintain healthy relationships.
Skills	Critical Thinking Skills - Use analysis skill of discussion Creative Thinking Skills - Use creative skill of application and discussion
Attitudes	Care and concern, appreciative
Values	Self-esteem, modesty, tolerance

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

- Explore effective communication skills for healthy relationships;
- Demonstrate effective communication skills to build and maintain healthy relationships in different context that is at home, school and in the community.

Content Background

Developing positive relationships

To live happier and enjoy more fulfilled lives all people must build positive relationships with others, and so they feel more supported, supportive, and connected.

“The most important single ingredient in the formula of success is knowing how to get along with people”. – Theodore Roosevelt

One of the most profound experiences people can have in their lives is the connection they have with other human beings. Positive and supportive relationships will help them to feel healthier, happier, and more satisfied with their lives. So here are a few ways that can help people to develop more positive and healthy relationships in all areas of their life:

1. Accept and celebrate differences: One of the biggest challenge people experience in relationships is that every person is different. People perceive the world in many ways. Certainly, a stumbling block that they come across when they try to build relationships is a desire or an expectation that people will think like they do and, in this way, it is so much easier to create a rapport. They feel more comfortable when they feel that other people “get” them and can see their point of view. Life, however, would be very dull if people were all the same and, while all people may find it initially easier, the novelty of sameness soon would wear off. So, accepting and celebrating that people are all different is a great starting point.

2. Listen effectively: Listening is a crucial skill in boosting another person’s self-esteem and the silent form of flattery that makes people feel supported and valued. Listening and understanding what one person communicates to the other is the most important part of successful interaction and vice versa.

Active or reflective listening is the single most useful and important listening skill. In active listening, a person is also genuinely interested in understanding what the other person is thinking, feeling or wanting to know what the message means, and so he or she is active in checking out others understanding before he or she responds with his or her own new message. When others restate or paraphrase their understanding of the message receive and reflect it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective.

3. Give people their time: Giving time to people is also a huge gift. In a world where time is of the essence and they are trying to fit in more than one lifetime, they do not always have the time to give to their loved ones, friends, and work colleagues. Technology has somewhat eroded people’s ability to build real rapport and they attempt to multi-task by texting and talking at the same time.

4. Development of one’s communication skills: When a person is understood, this indicates that communication has occurred, not just through speaking. One of the biggest dangers with communication is that people can work on the assumption that the other person has understood the message they are trying to get across.

Poor communication for instance, in the workplace can lead to a culture of back stabbing and blame, which, in turn, can affect an individual’s stress level, especially when they do not understand something or feel they have been misled. It also can have a positive effect on morale when it works well and motivates individuals to want to come into work and do a great job.

5. Manage mobile technology: While they are a lifesaver in an emergency, and an effective tool for communication, they also can be a complete distraction when people exhibit a lack of mobile phone etiquette.

6. Learn to give and take feedback: Feedback is the outcome of progress, and while it may not always be great, it can be very good for a person as an individual. The ability to provide constructive feedback to others helps them to tap into their personal potential and can help to forge positive and mutually beneficial relationships. From a person’s own personal perspective, any feedback they receive is free information and they can choose whether they want to take it on board or not. It can help them to tap into their blind spot and get a different perspective.

7. Learn to trust more. Trust is hugely important in any relationship. “To trust is more important than love.” That sentiment is true because no love will last without equal amounts of respect and trust.

8. Develop empathy: There is a great expression, “People will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Empathy and understanding builds connection between people. It is a state of perceiving and relating to another person’s feelings and needs without blaming, giving advice, or trying to fix the situation. Empathy also means “reading” another person’s inner state and interpreting it in a way that will help the other person and offer support and develop mutual trust.

Every relationship people have can teach them something, and by building positive relationships with others, they will be happier and more fulfilled and feel more supported, supportive, and connected.

Performance Assessment: Teachers can set assessment where students are required to observe for a week the state of their family relationship at home. A criterion should be drawn up for them to see, whether it is healthy or not. They suggest better ways to improve the relationship if it shows signs of being unhealthy.

Suggested Resources

- Indeed Career. (2021, March 3). *Communication Skills for Career Success*. Retrieved May 19, 2021, from <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>.
- Seattle Christian Counseling. (2020, August 19). *7 Keys to Effective Communication Skills in Relationships*. Retrieved May 19, 2021, from <https://seattlechristiancounseling.com/articles/7-keys-to-effective-communication-skills-in-relationships>.
- Webb. (2013). *Training: 8 Tips for Developing Positive Relationships*. Retrieved May 19, 2021, from <https://trainingmag.com/content/8-tips-developing-positive-relationships>.

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 relationships.

Benchmark 11.2.8.2: Design strategies for implementing effective conflict resolution/mediation strategies.

Topic: Designing and Developing Strategies for Effective Conflict Resolution/Mediation

Essential Questions

- What are the best strategies for implementing effective conflict resolution/mediation strategies?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies for implementing effective conflict resolution/mediation strategies
Skills	Critical Thinking Skills Use analytical skill of discussion Creative Thinking Skills Use creative skill of discussing, designing and developing
Attitudes	Care and concern, critical, open-minded
Values	Rationality, justice, mutuality

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

- Explore various effective conflict resolution/mediation strategies;
- Propose strategies to effectively implement the effective conflict resolution/mediation strategies.

Content Background

Effective conflict resolution strategies

Given are some strategies for dealing with conflict that will keep people from stressing out and reacting instinctively or impulsively:

1. Pause, breathe and decide on next steps

A conflict-driven discussion just took place in a meeting, over email, or between the officer and a client: The first step the officer should do is to take a deep breath and think about his or her reaction to the situation. Is it purely reactive? Are they taking things personally? Is anyone else involved, and what might their outlooks be?

Deep breathing is a proven way to calm stress and provide a more focused outlook on the matter at hand, so they should take at least a deep breath if they are in the middle of a heated or stressful conflict. When people force themselves to pause and breathe, rather than react, they can save themselves from reacting emotionally and striking out in a way that might make things worse.

Next, they should decide how to proceed. If the conflict was part of a larger dynamic (a meeting involving several people, a flurry of emails, or a small conflict within a bigger discussion), it might be best to wait to address this until later, especially if they were not directly involved but it involves their team or projects.

If the conflict on hand brings things to a halt but the team or communication must continue on, acknowledge that something occurred but that it will need to be addressed later, and guided in the next subject. In this case, it is important to firmly but unemotionally continue things on—it is likely that whoever was involved is still processing many reactions, but continuing to press these conflicting issues in a group setting will only result in more conflict. In one-on-one situations, this same tactic will work.

2. Address the issue privately

Whether the conflict took place over email, in a meeting, on a call, or in person, make sure that the act of managing the conflict moves into a private arena. If the conflict takes place publicly, it can help to simply state that it will be addressed offline or privately and encourage everyone to move on.

Addressing the actual issue privately allows any/all parties involved the chance to express their feelings and intentions in a safer environment, and prevents bystanders from getting needlessly involved.

3. Determine the most appropriate medium to deal with the issue

Similarly, to addressing the issue in private, it is also important to determine what medium is best to deal with any conflict at hand. Perhaps an in-person chat or video call is easiest so that body language can be read and difficult emotions can be more easily expressed.

Deciding whether this should be done within the office typically is the best choice, especially in work-related matters or outside of the office over lunch, coffee, or a walk is also important. Regardless of those mediums, it is important to make sure it is the appropriate one for the issue and people involved.

However, some people do better over chat or email, where they have the chance to carefully think out and edit their statements. In this case, it is particularly important to be aware of what is said in writing, since it is much more easily referred to (and remembered) than a quick or flippant comment in a verbal discussion. Care must be taken to ensure all people involved have a meaningful discussion.

4. Create an opening for communication so that everyone can have their say

Once a medium is decided on to address the conflict, give the individual or everyone involved a chance to have their say. Frame the conversation by stating that a conflict occurred and reinforcing the fact that everyone should have a chance to express their understanding and feelings about the situation and then allow them to have that chance.

Step back and let them have their say individually, with no interruptions, outbursts, or judgment. Allowing everyone to be heard can often clear the air right from the start and then the actual issue can be discussed.

5. Use active listening techniques when addressing the conflict

Active listening is an amazing technique to become a better listener and can help with everyday project work, but is especially effective in conflict resolution. The person involved should give feedback as he or she listens, use small encouragements to show they are listening, and restating the issues as well as pausing between statements can be powerful ways to let someone else know they are listening and being engaged.

6. Repeat back your understanding of the issues

While this is one of the major features of active listening, it deserves a callout of its own. All people perceive things differently, and unfortunately, their communication methods have not evolved to beaming thoughts into each other's heads at will so taking every step to avoid a misunderstanding is important, especially in conflict resolution.

By restating one's understanding of the issues or conflict back to the individual they are speaking with, they solidify their own understanding and give the other person in the conversation a chance to correct them if they have misinterpreted their words.

7. Use "I" statements to talk when addressing any emotions or reactions to the issue

"I" statements are a keystone of conflict resolution. When people frame their thoughts around themselves, they avoid placing blame or focus on emotions and reactions, which helps stick to the facts and solutions to an issue.

For example, they might demand from someone: "Why were they late to the client meeting? They know how important it was". Instead, they should frame the statement around their own reactions and emotions surrounding it, rather than the characteristics of the person they are speaking to. A more productive statement would be "I felt frustrated that I couldn't start our client meeting at the scheduled time, because I promised them, we'd all be a part of the meeting together."

Statements like "so-and-so never includes me in decisions that impact design", or "Working with so-and-so is difficult" turn into much more meaningful statements that can be resolved quicker when using "I" statements: "I get frustrated when I'm not aware of decisions that impact my work until after the decisions have been made", or "I find it difficult to do the best job possible when I find out about changes needed in my work after I've already invested a lot of time into it."

Resolving conflict can be reached quickly when one takes ownership of their emotions by focusing on their thoughts and feelings assertively, rather than putting others on the defensive.

8. Lean into the silence in difficult conversations

People's instinct can be to fill in the silence when there is a gap in the conversation, especially if that silence is awkward or difficult. In conflict resolution, that silence is very different. Silence should be probed on when having a difficult conversation so that the others involved have a chance to reflect and consider their responses.

Time should be allowed for everyone to carefully consider questions or to start their statements that is difficult for them to ask. Thoughtfulness should be considered, when there are awkward silences in dealing with a topic that does not necessarily have an easy answer.

9. Understand when things get out of hand

Regardless of people's efforts and conflict resolution skills, there might be situations where there is no resolution that they can bring to the table. When that is the case, they need to know when to give it up. Maybe someone was just having a bad day, or are truly that difficult, or maybe they and their client will never see eye-to-eye on a topic. If a situation is too difficult to resolve on their level, it is time to realise it is out of their hands and should be given up or brought to the next level for instance, in an organisation it will be brought to the attention of the HR or their manager or if it is in the community it can be brought to the police to deal with when the counsellor has exhausted all means to reach the resolution.

10. Follow up with a close-up conversation, email, or call

It is better to close up a conflict resolution with a private follow up conversation in whatever manner is most appropriate. The resolution reached should be restated and individuals thanked for their involvement and communication in resolving the issues. Individuals should be offered the chance to be on hand for any future issues, thoughts, or conversations they might want to solve in the future. This helps close up the conversation and ensures everyone accepts the position where one is at now after the conflict has passed.

Performance Assessment: Teachers can set assessment where students are required to identify the most effective strategies to effectively solve a current on-going conflict in their locality and explain why and how it may be the most effective strategy in an essay form (explanatory essay).

Suggested Resources

- Merriam-Webster. (1828). *Conflict*. Retrieved May 19, 2021, from <https://www.merriam-webster.com/dictionary/conflict>
- Merriam-Webster. (1828). *Resolution*. Retrieved May 19, 2021, from <https://www.merriam-webster.com/dictionary/conflict>
- Samczuk. (2017). *The 10 Most Effective Conflict Resolution Strategies: 10 Of The Most Effective Conflict Resolution Strategies*. Retrieved May 19, 2021, from <https://thedigitalprojectmanager.com/10-effective-conflict-resolution-strategies/>.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 11.2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationships.

Benchmark 11.2.8.3: Present a model for effective communication skills.

Topic: Communication Models for Effective Communication Skills

Essential Questions

- What models of enhances effective communication skill?
- How do we best create a model for effective communication skills to happen?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Model for effective communication skills
Skills	Critical Thinking Skills - Use analytical skill of researching (investigating) Creative Thinking Skills - Use creative skill of relating
Attitudes	Care and concern, critical, open-minded
Values	Rationality, justice, mutuality

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

- Examine communication models that enhance effective communication skills;
- Conduct awareness on effective communication skills.

Content Background

Effective Communication Model

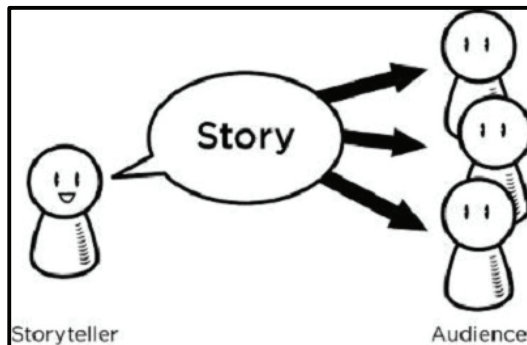
A model is a thing used to follow or imitate. Models of communication provide inputs for setting a standard communication system and ensuring effective communication in a business organisation. They are examined from organisational perspectives. Each organisation sets up its own communication system mostly deriving inspiration from popular communication models.

- Models of communication are conceptual models that are used to explain the human communication process.
- Models are visual representation of communicating process.
- The first formal communication model was enunciated (spoken of) by Claude Elwood Shannon in 1948 and was published with an introduction by Warren Weaver. This model is popularly known as the Shannon and Weaver Model of Communication.

The following sections of this topic discusses the basic models of communication for easy understanding which should help students to prepare a model of effective communication in businesses and other areas in the future.

1. One-Way Communication Model (Linear Model)

It is also known as the linear model of Communication as it occurs in a straight line from sender to receiver and serves to inform, persuade or command.



In this type of communication, information is only transmitted from one point to another or to many points at a single point of time. There is no transmission of information from the receiving point. Here, the recipient is passive. One-way communication is mostly used to transmit current information like weather information, information about looming calamities, programs and public observations at press conferences and through radio and TV broadcasting. The accurate time and intensity of weather phenomena are transmitted or communicated through the medium of one-way communication. Like in two-way communication, in one-way communication the sender and recipient of the information may be not only people but also computers or automatic devices. It consists of the sender encoding a message and transmitting it through appropriate channel to the receiver in the presence of noise. It assumes that there is a clear-cut beginning and end to communication. The **Aristotle Model of Communication** can be said to be a one-way model of communication in which the sender sends the information or a message to the receiver to influence them and make them respond accordingly. This model is considered to be the golden rule to excel in public speaking, seminars, lectures where the sender makes his point clear by designing an impressive content, passing on the message to the second part and they simply respond accordingly.

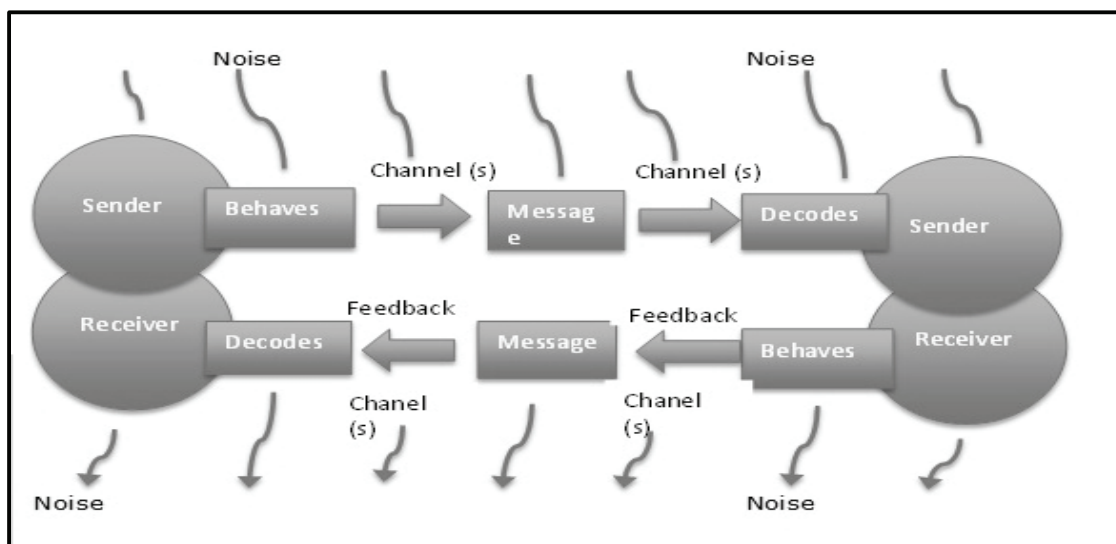
Aristotle was the first to take an initiative and design the communication model.

The lack of feedback from the receiver is one major drawback of this model. In this type of model, the sender is the active member and the receiver is the passive one.

2. Transactional Communication Model

‘Transactional’ simply means the exchange or interaction between people. It is based on the basic premises of ‘exchange’ or ‘give and take’. Hence, the transactional model of communication refers to the exchange of messages or information between the sender and the receiver where each take turns to send or receive messages.

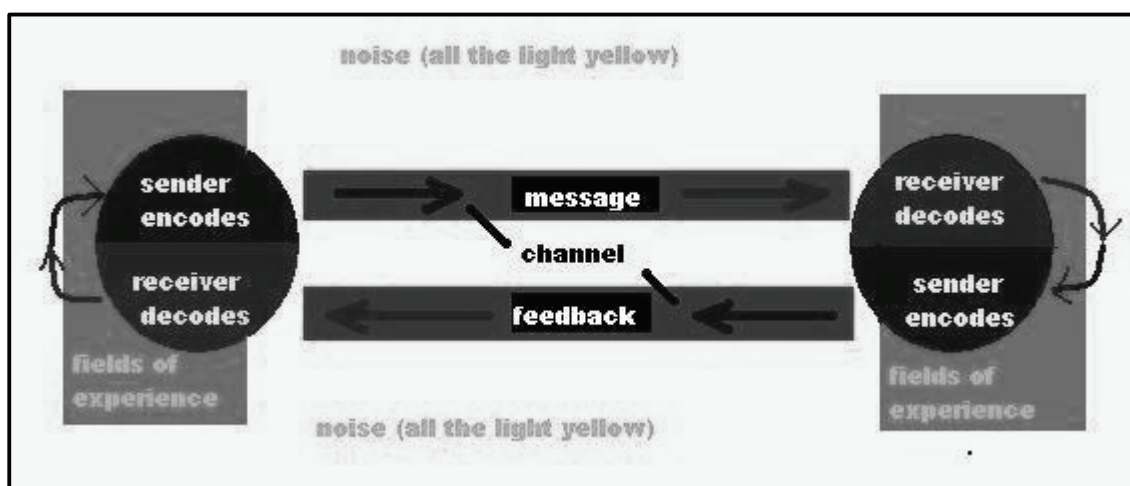
THE TRANSACTIONAL MODEL



This model is the most general model of communication as even our daily interactions are instances of transactional model communication. Transactional model becomes more efficient and effective when the participants are of similar environment, know each other and share same social system. Each person in the process reacts depending upon factors such as their background, experience, attitudes, cultural beliefs and self-esteem. Proper choice of channel enhances the efficiency and reliability of the communicated message.

- **Interactive Communication Model (Convergence Model)**

Interactive communication model is also known as the convergence model. According to this model, exchange of ideas and messages takes place both ways from sender to receiver and vice versa. The communication process occurs between humans or machines in both verbal and non-verbal ways. The sender channels a message to the receiver and the receiver then becomes the sender and channels a message to the original sender. It emphasises feedback indicating that communication is not a one-way but a two-way process. Instead of information being sent one way, from the sender to the receiver, both participants send information back and forth. Wilbur Schramm, a scholar and an authority on communication, also proposed that both the sender and receiver interpret the message, rather than accurately assessing the message's meaning. In this model, however, feedback is not simultaneous and usually takes time as this model is mostly used for Internet.



Components of Interactive Communication Model

Given below are components related to the interactive model of communication. This is one of the major models of communication.

- The sender and receiver act as both encoder and decoder and the sources of the message.
- Message is the information to be communicated.
- Feedback, that is, when the decoder forms a second message after receiving the first message.
- Field experience is the experience and knowledge which affect the message formation and interpretation. Such knowledge and experience are often shaped by cultural, psychological, social and situational setting in which the message is formed and is interpreted.
- Interactive model also espouses (promotes) the concept of noise and barriers to communication like language, network problems, improper channel selection which affects the communication model.
- Internet, social media, interactive marketing, ATMs, online shopping, chat room are examples of interactive communication model.

Effectiveness of Communication Models

Communication models are authentic outcomes of systematic study of various aspects of communication. A model of communication gives a wholesome understanding of a system or structure by which people can understand similar systems or structure.

The importance of communication models:

- Communication models help identify and understand the components and relationship of the communication process being studied.
- Models represent new ideas and thought on various aspects of communication which helps us to plan for effective communication system. They act as stimulant for the researchers and students of communication.
- Models are pictorial representation of communication process.
- They are used for research and investigation in the field of communication.
- As communicating is a rigid or tough process to understand, communication models can be an essential source to understand such rigidity.
- Models predict for more effective communication in future. They also predict the success or failure of a particular communication process.
- Models help explain a phenomenon by providing information in a simplified way which otherwise would have been complicated or ambiguous.
- Models of communication are used to analyse real problems and prevent the occurrence of future problems.

The relevance of communication models cannot be over-emphasised. They add towards realising effective communication system.

Therefore, models of communication provide inputs for setting a standard communication system and ensuring effective communication in a business organisation as well as for normal forms of communication.

Communication models are authentic outcomes of systematic study of various aspects of communication.

Performance Assessment: Teachers can set assessment with criteria where students are required to write up summary presentation on the importance of dating, and emphasise on the qualities of respectful and healthy relationships.

Suggested Resources

- Indeed Career. (2021). *Communication Skills for Career Success*. (2021, March 3). Retrieved May 19, 2021, from <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>.
- Tutorialspoint. (2020). *Learn Effective Communication Tutorial: Effective Communication Models*. Retrieved May 19, 2021, from https://www.tutorialspoint.com/effective_communication/effective_communication_models.htm.
- Wikipedia. (2021, October 23). *Communication*. Retrieved May 19, 2021, from <https://en.wikipedia.org/wiki/Communication>.

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 their students 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, teacher should at least identify 3-5 teaching strategies in a lesson; teacher lectures, asks questions, puts students into groups for discussion and role play 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, and measurable and of course evidence based and be applicable in real life that 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 deal with underachievement?

Underachievement varies between students. Not all students are in the same category of underachievement.

Given below are suggested strategies that 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 is 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 learn

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 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 11.2.1.1: Analyse problems during different stages of foetal development.

Topic 1: Problems encountered during different stages of foetal development

Lesson Topic: Stages of foetal development

Grade: 11

Length of Lesson: 40 minutes

This lesson topic was derived from the first learning objective

Essential Knowledge, skills, values and attitudes

Knowledge:

- Foetal development
- Stages of foetal development

The content to be covered in this lesson

Skill(s): Critical thinking skills: Use analysis skill of analysing

Attitudes: Develop appreciation of life

Values: Love for humanity

Material: Handouts on the lesson topic, Rights Respects and Resilience, Comprehensive Sexual Education.

Instructional (lesson) Objective(s): By the end of the lesson, students will be able to;

- Explain foetal development
- Identify and explain the three (3) stages of foetal development.
- Draw the three (3) stages of foetal development.

From one Learning Objective, a number of specific lesson objectives can be written.

Essential Questions:

- What is foetal development
- What are the three stages of foetal development?

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; - Show a picture of a foetus and ask question pertaining to the picture. <u>Question</u> ➤ What is the picture showing? ➤ How old do you think this foetus is? ➤ Is it a healthy foetus? Explain your answer. - Introduce lesson to the students. All human beings began life as a foetus. Foetus is the unborn baby at the early onset of a human being's development in life through conception. Conception is the stage where the sperm from the father unites with the egg from the mother through sexual intercourse.	- Listen and answer accordingly. Possible answers: - <i>A foetus in its mother's womb</i> - <i>Probably 3 months/6 months</i> - <i>Yes, as you can see there are no defect has shown by the picture.</i> - Copy lesson topic into exercise books
Body (30 minutes)	
Modelling Show two pictures. Picture A: Pregnant women smoking. Picture B: Pregnant women resting. Ask a female and a male student to discuss effects of these two women's actions on the foetus. Discuss one point only. Should take less than 1 minute for the explanation.	- Listen and do accordingly. <i>Picture A: She knows it is bad yet is taking in this harmful substance. The action from smoking will definitely suffocate the foetus and cause retardation in the growth of the child.</i> <i>Picture B: She is doing the right thing for her unborn child. The foetus is acting getting enough resting, breathing in fresh air. This will help the foetus grow well.</i>
Guided Practise Using imagination: Put yourself into Picture of A. What will you do to help yourself suppose you are a smoke addict?	Listen and answer accordingly. <i>Possible answers: I will seek help from the clinic. I may also ask my family members to keep an eye on me going out of the house/yard. I will keep a photo of a child that was affected by smoking on the wall so it will remind me of the impact of smoking on an unborn child.</i>

Independent Practice - Distribute handout on the topic to students. They do the following activities. (1) Answer the following questions; - What is foetus development? - What are the 3 different stages of foetal development? (Explain) (2) Draw the 3 different stages of foetal development. (This is an assessment an informative one, to be completed and hand in the next day. - Give students 15 minutes to do their work. - Walk around and check their work - Stop class after 15 minutes to correct their exercise. They may swap books to correct each other's work.	Listen and answer accordingly. Possible answers: (1) a. <i>Foetus development refers to the stages at which the foetus develops.</i> b. <i>Stage 1: Conception</i> <i>Stage 2: 3-6 months</i> <i>Stage 3: 6-9 months (full term)</i> (2) <i>Stage 1 → Stage 2 → Stage 3</i> (3) <i>This will be assessed.</i>
Conclusion (5 in minutes)	
- Ask students if they have learnt something new in this lesson. - Place a picture of an unborn child on the school notice board and each day for a week assigned students in groups to write phrases about the importance and values of being alive.	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:

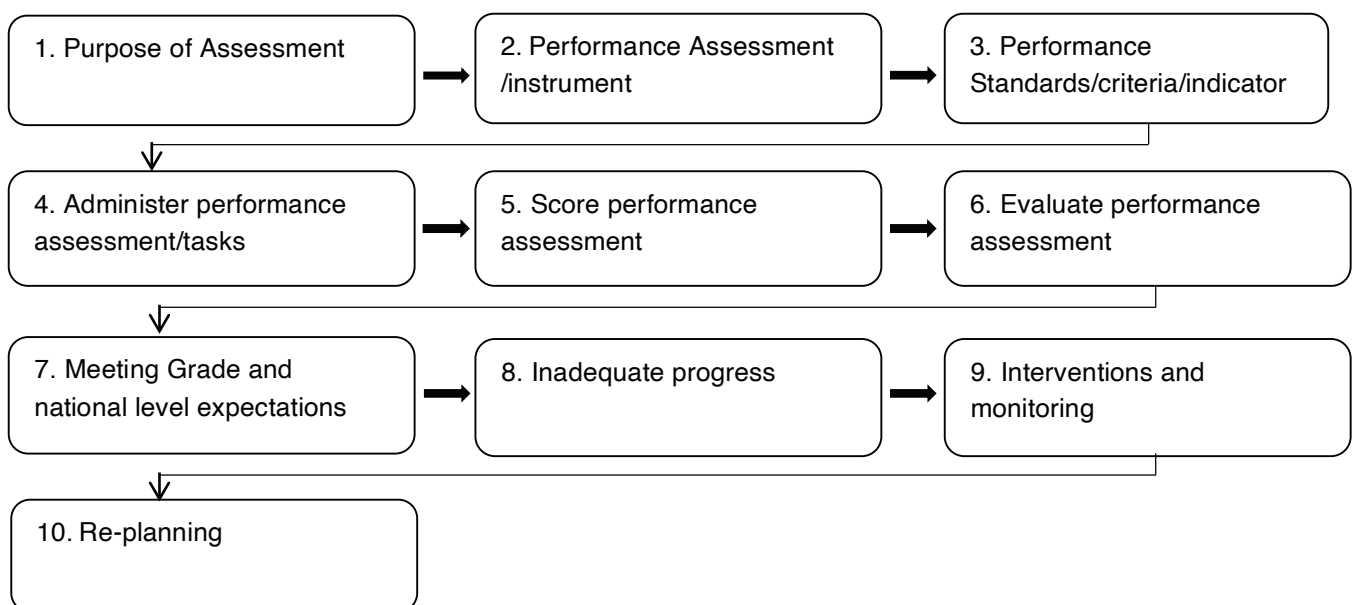
- measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of 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.

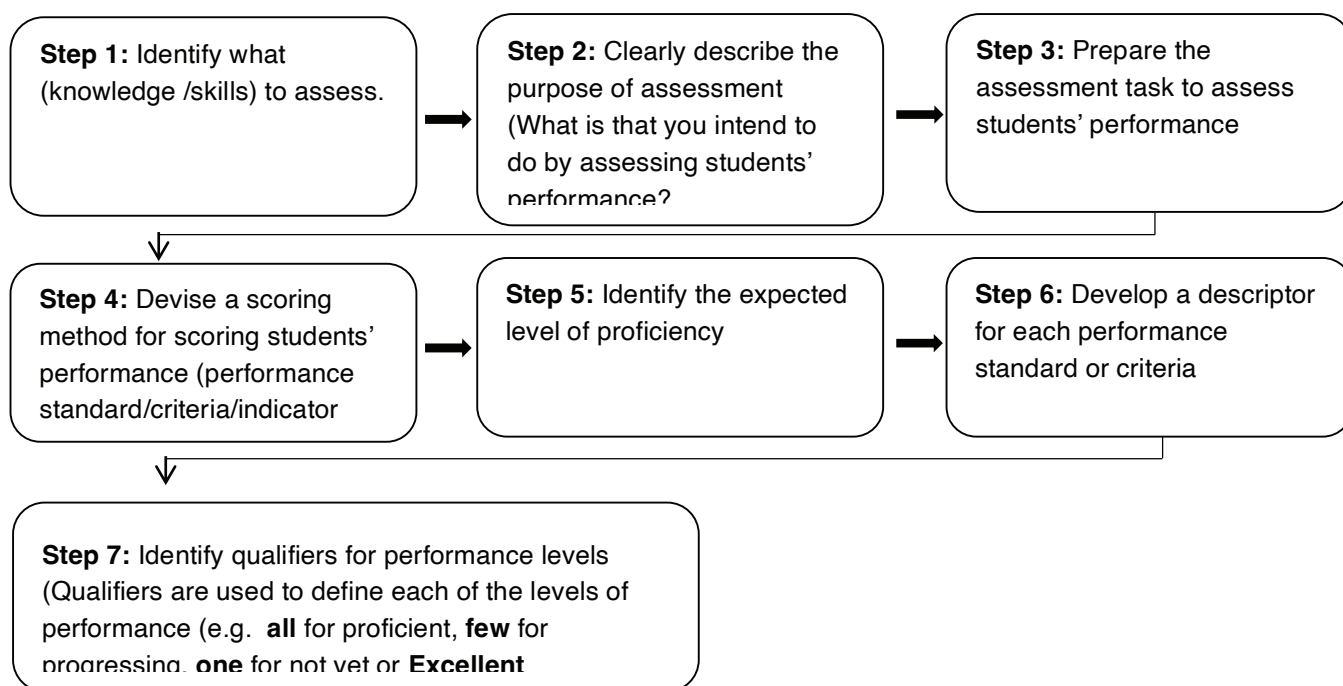
Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

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 Assessments

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 2: Social Development

Unit 1: Health Behaviours

Content Standard 11.2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 11.2.1.1: Analyse problem encountered during different stages of foetal development.

Topic: Problems encountered during different stages of foetal development

Lesson Topic: Stages of foetal development

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

- Define and discuss the stages of foetal development.

What is the assessment?

Care and concern for life in its foetal stage

Assessment Task

Draw the three different stages of the foetal development and explain each.

What is the purpose of this assessment?

Students must show care and concern for life during foetal development.

Expected level of proficiency

- Define and discuss the three stages of foetal development.

Performance Task

Students will draw the three stages of foetal development and explain each of these stages.

Assessment Strategy

An Assignment: The students are to do the following;

1. Draw the three (3) stages of fetal development with correct explanations of each of these stages;
2. The drawing must be clear and correct
3. The work must be neat

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 Rubric 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	Proficient	Progressing	Not Yet	Score
Explanation of the 3 stages of foetal development. (12marks)	Logical and detailed explanation of all the three stages of foetal development	Good explanation but a few details missing on the three stages of foetal development	Fair explanation though and some details missing on the three stages of foetal development	Explanation of the three stages of foetal development is poor	____/12
	12	9- 11	5 - 8	0 - 4	
Clear and correct drawings (2 marks)	Very precise drawing capturing all aspects of the 3 stages of foetal development	Good drawing but a few details of the stages of foetal development is not captured	Drawing is quite plain and some of the details of the three stages of	Poor drawing and many details of the 3 stages of foetal development are missing	____/2
	2	1.1 - 1.9	06 - 1	0 - 0.5	
Neat work (1 mark)	Very neat	Neat	Fairly neat	Needs attention	____/1
	1	0.6 - 0.9	0.3 - 0.5	0 - 0.2	
TOTAL					__ / 15 Marks

Summative Assessment

This type of assessment is given at the end of the study of a topic or at the end of learning for students.

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 11.2.1.1- 11.2.1.3: (Assessment will be based this BM's)

Purpose of this assessment

Students must show care and concern for life during foetal development.

Expected level of proficiency

- Analyse problems encountered during different stages of foetal development.
- Investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding.
- Describe the harmful effects of certain substances on the foetus such as alcohol, tobacco, environmental hazards such as lead, pollution, cannabis, and other drugs.

Performance Task

Students will do a test on these topics.

Assessment Strategy

A test: Teacher must prepare a test on these topics. This test should be used to diagnose students general understanding of issues concerning life that is an unborn child and the custodian of this unborn life.

The test should be out of 30 marks.

Analytical Rubric

This rubric is for tests.

Name: _____ Grade: _____ Class: _____ Date: _____					
Performance standards/Criteria	Advance	Proficient	Progressing	Not Yet	Score
Understanding of the concepts (30Marks)	Shows mastery of the knowledge on the key concepts of the topic	Shows sound knowledge of the key concepts of the topic	Shows satisfactory understanding of the key concepts of the topic	Poor understanding of the key concept s	___/30
	30	16-29	6-15	0-5	
Logical display of thinking (1Mark bonus)	Very evident	Shows good consistency	Shows some form inconsistency	Does not show at all	
	1	0.6 - 0.9	0.3 - 0.5	0 - 0.2	___/1
TOTAL					___/30 (+1 bonus)

Holistic Rubric Sample

The holistic rubrics are used to assess student's overall achievement on an activity or item based on predefined achievement levels.

Given is a sample of the holistic rubrics. Refer to the assessment (**Content Standards 1.4-1.6**) in the sample termly program.

Score	%	Grade	Criteria
10	100%	A	The pamphlet met all the set criteria. It was exceptional
8-9	80-99%	B	The pamphlet shows detailed research work on the core values promoted in their school, with appropriate headings, logical explanation
6-7	60-79%	C	The pamphlet shows considerable research work on the core values promoted in their school, with appropriate headings, logical explanation
4-5	40-59%	D	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	0-39%	E	The pamphlet shows lack of research on work on the core values promoted in their school, with explanation

The score is out of 10 marks (points), if the child scores 5 this means the grade awarded will be within the range of 40-50%. To be precise the percentage rating would be calculated as;
 $5/10 \times 100 = 50\%$. The grading would be a D.

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 2: Social Development

Unit 1: Health Behaviours

Content Standard 11.2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 11.2.1.2: Describe the harmful effects of certain substances on the foetus such as alcohol, tobacco, environmental hazards such as lead, pollution, cannabis, and other drugs.

Topic: Harmful effects of certain substances on the foetus

Purpose of this assessment

Students must show care and concern for life during foetal development.

Expected level of proficiency

Describe the harmful effects of certain substances on the foetus such as alcohol, tobacco, environmental hazards such as lead, pollution, cannabis, and other drugs.

Performance Task

Students will pay a visit to the nearest clinic or hospital at the antenatal section, observe and collect report of mothers affected by harmful substances.

Assessment Strategy

An investigation: Teacher must prepare questionnaires that students will use to collect information from the medical officers at the clinic, aid post or hospital. The teacher should write a letter to get the approval of the head of the department, the head teacher, and the head of the antenatal section of the aid post, clinic or hospital before conducting this assessed task. Students will go there in batches of five daily (use your discretion). They will do the following;

1. Ask question with reference to the questionnaire
2. They then collate the information and analyse the results
3. They present this information through a written report

Analytical Rubric

The analytical rubrics take time to create as it assesses in detail the performance tasks given. Given is a sample of the analytical rubrics.

Name: _____ Grade: _____ Class: _____ Date: _____					
Performance standards/Criteria	Advance	Proficient	Progressing	Not Yet	Score
Purpose of the investigation stated (10marks)	Contents explicitly written to the purpose of the investigation	Good content but few details of the purpose of the investigation are missing	Fair content but some details of the purpose of the investigation are missing	Poor title and report does not grasp the purpose of the investigation	____/10
	10	7-9	4-6	0-3	
Attachments (5 marks)	Clear evidence of logical and creative presentations of findings	Though evidence of findings is provided some details are missing	Few evidence provided	Very minimal to no evidence presented in the written report	____/5
	5	4	3	0-2	
Presentation of the report (5 marks)	Exceptional title, neat, clear, and logical layout of the report	Good title, neat, and clear layout of the report	Fair title, layout is a little jumbled	The general layout of the report is poor and needs improvement on tidiness	____/5
	5	4	3	0-2	
TOTAL					____ / 30 Marks

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	13
	TWO	2. Responsible Decision-making 3. Problem-solving a conflict management	11
			13
			37
2. SOCIAL DEVELOPMENT	THREE	1. Health and well being	18
	FOUR	2. Health Decision-making	9
		3. Interpersonal Relationships and health	6
			33

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>11</u>				Term: <u>01</u>
Strands	Units	Weeks	Topics/(Benchmarks)	Assessment
1. Values and Character Development	2. Values and Character Formation	1	11.1.1.1: Core Values of Citizenship 11.1.1.2: Purposes of having Core Values in different Contexts	Formative: Diagnostic test using checklist. (Use your discretion)
		2	11.1.1.3: Practices and Consequences of National and Global Citizenship Core Values 11.1.1.4: Democratic Citizenship Values and Principles 11.1.2.1: Principle of 'Government Of, By and For the People'	Authentic Assessment: Develop rubrics for this assessment task which they investigate PNG's democratic system . Its functions and why it was adapted. (Use your discretion)
		3	11.1.2.2: The Election Process of Democratic Governments 11.1.2.3: Value of the Rule of Law	Formative (Authentic) Assessment: Conduct a mini mock vote to enhance students' knowledge on how to vote
		4	11.1.2.4: Values of Equality and Participation 11.1.2.5: Constitutional Rights	Formative: Develop rubrics for the Oral presentation (5 minutes speech on where in the constitution are the values equality and participation captured. (Use your discretion)
		5	11.1.3.1: Caring and Uncaring Relationship within the Pacific Countries 11.1.3.3: Developing and Fostering Healthy Caring Relationships with the Citizens of other Pacific Countries 11.1.3.4: Case Study: Regional Assistance Mission to Solomon Islands (RAMSI)	
		6	11.1.4.1: Safe and a Supportive Pacific Culture 11.1.4.2: Fostering Mutual Respect and Interdependence in the Pacific Region	

		7	11.1.4.3: Building and Fostering a Safe and a Supportive Regional Culture 11.1.4.4: Practices of the Values of Mutual Respect and Interdependence within the Pacific Region 11.1.5.1: Factors Influencing Decision-making at the National Level through Personal Experiences and Mistakes	Summative (Authentic): Develop rubrics for this assessment task which is for students to design posters manually or or use ICT device and conduct awareness on ways people of the Pacific Region can build and foster safe and supportive regional culture and present to class and to the school. (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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