

Character and Social Development

Senior High

Grade 12

Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

**'FREE ISSUE
NOT FOR SALE'**

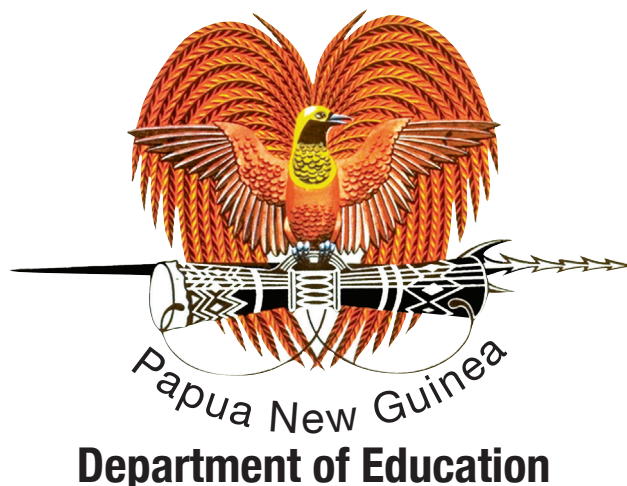
Character and Social Development

Senior High

Grade 12

Teacher Guide

Standards-Based



Issued free to schools by the Department of Education

Published in 2023 by the Department of Education, Papua New Guinea.

© Copyright 2023 Department of Education, Papua New Guinea.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Graphic Design and Layout by Vitus Witnes Kanua - CDD, Graphics & Design Branch

ISBN: 978-9980-921-37-6

Contents

Acknowledgement.....	iv
Acronyms.....	v
Secretary's Message.....	vi
Introduction.....	1
Structure of the Teacher Guide.....	2
Purpose of the Teacher Guide.....	3
How to Use the Teacher Guide.....	5
Syllabus and Teacher Guide Alignment.....	10
Learning and Performance Standards.....	12
Core Curriculum.....	16
Science, Technology, Engineering, Arts, and Mathematics.....	17
Curriculum Integration.....	31
Essential Knowledge, Skills, Values and Attitudes.....	34
Teaching and Learning Strategies.....	36
Strands, Units and Topics.....	37
Strand 1: Values and Character Development.....	41
Strand 2: Social Development.....	192
Standards-Based Lesson Planning.....	285
Assessment, Monitoring and Reporting.....	290
Glossary.....	305
References.....	307
Appendices.....	314

Acknowledgements

The Grade 12 Teacher Guide was developed by the Curriculum Development Division of the Department of Education and was coordinated by Doris Payok with assistance from Curriculum Panel Members (CP), Subject Advisory Committee (SAC) and Board of Studies (BoS) members who are acknowledged for their quality assurance and endorsement of this teacher guide. The department acknowledges late Dr. Arnold Kukari as a consultant in the realignment and the development of the SBC including this Teacher Guide.

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 12 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 12 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 12 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 12 Character and Social Development comprises of Grade 12 Syllabus and Grade 12 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

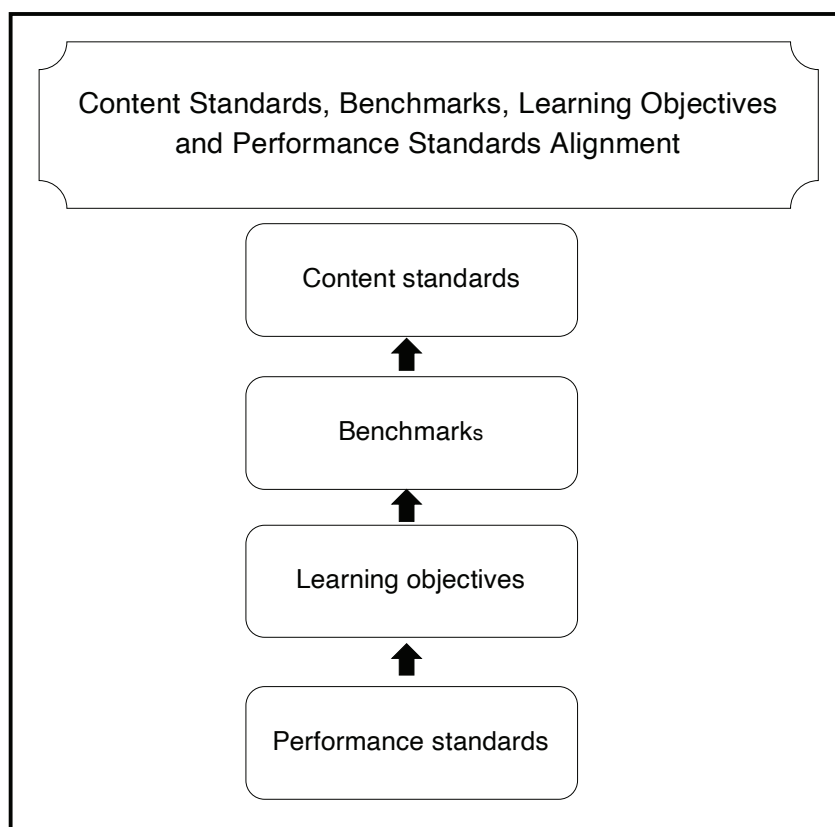
The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what 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 12 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.

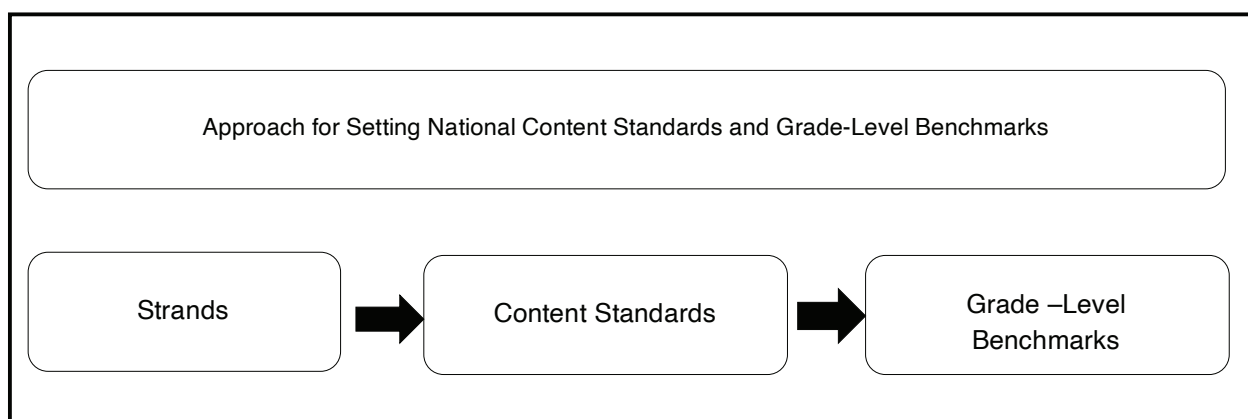
Content standards describe what (content - knowledge, skills, values, and attitudes) all students are expected to know and do (how well students must learn and apply what is set out in the content standards) at each grade-level before proceeding to the next grade. These standards are set at the national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

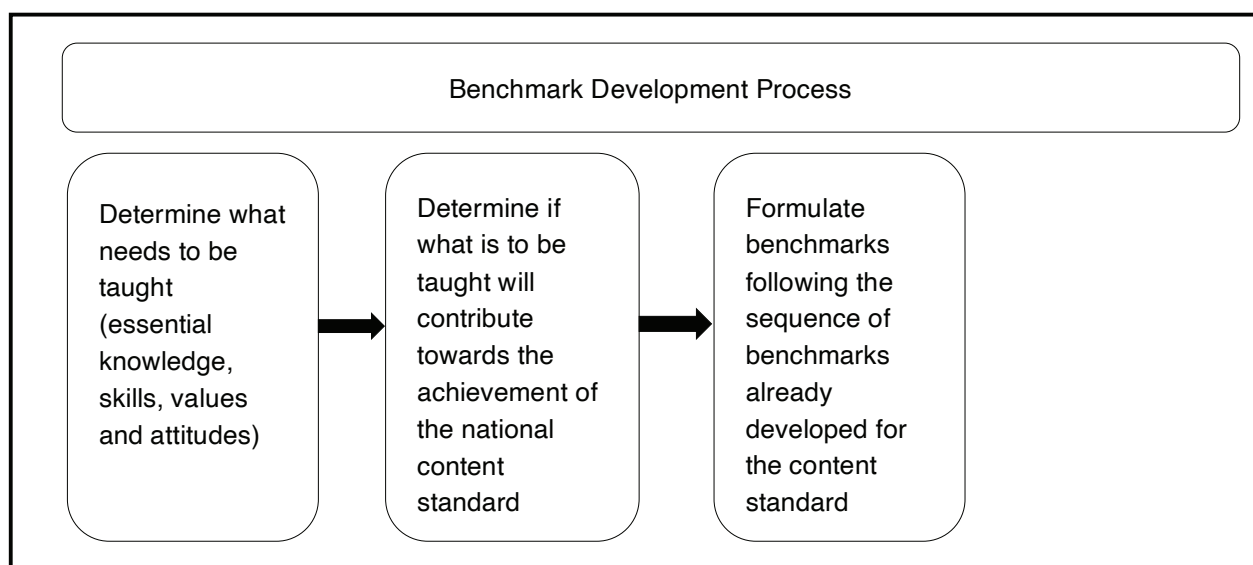
- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate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

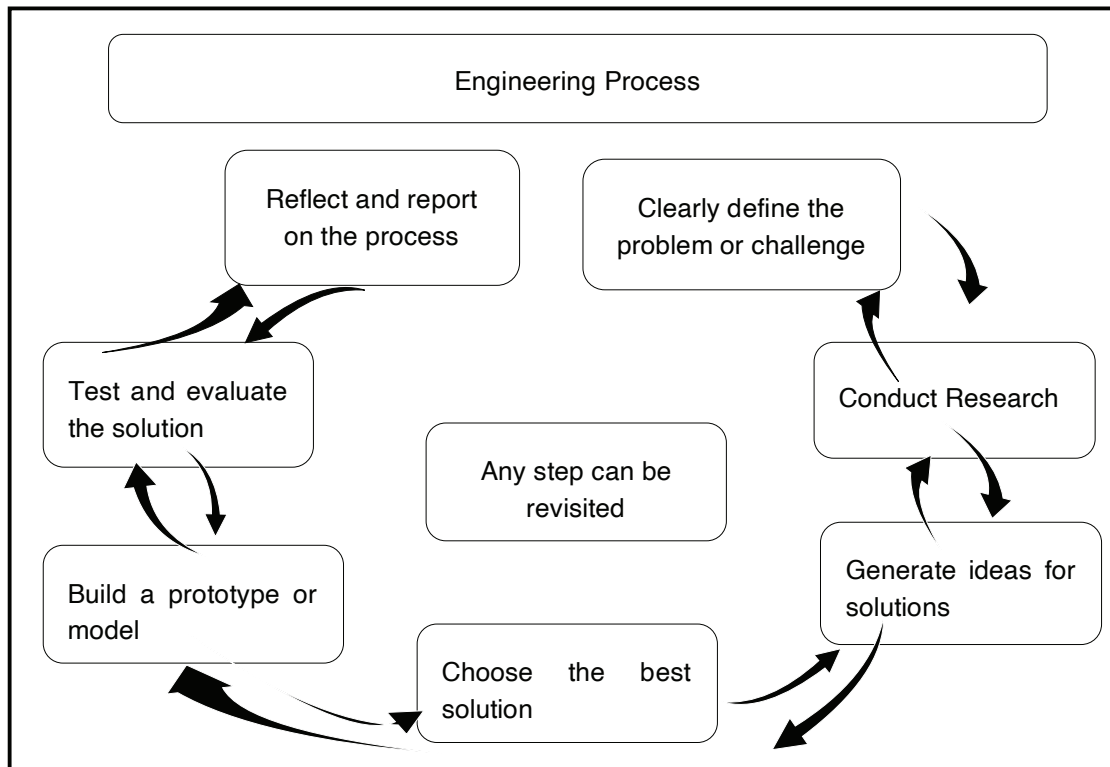
The trial and error method involve trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

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.

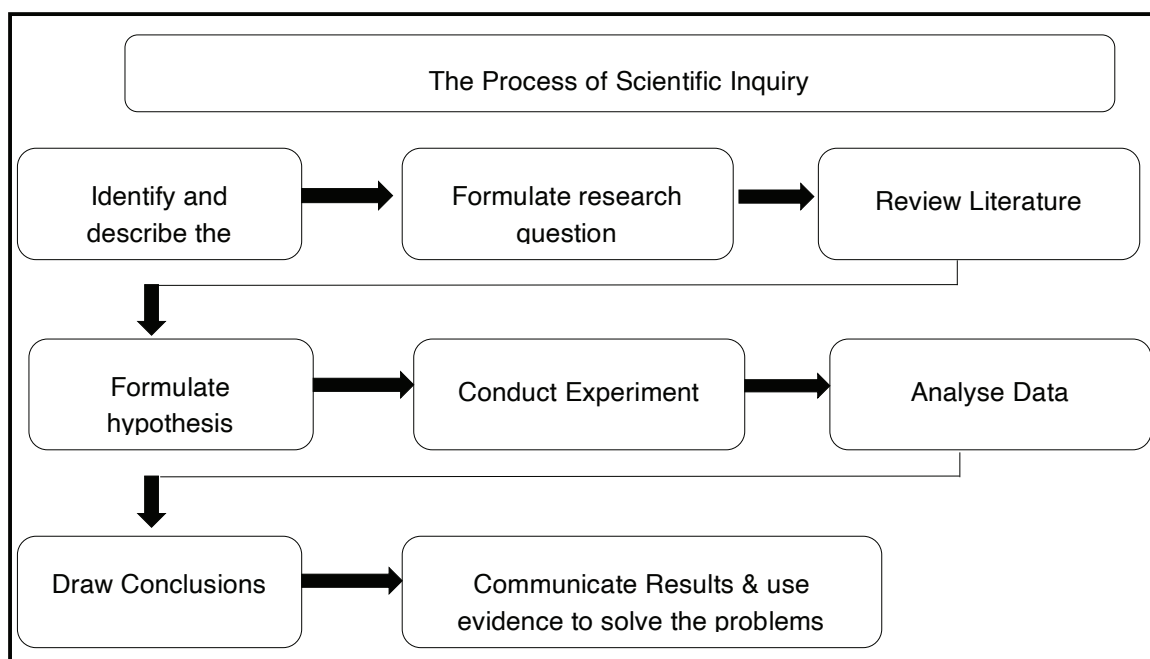


The Scientific Method and Approach to Problem-Solving

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.

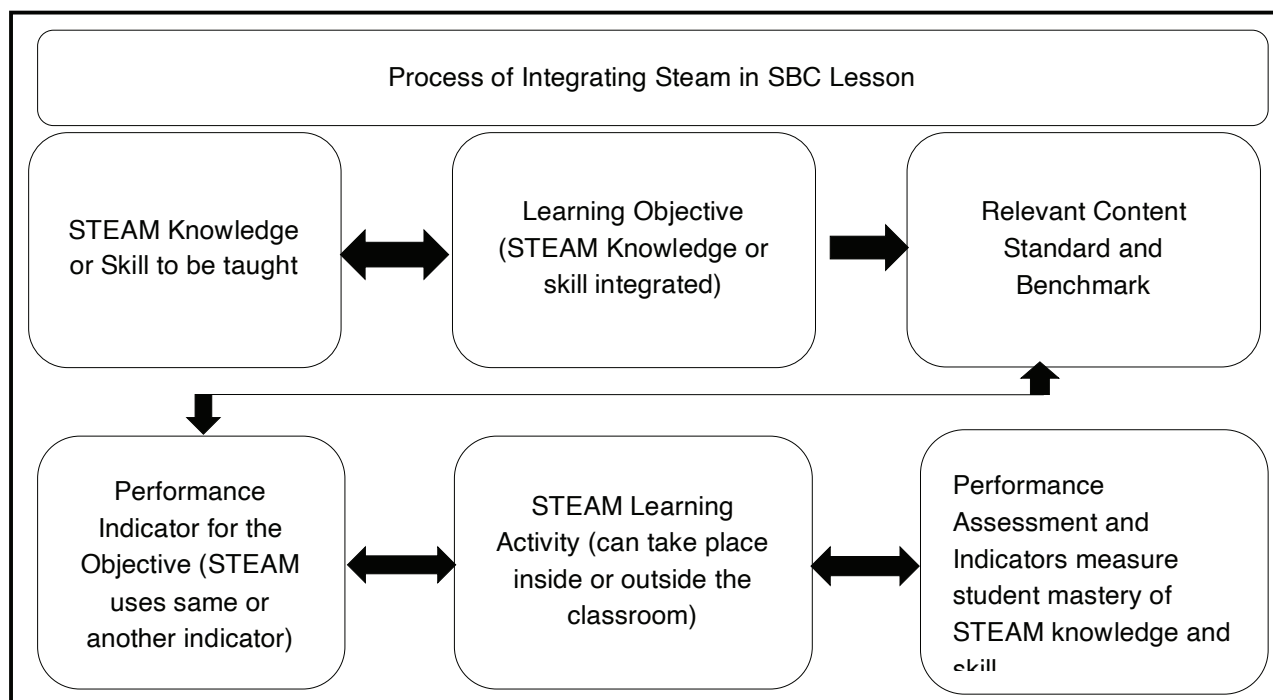
Integration of STEAM problem-solving skills into standards-based lesson plans

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).

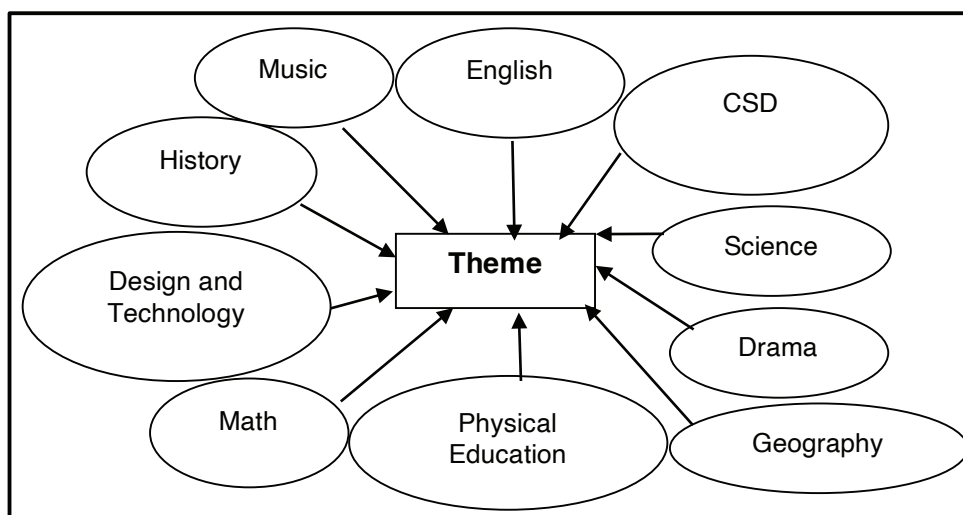
Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration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

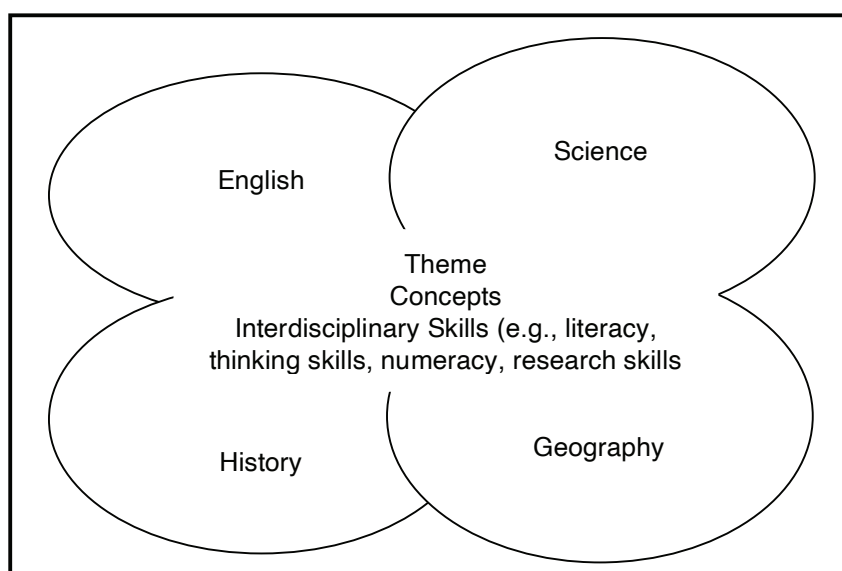


2. Interdisciplinary approach

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.

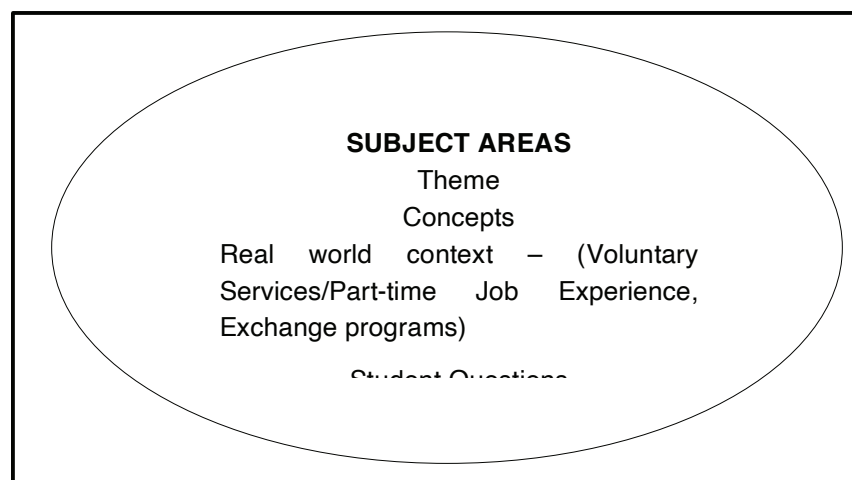
The three steps to planning project based curriculum (Chard 1998).

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.

Copyright © 1991 by Alice Stroop Jackson and Roger P. Weissberg.

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 12. 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.

Strand	Units	Terms	Topics
Values and Character Development	Term One (1)	Values and Character Formation	12.1.1.1: Core Values underlying PNG's Relationship: Different Ethnic Groupings 12.1.1.2: Core Values that Affect Relationships between People with different Political Beliefs (Democratic and Non-Democratic) 12.1.1.3: Violation of Core Regional Values and Consequences 12.1.1.4: Challenges and Benefits of merging different Core Values 12.1.2.1: Regional and Global Relationship Values 12.1.2.2: Human Rights Values 12.1.2.3: Protecting and Promoting Core Values as Global Citizens 12.1.2.4: Papua New Guinea's Regional and International Relations 12.1.3.1: PNG's Bilateral and Multilateral Relationships 12.1.3.2: Developing and Fostering Healthy and Caring Relationships Globally 12.1.3.3: Papua New Guinea's Caring Relationship and Attitude 12.1.3.4: Cases of Uncaring and Hurtful Relationships between Countries, Groups and Entities 12.1.4.1: Importance of Mutual Respect and Interdependence for a Safe and Supportive Global Culture 12.1.4.2: Roles of Humanity Values to foster Mutual Respect and Interdependence Globally 12.1.4.3: Roles of Humanity Values in fostering a Safe and Supportive Global Culture through Promotion of National Culture 12.1.4.4: Examples of Global Culture: Good Friday and Easter Sunday
	Term Two (2)	Responsible Decision-Making	12.1.5.1: Lessons Learnt from Experiences and Mistakes Influencing Decision-making 12.1.5.2: Achieving Common Goals through Responsible Decision-making 12.1.5.3: How Citizens apply Standards of Behaviour in Decision-making 12.1.5.4: Safe and Unsafe Decision-making Situations 12.1.5.5: Evidences, Arguments, Claims and Beliefs used as the Basis for Decisions and Actions

			12.1.6.1: Planning for Community Projects 12.1.6.2: Identifying Possible Obstacles in Community Projects 12.1.6.3: Prioritising Community Schedules 12.1.6.4: Advocating for Community Needs
			12.1.7.1: Purpose and Impact of Community-wide Activities, Policies and Routines 12.1.7.2: The Importance of Personal Roles and Responsibilities in Community Activities
		Problem-Solving and Conflict Management-	12.1.8.1: Considering Peoples' Feelings in Solving Global Problems: Global Warming 12.1.8.2: Perspective of those involved in Solving a Global Socio-Cultural Problem 12.1.8.3: Desired Outcomes of Solving Global Warming 12.1.8.4: Generating Multiple Possible Solutions to Solve Problems 12.1.8.5: Importance of asking Systematic Questions as part of Problem-Solving 12.1.8.6: Implementing, Monitoring and Evaluation Phases of Decision-making
			12.1.9.1: Impacts of Bullying Behaviour on Personal Experiences 12.1.9.2: Effectiveness of Bullying Intervention and Reporting Strategies 12.1.9.3: Current Laws relating to Unacceptable Behaviours
			12.1.10.1: Countries Involved or Affected by different Forms of Violence: World I and II 12.1.10.2: Causes and Effects: World War I and World II 12.1.10.3: Social, Political and Cultural Effects of the World Wars 12.1.10.4: Impacts of World War II on PNG's Development and Relationship 12.1.10.5: Global Strategies for Preventing Wars and Fostering Peace 12.1.10.6: Case Study: Impact of World War II on Japan and her Cause for Peace

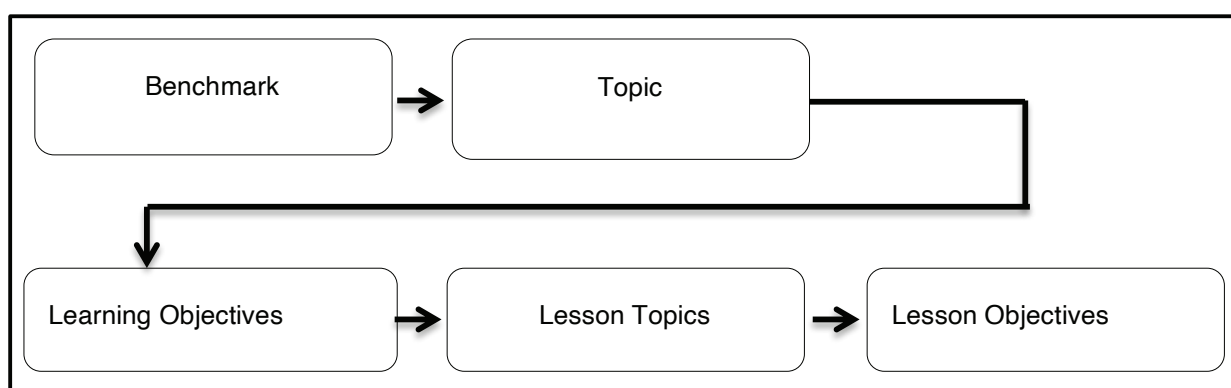
Social Development	Term Three (3)	Health Behaviours	12.2.1.1: Healthy and Ethical Behaviours in Romantic Relationship 12.2.1.2: Roles and Responsibilities in Marriages 12.2.1.3: Harmful Effects of certain Substances on the Foetus
			12.2.2.1: Awareness on Dangers of Smoking and Drug Misuse 12.2.2.2: Current Laws on Harassment, Acquaintance and Statutory Rape and Sexual Abuse (CSE) 12.2.2.3: Designing Health Promotion Materials
			12.2.3.1: How Ethnicity and Diverse Cultural Beliefs and Practices influence Personal, Family and Community Relationship and Health 12.2.3.2: Strategies for Addressing Harmful Cultural Beliefs and Practices 12.2.3.3: Ways of Promoting and Accessing Traditional Medicine 12.2.3.4: Effects of Traditional and Modern Medicine in the Treatment of Diseases and Illnesses 12.2.3.5: Comparison of Health Costs in Papua New Guinea and other Pacific Island countries 12.2.3.6: Effects of Electromagnetic Fields on the Human Body System 12.2.3.7: Radiation and its Effects on the Human Body System 12.2.3.8: Technological Advances in Disease Detection, Prevention and Treatment 12.2.3.9: Use of Television to Market and Advertise Health Products and Services
			12.2.4.1: Health Information Promoting Health and Disease Prevention 12.2.4.2: Health Information for Special Population 12.2.4.3: Personal and Family Health concerns encouraging interaction
	Term Four (4)	Health Decision-making	12.2.5.1: Support for Health Programs, Activities and Intervention 12.2.5.2: The need for separate Health Care Facilities for children, women and people with disabilities 12.2.5.3: Impact of Provincial and National Health Policies on personal, family and community health 12.2.5.4: Case Study: PNG's Preparedness and Response to Corona Virus (COVID-19)
			12.2.6.1: Impact of Laws on the use of Cannabis, Betel nut, Alcohol, Tobacco, and other Drugs and Substances 12.2.6.2: Side Effects of Consuming Cannabis: Marijuana 12.2.6.3: Developing Strategic Plans of Participation to address Health-risk Behaviours 12.2.6.4: Assessment of Provincial and National Programs, Projects and Activities on Health-risks behaviours
		Interpersonal Relationships and Health	12.2.7.1: Passive, Aggressive and Assertive Communication in Relationships 12.2.7.2: Importance of Abstinence from Sexual Activities for Unmarried Persons 12.2.7.3: Prevention of Unwanted Pregnancy, STDs, HIV and Emotional Trauma through Sexual Abstinence
			12.1.8.1: Casual Connection in Promoting Healthy Relationships 12.1.8.2: Impacts of Healthy Relationships 12.1.8.3: Citizens' Rights to Basic Health Care

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	12.1.1.1: Core Values underlying PNG's Relationship: Different Ethnic Groupings 12.1.1.2: Core Values that Affect Relationships between People with different Political Beliefs (Democratic and Non-Democratic) 12.1.1.3: Violation of Core Regional Values and Consequences 12.1.1.4: Challenges and Benefits of merging different Core Values
	12.1.2.1: Regional and Global Relationship Values 12.1.2.2: Human Rights Values 12.1.2.3: Protecting and Promoting Core Values as Global Citizens 12.1.2.4: Papua New Guinea's Regional and International Relations
	12.1.3.1: PNG's Bilateral and Multilateral Relationships 12.1.3.2: Developing and Fostering Healthy and Caring Relationships Globally 12.1.3.3: Papua New Guinea's Caring Relationship and Attitude 12.1.3.4: Cases of Uncaring and Hurtful Relationships between Countries, Groups and Entities
	12.1.4.1: Importance of Mutual Respect and Interdependence for a Safe and Supportive Global Culture 12.1.4.2: Roles of Humanity Values to foster Mutual Respect and Interdependence Globally 12.1.4.3: Roles of Humanity Values in fostering a Safe and Supportive Global Culture through Promotion of National Culture 12.1.4.4: Examples of Global Culture: Good Friday and Easter Sunday
Responsible Decision-Making	12.1.5.1: Lessons Learnt from Experiences and Mistakes Influencing Decision-making 12.1.5.2: Achieving Common Goals through Responsible Decision-making 12.1.5.3: How Citizens apply Standards of Behaviour in Decision-making 12.1.5.4: Safe and Unsafe Decision-making Situations 12.1.5.5: Evidences, Arguments, Claims and Beliefs used as the Basis for Decisions and Actions
	12.1.6.1: Planning for Community Projects 12.1.6.2: Identifying Possible Obstacles in Community Projects 12.1.6.3: Prioritising Community Schedules 12.1.6.4: Advocating for Community Needs
	12.1.7.1: Purpose and Impact of Community-wide Activities, Policies and Routines 12.1.7.2: The Importance of Personal Roles and Responsibilities in Community Activities

Problem-Solving and Conflict Management	12.1.8.1: Considering Peoples' Feelings in Solving Global Problems: Global Warming 12.1.8.2: Perspective of those involved in Solving a Global Socio-Cultural Problem 12.1.8.3: Desired Outcomes of Solving Global Warming 12.1.8.4: Generating Multiple Possible Solutions to Solve Problems 12.1.8.5: Importance of asking Systematic Questions as part of Problem-Solving 12.1.8.6: Implementing, Monitoring and Evaluation Phases of Decision-making
	12.1.9.1: Impacts of Bullying Behaviour on Personal Experiences 12.1.9.2: Effectiveness of Bullying Intervention and Reporting Strategies 12.1.9.3: Current Laws relating to Unacceptable Behaviours
	12.1.10.1: Countries Involved or Affected by different Forms of Violence: World I and II 12.1.10.2: Causes and Effects: World War I and World II 12.1.10.3: Social, Political and Cultural Effects of the World Wars 12.1.10.4: Impacts of World War II on PNG's Development and Relationship 12.1.10.5: Global Strategies for Preventing Wars and Fostering Peace 12.1.10.6: Case Study: Impact of World War II on Japan and her Cause for Peace

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmarks 12.1.1.1: Identify and evaluate the core values that underlie Papua New Guinea's regional and international relationships.

Topic: Core Values underlying PNG's Relationship: Different Ethnic Groupings

Essential Questions

- What are the core values that underlie PNG's different ethnic groupings?
- What are its impacts on character development if one exercises these core values?
- How do the core values influence one's perception, practice and/or action, behaviour and character despite the diverse ethnic groupings in PNG?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Core values that underlie Papua New Guinea's different ethnic groupings and the impacts of core values on character development if practiced
Skills	Critical Thinking Skills - Use analytical skill of identifying and research skills in the library or the use of internet - Use evaluation skill of appraising, judging and assessing Creative Thinking Skill Use synthetical skills synthesising
Attitudes	Responsible, adaptable to change, positive, cooperative through collaboration and being a team player for nation building
Values	Patriotism, interdependence

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

- Investigate and identify core values that underlie PNG's different ethnic groupings;
- Discuss and explain relationships between different PNG ethnic groupings and how it impacts character formation and influences one's perception, practice and/or action, behaviour and character despite the diverse ethnic groupings in PNG for nation-building.

Content Background

What are core values surrounding relationships?

- Things such as safety, trust, team, fun, loving, kindness, loyalty, **respect**, equality and living life to the fullest are common examples of core values surrounding relationships either between siblings, families, clans, tribes, community, school, government department and even in the business world (Finch.N, 2012).

- When this core values are miss-aligned, it creates a major disruption in relationships between siblings, families, tribes, communities, schools, government and the business world (Anne T.2007).

Examples of core values underlying PNG's regional and internal relationships

- In PNG, the core values that underpins the society, its people and the land boundaries at large is largely derived from the ethically interwoven society PNG has.
- PNG is a collective society which means, families comes from clans and tribes that interdepend on each other for food, love, care, protection, shelter and security.
- The relationship between people and resources were once fluid, balanced and sustainable because of the strong interwoven relationship of tribal network sometimes referred to as "wantok system".
- Some of the core values that underpins PNG society includes;
 - respect
 - co-operation
 - sharing
 - generosity
- The massive in-flow of regional and international interest in PNG's resources has miss-aligned much of the core values that bind PNG societies and their close attachment to resources, hence creating issues of misconception and corruption (Banks, 2006; Gilberthorpe, 2007; Gilberthorpe and Sillitoe, 2009)
- Most of core values that underpins PNG's regional and international relationship is based on the type of interest that PNG have regionally and internationally;
 - PNG being part of the Melanesian Spearhead Group? For instance; this is because of their values that underpin their existence for example their cultures promoting communality, care and generosity acts.
 - PNG as being part of the APEC (Asia-Pacific Economic Cooperation)

Performance Assessment: Teachers can prepare class activities or assessment where students are required to describe to conduct a research on the core values that underlie Papua New Guinea's regional and international relationships present finding in a report form (analytical reporting).

Suggested Resources

- Acharya, A. (2014). *Global International Relations (IR) and Regional Worlds A New Agenda for International Studies*. International studies quarterly, 58(4), 647-659.
- Banerjee, S. B. (2001). *Corporate citizenship and indigenous stakeholders: exploring a new dynamic of organisational-stakeholder relationships*. Journal of Corporate Citizenship, (1), 39-5.
- Banerjee, B., & Campus, C. W. (n.d). *Developing a Sustainable Forestry Enterprise with Indigenous Stakeholders: Opportunities, Challenges and Governance Issues*.
- Banks, G. (2006). *Mining, social change and corporate social responsibility: drawing lines in the Papua New Guinea Mud*. In: Firth. S. (Ed.). Globalisation. Governance and the Pacific Islands. ANU E Press: Canberra. pp. 259–274. Available online at: http://epress.anu.edu.au/ssgm/global_gov/pdf/ch13.pdf
- Finch, N. (2012). *Corporate social responsibility and sustainability reporting*. In Best Practices in Management Accounting. (pp. 91-100). Palgrave Macmillan: London.
- Gilberthorpe, E., & Banks, G. (2012). *Development on whose terms? CSR discourse and note noted social realities in Papua New Guinea's extractive industries sector*. Resources Policy.37 (2). 185-193.

- Gilberthorpe, E. (2009a). *Pathways to development: identity, landscape and industry in Papua New Guinea*. In: Heckler, S. (Ed.). *Landscape, Power and Process: Reevaluating Traditional Environmental Knowledge*, Berghahn: New York, pp. 202–231.
- Gilberthorpe, E. (2009b). *Development and Industry: A Papua New Guinea Case Study*. CSAC: Canterbury.
- Gilberthorpe, E. (2007). *Fasu solidarity: a case study of Kin Networks, land tenure and oil extraction in Kutubu, Papua New Guinea*. *American Anthropologist* 109 (1). 101–112.
- Gilberthorpe, E., & Sillitoe, P. (2009). *The construction of social capital in the current economic crisis: lessons from Papua New Guinea*. *Anthropology News* 50 (7), 4–5
- Trebeck, K. A. (2007). *Tools for the disempowered? Indigenous leverage over mining companies*. *Australian Journal of Political Science*, 42(4), 541-562.
- Ward, H., & Fox, T. (2002). *Moving the corporate citizenship agenda to the south*. International Institute for Environment and Development (IIED): London.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.1.2: Compare Papua New Guinea's relationships with democratic and non-democratic nations and the underlying values.

Topic: Core Values that Affect Relationships between People with different Political Beliefs (Democratic and Non-Democratic)

Essential Questions

- What are some core values that go against or affect relationships between people with different political beliefs (Democratic and Non-democratic)?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Core values that go against or affect relationships between people with different political beliefs.
Skills	Critical Thinking Skills - Use analytical skill of comparing and contrasting - Research skills in the library or the use of internet Use evaluation skills of arbitrating (judging)
Attitudes	Responsible, adaptable to change, positive, tolerance, considerate
Values	Patriotism, freedom and liberty, rule of law, equality

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

- Investigate the core value of democratic and non-democratic values;
- Arbitrate (judge) the core values that go against or affect relationship between people with different political beliefs (democratic and non-democratic);
- Evaluate the impact of the core values of democracy in PNG with other non-democratic ideologies elsewhere and point out how political beliefs (democratic and non-democratic) affects relationships between countries.

Content Background

The core values of democratic countries

Understanding what democracy is and what constitutes a democracy is very important. Democracy is a system of government by the whole population or all eligible members of a state, typically through elected representatives. What then is democracy? Democracy refers to a form of government in which the common people hold political power and can rule either directly or through elected representatives. An example of **democracy** at work is in the United States (Presidential Democracy and in PNG-Elected Democracy), where people have political freedom and equality. So one of the core values of a democracy is who people are and how authority is shared among them. Some

cornerstones of these issues are freedom of assembly and speech, inclusiveness and equality, membership, consent, voting, right to life and minority rights.

Conflict of interest can also result in miss-alignment of core values in a democracy that can lead to riots and chaos when groups or people take power into their own hands. Equality and equal access to basic service are some of the core values that are issues in most democratic countries.

Collective punishment can be a technique of control in democracies that experience miss-alignment of the core values inclusiveness and equality (Falomir-Pichastor, J. M., Staerklé, C., Depuiset, M. A., & Butera, F. 2007) and the issues of human rights as a political core values in democratic countries (Staerklé, C., Clémence, A., & Doise, W. 1998).

It can be arguably pointed out that cultural orientation of societies influenced political developments of countries, for example PNG comes from a collective society and that we look up to people with leadership traits both inherited or possessed from accumulating wealth, the tribe recognises a particular person as a clan or tribal leader. With the ethnically diverse interwoven tribal system that PNG is known of, PNG's political system is a Parliamentary Democracy where collective voting is done to elect representative (MPs) to parliament. According to Dalton, R. J., & Ong, N. N. T. (2005), "the Singaporean patriarch Lee Kuan Yew claimed that Confucian values have influenced East Asian development. He pointed to the authority orientations particular to Confucian culture as an explanation for a unique developmental pattern in East Asia. The Confucian tradition of respect for authority and family, and the emphasis on community over individual rights were presented as antithetical (opposing) to Western images of liberalism".

The article given in the box below is taken from the journal titled; 'Trust and normative democratic peace theory: nexus (link) between citizens and foreign policies? *International journal of sociology and social policy* by Zimelis, A. (2012).

It shows the underlying core values in a democratic nation and why there is no war in countries that have similar democratic structures; The caption in the textbox can be given as an assessment. Teachers are encouraged to read this caption and form discussions around the core values in democratic nation and its relationship to why cultural norms and values influence core values in democratic nations and why arguments of human rights and 21st centuries issues are addressed.

"The concept of democratic peace has become one of the most dominant theories in the international relations field and no scholarly debate can be imagined without mentioning this ubiquitous (universal) theory. The democratic peace proponents offer two primary explanations regarding why democracies do not fight war with each other. The first explanation lies in structural/institutional constraints (Maoz and Russett, 1992, 1993; Morgan and Schwebach, 1992; Bueno de Mesquita and Lalman, 1992). This explanation suggests that there are certain internal government structures that prevent democratic governments from going to war with similarly structured governments. According to this model, democracies keep mutual peace because of the restraints that tie the hands of decision makers. The underlying assumptions are that structural and institutional constraints such as constitutional checks and balances, the term limits, accountability, political competition and pluralism will preclude the leaders of democracies from engaging in war. These elected executives dealing with institutionalised political competition and multiple decision-making responsibilities are more constrained than leaders in non-democracies and, consequently, less likely to go to war.:

The second explanation involves the importance of norms held by democratic societies in democracies (Rummel, 1983; Dixon, 1993; Maoz and Russett, 1992, 1993; Ray, 1993). Democracies are considered more peaceful because they have shared cultural and democratic norms “States, to the extent possible, externalize the norms of behaviour that are developed within and characterise their domestic political processes” (Maoz and Russett, 1993, p. 625). The normative explanation presumes that “the culture, perceptions and practices that permit compromise and the peaceful resolution of conflicts without the threat of violence within countries come to apply across national boundaries” (Russett, 1993, p. 31). In democracies conflicts are typically resolved without violence and it is expected that democracies will apply these norms in their external relations. The existence of democratic systems hinges on consent and trust of the governed; therefore, mutual trust and respect are paramount for peaceful resolution of conflicts (Russett, 1993)”.

Core values in a non-democratic nation

As stated by Zagrebina (2019), “democratic experience constitutes an essential part of people’s world view and affects their understanding of democracy”. This statement is confirmed by evidence from the World Values Survey (WVS) showing that the concept of democracy among citizens differs in democratic and nondemocratic societies. Democratic citizens associate democracy principally with **gender equality**, while people in nondemocratic countries associate it more strongly with a prospering economy and social control. People in democratic countries are also less likely to associate democracy with army rule and the intervention of religious authorities in political life than people in nondemocratic countries”.

The statement above simply means that the core values that underpins a non-democratic state or nation sees army rule and intervention of religious authorities are part of politic developments. For example, in a communist nation (nondemocratic nation) one person in a democratic nation will see communism as “army rule and war-torn country” as common. A **communist society** is characterised by common ownership of the means of production with free access to the articles of consumption and is classless and stateless, implying the end of the exploitation of labour (Snyder, R. 2006). What this means is that, equality which is a core value of democracy is understood in a different light in communist nation (non-democratic nation).

Performance Assessment

Teachers set an assessment that will require students to do a case study on the underlying values of selected countries (a democratic and non-democratic) with Papua New Guinea.

Suggested Resources

- Brooker, P. (2013). *Non-democratic regimes*. Macmillan International Higher Education.
- Bueno de Mesquita, B. and Lalman, D. (1992). *War and Reason*. New Haven: Yale University Press.
- Dalton, R. J., & Ong, N. N. T. (2005). *Authority orientations and democratic attitudes: A test of the ‘Asian values’ hypothesis*. Japanese journal of political science, 6(2), 211-231.
- Dixon, W.J. (1993). *Democracy and the Management of international Conflict*. *Journal of Conflict Resolution* 37:42-68.
- Falomir-Pichastor, J. M., Staerklé, C., Depuiset, M. A., & Butera, F. (2007). Perceived legitimacy of collective punishment as a function of democratic versus non-democratic group structure. *Group Processes & Intergroup Relations*, 10(4), 565-579.

- Maoz, Z. & Russett, B. (1993). *Normative and Structural Causes of Democratic Peace, 1946-1986*. The American Political Science Review, Volume 87, Issue 3 (Sept., 1993), 624-638). Retrieved April 16, 2021, from <https://web.stanford.edu/class/polisci243b/readings/v0002541.pdf>
- Maoz, Z. & Russett, B. (1992). *Alliance, Wealth, Contiguity and Political Stability: Is the Lack of Conflict between democracies a Statistical Artifact?* Internal Interactions 17:245-67.
- Morgan, T.C. & Schwebach, V. (1992). *Take two democracies and call me in the morning: A prescription for peace?* International Interactions 17:305-20.
- Ray, J.L. (1992). *Global Politics*. 5th ed. Boston: Houghton Mifflin.
- Rummel, R.J (1983). *Libertarianism and International Violence*. *Journal of Conflict Resolution* 27:27-71.
- Russett, B. (1993). *Grasping the Democratic Peace*. Principles for a Post-Cold War. Princeton: Princeton University Press.
- Snyder, R. (2006). *Beyond electoral authoritarianism: The spectrum of nondemocratic regimes*. *Electoral authoritarianism: The dynamics of unfree competition*. 219-231.
- Staerklé, C., Clémence, A., & Doise W. (1998). *Representation of human rights across different national contexts: the role of democratic and non-democratic populations and governments*. *European Journal of Social Psychology*. 28(2). 207-226.
- Zagrebina, A. (2019). *Concepts of democracy in democratic and nondemocratic countries*. *International Political Science Review*. 0192512118820716.
- Zimelis, A. (2012). *Trust and normative democratic peace theory: nexus between citizens and foreign policies?* *International journal of sociology and social policy*.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.1.3: Research cases where core regional values were violated and its consequences.

Topic: Violation of Core Regional Values and Consequences

Essential Questions

- What is violation?
- What are regional relationship values?
- What are the consequences of these core regional relationship values on relationships between countries?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Cases where core regional values were violated and its consequences
Skills	Critical Thinking Skills - Use analytical skill of research - Research skills in the library or the use of internet
Attitudes	Responsible, adaptable to change, positive
Values	Patriotism, freedom and liberty, rule of law, equality

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

- Examine the core regional values that promote peaceful and harmonious relationships;
- Asses the consequences of the violation of regional values that promotes peaceful and harmonious relationships.

Content Background

Regional core values

All people throughout the world belong to a region. What is a region? A region refers to an area, especially part of a country or the world having definable characteristics but not always fixed boundaries. Papua New Guinea belongs to the Pacific region as it shares its boundaries with the countries within the Pacific Ocean. Countries of this region work together to safeguard their interests, wealth of resources and rich cultural diversity through constitutional groupings such as the Melanesian Spearhead Group (MSG) and South Pacific Community (SPC).

Following are the core values of people of the Pacific Region which aims at promoting and fostering peace, harmony, security, social inclusion and prosperity. This ensures all Pacific people can lead free, healthy and productive lives.

- We value and depend upon the integrity of our vast ocean and our island resources.

- We treasure the diversity and heritage of the Pacific and seek an inclusive future in which cultures, traditions and religious beliefs are valued, honoured and developed.
- We embrace good governance, the full observance of democratic values, the rule of law, the defence and promotion of all human rights, gender equality, and commitment to just societies.
- We seek peaceful, safe, and stable communities and countries, ensuring full security and wellbeing for the peoples of the Pacific.
- We support full inclusivity, equity and equality for all people of the Pacific.
- We strive for effective, open and honest relationships and inclusive and enduring partnerships—based on mutual accountability and respect with each other, within our sub-regions, within our region, and beyond.

These Pacific regional values guide all the member countries decisions on policy-making and implementation. (Pacific Islands Forum Secretariat. 2021)

These values are sometimes violated. Violation of values is also referred to as **moral** turpitude (wickedness) and attracts legal consequences. **Moral** turpitude refers to "an act or behaviour that gravely **violates** the sentiment or accepted standard of the community". There are serious legal implications for committing such acts. (Bradway, J. S.1935). For instance, in the business world, there is the Trade Agreements that points out what is expected for each country to agree on and follow. Such trade agreements are based upon core values that underpins each country (Simmons, B.2010). Simmons, defines treaty as ".....a formal agreement between sovereign states, usually in writing. Such formal agreements are central to the conduct of international relations".

Example of violation of values

Human Rights Violation

Human Rights Violation have been orchestrated on the indigenous people of Papua and West Papua Province by Indonesia military and police for 55 years since West Papua Territory became annexed by Indonesia in 1963 to date.. Acts of genocide was also carried out to exterminate this group of people by the Indonesian military. Human Rights Violation just because the indigenous people expressed their political right to self-govern their own land.

Since Papua and West Papua Province of Indonesia share a boarder with PNG as well as share similar cultures leaders of Pacific Islands Forum which PNG is a member of have brought this matter up for sister countries in the region to help these indigenous populations. The forum made decisions to send a team on fact finding mission for allegation of Human Right Violation in Papua but Indonesia refused. (Pacific Islands Forum Secretariat. 2021)

Consequences of acts of violation

Codes of conduct or values comes with responsibilities. For example, for leaders, they must never place themselves in a position of conflict of interest or where they could compromise in any way.

If they do, then they breach or break the law and there are consequences. For example, the people of Papua and West Papua Provinces can fight for their rights through the international laws concerning such matter to sue and charge the persons responsible.

In the business world as well, when countries do not follow trade agreements or treaty, they face the consequences such as the countries being placed under embargo or sanctions.

Performance Assessment: Teachers must set assessment where students are required to prepare an activity to analyse and discuss case studies on the impacts of violating the core regional values.

Suggested Resources

- Afifi, W. A., & Metts, S. (1998). *Characteristics and consequences of expectation violations in close relationships*. Journal of Social and Personal Relationships. 15(3).365-392.
- Bradway, J. S. (1993). *Moral Turpitude as the Criterion of Offenses that Justify Disbarment*. California Law Review. 9-27.
- Burgoon, J. K., & Walther, J. B. (1990). *Nonverbal expectancies and the evaluative consequences of violations*. Human Communication Research. 17(2). 232-265.
- Erkutlu, H., & Chafra, J. (2013). *Effects of trust and psychological contract violation on authentic leadership and organizational deviance*. Management Research Review. 36(9). 828-848.
- Harris, J., & Holm, S. (2003). *Should we presume moral turpitude in our children? –Small children and consent to medical research*. Theoretical medicine and bioethics. 24(2). 121-129.
- Pacific Islands Forum Secretariat. (2021). *Human Rights Violation*.
- Simmons, B. (2010). *Treaty compliance and violation*. Annual Review of Political Science. 13. 273-296.
- Simon-Kerr, J. A. (2012). *Moral turpitude*. Utah L. Rev., 1001.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.1.4: Analyse the challenges and the benefits of bringing together different cultural, ideological, national, and community value systems to form a new set of common values and identity.

Topic: Challenges and Benefits of merging different Core Values

Essential Questions

- What is cultural value systems?
- What is a value system?
- What is a national value system?
- What is community values system?
- What are the challenges and the benefits of bringing together different cultural, ideological, national, and community value systems to form a new set of common values and identity?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The challenges and the benefits of bringing together different cultural, ideological, national, and community value systems to form a new set of common values and identity
Skills	Critical Thinking Skills - Use analytical skill of analysing Research skills in the library or the use of internet
Attitudes	Responsible, adaptable to change, cooperative
Values	Freedom and liberty, solidarity

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

- Explain cultural, ideological, national, and community value systems;
- Examine the challenges and the benefits of bringing together different cultural, ideological, national, and community value systems to form a new set of common values to create a common identity;
- Identify and discuss issues with cultural identity due to the diverse ethnic groupings that exist and how it affects ethnicity and relationships between groupings and point out lessons learnt from mistakes in the family, school and community settings in order to form a new set of common values in PNG.

Content Background

Cultural, ideological, national, and community value systems

Societies throughout the world have value systems that every person whether born into or are introduced to abide by for normalcy to prevail within that context or setting. These value systems provide the basis for that culture, ideology, national and community system to be practised. The content background provided for this topic looks at the cultural value systems of certain societies. Teachers must develop assessment in line with the learning objectives for students to research on the ideological, national, and community value systems of a society.

Cultural identity is strongly associated with the ways in which people interact within their context. As stated by Stephenson (2008), there are some contexts that may have universal or outstanding values but most contexts will be valued in different ways by people closely associated with them. For example, looking into someone's eyes when talking to them can be regarded as inappropriate in PNG culture, while in other culture for instance an Australian would consider it rude to speak to people and not looking them straight in the eyes. Furthermore, when looking at personal career goals, masculinity and feminine influences people's choice of career goals, for instance; jobs that require strength are normally associated to males whilst those jobs that are regarded as less strenuous such as hospitality, tailoring or baking are normally attached to those of the gender lines of females.

Challenges, benefits and drawbacks of merging these core values

There are numerous challenges, benefits and drawbacks individuals will face when merging their cultures, ideologies, national and community values core values with others. The table below shows challenges and benefits of multiculturalism in particular workplace.

Challenges	Benefits
Different styles of collaborations To benefits from multiculturalism it takes a conscious effort, though. Different cultures have very different styles of collaboration. For instance; many Asian and Central American cultures place a high value on developing a team consensus before moving forward. Others like U.S. culture puts a greater emphasis on individual thought and action. In other cultures, like PNG questioning the superior or telling or her bad news is a terrible thing. One needs to balance the different styles to get the benefit of different viewpoints.	Different perspectives People from different cultures see the world in different ways. They are raised to have different priorities, different beliefs in what is possible and appropriate, and they learn different methods of getting the job done. That is a big advantage one needs in order to help him or her for out-of-the-box thinking.

Steep learning curve In term of workplace dealing with customers from other cultures presents a lot of challenges. For example, approach to handshaking. For example, in PNG, people shake each other's hands firmly with all smiles when they agree to something. Contrastingly, in countries like Turkey people squeeze gently, and hold each other's hand for a long time. The downside is that in a multicultural workplace, the same problems can crop up in the office. It may take time and guidance for all staffs to learn and understand each other's culture.	In terms of work environment all staffs should be familiar with each other's culture This gives each person a better chance to communicate effectively with people of multicultural background.
	Growth and learning If a multicultural team is managed well, staffs will all benefit. They will learn about other cultures, and how to interact across cultural barriers. That can be an asset in their careers. They may also have a chance to practice foreign languages.
	Familiarity with diverse markets In terms of business and jobs a multicultural workforce can help one's company expand into geographic and demographic areas that might otherwise be unfamiliar to their firm. For example; workers from other cultures, have an intimate knowledge of the food people enjoy, the music they listen to, even the styles and colours of clothing.

(mckinsey.com. 2019)

Students in this time and age in their learning are experiencing what can also be termed as, the 'melting pot experience'. Therefore, they should be able to adapt the merging cultural, ideological, national and community core values of the various people they associate themselves with. This should enable them to move and interact freely as well as work collaboratively with people of varied culture, ideology, nationality and community value system.

Performance Assessment: Teachers can set assessment where students are required to interview people of different cultures to examine the challenges and benefits of trying to form a new set of common values and identity and share information in class.

Suggested Resources

- Akerlof, G., & Yellen, J. L. (1994). *Gang behavior, law enforcement, and community values*. (pp. 173-209). Washington, DC: Canadian Institute for Advanced Research.

- Engert, O., Kaetzler, B., Kordestani, K & McLean, A. (2019, March). *Organisational culture in mergers: Addressing the unseen forces*. Retrieved March 19, 2021, from <https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/organizational-culture-in-mergers-addressing-the-unseen-forces>.
- Ismail, M., & Lu, H. S. (2014). *Cultural values and career goals of the millennial generation: An integrated conceptual framework*. Journal of International Management Studies. 9(1). 38-49.
- Lacey, N. (1994). *State punishment: political principles and community values*. Psychology Press.
- Raymond, C. M., Bryan, B. A., MacDonald, D. H., Cast, A., Strathearn, S., Grandgirard, A., & Kalivas, T. (2009). *Mapping community values for natural capital and ecosystem services*. Ecological economics. 68(5). 1301-1315.
- Segal, J. A., & Cover, A. D. (1989). *Ideological values and the votes of US Supreme Court justices*. American Political Science Review. 83(2). 557-565.
- Smith, P. B., Dugan, S., & Trompenaars, F. (1996). *National culture and the values of organizational employees: A dimensional analysis across 43 nations*. Journal of cross-cultural psychology. 27(2). 231-264.
- Srite, M., & Karahanna, E. (2006). *The role of espoused national cultural values in technology acceptance*. MIS quarterly. 679-704.
- Staerklé, C. (2009). *Policy attitudes, ideological values and social representations*. Social and Personality Psychology Compass. 3(6). 1096-1112.
- Stephenson, J. (2008). *The Cultural Values Model: An integrated approach to values in landscapes*. Landscape and urban planning. 84(2). 127-139.
- Wetherell, G. A., Brandt, M. J., & Reyna, C. (2013). *Discrimination across the ideological divide: The role of value violations and abstract values in discrimination by liberals and conservatives*. Social Psychological and Personality Science. 4(6). 658-667.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.2.1: Analyse regional and global relationship values and explain how these are modelled by Papua New Guinea and promoted by its citizens.

Topic: Regional and Global Relationship Values

Essential Questions

- What are regional and global relationship values?
- Why are relationship values important to PNG?
- How do Papua New Guineans model relationship values both in the Asia/Pacific region and globally?
- How do Papua New Guineans promote relationship values in the Asia/Pacific region and globally?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies in how Papua New Guineans model and promote regional and global relationship values
Skills	Critical Thinking Skills - Use analytical skill of analysing Research skills in the library or the use of internet
Attitudes	Responsible, adaptable to change, cooperative, collaborative, sense of belonging, respect and tolerance
Values	Mutuality, interdependence, trust, equal participation

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

- Identify and describe regional and global relationship values;
- Discuss and outline how Papua New Guineans model and promote relationship values in both Asia/Pacific region and globally.

Content Background

People 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.

Relationships are built on values that bind individuals, groups, organisations and nations together. As the global society evolves and expands, international relations will evolve and expand along with it as human beings continue to explore new and exciting ways to link the complex world. Papua New Guinea has established relations with neighbouring countries like the South Pacific Committee (SPC) as well as other parts of the world like the Asia Pacific Economic Cooperation (APEC).

To build better relationships to connect with each other, there are common values that are expected to be displayed in these relationships.

Relationship values

Relationship values are mutually agreed upon guiding principles that are important in a relationship. They are as follows;

- i. Cooperation is the interaction of groups representing various nations in the pursuit of a common goal or interest. The collaboration between governments, businesses or individuals in which it agrees to work together on similar objectives. Countries cooperate to work towards achieving common goals. For instance, treaties and conventions on controlling global warming and climate change. Cooperation leads to mutual gains.
- ii. A commitment obligates a person to do something. Strong relations are established when nations honor their commitment by reaching out to other countries in times of need.
- iii. Respect is the attitude displayed by humans in the way they treat others. One cannot read other people's mind; therefore, respect has to manifest in behaviour towards them. Individuals, groups, organisations and nations seek respect for material gain. Respect from other groups, organisations and nations show that, people are valued members of our group. According to Reinhard Wolf, the experience of respect should promote mutual trust and should facilitate bargaining over the distribution of common gains. Mutual respect seems vital for creating conditions conducive to a deliberative exchange of ideas over the best definition and solution to a shared problem.

Papua New Guinea's foreign policy reflects close ties with Australia and other traditional allies and cooperative relations with neighbouring countries. Its views on international political and economic issues are generally moderate. Papua New Guinea has diplomatic relations with 56 countries. Papua New Guinea has political, economic and social relationships with many countries and is a member of various groups such as the Asia-Pacific Economic Cooperation (APEC), Melanesian Spearhead Group (MSG), South Pacific Regional Environmental Program (SPREP). Relationships require a lot of work and commitment. Good values build positive relationships.

How do Papua New Guineans embrace and promote these relationships with international groups, organisations and nations?

Teachers are advised to allow the students to study the articles provided here or other available information to analyse and evaluate how Papua New Guineans model and promote relationship values with other nations.

The United States and Papua New Guinea have enjoyed a close friendship, and the U.S. Government seeks to enhance Papua New Guinea's stability as a U.S. partner. The two countries work together on many mutual priorities from improving transparency and good governance, to combating trafficking in persons, curbing the effects of environmental insecurity, protecting fisheries, improving public health, and promoting gender equality and women's economic empowerment, with an emphasis on increasing access to entrepreneurship. (State.gov. 2019)

Below are examples showing PNG's diplomatic relations with other countries through human resources development in business and education.



Students must understand the importance as to why their country establishes relationship at the regional and global level. Clear and sound knowledge of this relationship will enable and empower them to see the value of working collaboratively to support the common

cause of humanity to prevail that is peace and harmony for all mankind.

Performance Assessment: Teacher set the assessment where students are required to discuss and present a report on how regional and global relationship values (peace, mutual respect and understanding) are modelled and promoted by PNG citizens.

Suggested Resources

- Brian C. Rathbun & Joshua D. Kertzer. (2016). *Taking Foreign Policy Personally: Personal Values and Foreign Policy Attitudes*. International Studies Quarterly. Retrieved April 16, 2021, from https://people.fas.harvard.edu/~jkertzer/Research_files/Schwartz_ISQ.pdf.
- Reinhard. Wolf. (n.d). *Respect and international Relations*. Retrieved April 16, 2021, from <https://www.humiliationstudies.org/documents/WolfHawaii09ISARespect.pdf>.
- Wikipedia. (2020). *Foreign relations of Papua New Guinea*. Retrieved April 16, 2020, from https://en.wikipedia.org/wiki/Foreign_relations_of_Papua_New_GuineaInternationalCooperatio
- US. Department Of State. (2019). *U.S. Bilateral Relations Fact Sheets*. Retrieved April 16, 2020, from <https://www.state.gov/u-s-bilateral-relations-fact-sheets/>.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.2.2: Analyse human rights values and explain how Papua New Guinea is promoting and safeguarding these rights and how these are modelled by its citizens.

Topic: Human Rights Values

Essential Questions

- What are human rights values?
- How do Papua New Guineans protect and promote human rights values?
- How do Papua New Guineans model and uphold human rights values?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies in how Papua New Guinea promote, uphold and safeguard the rights of its citizens
Skills	Critical Thinking Skills - Use analytical skill of analysing and explaining - Use evaluation skill of explaining Research skills in the library or the use of internet Creative Thinking Skills - Use synthetical skill of explaining
Attitudes	Care and concern, open-mindedness, tolerance, respect, non-discrimination to avoid prejudice biasness and stigmatisation.
Values	Human rights and responsibilities, equal opportunities, liberation

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

- Identify and describe human rights values;
- Describe how Papua New Guineans protect and promote human rights values;
- Discuss and outline how Papua New Guineans model and uphold human rights values.

Content Background

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where individuals are from, what they believe or how they choose to live their life.

These rights can never be taken away, although they can sometimes be restricted, for example if a person breaks the law, or in the interest of national security. Human rights are relevant to all of people, not just those who face mistreatment.

These rights protect everyone in many areas of their day-to-day life, including their right to:

1. have and express their own opinions
2. education & health services
3. a private and family life
4. not to be mistreated or wrongly punished by the state

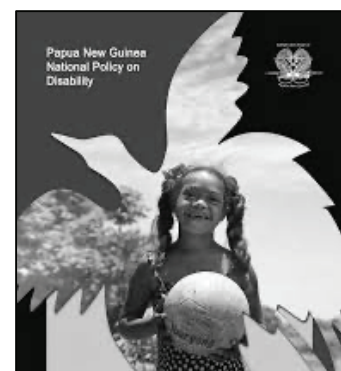
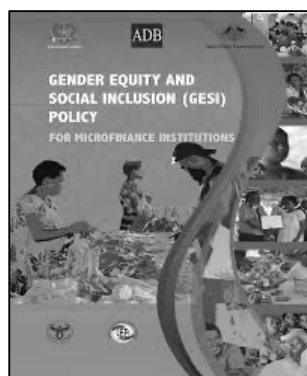
These basic human rights are based on shared values like dignity, fairness, equality, respect and independence.

Two of the key values that lie at the core of the idea of human rights are human **dignity** and **equality**. Human rights can be understood as defining those basic standards which are necessary for a life of dignity; and their universality is derived from the fact that in this respect, at least, all humans are equal. We should not, and cannot, discriminate between them. These two beliefs or values are recognised almost universally and are defined and protected by law. Many other values can be derived from these two fundamental ones and can help to define more precisely how in practice people and societies should co-exist. For example:

- **Freedom:** The human will is an important part of human dignity. To be forced to do something against our will demeans the human spirit.
- **Respect for others:** Lack of respect for someone fails to appreciate their individuality and essential dignity.
- **Non-discrimination:** Equality in human dignity means we should not judge people's rights and opportunities on the basis of their characteristics.
- **Tolerance:** Intolerance indicates a lack of respect for difference; and equality does not signify uniformity.
- **Justice:** People equal in their humanity deserve fair treatment
- **Responsibility:** Respecting the rights of others entails responsibility for one's actions and exerting effort for the citizenship of the rights of one and all.

The Universal Declaration of Human Rights outlines the rights of every individual in every country. Likewise, Papua New Guinea has its fundamental rights for its citizens in the National Constitution. PNG has been extremely fortunate as a nation to have human rights as the foundation of its Constitution. In framing the Constitution, the Constitutional Planning Committee (CPC) declared human rights values, as set forth in the Universal Declaration of Human Rights, as the foundation on which the young nation of PNG was to be built, rejecting violence as a means of resolving conflict and declaring that every citizen was born equal and free.

What is PNG doing to model and promote the human rights values?



The articles given below are for teachers and students to discuss how Papua New Guinea is protecting and modelling the values of these fundamental rights. This will involve a lot of debates based on facts and evidences about human rights in PNG.

Article 1: Human Rights Watch, World Report 2020

In 2019, lack of accountability for police violence persisted in Papua New Guinea (PNG), and weak enforcement of laws criminalising corruption and violence against women and children continued to foster a culture of impunity and lawlessness.

(Source: Retrieved from: <https://www.hrw.org/world-report/2020/country-chapters/papua-new-guinea>)

Article 2: Human Rights Watch, World Report 2017

Women's and Girls' Rights Papua New Guinea is one of the most dangerous places in the world to be a woman, with the majority of women experiencing rape or assault in their lifetime and women facing systemic discrimination. While such acts have long been criminalised and domestic violence was specifically proscribed under the 2013 Family Protection Act (FPA), few perpetrators are brought to justice. Three years since the FPA was passed, it has not been implemented. (Hrw.org. 2017)

Article 3: Act Now PNG

At independence in 1975, Papua New Guinea (PNG) created a progressive policy and legislative framework intended to foster and protect its independence and citizens' human rights, in part by recognising customary land ownership. However, implementation has been hindered by corruption, weak law enforcement, and external pressures from the global commodities trade. This is especially evident in the case of SABLs – Special Agricultural Business Leases – a process originally designed to foster customary landowners' involvement in economic development which has been abused to facilitate foreign companies' access to PNG's natural resources, with devastating impacts on customary landowners' human rights. (actnowpng.org.)

Do Papua New Guineans know and are able to interpret their rights? Do Papua New Guineans value the rights of individuals? Do Papua New Guineans exercise their rights? How did and will the government of Papua New Guinea address the violation of human rights?

How has PNG promoted human rights value to build social relationship?

Papua New Guinea has captured the United Nations Declaration for Human Rights within its constitution in its National Goals and Directive principles; in that it supports 1. Integral human develop and 2. Equality and participation and are legally binding. This gives every Papua New Guinean the right to move, live and interact freely with others in this country. As citizens and patriots of Papua New Guinea regardless of their tribe, ethnicity, language, creed, religion, gender or physical traits they come together and work towards a unified nation as per the national pledge of this country, 'One people, One nation, One country'. Persons who intend to jeopardise the rights of PNG citizens are reprimanded by these.

Performance Assessment: Teacher can use videos, scenarios, newspaper articles, magazines, experiences from students in the classroom or any other sources that display Human Rights Violation' in PNG as well as other countries. Given below are guiding questions to provoke critical thinking and **discussion** in class.

- ✓ Which Human Rights are being violated?
- ✓ What could you do if you were at the scene of the happening (rights violated)? How could you protect the victim?
- ✓ What has PNG government and its citizens done to minimize Human Rights Violations?

What can you do at your school level to advocate for Human Rights?

Suggested Resources

- Act Now PNG. (n.d). *PNG's ongoing human rights scandal*. Retrieved July 7, 2020, from <https://actnowpng.org/>.
- Equality Human Rights. (2020). *What are human rights?* Retrieved July 7, 2020, from <https://www.equalityhumanrights.com/> hrw.org (n.d). *Promoting Human Rights Values in PNG*. Retrieved July 7, 2020, from <https://www.hrw.org/world-report/2017/>.
- Google. (2020). *Human Rights in PNG*. (n.d). Retrieved July 7, 2020, from <https://www.google.com/.on>.
- United Nations. (2020). *Universal Declaration of Human Rights*. Retrieved July 7, 2020, from <https://www.un.org/en/>.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.2.3: Explain how Papua New Guinea and its citizens are held accountable for and promoting global citizenship values, bilateral and multilateral relationship values, human rights and international development goals, conventions and treaties.

Topic: Protecting and Promoting Core Values as Global Citizens

Essential Questions

- What values are required of PNG citizens to be regarded as good global citizens?
- How can Papua New Guineans as global citizens protect, uphold and promote core values to strengthen social relationships?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How Papua New Guinea and its citizens are held accountable for and promoting global citizenship values, bilateral and multilateral relationship values, human rights and international development goals, conventions and treaties.
Skills	Critical Thinking Skills - Use analytical skill of analysing, explaining and discussing - Use evaluation skill of explaining Research skills in the library or the use of internet Creative Thinking Skills - Use synthetical skill of explaining
Attitudes	Care and concern, open-minded, cooperative
Values	Human rights and responsibilities, sustainability

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

- Identify and explain the global citizenship values;
- Describe ways to protect and promote these core values to strengthen social relationship.

Content Background

Being a good citizen is very important. A good citizen is normally the type of person who works hard, helps others and respects the law. However, people must remember that, good citizens have citizenship values.

Citizen's core values are a set of ideals that reflect what is centrally important to the country. These values are integrated into the country's policies, plans and activities, affecting all aspects of what people undertake. They are as follows;

- **Civic education:** Information is essential to the development of an informed, effective, and responsible citizenry. The government in partnership with the NGO's should foster efforts to effectively educate citizens of all ages in civic history, contemporary civics, and civic responsibility.

- **Collaboration:** To cooperate with members of the community and with other groups and influencing other partners to 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. Providing 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 our democracy, making citizens more capable of the important, ongoing work of guiding our democratic government. The government and NGO's work to facilitate civic engagement.
- **Ethics:** Integrity and a commitment to ethical behavior are vital to good government and public service. The government and NGO's should 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.
- **Informed voting:** An informed electorate is essential to a healthy democracy. Educating 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. The government and the NGO's should 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. The government and the NGO's should work to ensure that their elected officials are transparent in their actions, issue positions, beliefs and voting records.
- **Protecting and promoting the core values through education:** That is, capturing these values in the school curriculum to be taught in schools as in Christian and Citizenship Values Education (CCVE) and Character and Social Development (CSD).

Moreover, awareness on the core values of good citizenship by responsible agencies can be conducted through the engagement of youths in civic activities. For example, fund youth groups in different churches to participate actively in civic activities. In PNG, churches have been the most influential and outstanding groups to take the frontline in civic activities as well as transforming youths' character and attitude.

Demonstration of the core values is of paramount importance to each and every one in PNG. Every citizen has a responsibility to perform. Being patriotic about the country and participating actively in civic activities without being told. For instance, volunteering for activities in their community, be honest and trustworthy, follow rules and laws, respect the rights of others, be informed about the world around them, respect the property of others, be compassionate and take responsibility for their actions. Do what they can do for PNG.



Youths participating in civic activity (cleaning up) and taking part in awareness on fighting TB in PNG

Performance Assessment: Teachers assign and guide students to create **posters**, on 'good citizenship values' and conduct awareness in the school during assembly **to educate** fellow students.

Suggested Resources

- Citizenship Count. (2020). *Core Values*. Retrieved July 17, 2020, from <https://www.citizenscount.org/core-values>.
- google.com. (2020). *World Environment Day in PNG*. Retrieved July 7, 2020, from <https://www.google.com/search>.
- Wayne State University. (2020). *Citizenship*. Retrieved July 17, 2020, from <http://www.clas.wayne.edu/Citizenship/Definition-of-Citizenship>.
- Wikipedia. (2020). *Non-governmental Organisation*. Retrieved July 17, 2020, from https://en.wikipedia.org/wiki/Non-governmental_organization.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.2.4: Research cases relating to Papua New Guinea's regional and international relations to understand the strengths and the weaknesses and explain how these gaps could be addressed to improve relationships.

Topic: Papua New Guinea's Regional and International Relations

Essential Questions

- What regional and international relations has Papua New Guinea developed over time?
- What are the strengths and weaknesses of these relationships PNG has with other countries?
- How can the weaknesses in relations be improved to promote political, economic and social harmony?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Improving PNG's relationship with the regional and international communities by understanding the strengths and weaknesses of their relationship
Skills	Critical Thinking Skills - Use analytical skill of research and explaining - Use evaluation skill of explaining Research skills in the library or the use of internet Creative Thinking Skills Use synthetical skill of explaining
Attitudes	Critical, open-minded, cooperative, participatory
Values	Rationality, trust, sustainability

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

- Examine PNG's regional and international relationships with other countries in the Asia/Pacific region and/or globally;
- Describe the strengths and weaknesses in PNG's international relations;
- Propose strategies to improve PNG's regional and international relations.

Content Background

As mentioned earlier, Papua New Guinea has ties with many countries. Papua New Guinea has relationships with countries like; Japan, Australia, Israel, US, China, and others in the Asia/Pacific region.

The articles below show the relationship between PNG and other countries.

The Independent State of Papua New Guinea and the People's Republic of China (PRC) established official diplomatic relations in 1976, soon after Papua New Guinea became independent. The two countries currently maintain diplomatic, economic and, to a lesser degree, military relations. Relations are cordial; China is a significant provider of both investments and development aid to Papua New Guinea.

Diplomatic relations between Japan and Papua New Guinea were established on 16 September 1975, the date Papua-New Guinea became independent. Japan maintains an embassy at Port Moresby. ... Both countries have diplomatic relations. Both countries are full members of Commonwealth of Nations.

Canada supports community-based projects in Papua New Guinea through the Canada Fund for Local Initiatives administered by the High Commission of Canada in Australia. Canada also provides long-term institutional support to multilateral and global organizations that are present in the Pacific.

Papua New Guinea has been actively participating in economic activities such as international trade. Its exports are mainly from the extractive industry. Papua New Guinea is a member of international organisations, for instance the APEC. It has successfully hosted the 2018 APEC in Port Moresby on the 25- 26th of May, 2018. Like many other developing countries, it has improved in many ways through the Aid Programs by its International Partners especially in health and education.

However, there are challenges in key areas which directly have an impact on foreign investment in PNG, tourism, and other sectors. There is evidence of poor governance, lack of capacity in the public service, corruption, political instability, ineffective leadership and a civil society ill-equipped to hold government to account.

Law and order challenges in Papua New Guinea are intractable. Levels of crime and violence are high and are a major obstacle to economic development. Robbery, assault, and domestic violence are the most commonly reported crimes. Urban centres like Port Moresby, the industrial town of Lae, and Mount Hagen in the Highlands have high crime rates. The spread of firearms in the country has created further problems with violence.

These will have an impact on Papua New Guinea's international partners who wish to invest in PNG. The environment is not-conducive for investing or doing business. In addition, PNG's international trading partners may also be impacted as a result of poor governance and political instability.

Now, this leaves us with the question 'What can be done to improve governance, law and order, poor leadership, political instability and corruption?' If only these areas are improved, then PNG's international relations will improve and more development will take place. Citizens will see changes in their living standards and PNG will be a better place to live in.

Performance Assessment: Teachers can set assessment where students are required to analyse a case study on 'PNG's relationship with other countries; the strengths and weaknesses of this relationship and propose strategies to improve PNGs international relations. Students discuss and present analysis of the case study in class.

Suggested Resources

- Britannica. *International Relations*. Retrieved July 17, 2020, from <https://www.britannica.com/topic/international-relations>.
- Canadainternational.gc.ca. (n.d). *PNG Relations*. Retrieved July 17, 2020, from <https://www.canadainternational.gc.ca/>.
- Lowy Institute. (2020). *The future of Papua New Guinea; Old challenges for new leaders*. Retrieved April 17, 2020, from <https://www.lowyinstitute.org/publications/future-papua-new-guinea-old-challenges-new-leaders>.

Strand 2: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.3.1: Evaluate the characteristics of a caring relationship and hurtful relationship within the context of Papua New Guinea's bilateral and multilateral relationships.

Topic: PNG's Bilateral and Multilateral Relationships

Essential Questions

- What is bilateral relation?
- What is multilateral relation?
- Identify and examine the characteristics of a caring relationship and a hurtful relationship within the context of PNG's bilateral and multilateral relationships?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Compare and contrast bilateral and multilateral relationships Characteristics of a caring relationship and hurtful relationship within the context of Papua New Guinea's bilateral and multilateral relationships
Skills	Critical Thinking Skills - Use evaluation skill of evaluating, research skills in the library or use of internet
Attitudes	Care and concern, open-minded, cooperative
Values	Rationality, trust, sustainability

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

- Compare and contrast bilateral and multilateral relationships;
- Identify PNG's foreign relations with other countries and state whether it is based on bilateral or multilateral relationships;
- Examine each country's relationship with PNG and state whether it is a political, economic, social and/or cultural relationship and state whether it is a caring or harmful relationship.

Content Background

Relationships are very important for survival, therefore people must understand why these relationships exist and why they are part of it. The same applies to countries and government of the world. As students have learnt in the preceding grade, relationships can be caring and uncaring or hurtful. Teachers must recap on the characteristics of caring and uncaring relationship that students have learnt in Grade 11.

The characteristics of a caring or a positive relationship;

- mutual respect,
- trust,
- honesty,
- compromise,

- individuality,
- good communication,
- anger control and
- fighting fair.

Characteristics of uncaring or hurtful relationship

- emotional
- physical abuse
- threats
- guilty
- intimidation
- damage to property
- inequality
- lack of fairness
- lack of control

For countries to maintain and sustain peace and prosperity for its people they must display caring relationship. This will further enhance and foster a solid and harmonious relationship in terms of their trading relations and others as well (political, social and geographical). Greater cooperation and collaboration would mean greater prosperity and peace for these nations.

Bilateral Relationships	Multilateral Relationship
Bilateral relations or bilateralism refers to the relationship between two independent regions. Cultural, economic, and political factors influence this relationship. As such, these relations may be diplomatic or hostile. Positive bilateralism comprises the most common alliance type. Independent regions have many reasons for seeking a positive relationship with another region. For one, the two regions may be physical neighbours, and thus a harmonious coexistence is both convenient and beneficial for each party. Cultural similarities can further solidify and strengthen a bilateral bond. A friendly region, wherever its location, can make a strong bilateral trade partner and thus enhance economy and commerce. Diplomatic countries can make enduring military allies as well, offering assistance, land use, and essential resources in times of military crisis. Two regions will generally implement various steps to foster a positive, diplomatic relationship. Each region may install a diplomatic ambassador, or regional representative, in the other region. This representative will act as a conduit between the two regions, promoting political harmony and unity. The heads of the regions may also embark on numerous cross-regional visits to meet with government officials and also to foster public goodwill. Formal treaties or agreements are another important	Multilateralism is diplomatic term that refers to cooperation among several nations. Given the global nature of multilateralism, multilateral policies are diplomatically intensive but offer the potential for great payoffs.

component of diplomatic bilateral relations. Such agreements may entail a formal declaration of peace and military alliance. Economic and trade relations treaties between the regions can also bolster the relationship

Foreign relations of Papua New Guinea

Papua New Guinea's foreign policy reflects close ties with Australia and other traditional allies and cooperative relations with neighbouring countries. Its views on international political and economic issues are generally moderate. Papua New Guinea has diplomatic relations with 56 countries.

Papua New Guinea belongs to a variety of regional organisations, including the Asia-Pacific Economic Cooperation (APEC) forum; the ASEAN Regional Forum (ARF) (Papua New Guinea is an observer member of the ASEAN); the South Pacific Commission; the Pacific Islands Forum; the Melanesian Spearhead Group and the South Pacific Regional Environmental Program (SPREP).

Relations by country

Country	Formal Relations Began	Notes
 Argentina	1976	Both countries established diplomatic relations in 1976.
 Australia	1975	<u>Australia–Papua New Guinea relations</u> Relations with Australia were strained in 2006 when Prime Minister Michael Somare was accused of having facilitated Julian Moti's escape to the Solomon Islands. Moti was wanted in Australia for serious alleged child sex offences. In retaliation, the Australian government banned Somare from entering Australia; all talks between Canberra and Port Moresby were suspended. In September 2007, relations began to thaw, and in December 2007, the new Australian Prime Minister, Kevin Rudd, met Sir Michael in Bali. Rudd announced what appears to be a normalisation of relations: "This relationship has been through a very difficult period in recent times. There has in effect been a freeze on ministerial contact between the two governments." • Australia has a high commission in Port Moresby and a consulate-general in Lae • Papua New Guinea has a high commission in Canberra and consulates-general in Brisbane and Sydney
 Canada	16 September 1975	• Canada is accredited to Papua New Guinea from its high commission in Canberra, Australia. • Papua New Guinea is accredited to Canada from its embassy in Washington, D.C., United States.
 China		<u>China–Papua New Guinea relations</u> The Independent State of Papua New Guinea and the People's Republic of China (PRC) established official diplomatic relations in 1976, soon after Papua New Guinea became independent. The two countries currently maintain diplomatic, economic and, to a lesser degree, military relations. Relations are cordial; China is a significant provider of both investments and development aid to Papua New Guinea.
 Cuba		In the late 2000s, Papua New Guinea began to strengthen its relations with Cuba. Cuba provides medical aid to the country. In September 2008, a PNG government representative attended the first Cuba-Pacific Islands ministerial

Country	Formal Relations Began	Notes
		meeting in Havana, aimed at "strengthening cooperation" between Cuba and Pacific Island countries, notably in coping with the effects of climate change.
 <u>Cyprus</u>		- Cyprus is represented in Papua New Guinea through its high commission in Canberra, Australia. - Both countries are full members of Commonwealth of Nations.
 <u>Fiji</u>	1976	As of November 2005, relations with Pacific neighbor Fiji have been strained by revelations that a number of Fijian mercenaries have been operating illegally on the island of Bougainville, arming and training a rebel militia.
 <u>France</u>		France–Papua New Guinea relations Official diplomatic relations were established in 1976. Papua New Guinea is a member of the United Nations' Special Committee on Decolonization. The French government has noted what it calls Port Moresby's "moderate" attitude on the issue of the decolonisation of New Caledonia - which, like Papua New Guinea, is located in Melanesia. The French National Assembly maintains a Friendship Group with Papua New Guinea.
 <u>Germany</u>		- Germany is accredited to Papua New Guinea from its embassy in Wellington, New Zealand. - Papua New Guinea is accredited to Germany from its embassy in Brussels, Belgium.
 <u>India</u>		India-Papua New Guinea Relations - India has a High Commission in Port Moresby. - Papua New Guinea maintains a High Commission in <u>New Delhi</u>.
 <u>Indonesia</u>		Indonesia–Papua New Guinea relations Western New Guinea (which consists of two Indonesian provinces: <u>Papua</u> and West Papua) and Papua New Guinea share a 760-kilometre (470 mi) border that has raised tensions and ongoing diplomatic issues over many decades. Indonesia is represented in Papua New Guinea with an embassy in Port Moresby and a consulate in Vanimo. Reciprocally, Papua New Guinea has an Ambassador in Jakarta and a Consul-General in Jayapura.
 <u>Israel</u>	1978	Both countries established diplomatic relations in June 1978.
 <u>Japan</u>	16 September 1975	Diplomatic relations between Japan and Papua New Guinea were established on 16 September 1975, the date Papua-New Guinea became independent. Japan maintains an embassy at Port Moresby. Papua-New Guinea is currently the largest recipient of Japanese foreign aid in the Pacific. Ministerial level visits are frequent between the two countries. Reciprocally, Papua New Guinea has an embassy in Tokyo.
 <u>Kosovo</u>	2012	Papua New Guinea recognized Kosovo on October 28, 2012. However, recognition has been revoked on July 5, 2018.
 <u>Malta</u>		- Both countries have diplomatic relations. - Both countries are full members of Commonwealth of Nations.
 <u>Mexico</u>	19 May 1976	Mexico–Papua New Guinea relations - Mexico is accredited to Papua New Guinea from its embassy in Canberra, Australia. - Papua New Guinea is accredited to Mexico from its embassy in Washington,

Country	Formal Relations Began	Notes
		D.C., United States.
 <u>Nepal</u>	2013	Both countries established diplomatic relations on April 12, 2013.
 <u>New Zealand</u>	1975	<u>New Zealand–Papua New Guinea relations</u> • New Zealand has a high commission in Port Moresby. • Papua New Guinea has a high commission in Wellington.
 <u>Philippines</u>		In March 2009, The Philippines and Papua New Guinea entered into a Memorandum of Understanding (MoU) that would enhance the cooperation between the two countries on the development of fisheries. The MoU will facilitate technology transfer in aquaculture development, promotion of shipping ventures, investments, technical training, joint research, and "strategic complementation" of each country's plans in the "Coral Triangle" – or the waters between the Philippines, Indonesia, and the Pacific Islands. In the same year, Papua New Guinea asked the Philippines for help in its pursuit of membership to ASEAN.
 <u>Romania</u>	1976	Both countries established diplomatic relations on May 19 1976.
 <u>Serbia</u>	1976	Both countries have established diplomatic relations in 1976.
 <u>South Korea</u>	May 1976	Diplomatic relations between the Republic of Korea and Papua New Guinea were established in May 1976.
 <u>Spain</u>		• Papua New Guinea is accredited to Spain from its embassy in Brussels, Belgium. • Spain is accredited to Papua New Guinea from its embassy in Canberra, Australia.
 <u>Switzerland</u>	1976	Both countries established diplomatic relations in 1976.
 <u>Turkey</u>	1979	Both countries established diplomatic relations on May 30, 1979.
 <u>United Kingdom</u>	1975	<u>Papua New Guinea–United Kingdom relations</u> Papua New Guinea and the United Kingdom share Queen Elizabeth II as their head of state. They have had relations since 1975 when Papua New Guinea gained independence from Australia. • Papua New Guinea has a high commission in London. • United Kingdom has a high commission in Port Moresby.
 <u>United States</u>	1975	<u>Papua New Guinea–United States relations</u> The U.S. and Papua New Guinea are signatories to the U.S. Pacific Islands Multilateral Tuna Fisheries Treaty, under which the U.S. grants \$63 million per year to Pacific Island parties and the latter provide access for U.S. fishing vessels. The U.S. also supports Papua New Guinea's efforts to protect biodiversity; the International Coral Reef Initiative is aimed at protecting reefs in tropical nations such as Papua New Guinea. • Papua New Guinea has an embassy in Washington, D.C.. • United States has an embassy in Port Moresby.
 <u>Vietnam</u>	1989	Both countries established diplomatic relations on <u>November 03, 1989</u> .

Students must appreciate the relationship PNG has established with other countries. They must understand this relationship and ensure the caring and mutual relationship it has with the other countries is sustained.

Performance Assessment: Teachers can set assessment where students are required to discuss PNG's motives for bilateral and multilateral relationships with other countries and how it maintains its relationship.

Suggested Resources

- Relate the relationship people. (2020). *Dealing with an unreliable partner*. Retrieved April 20, 2020, from <https://www.relate.org.uk/relationship-help/help-relationships/arguing-and-conflict/dealing-unreliable-partner>.
- Women's Legal Services. (2013, June). *Caring relationships*. Retrieved April 20, 2020, from <https://womenslegaltas.org.au/wordy/wp-content/uploads/2016/09/Caring-Relationships.pdf>.
- Wikipedia. (2020). *Talk: Foreign relations of Papua New Guinea*. Retrieved April 20, 2020, from https://en.wikipedia.org/wiki/Foreign_relations_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 comprehend the characteristics of a caring relationship and identify and examine strategies for developing and fostering it.

Benchmark 12.1.3.2: Identify and evaluate the reasons for developing and fostering healthy and caring relationships globally.

Topic: Developing and Fostering Healthy and Caring Relationships Globally

Essential Questions

- What is a healthy and caring relationship?
- Why is it important to develop and foster healthy and caring relationships globally in terms of bilateral and multilateral relations?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The reasons for developing and fostering healthy and caring relationships globally
Skills	Critical Thinking Skills - Use analytical skill of identifying - Use evaluation skill of evaluating
Attitudes	Care and concern, open-minded, cooperative
Values	Rationality, trust, sustainability

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

- Explore the characteristics of a healthy and caring relationship;
- Examine the importance of developing and fostering healthy and caring relationships globally.

Content Background

This topic is a continuation of the previous topic (Benchmark 12.1.3.1). Teachers are to prepare assessments or learning activities centered on PNG's global trading relations. Focus area of study should be why the relationship with these countries and how these has impacted Papua New Guinean's social relations as individuals and people as a whole.

Healthy and unhealthy relationships

Relationships are a necessary part of healthy living, but there is no such thing as a perfect relationship. The following characteristics which have been covered earlier in the mentioned benchmarks and are recapped here for students to have these values instilled within their hearts and minds and so demonstrate these when dealing with issues concerning their countries governance.

The characteristics of a caring or a positive relationship

- mutual respect,
- trust,
- honesty,

- compromise,
- individuality,
- good communication,
- anger control and
- fighting fair.

Characteristics of uncaring or hurtful relationship

- emotional
- physical abuse
- threats
- guilty
- intimidation
- damage to property
- inequality
- lack of fairness
- lack of control

Performance Assessment: Teacher can set an assessment where students are required to use documentaries, articles, news, videos, resource books to analyse the reasons for developing and fostering healthy and caring relationships globally.

Suggested resources

- Hall Health Center Health Promotion staff. (2014). *Healthy vs. Unhealthy Relationships*. Retrieved April 20, 2020, from <http://depts.washington.edu/hhpccweb/health-resource/healthy-vs-unhealthy-relationships/>.
- Laursen, E.K. & Birmingham, S.B. (2003, April1). *Caring Relationship as a Protective Factor for At-Risk Youth: An Ethnographic study*. Families in Society: *The Journal of Contemporary Social Services*. Retrieved April 20, 2020, from <https://journals.sagepub.com/doi/abs/10.1606/1044-3894.101>.
- Relate the relationship people. (2020). *Dealing with an unreliable partner*. Retrieved April 20, 2020, from <https://www.relate.org.uk/relationship-help/help-relationships/arguing-and-conflict/dealing-unreliable-partner>.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 12.1.3: Students will be able to comprehend the characteristics of a caring relationship and identify and examine strategies for developing and fostering it.

Benchmark 12.1.3.3: Papua New Guinea's caring relationship and attitude towards the vulnerable, marginalized, and oppressed people (for example, refugees and asylum seekers, migrants, street kids, homeless people, people living in poverty).

Topic: Papua New Guinea's Caring Relationship and Attitude

Essential Questions

- How does PNG care for the vulnerable, marginalised, and oppressed people in the country?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Papua New Guinea's caring relationship and attitude towards the vulnerable, marginalized, and oppressed people.
Skills	Critical Thinking Skills - Use the analytical skill of examining - Use evaluation skill of evaluating Library research skills and/or use of technology skills e.g. internet
Attitudes	Care and concern, open-minded, empathetic
Values	Kindness, love, equality, common good

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

- Conduct an in-depth study of one of the NGOs providing care and attention to the needs of the vulnerable, marginalised and/or opposed citizens in PNG;
- Identify and examine the strategies used by these NGOs to provide for their needs of the vulnerable and et cetera;
- How effective are these strategies in the empowerment and care processes of those affected;
- State whether the strategy used is appropriate and relevant to those affected.

Content Background

How has PNG showed caring relationship and attitudes towards the vulnerable people in PNG?

Papua New Guinea has many non-governmental organisations (NGOs) involved in all sectors of national development, notably in education, health, the environment and infrastructure development. Civil society plays a key role in Papua New Guinea's development strategy. Some of the primary local NGOs include the Melanesian NGO Centre for Leadership, which provides skills in capacity development for NGOs in Papua New Guinea; the PNG Eco-Forestry Forum, which promotes the development of the country's rural communities through sustainable use of forestry industries; and the Individual and Community Rights and Advocacy Forum (ICRAF), an NGO based in Port Moresby that deals with human and land rights issues.

National NGOs & Civil Society organisations in Papua New Guinea;

- Anglicare Stop AIDS PNG
- ChildFund Papua New Guinea
- Consumer Affairs Council
- Foundation For People & Community Development Inc (FPCD)
- Fresh Produce Development Corp (FPDC)
- Greenpeace
- Habitat for Humanity
- Help Resources
- Hope Worldwide PNG
- Individual and Community Rights & Advocacy Forum (ICRAF)
- Inter-Team
- Leitana Nehan Woman's Development Agency (LNWDA)
- Lifeline PNG
- Melanesia NGO Centre for Leadership (MNCL)
- Milne Bay Ecoforestry Association
- National Council of YWCA
- National Volunteer Service
- Pacific Heritage Foundation
- Papua New Guinea Business Council
- Papua New Guinea Teachers' Association
- PNG Eco-Forestry Forum
- PNG Red Cross Society
- Salvation Army,
- The Save the Children Fund
- South Pacific Appropriate Technology Foundation
- Wau Ecology Institute
- World Wide Fund for Nature (WWF)
- YWCA - Young Women's Christian Association

Though fostering and promoting the characteristics of caring and uncaring relationship by mainly these groups mentioned above has greatly uplifted the morals of vulnerable people to see themselves as human beings with real value and worth for life and so they contribute meaningfully to their community and the country as whole.

The characteristics of a caring or a positive relationship

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

Characteristics of uncaring or hurtful relationship

- emotional
- physical abuse
- threats
- guilty

- intimidation
- damage to property
- inequality
- lack of fairness
- lack of control

Performance Assessment: Teacher can set an assessment where students are required ~~students~~ to identify NGOs/organizations established in PNG that provide care and help to the vulnerable, marginalized, oppressed (refugees, homeless people, street kids, people living in poverty, et cetera) and **compile a booklet** on specific assistance provided by each of these NGOs/organizations.

Suggested resources

- Common wealth Network. (2020). *Talk Find National NGO expertise in Papua New Guinea*. Retrieved April 20, 2020, from <http://www.commonwealthofnations.org/sectors>.
- Hall Health Center Health Promotion staff. (2014). *Healthy vs. Unhealthy Relationships*. Retrieved April 20, 2020, from <http://depts.washington.edu/hhpccweb/health-resource/healthy-vs-unhealthy-relationships/>.
- Laursen, E.K. & Birmingham, S.B. (2003, April1). *Caring Relationship as a Protective Factor for At-Risk Youth: An Ethnographic study*. *Families in Society: The Journal of Contemporary Social Services*. Retrieved April 20, 2020, from <https://journals.sagepub.com/doi/abs/10.1606/1044-3894.101>.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 12.1.3.4: Research cases of uncaring and hurtful relationships between different countries, religious groups, cultural groups, political entities, etc. and recommend ways of improving these relationships.

Topic: Cases of Uncaring and Hurtful Relationships between Countries, Groups and Entities

Essential Questions

- How do countries, groups and/or entities show caring or uncaring relationships?
- Why do they demonstrate such uncaring or uncaring relationships?
- How could such uncaring or hurtful relationships be improved to promote peace and harmony?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to improve uncaring and hurtful relationships between different countries, religious groups, cultural groups, political entities and et cetera.
Skills	Critical Thinking Skills - Use analytical skill of research Library research skills and/or use of technology skills e.g. internet
Attitudes	Care and concern, open-minded, empathetic, consideration, tolerance, respect
Values	Peace and harmony, trust, solidarity, common good

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

- Explore cases of uncaring and hurtful relationships between countries, religious groups, cultural groups, and political entities;
- Discuss how uncaring and hurtful relationship can be improved.

Content Background

Students have learnt in the preceding grades and the prior topics in this grade about the caring and uncaring relationship as well as hurtful ones. This topic addresses the uncaring and hurtful relationship which can be termed as unhealthy relationships. Unhealthy relationships are ones that hurt someone either emotionally or physically. These may be difficult to spot because they can be confusing and misleading. An individual may feel that the other person cares about them because of certain things they do or say. There are things they need to watch out for to help them understand why it may in fact not be a healthy relationship.

In general, an unhealthy relationship is not balanced, and often one person needs to feel control over the other. They may use threats, coercion, destruction of physical property, or intimidation to get things done.

Characteristics of uncaring or hurtful relationship

- emotional
- physical abuse
- threats
- guilty
- intimidation
- damage to property
- inequality
- lack of fairness
- lack of control

Case Study: Morobe to address ethnic clashes

By PISAI GUMAR

The Morobe government is entering the Lae city settlement scene to address ethnic clashes and violence that have left many people dead and others homeless.

Taking into consideration freedom of movement and the workforce in a growing industrial city, law and order chairman Peter Namus and deputy Charlie Foike decided to sink their heads deep to uncover the roots of ethnic violence. That would enable them to set mechanisms for peace.

With the backing of various agencies and groups, including the Law and Justice Department, community policing, the PNG Red Cross Society, Lae MP Loujaya Toni and leaders from the violence-stricken areas, peace negotiation processes are in line.

The stricken settlements and villages include Bumayong, Kamkumung, Bumbu, 5-Mile, Kapiak Street, Zero Block, Buang, Labu Tale, Munum and Yalu.

Namus said it would be a mammoth task to find solutions but they had been working with respective community leaders to talk with rival groups for peace negotiation.

The peace process for Yalu and Munum villages, including Kamkumung, will be held on Feb 23-24. A taskforce has been set up for Bumbu, Zero Block, 5-Mile and Kapiak Street to negotiate peace.

At Bumayong, youths have taken ownership to ensure law and order was maintained.

The leaders will meet with Buang and Labu Tale tomorrow to address the land boundary issue to find an agreeable solution.

"Ethnic tension has come down to a manageable level which the public has contributed in various means," Namus said.

PNG Red Cross society secretary general Esmie Fredah Sinapa was applauded for youth empowerment programmes and Toni for her Morobe Youth Empowerment (MYE) project.

Law and Justice Department director Joe Kanekane was acknowledged for playing a pivotal role in contributing ideas to assist the provincial law and order committee.

(The National. Mondav 18th Februarv. 2013)

So students must become aware of the types of relationship they are involved and act swiftly and responsibly if the relationship shows it is uncaring or hurtful. They must be able to effectively address issues causing relational dysfunctions at their level within their homes, schools, community, and country.

Performances Assessment: Teacher can set an assessment where students are required to identify and highlight the causes of hurtful relationships between different groups; countries, religious, ethnic, cultural, political entities and recommend ways to improve these relationships based on videos and newspapers/magazines (**video analysis**) and write an essay.

Suggested resources

- Hall Health Center Health Promotion staff. (2014). *Health-resource: Healthy vs. Unhealthy Relationships*. Retrieved April 27, 2020, from <https://depts.washington.edu/hhpccweb/health-resource/healthy-vs-unhealthy-relationships/>.
- Study.com. (2020). *Characteristics of Unhealthy Relationships*. Study .com. California. US. Retrieved April 27, 2020, from <https://study.com/academy/lesson/characteristics-of-unhealthy-relationships.html>.
- The National. (2013, February 18th, Monday). *Morobe to address ethnic clashes*. Retrieved April 27, 2020, from <https://www.thenational.com.pg/category/letters/page/1742/>.

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

Topic: Importance of Mutual Respect and Interdependence for a Safe and Supportive Global Culture

Essential Questions

- What is meant by mutual respect, interdependence and global culture?
- Why is mutual respect and interdependence important in building and fostering a safe and supportive global culture?
- How can mutual respect and interdependence help build and foster a safe and supportive global culture?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Definition of key concepts of mutual respect, interdependence, global culture. Importance of mutual respect and interdependence in building and fostering a safe and supportive global culture
Skills	Critical Thinking Skills - Use analytical skill of recognising - Use evaluation skills of appraising
Attitudes	Cooperative, adaptable change, participatory, collaboration
Values	Mutuality, trust, interdependence, respect for one another

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

- Define the key concepts: mutual respect, interdependence and global culture;
- Outline the importance of why and how mutual respect and interdependence could help build and foster a safe and supportive global culture.

Content Background

All people throughout the world belong to a cultural group which gives them their identity. In order for people to share their identity and be understood by others who also have their own identity as well there must be a relationship created in the first place to allow for this understanding thus through mutuality and independence. What then are these two terms?

The students have learnt about mutual respect and interdependence in grade 11 (Content Standards 1.4 - Benchmarks 11.1.4.1.-11.1.4). The following is a recap of the definitions of mutual respect and interdependence. 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.

Countries around the globe have seen the importance of mutuality and interdependence among themselves thus have strategised to maintain and sustain their relationship with each other. These actions have overtime developed to what is now known as **global culture**. What then is global culture? According to this website igi-global.com, global cultures refers to ‘a group of human beings whose members identify with each other, on the basis of distinctiveness measured by combinations of cultural, linguistic, religious, behavioural and/or biological traits’. This site further stated that this definition of global culture is derived from UNSECO’s philosophy (2005) of its 15 points concerning humanity and peace. Point 15 points out the following philosophy;

“National, religious, geographic, linguistic and cultural groups do not necessarily coincide with racial groups: and the cultural traits of such groups have no demonstrated genetic connexion [sic] with racial traits.” (UNESCO, 1950, p. 6)

The idea of building and fostering a global culture is to maintain and sustain a unified community where there is mutual understanding and interdependence in terms of free trade, promotion of peace and harmony, care for environment to a name few thus indicating what is called cultural globalisation. Cultural globalisation refers to the transmission of ideas, meanings, and values around the world in such a way as to extend and intensify social relations. This process is marked by the common consumption of cultures that have been diffused by the Internet, popular culture media, and international travel. This has added to processes of commodity exchange and colonisation which have a longer history of carrying cultural meaning around the globe. The circulation of cultures enables individuals to partake in extended social relations that cross national and regional borders. The creation and expansion of such social relations is not merely observed on a material level. Cultural globalisation involves the formation of shared norms and knowledge with which people associate their individual and collective cultural identities. It brings increasing interconnectedness among overview.

Basics:

- Diffusion of ideas and cultures amongst all of the civilizations of the world.
- Trend that will eventually make all of human experience and customs the same since all cultures are coming together into one
- Occurs in everyday life, through wireless communication, electronic commerce, popular culture, and international trade
- Attempt to promote a Western lifestyle and possibly Americanise the world.

Contributing factors:

- New technology and forms of communication around the world help to integrate different cultures into each other
- Transportation technologies and services along with mass migration and individual travel contribute to this form of globalisation allowing for cross-cultural exchanges
- Infrastructures and institutionalisation embedded change (e.g. teaching languages such as English across the world through educational systems and training of teachers)

Benefits:

- Allows for profits to companies and nations
- Offers opportunities for development and advancement in economics, technology, and information and usually impacts developed countries
- Creates a more homogeneous world
- Generates interdependent companies amongst companies

(wikipedia.org)

Students should know the importance of mutual respect and interdependence dealing with global cultures. Suppose there is anything that require their assistance at the global level they are able to give their services freely.

Performance Assessment: Teacher can set an activity where students discuss the importance of mutual respect and interdependence in building and fostering a safe and supportive global culture.

Suggested resources

- Bite size. (2020). *Globalization*. Retrieved April 20, 2020, from <https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1>.
- Igi-global. (2020). *Multicultural education student learning style*. Retrieved April 27, 2020, from <https://www.igi-global.com/dictionary/multicultural-education-student-learning-style/12218>.
- Wikipedia. (2020). *Cultural Globalisation*. Retrieved April 27, 2020, from https://en.wikipedia.org/wiki/Cultural_globalization.

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 12.1.4.2: Recognise roles that values of compassion, kindness and generosity play in fostering mutual respect and interdependence globally.

Topic: Roles of Humanity Values to foster Mutual Respect and Interdependence Globally

Essential Questions

- What is meant by these key values of compassion, kindness and generosity?
- What roles do these key values of compassion, kindness and generosity play in fostering mutual respect and interdependence globally?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Definition of key values: compassion, kindness and generosity Roles that values of compassion, kindness and generosity play in fostering mutual respect and interdependence globally
Skills	Critical Thinking Skills - Use analytical skill of recognising - Use evaluation skills of appraising
Attitudes	Cooperative, adaptable change, participatory, collaboration, empathy
Values	Mutuality, trust, interdependence, compassion, kindness, generosity

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

- Define key values: compassion, kindness and generosity;
- Recognise and examine the roles that values of compassion, kindness and generosity play in fostering mutual respect and interdependence globally.

Content Background

As studied earlier people of all race, colour, creed, religion, ethnicity and gender have one cause or purpose of living and that is for peace and harmony to prevail. However, certain groups of people perceive peace through a different dimension. For instance, their duty to their creed and religion for peace means causing total chaos to the lives of others.

Values that uphold and glue mutual respect and interdependence among people of all nations are vested in highly held human values such as compassion, kindness and generosity. What does each of these terms mean?

Compassion refers to a deep awareness of the suffering of another, coupled with the wish to relieve it. For examples the great works of Mother Theresa of I while kindness refers to an act when trying to help others in need of help (Difference Between.net). On the other hand generosity is (uncountable) the trait of being willing to donate money and/or time (Wikidiff.com).

As learnt in grade 11 the roles of the values of compassion, kindness and generosity is to foster mutual respect and interdependence whether it be regionally or globally.

Human Values	Roles
Compassion	It evokes or brings about positive action. For instance, helping other people who are affected through disasters such as earthquake victims of Haiti.
Kindness	To feel sorry for someone though you may not reflect the suffering of the affected person's feelings. For instance, feeling sorry for the victims of the war in Afghanistan.
Generosity	To make giving even more rewarding, focus on giving in ways that make a positive impact in someone else's life (not just your life). The more we believe that what we give will be valuable or useful to others, the better it feels. And the more we know about how the receiver will use the gift, the more we enjoy giving. We really do want to know not only that we are making a difference, but <i>how</i> we are making a difference. So give thoughtfully and intentionally. It just feels better—both to us and to the gift recipient.

Therefore, students must be appreciative of the life they have as gifts and practice these values of humanity in order to make a positive difference to the world.

Performance Assessment: Teacher can organize for information sharing through peer teaching in class based on prior research; an individual that they know who has had an impact in contributing to humanity in the world; who have shown compassion, kindness and generosity in helping other humans.

- examining how these individuals promoted the human values... which fostered mutual respect and interdependence in the world.

Suggested resources

- Davis T. (2019). *What is generosity?* Sussex: UK. Retrieved April 27, 2020, from <https://www.psychologytoday.com/us/blog/click-here->.
- Lonczak S H. (2020). *20 reasons why compassion is so important in psychology.*
- Positive Psychology. (2020). *Why is compassion important?* Maastricht. The Netherlands. Retrieved April 27, 2020, from <https://positivepsychology.com/why-is-compassion-important>.
- Prabhat S. (2011). *Difference between compassion and kindness.* Kallyope Inc: New York. US. Retrieved April 27, 2020, from <http://www.differencebetween.net/language/words-language/difference>.
- Wikidiff. (2020). *Compassion vs Generosity-What's the difference?* Wikipeddia. New York. US. Retrieved April 27, 2020, from <https://wikidiff.com/compassion/generosity>.

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

Topic: Roles of Humanity Values in fostering a Safe and Supportive Global Culture through Promotion of National Culture

Essential Questions

- What roles do the values of humanity: compassion, kindness and generosity play in building and fostering a safe and supportive national culture?
- Are these humanity values relevant in application to different settings (case of school, community)?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Roles that values of compassion, kindness and generosity play in building and fostering a safe and supportive national culture
Skills	Critical Thinking Skills - Use analytical skill of investigating Creative Thinking Skill - Use synthetical skill of developing
Attitudes	Cooperative, adaptable change, participatory
Values	Mutuality, trust, interdependence

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

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

Content Background

This benchmark teaches the same concept in benchmark 12.4.2, however it looks at the practices of the humanity values of compassion, kindness and generosity in Papua New Guinea. This shows that PNG is helping the world in the work of humanitarianism to alleviate issues such as poverty and hunger.

The following examples demonstrate the humanity values of compassion, kindness and generosity.



(Photo by George Silk.)

This picture shows a heroic photograph of Fuzzy Wuzzy angel named Raphael Oembari helping the injured Australian soldier, George "Dick" Whittington on December, 1942, at the Battle of Buna-Gona during the Second World War in Papua New Guinea. This shows compassion at its best.



An act of kindness demonstrated by ExxonMobil PNG (EMPNG) with a donation of over 250 boxes of frozen food supplies donated to Bel isi PNG and Cheshire Disability Services PNG.

(Source: Loop PNG, 2020)



Act of generosity by the Indian Association of PNG providing assistance to four charity organisations in Port Moresby by donating about K10, 000 each.

(Source: Loop PNG, 2017)

How do you develop strategies to create roles that address such values above?

Organisations that contribute to such cause immensely help one way or the other to alleviate social problems within our society. Their donations whether in cash or kind assists those who provide such services to the oppressed people in need to be given a second chance in life and to feel loved and cared for. These oppressed people are able to see themselves as having self-worth and value in life and can become good citizens.

Therefore, teachers must think out of the box and develop strategies for their schools to be part of this great mission for humanitarian cause. One way is for schools to make it a requirement through the School Board and the Parents and Citizens committee (P&C) together with the student representatives to come up with a policy for humanitarian cause where all students participate in such cause by conducting outreach programs where they pay termly visits as a class to organisations that

provide care for the needy with their contributions. This can then be brought to the attention of the Provincial Education Board (PEB) and then to the National Education Board (NEB) where it must be a prerequisite for students to demonstrate an act of humanitarian which ever school they attend.

Performance Assessment: Teacher can plan and organize for a humanitarian visitation by students to nearby hospital/aid post, prison/cell, cheshire home, sick people, or people in need such as those affected by disasters with cash and kind and **write a reflective essay** on the lessons learnt and the challenges encountered as well as recommend ways to reach out to these people to show kindness, compassion and generosity.

Suggested resources

- Collins Dictionary. (2020). *Humanitarian cause*. Retrieved April 20, 2020, from <https://www.collinsdictionary.com/dictionary/english/humanitarian-cause>.
- Loop PNG. (2020). *Over 250 frozen food supplies for organisations*. Trade Medic Inc. Port Moresby .PNG. Retrieved April 20, 2020, from <https://www.looppng.com/community/over-250-frozen-food-supplies-organisations-93678>.
- Loop PNG. (2017). *India Association aids charity organisations*. Trade Medic Inc. Port Moresby PNG. Retrieved April 20, 2020, from <https://www.looppng.com/community/over-250-frozen-food-supplies-organisations-93678>.

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

Topic: Examples of Global Culture: Good Friday and Easter Sunday

Essential Questions

- As part of the global culture, how are the values of mutual respect and interdependence practiced in religious events such as Good Friday and Easter Sunday?
- Do these values add meaning to humanity in general?
- If they do not, what strategies can one develop to ensure that these religious events promote the values of mutual respect and interdependence to all mankind?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Key biblical messages based on religious events such as Good Friday and Easter Sunday – Death and Resurrection – Repentance and encourages one to live a Christ-like life based on mutual respect and interdependence. Practice humanity values of mutual respect and interdependence in achieving a global culture in a role play to demonstrate one's understanding of the key biblical messages of Good Friday and Easter Sunday.
Skills	Critical Thinking Skills - Use analytical skill of examining - Use evaluation skills of ascertaining (to determine) Skills of logical and lateral thinking
Attitudes	Cooperative, adaptable change, participatory, collaboration
Values	Mutuality, trust, interdependence, respect for one another

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

- Examine the roles that the values of compassion, kindness and generosity play in fostering mutual respect and interdependence in the biblical sense using Good Friday and Easter Sunday as events that all mankind practice as part of Christianity globally;
- Practice the values in a role play to demonstrate one's understanding of the key biblical messages of Good Friday and Easter Sunday.

Content Background

What is global culture?

As studied in the previous topic (Benchmark 12.1.4.1) and according to Wikipedia (24; 11; 2020) Global culture is a set of shared experiences, norms, symbols and ideas that unit people at global level. Culture can exist at global, national, regional city, neighbourhood, subculture and super culture

levels. Such culture is not mutually exclusive but overlap in countless ways. For example, language: efforts to adopt a common international language, currently English to communicate across borders. Or Beliefs – Religion and philosophies typically transcend national borders – Easter or Good Friday, et cetera,

These days are commemorated and celebrated by Christians all over the world or globally, thus can be regarded as a global culture. This is the time Christians or followers of Jesus Christ the Messiah gather wherever they are and commemorate these days. They mourn the death of Jesus and celebrate his resurrection.

Many Christians around the world observe Good Friday on the Friday before Easter Sunday. It commemorates Jesus Christ's Passion, crucifixion, and death, which is told in the Christian Bible. It is the day after Maundy Thursday (Timeanddate.com. 2020).



Good Friday commemorates Jesus' death on the cross.
©iStockphoto.com/Richard George

What do people do?

Many people in different countries celebrate the anniversary of Jesus Christ's crucifixion, and death on the Friday before Easter Sunday. This is an observance that involves people fasting and praying. Many church services are held in the afternoon, usually around noon or midday to 3pm, to remember the hours when Jesus hung on the cross. Many churches also observe the day by re-enacting the procession of the cross as in the ritual of the Stations of the Cross, which depicts the final hours of Jesus' life. Processions are held in many countries such as India, Italy, Malta, the Philippines, and Spain.

Kites that are often handmade are flown in Bermuda on Good Friday to symbolise the cross that Jesus died on, as well as his ascension into heaven. This religious tradition dates back to the 19th century. Churches in countries, such as Belgium and Mexico, are draped in black on Good Friday in memory of Jesus' suffering on the cross. The day is solemn and a general air of sadness is felt in many towns and villages. Many Christians in Poland fast on dry bread and roasted potatoes. Egg decorating is also part of the Easter preparations in Poland and many other countries.

In Papua New Guinea we have what is called the 'Station Of The Cross' where devoted Catholics and others join in the walk carrying a cross representing the cross of Jesus from one point location of the city to the next location to commemorate and celebrate the death and rise of Jesus Christ

Public Life

Good Friday is a public holiday in many countries including (but not exclusive to):

1. - <u>Australia</u>	11. - Finland	21. - Peru
2. - Bolivia	12. - <u>Germany</u>	22. - <u>Philippines</u>
3. - Brazil	13. - Guatemala	23. - Portugal
4. - <u>Canada</u>	14. - Honduras	24. - Serbia (Orthodox Good
5. - Chile	15. - New Zealand	25. Friday)
6. - Colombia	16. - Nicaragua	26. - Slovakia
7. - Costa Rica	17. - Norway	27. - Spain
8. - Denmark	18. - Panama	28. - Sweden
9. - Dominican Republic	19. - Papua New Guinea	29. - Uruguay
10. - Ecuador	20. - Paraguay	30. - <u>United Kingdom</u>
		- Venezuela

Good Friday is not a federal holiday in countries such as the United States, although it is a state holiday in some states, including Hawaii. Some people have a day off work on Good Friday in the Netherlands, while others work.

Background

There are many theories as to why the day that remembers Jesus' death on the cross is known as Good Friday. One school of thought is that Good Friday stems from the words "God's Friday", while others understand "good" in the sense of "observed as holy". According to yet another interpretation, despite the horrors Jesus endured on that day, the event ultimately represents an act of love and constitutes one of the central and most cherished themes of Christianity: that Jesus died to pay the price for humankind's sins. Many Orthodox Christians call the day Great Friday. The day is also known as Black Friday or Sorrowful Friday, as well as Long Friday.

The Good Friday date is one of the oldest Christian holidays, with some sources saying that it has been observed since 100 CE. It was associated with fasting during the early years of its observance and was associated with the crucifixion around the fourth century CE. The Easter date depends on the ecclesiastical approximation of the March equinox.

Symbols

Good Friday is celebrated in memory of Christ's Passion, crucifixion, and death. The most important Good Friday symbol is the crucifix, or cross, which represents the way in which Jesus died. Some crosses bear a figure of Christ. Other symbols of Good Friday include black cloth used to cover the cross, paintings and statues in churches and some homes to signify mourning. In addition, some people deliberately create a bare appearance in their homes and churches by removing all flowers and shiny objects.

(timeanddate.com. 2020)

As a Christian country students must be taught the importance of observing this day. It is Christian belief that Jesus came to die for our sins and so we must possess his character Christ-like life in order to prepare ourselves for a place His father Jehovah is preparing for us called heaven. Therefore, to be Christ-like means to have compassion, love, kindness, generosity, selflessness and be long suffering. Jesus wants us to live in a place where there is eternal peace and harmony for all mankind.

Performance Assessment: Teacher can set assessment where students are required to critique some of the global culture that PNG has come to adapt overtime (holding hands in public especially the opposite sex, greeting - kissing on the cheek)

Suggested resources

- History. (2020). *Christianity*. Retrieved April 27, 2020, from <https://www.history.com/topics/religion/history-of-christianity>.
- Time and date. (2020). *Good Friday*. Starvanger, Norwaeigh. Retrieved April 27, 2020, from <https://www.timeanddate.com/holidays/common/good-friday>.
- Wikipedia. (2020). *Easter*. Retrieved April 27, 2020, from <https://en.wikipedia.org/wiki/Easter>.

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 12.1.5.1: Assess lessons learned from family, school and community experiences and mistakes.

Topic: Lessons Learnt from Experiences and Mistakes Influencing Decision-making

Essential Questions

- How can lessons learnt from experiences and mistakes from family, school and community influence decisions made at regional and global levels?
- What are factors that influence decision-making at regional and global levels?
- How did these factors influence decision making at these levels?
- If wrong decisions were made, how can these mistakes be corrected?
- What lessons were learnt from these mistakes at the regional and global levels?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Factors that influence decision-making at regional and global level Lessons learnt at the family, school, community which contributes to decisions made at the regional and global level and how to take corrective actions.
Skills	Critical Thinking Skills: - Use analytical skill of analysing and identifying - Use evaluation skill of assessing Problem-solving skills
Attitudes	• Responsible, optimistic, diligent
Values	• Self-esteem, self-discipline, perseverance

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

- Examine the impacts of decisions made from lessons learnt from experiences and mistakes from family, school and community influencing the actions taken at the regional and global levels;
- Discuss and analyse factors that influence decision-making at regional level and global level

Content Background

Impacts decision-making from lessons learnt from experiences and mistakes

The Cambridge dictionary defines mistake as an action, decision or judgement that produces an unwanted or an unintentional result. As human beings we are all prone to making mistakes along the journey of life. These mistakes cannot be corrected however, we can learn from these mistakes which will guide us to make better decisions in the future. Life has so many uncertainties and variables that mistakes are inevitable. Fortunately, there are many things you can learn from making mistakes.

Following are benefits of decision-making using experiences and mistakes learnt from home, school and community that influence the actions taken at the regional and global levels.

- Point us to something we did not know.
- Reveal a nuance we missed.
- Deepen our knowledge.
- Tell us something about our skill levels.
- Help us to see what matters and what does not.
- Inform us more about our values.
- Teach us more about others.
- Let us recognise changing circumstances.
- Show us when someone else has changed.
- Keep us connected to what works and what does not work.
- Reminds us of our humanity.
- Promote compassion for ourselves and others.
- Teach us to value forgiveness.
- Invite us to better choices.
- Can reveal a new insight.
- Can suggest new options we did not consider.
- Can serve as a warning.
- Promote us to learn more about ourselves.
- Remind us how we are like others.
- Make us humbler.

Factors that influence decision-making at regional level and global level

The following are factors that influence decisions made at these levels to evaluate experiences and correct mistakes:

1. The decision makers
2. The decision situation
3. Thinking in terms of a problem or an opportunity
4. Decision criteria
5. Time
6. People affected by the decision
7. Decision support – theories, tools and techniques

1. The decision makers

Different people approach decision making in different ways. Individuals are unique in terms of their personalities, abilities, beliefs and values. They also each have traditions of understanding out of which they think and act. Even when the same data is apparently available to all, people will interpret and assimilate the data in different ways and at different speeds. Some people are very confident about weighing up a situation and making decisions, others less so. Some like to take more risks than others. Competences, such as the ability to listen to other people, also vary. Social pressures affect everyone to varying degrees and the approval or disapproval of friends and colleagues may be more important to the decision maker than being 'right' every time. Political beliefs also vary and people will rank differently, for example, individual and social gains from a situation.

Each individual develops personal beliefs and values, including those relating to their environment, through different life experiences, and hence brings a different perspective to a decision situation. Some people will also have more at stake in a decision outcome than others. There are therefore many issues around who is involved in decision-making processes and how they participate.

2. The decision situation

The kind of approach like ‘garbage - can’ used for decision making shows that the decision situation is often messy and complex and that apparently unrelated events can affect decision outcomes, depending on what else is going on at the time the decision is taken. For any individual or group, there will be both ‘knowns’ and ‘unknowns’ in a decision situation.

Elements of change, risk and uncertainty are common in decision situations and recognising and making sense of these elements are two of the main challenges that decision makers face. Risk implies that we know what the possible outcomes of a decision may be and that we know, or can work out, the probability of each outcome. Uncertainty, on the other hand, implies that there are unknowns and that we can at best guess at possible outcomes and their probabilities or consider a range of imagined scenarios. There are ways of reducing some of these unknowns by using relevant data, techniques (for example, ‘what if’ modelling) and the experience of participants.

3. Thinking in terms of a problem or an opportunity

When individuals have started to consider an issue and are approaching a decision, does he or she think in terms of opportunities, problems or both?

A potential problem can often be turned around by thinking about it differently.

For example, Shields Environmental in the UK has developed a business that provides two specialist services – reuse/recycling of mobile phones and reuse/recycling of telecommunications network equipment. Fonebak was one scheme they have developed. It was the world’s first mobile phone recycling scheme to comply with all legislation. Over 18 million phones each year were being replaced in the UK around 2000 and without opportunities for reuse and recycling would have probably gone as potentially hazardous waste to landfill. In Fonebak’s first two years of operation (2002–04) the company processed 3.5 million mobile phones for reuse and recycling, from 10,000 collection points across Europe. Many phones were reused to provide affordable communication in developing countries and those that could not be reused were recycled, with their materials put back into productive use. In taking up this opportunity Shields Environmental has not only developed a successful business but also enabled others to comply with environmental regulations.

Robert Chambers, in his book *Challenging the Professions* (1993), argues that there are two main disadvantages to thinking of a situation as a problem rather than as an opportunity. First, it has negative connotations, and second, it can lead to misallocation of resources if we think in terms of problem solving rather than seeking out new opportunities. Problems and opportunities seem to have other characteristics also, which are listed in Table 1. Do you agree with them? Can you think of any others?

Table 1 Comparison of characteristics of problems and opportunities

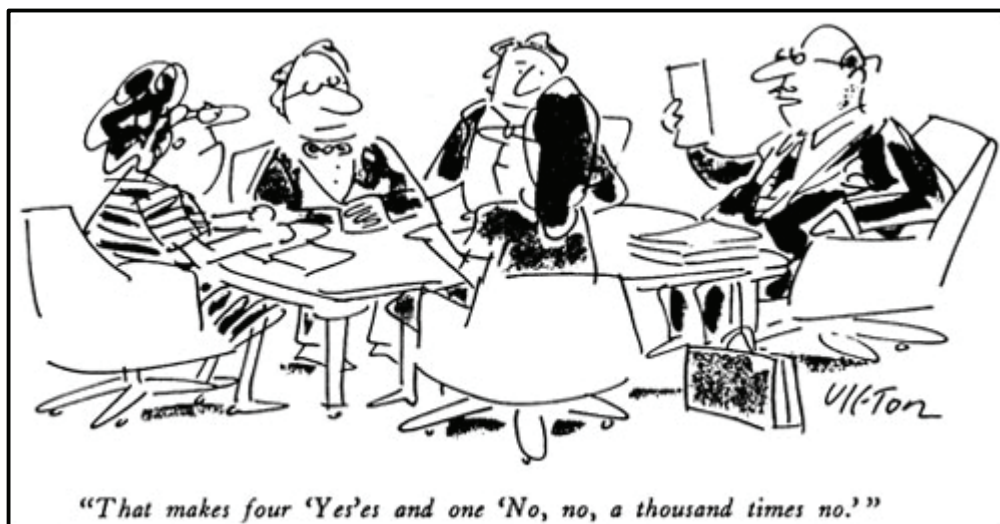
Problem	Opportunity
Negative connotation	Implies positive action
Often used with adjectives like 'worrying' or 'difficult'	Often used with adjectives like 'exciting' or 'new'
Needs solving?	Implies choice
Can confine both thinking and action	Can liberate enthusiasm for dealing with a situation
Recognises constraints	Recognises new directions
A situation of disadvantage	Turning situation to own advantage

This is not to suggest that all problems can be turned into opportunities. One person's problem may well be another's opportunity, which will not always help the person with the problem. But it is worth remembering that how a decision-making situation is thought of can affect what actions are taken, and that there might well be opportunities in what appears to be a problem situation.

4. Decision criteria

The criteria that are established and used to evaluate alternative courses of action in decision making will certainly affect the outcome of a decision. Different criteria will be appropriate in different situations but are often needed both to help make a decision and to make apparent the basis on which it is made.

In group decision making, exploring and deciding on criteria is one way of developing a shared understanding of a situation. Different decision makers with different beliefs and values are likely to identify different criteria and give a different weighting to them (see Figure 1 below). For example, finding an option for a new housing site that will satisfy (a 'good' decision) or at least satisfy (an 'adequate' or 'good enough' decision) all those involved will usually mean compromises or trade-offs. Specific criteria can help to identify areas where there is agreement and disagreement. Criteria for the new housing site might include, for example, how existing land use is valued and by whom, services and housing provision available in the vicinity, likely disturbance or enhancement of the area and implications for road safety. There will be different views on what is acceptable for each of these aspects and often a need for negotiation. Criteria such as these are frequently worked out at different levels, as part of the regional as well as more local planning processes.



(Source: The New Yorker Magazine)

Figure 1 "That makes four 'Yes'es and one 'No, no, a thousand times no.'"

5. Time

A decision is made at a particular time in a particular set of circumstances. The decision situation can change very rapidly so what appeared to be a rational decision at one time might later appear to be anything but that.

One aspect of the time dimension that is particularly apparent in the 'garbage-can' decision-making approach is that the outcome of a decision may be affected by concurrent, but otherwise only marginally related, events. One example of this might be the unexpected availability of additional resources or a reduction in resources because of another project going on at the same time elsewhere. Another example might be the way that strong opposition to, or support for, a new development may unexpectedly surface because of events elsewhere.

Time is also a factor that can affect the nature of people's participation in decision making. Skills are needed to be able to judge the urgency of decision-making processes, who needs to be involved in which stages of decision making within a particular time and resource frame and to what extent timing can be negotiated and with whom.

6. People affected by the decision

People who are likely to be affected by a decision can have considerable direct or indirect influence on the outcome of a decision. There are many ways in which this can happen. People affected might be 'shareholders' or 'stakeholders'. Shareholders' interests are economic; stakeholders' interests in the decision are much broader than economic. Stakeholdings may be direct or indirect. Ways in which people affected can influence the decision range considerably. They may participate actively or proactively from the start, for example by being involved in the design of decision-making processes or in deciding on policy, or at other stages, e.g. through campaigning to try to overturn specific planning decisions, such as road building, industrial or housing development, or participate passively by withdrawing cooperation after the decision has been reached, such as refusing to use a facility that has been provided. There are issues of power to take into account in considering the nature of the influence that people affected by a decision can have.

7. Decision support – theories, tools and techniques

Many theories, tools and techniques have been developed to support and explain decision making, for example in medical, legal and organisational contexts. They may offer support to decision-making processes, depending on how they are used.

Power relations, the role of different stakeholders and expertise in decision making and use of models for decision support must be taken into consideration.

(Source: The Open University, 2021)

Therefore, students should be well equipped with the knowledge of factors that influence decision-making and so respect the decisions that others are making, are about to make or have made from home, at school, in the community and to the regional and global context. This will aid individuals make sound decisions based on their experiences and correct mistakes were possible to alleviate ongoing issues around them.

Performance Assessment: Teacher can plan and organize for a gender (male/female) **group discussion** in which students are required to; discuss responsible decision making skills in the different context of; family, school and community.

- studying the decision making skills process.
- role playing some of the decision-making skills and evaluate the different outcomes.

Suggested resources

- American society for Quality. (2020). What is Problem solving. Adapted from the Executive Guide to Improvement and Change. ASQ Quality Press. Retrieved April 27, 2020, from <https://asq.org/quality-resources/problem-solving>.
- Open Learn. (2020). *The open University*. The Financial Conduct Authority. England. Retrieved April 27, 2020, from <https://www.open.edu/openlearn/nature-environment/introducing-environmental-decision-making/content-section>.
- Wikipedia. (2020). *Decision-making*. Retrieved April 27, 2020, from <https://en.wikipedia.org/wiki/Decision-making>.

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 12.1.5.2: Implement responsible decision-making skills when working towards common goals and assess how these skills lead to goal achievement.

Topic: Achieving Common Goals through Responsible Decision-making

Essential Questions

- What good decision-making steps can one take to make a responsible decision to achieve a common goal at a regional or global level?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to implement responsible decision making for goal achievement How to analyse a regional and/or global case study to identify good decision-making steps one can take to make a responsible decision to achieve a common goal?
Skills	Critical Thinking Skills - Use evaluation skill of identifying, assessing and appraising Creative Thinking Skills - Use of creative skills to develop decision-making skills - Use creative skills to analyse a case study using logic. Social skills in making a responsible decision to achieve a common goal. Problem-solving skills: Develop problem-solving skills
Attitudes	Responsible, optimistic, diligent, collaboration, cooperation
Values	Self-esteem, self-discipline, perseverance

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

- Analyse and evaluate responsible decision-making skills for goal achievement at the national and global level;
- Use problem solving steps and apply social skills to make a responsible decision to achieve a common goal.

Content Background

As you have learnt from the preceding grades and topics responsible decision making is learned by observing other people who have made decisions that have worked for themselves and for others and there is evidence that they have achieved their goals. In order for someone to advance in life and achieve their goals they have to learn some important decision-making skills.

Each day we are faced with situations in life that require us to make choices. Some of these choices are easy, and at times, some of them can be difficult. Easy decisions consist of things like what

clothing you should wear; most people choose what to wear based on the season of the year, the weather of the day, and where they might be going. Other easy decisions consist of things like what to eat, what movie to see, and what television programs to watch.

Decisions that seem to be the most difficult are those that require a deeper level of thought. Examples of difficult decisions consist of things like where to attend college, what career path would be best, and/or whether or not to marry and start a family. These types of decisions are difficult because they are life changing decisions; they shape who we are, and they shape our future.

Making good decisions is a method that must be learned. It is not something with which we are innately born, but merely a step by step process that is usually ascertained from life experience. Most adults know that experience can be a costly, ineffective teacher that teaches more bad habits than good; and because decisions can vary so obviously from one situation to the next, the experience gained from making one important decision is often times of little or no use when another decision-making problem arises.

When decision making, there are many steps that can be taken; but when making good decisions there are really only five steps that need to be considered. These steps are as follows:

Step 1: Identifying Goals

One of the most effective decision making strategies is for one to keep their eyes on the goal. This simply means identifying the purpose of their decision by asking themselves what exactly is the problem that needs to be solved? And why does this problem need to be solved? Figuring out what's most important to them will help them make good decisions. When a person knows the reason why they have made a particular decision; it will better serve them in staying with it, and defending it.

Step 2: Gather Information for Weighing Options

When making good decisions it is best to gather necessary information that is directly related to the problem. Doing this will help one to better understand what needs to be done in solving the problem, and will also help to generate ideas for a possible solution.

When gathering information, it is best to make a list of every possible alternative; even ones that may initially sound silly or seem unrealistic. Always seek the opinions of people that they trust or speak to experts and professionals, because it will help them to come up with a variety of solutions when weighing all their options for a final decision. An individual will want to gather as many resources as possible in order to make the best decision.

Step 3: Consider the Consequences

This step can be just as important as step one because it will help an individual determine how their final decision will impact themselves, and/or others involved. In this step, they will be asking themselves what is likely to be the results of their decision. How will it affect them now? And how will it affect their future?

This is an essential step because it allows the individual to review the pros and cons of the different options that they have listed in the previous step. It is also important because as an individual they want to feel comfortable with all their options and the possible outcome of whichever one they choose.

Step 4: Making Decisions

Now that the individuals have identified their goal, gathered all necessary information, and weighed the consequences, it is time to make a choice and actually execute their final decision.

Understanding that this step can cause some people a lot of anxiety is important because this is where they have to trust their instincts.

Although they may still be slightly indecisive about their final decision, they have to take into account how this makes them feel. Ask themselves, does it feel right? And does this decision work best for them now, and in the future? When they answer those questions back, they should feel good about the result.

Step 5: Evaluate Decision Made

Once final decisions have been made and put it into action, it is necessary to evaluate the decision and the steps taken to ensure that it works. This final step is probably just as important as step one, if not more important, because it will help one to further develop their decision making skills for future problems. This step is also fundamental because it may require one to seek out new information and make some changes along the way.

Remember, this step requires some patience and it can also encourage perseverance. Why? Because it may take some time to see the final outcome. Recognizing that if the first decision is not working, then the individual may have to go back to step two and choose another option.

Always looking for and anticipating unexpected problems will help alleviate undue stress, if and when a problem occurs. Although these five steps can help assist in simplifying the decision-making process, there are some common drawbacks that individuals must also take into account.

- **Misidentifying The Problem**

Many times the problem will be obvious; but there may come a time when identifying the main problem is not that easy. When this issue arises, figuring out exactly what it is, and where one need to focus their efforts will save them a lot of time and energy in the long run.

- **Having a Single Source**

When considering the consequences, one must be open to a broad choice of alternatives in order to find the best solution. This can become a problem if they rely solely on a single source of information because that one source may not be reliable, or may not be completely in line with the problem; thus altering their chances of making the best decision.

- **Having Too Many Sources**

Having a variety of sources is usually not a bad thing; but not in every situation. Collecting as much information as possible can be very helpful at arriving to a decision, but an overload of information can leave one confused and misguided, and prevents them from following their intuition. Remember, trusting their gut instincts is a major key to making good decisions.

- **Overestimating the Outcome**

When making a decision and putting a plan into action one should take care to weigh all the valid options. Making a decision based upon an outcome that may not be plausible will not help them solve the problem.

- **Poor Timing**

Time can be a futile friend. Sometimes it is good, and sometimes it is not. When making major decisions, it beneficial to take time in order to make the best choice from the options provided. But understanding the timing process is crucial because sometimes it is best to delay a decision, and other times delaying a response can cause more problems. There are also times when making a quick decision is advantageous because it allows more time for one to make necessary changes should problems arise.

In summary, we all have to make many decisions throughout our daily lives. Some of these decisions require little effort, while others require more time and deeper thought before coming to a final solution. Remember, there are five basic steps to good decision making. Why is those five the ideal number? Because a significant part of decision making skills is understanding and knowing a simple technique; and also regularly practicing that technique.

When there are more steps than we can count on one hand, most people tend to either forget a step, or misconstrue the order in which the steps must be taken. If these five steps are followed, and also the common pitfalls previously mentioned are identified, one will be well on their way to making good decisions for themselves. (Source: Gray, D. Kescia, 2021)

Assess how these skills leads to global achievement

Individuals can work together wherever they are and from their various origins to serve a common cause as global citizens by making decisions together for humanity to prevail. For instance, comply to and enforce the Sustainable Development Goals of the world through the United Nations.

The **Sustainable Development Goals (SDGs)** or **Global Goals** are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030. They are included in a UN Resolution called the **2030 Agenda** or what is colloquially known as **Agenda 2030**.

The 17 SDGs are:

(1) No Poverty,	(7) Affordable and Clean Energy,	(13) Climate Action,
(2) Zero Hunger,	(8) Decent Work and Economic Growth,	(14) Life Below Water,
(3) Good Health and Well-being,	(9) Industry, Innovation and Infrastructure,	(15) Life On Land,
(4) Quality Education,	(10) Reducing Inequality,	(16) Peace, Justice, and Strong Institutions,
(5) Gender Equality,	(11) Sustainable Cities and Communities,	(17) Partnerships for the Goals
(6) Clean Water and Sanitation,	(12) Responsible Consumption and Production,	

(Source: Wikipedia, 2021)

Performance Assessment: Teacher can plan and organize for a guided **group activity** that involves students to discuss;

factors that influence responsible decision-making skills and the importance of reaching a common understanding to maintain harmony between the parties and present in class.

Suggested resources

- Gray, D. Kescia. (2021). *Global Healthcare Resources*. Retrieved March 29, 2021, from <https://www.corporatewellnessmagazine.com/article/5-steps-to-good-decision-making>.
- Wikipedia. (2021. October 17). *Goals*. Retrieved March 29, 2021, from <https://en.wikipedia.org/wiki/Goal>.
- Wikipedia. (2021). *Sustainable Development Goals*. Geneva. Switzerland. Retrieved March 29, 2021, from https://en.wikipedia.org/wiki/Sustainable_Development_Goals.

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

Topic: How Citizens apply Standards of Behaviour in Decision-making

Essential Questions

- What does standard of behavior mean?
- How can one as a citizen apply standards of behavior in decision-making at regional or global level?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Standards of behaviour for citizens to apply and make decision at the regional and global level.
Skills	Critical Thinking Skills - Use analytical skills of comparing and contrasting - Use evaluation skill of comparing Creative Thinking Skills - Use creative skill of utilising Reasoning Skills: Make logical, just, and rational judgment that citizens make, about to make or have made Decision-making Skills: Select the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.
Attitudes	Care and concern, empathetic, optimistic, diligent
Values	Rationality, mutuality, peace and harmony

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

- Analyse standards of behaviour that citizens should apply to make decisions at the regional and global level;
- Describe how these standards of behaviour are called common codes/rules of conduct and become expected and or accepted standards of behaviour at the global level.

Content Background

Standards of behaviour

You have learnt about standards of behaviour in the preceding grades. Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire community, institution or organisation. Whilst these can be innate or instinctive, they can also be learnt, so they are effectively a subset of skills.

Standards of behaviour are an accepted set of behaviour that is accepted and practised by a family, group or community, a region or at a global level.

Some standards of behaviour are passed on from one person to another and are not written down. For example, standards of behaviour at home. How to behave when there are visitors in your home. These standards are not written down but are taught to children by their parents. This forms the foundation of expected behaviours of any society based on their values and beliefs.

Therefore, when one makes a decision, he or she must take into consideration the standards of behaviour that is the norm of their society. When the normal practices of their foundation is not catered for in the decision-making this will create compounding problems for them and those around them.

Others are written down like school rules or codes of conduct for organisations. Skills and knowledge are acquired as one strives to learn and adapt to certain standards of behaviour. These standards of behaviours become the expected or accepted standard of behaviour, for instance the: The Public Service General Order, The Public Service Gender Equity and Social Inclusion. (GESI) Policy. These codes of conducts guide the Public Services Employees in their professional conduct.

Note: The Gender Equity & Social Inclusion Policy should be made available at all High Schools and National High Schools so they are made aware of these policies before joining the work force. Also some relevant sections of the Public Service General Order should be made available.

How are standards of behaviour of citizens applied at regional and global level?

According to Carroll B A (2018), the standards of behaviour when applied at global level is referred to as Global Codes of Conduct. Though Carroll's study comes from the business perspective this can relate to any aspect of individuals lives as global citizens. This Code of Conduct which is the norm of any society are based on peoples' values and beliefs which underpin the actions they take. For instance, the UK global organisation called Ernst & Young Global Limited pursues its goals for a better working world for the people, for their clients and for their community which all link to being active and meaningful global citizens promoting and fostering peace, harmony and prosperity for all. The same goes for those who live in the same region like those in our region the Pacific. For instance, the establishment of the South Pacific Committee (SPC) to address the issues of the people within this region who share similar cultures, values and beliefs to live in unity.

Students must become aware of the standards of behaviours citizens are to practice or demonstrate not only within the context of their nation but at a regional and global level as well. Knowing the purpose of their existence will gear them towards upholding standards of behaviours that emanate positive values and beliefs for all mankind to live and work collaboratively for peace and harmony.

Performance Assessment: Teacher can set assessment where students are required to work in groups to identify Code of Conducts for various professions in PNG (police, defence, doctors, teachers, lawyers) and present findings in class. How this become expectation or accepted standards of behaviour at different levels.

Suggested Resources

- Carroll, B. A. (2018). *Design for total war. Volume 17 in the series Studies in European History*. Retrieved March 29, 2021, from <https://www.degruyter.com/document/doi/10.1515/9783111359588/html>.
- Ernest & Young Global Limited. (2021). *Code of Conduct*. London. Retrieved March 29, 2021, from https://www.ey.com/en_nz/global-code-of-conduct.
- Independent State of PNG. (2012, January 1). *The Public Service General Order*. 4th Edition Retrieved March 29, 2021, from <http://www.dpm.gov.pg/wp-content/uploads/2019/01/General-Order-22-PUBLIC-SERVICE-COMMISSION-4th-Edition-20.pdf>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

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 12.1.5.4: Evaluate family, school and community situations that are safe and unsafe.

Topic: Safe and Unsafe Decision-making Situations

Essential Questions

- What are some examples of safe and unsafe decision-making situations made from within the family, school and community, the region and the globe?
- What corrective action(s) can be taken to amend a decision that is unsafe at the regional and/or global level?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impact of safe and unsafe decision making situations that are made from within the family, school and community to the regional and/or global levels.
Skills	Critical Thinking Skills - Use evaluation skill of identifying and appraising Creative Thinking Skills - Use creative skill of appraising and assessing - Use of problem-solving skills - Use of decision-making skills
Attitudes	Care and concern, open-minded, participatory, collaboration, cooperation
Values	Peace and harmony, safe and peaceful society, consideration for the well-being of others

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

- Identify and analyse situations where decisions made were either safe or unsafe from the family, school and community level to the regional and global levels;
- Discuss how to take corrective action(s) to amend a decision that is unsafe.

Content Background

Everywhere around the world there are always negative and positive side of things. There is good and bad, there is ugly and beautiful and there is happiness and sorrow for example.

Likewise, there are safe and unsafe situations. Some unsafe situations are created by human beings while others are created by nature.

Unsafe situations like wars, tribal fights, plane hijacking, hold up, robbery, vehicle accidents, gender-based violence, rape, street fights, school bullying are all examples of unsafe situations caused by people.

There are also unsafe situations caused by nature for instance; landslides, avalanches, earth quakes, droughts, flooding, tornadoes just to name a few.

Unsafe situations caused by people can be avoided by having embracing the word of God, respecting one another and observing the rule of law. This will then in turn make our country a better place to live and we will see change and development.

Safe situations are created by human beings in order to have peace, happiness or prosperity in their homes, communities or organisations.

It is every body's responsibility to ensure that our homes, schools, communities and work places are safe for everyone.

Examples of safe and unsafe decision making situation at the regional and global level

Given is an example of standards of results attained by top performing country New Zealand a leader in technology and innovations in our region and the globe in terms of harnessing situations considered unsafe and fostering safer situations through the use of appropriate decision-making skills in ensuring a conducive working environment for all. Papua New Guinea should engage these practices for the betterment of situations within their boundaries for prosperity especially in workplaces.

Enforcement Decision-making Model

The Enforcement Decision-making Model (EDM) provides a framework that guides WorkSafe's inspectors through the necessary thought process to decide on an enforcement response appropriate to the circumstances. Capturing the enforcement decision-making process in this way supports inspectors to reach enforcement decisions that are consistent, proportionate, transparent, targeted and accountable.

Introduction

WorkSafe New Zealand has a range of levers to secure the health and safety of the worker and workplaces. Broadly, these are education, engagement and enforcement.

When using the enforcement lever, WorkSafe's Enforcement Decision-making Model (EDM) assists inspectors when they are considering what enforcement, if any, is suitable for their situation. It aims to ensure that inspectors take a consistent approach when making enforcement decisions, and drives enforcement action that is proportionate to the risk. EDM can also be used when reviewing an inspector's decision, or as a coaching and training tool.

How do Inspectors use EDM?

Inspectors do not refer to EDM tables and flowcharts during a site visit. EDM was designed to mirror the decision-making process of an experienced inspector. In certain circumstances the enforcement decision must be recorded on a record form, otherwise EDM can be used to guide the inspector's judgement and decision-making process. If the inspector does need to complete a record form this will usually be completed once the inspector returns to the office.

What EDM is and what EDM is not

EDM is a decision-making model that is used by inspectors to aid their judgement when deciding on what enforcement, if any, is necessary in a particular situation. The model does not influence what is investigated by WorkSafe or what issues an inspector considers in any given situation.

Enforcement decisions are complex, requiring the consideration of many issues and variables associated with the specific circumstances of the case. As a model, EDM cannot truly capture all the nuances and complexities of discretionary decision-making in all circumstances.

The model is designed to assist inspectors to make decisions that are in line with WorkSafe's Enforcement Policy. WorkSafe's enforcement decisions must be measured against the Enforcement Policy and not against EDM.

Inspectors are expected to use their judgement when considering enforcement. Whilst EDM provides a framework for ensuring that matters in WorkSafe's Enforcement Policy are considered, it is not, and cannot be, a definitive absolute decision-making device.

EDM requires judgement at each step through the model. It is possible that duty holders or others with particular interests might make a judgement that is different to that made by the inspector, who is an independent regulator.

An overview of EDM

The actual model is split into six steps.

In step one, an inspector is asked to consider if the issue they have identified is a risk-based one or a compliance issue. A compliance issue is one that does not directly create a health and safety risk but is still a breach of the Act or regulations, for example the failure to keep records of a notifiable event.

In step two, which is applicable only to risk based issues, an inspector is asked to consider the 'risk gap'. This is the difference between the actual risk that they have observed on site compared to how risky the situation would be if the duty holder had been compliant with the legislation, for example if they were taking the reasonably practicable steps specified in guidance.

In step three, applicable only to risk-based issues, the inspector is asked to consider if there is a serious risk and an immediate or imminent exposure to a hazard. If this is the case then the inspector is expected to address this, either with a prohibition notice or by ensuring it is rectified while the inspector is still onsite.

In step four, applicable to compliance-based issues and risk-based issues not dealt with in step three, an inspector reaches an 'initial enforcement expectation'. For compliance based issues the inspector is asked to consider the strength of the standard and the frequency that the duty holder complies with this standard. For risk-based issues the inspector is asked to consider the strength of the standard and the size of the risk gap previously identified. The model considers the following to be the strongest standards; the Health & Safety at Work Act itself, regulations made under the Act and WorkSafe published Approved Codes of Practice, Safe Work Instruments and Good Practice Guidelines.

Step five is applicable to all issues. The initial enforcement expectation can be aggravated or mitigated depending on 'duty holder factors' that are relevant to that particular duty holder. For example, if the duty holder in question has an extensive previous history of non-compliance and notices have been issued in the past then WorkSafe may consider a prosecution as well as issuing another notice. If, on the other hand, the duty holder has previously had a good record and has a good health and safety system, then the inspector may consider a non-statutory letter to be appropriate instead of a notice.

Step six asks the inspector to consider the level, focus and overall impact of the enforcement recommended by the model. If the inspector feels that the enforcement expectation is not appropriate then they are asked to discuss the expectation with their manager, who may approve enforcement that is different from the model's expectation.

Students must be taught the essentials of identifying safe and unsafe situations as well as how to make rational decisions in critical situations. Armed with these skills they are able to make proper decisions for all.

Performance Assessment: Teacher can set assessment for where students are required to conduct a self-evaluation of experiences in decision-making using the **circle talk** strategy to recall a personal situation which prompted a decision to be made and evaluate the outcome.

Guiding questions

- Was it safe or unsafe?
- Identify the mistake and correct following the model given in the TG.

Suggested Resources

- Education, Training and Research Association. *Lesson 6 Making Safe Decisions*. Retrieved March 29, 2021, from https://www.etr.org/healthsmart2/assets/File/sample-lessons/MS_ViolenceAndInjuryPreventionLesson.pdf.
- Worksafe.gov. (2021). *WorkSafe*. New Zealand. Retrieved March 29, 2021, from <https://www.worksafe.govt.nz/laws-and-regulations/operational-policy-framework/decision-making-model/>.
- Worksafe. (2017, September 4). *Enforcement decision-making Model*. Retrieved March 29, 2021, from <https://www.worksafe.govt.nz/laws-and-regulations/operational-policy-framework/decision-making-model/>.

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 12.1.5.5: Analyse evidence, arguments, claims and beliefs used as the basis for family, school and community decisions and actions.

Topic: Evidences, Arguments, Claims and Beliefs used as the Basis for Decisions and Actions

Essential Questions

- What evidences, claims, beliefs or arguments are used as the basis for family, school and community decisions and actions made?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of evidences, arguments, claims and beliefs as the basis for family, school and community decisions and actions. Evidence-based decision-making
Skills	Critical Thinking Skills - Use analytical skill of analysing and assessing Creative Thinking Skills - Use creative skill of synthesising Decision-making Skills: Selection of the best solution from various alternatives based on specific criteria and evidence to make a decision. Problem-solving Skills: Find solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner to make a decision.
Attitudes	Care and concern, cooperative, participatory, collaboration
Values	Trust, mutuality, common good, honesty

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

- Identify what skills are important for effective decision-making in different settings: family, school and community;
- Analyse and assess why decisions and actions are made based on evidences, arguments, claims and beliefs in different settings: family, school and community;
- Evaluate decisions and actions that are made based on evidences, arguments, claims and beliefs in different setting: family, school and community and how to improve processes if decisions and actions made are unsafe for family, school and/or community.

Content Background

Evidence based decision making

When considering highly successful people, we often attribute their success, at least in part, to their decision making. What decision-making skills can help people make better choices? Is making better choices a talent, or is decision making skill something that can be learned and improved?

Given the thousands of decisions we make every day, all having consequences that can create positive or negative results, skills to improve this capability might be considered fundamental to a productive life. Learning decision making skills provides the opportunity to increase positive outcomes while decreasing the consequences of failure that are part of the learning process.

What skills are important to decision-making?

Decision making skills should accelerate the gaining of knowledge that will make our choices more effective. Our decision-making skills help us to identify information and abilities important to choosing. The skills include;

- Using a decision making process: It provides a consistent set of steps leading to a decision outcome while avoiding common decision traps and thinking errors;
- Approaches for values and needs identification: Such as stakeholder analysis and candid self-reflection;
- Discovery and creativity skills: They can help identify or generate decision alternatives;
- Imagination and visualisation: It is used to envision possible future consequences of alternative solutions;
- Information, data gathering, and observation methods: These enable evaluation of solution options;
- Techniques for deciding: It aids in analysis and evaluation of decision options;
- Logic and analysis: They enable inferences or conclusions from relevant information and assumptions;
- Assessment of risk: Uncertainty and application of probabilistic analysis to the likelihood of outcomes
- Collaboration, communication, cooperative learning, negotiation, and active listening: These are needed for effective group decision making;
- Coping strategies: Helps manage emotion and perception issues while increasing objectivity in stressful decision situations;
- Abstraction, categorisation and organising: These identifies and connects related concepts (such as decisions);
- Self-discipline and leadership skills that inspire and motivate commitment and action for a chosen solution;
- Time and task management: Needed for successful decision implementation.

How can decision making skills be improved?

Choices we make every day present us with daily opportunity to improve our skill in making decisions. Many of these choices are made out of habit, but just bringing these selections to a conscious level can enable evaluation, analysis, and self-reflection that can be used to improve these and other decisions.

Certainly, improving decision-making skills will come from learning gained from experiencing the consequences of making poor decisions. However, for high value decisions with significant consequences, we would like to have developed these skills in advance in order to avoid disastrous outcomes to the extent possible. The goal would be to improve our decision-making skills in an environment where the risk of significant negative consequences that come from poor choice is reduced or eliminated.

How to tell if decision making skills are improving?

Assessing decision making skills is one of difficulties with developing competence in decision making. Good or bad outcomes do not necessarily imply good or bad decision making. Except for cases where clear and direct causation can be established, results of decisions are influenced by random circumstances, unforeseeable events, and imperfect knowledge. With decision timelines that extend beyond a few years, it becomes apparent that even waiting for the effects of a decision may make assessment of improving skills problematic.

By the end of this students should understand the importance of making proper decisions using the appropriate decision-making skills. They demonstrate expected outcomes of the decisions based on evidence, argument, claims and beliefs within their family, communities and the school to solve issues. The cause of action taken by an individual from the decisions made should show improvement or changes based on the evidence available and not hearsay.

Performance Assessment: Teacher can set assessment for where students are required to critically analyze basis of decisions made in Parliament and present their opinion in class.

Suggested Resources

- Baba, V.V. and HakemZadeh, F. (2012). *Toward a theory of evidence based decision-making. Management Decision, Vol. 50 No.5, pp 832-867* Retrieved March 29, 2021, from <https://www.emerald.com/insight/content/doi/10.1108/00251741211227546/full/html>.
- Hatamian. S. (2019, May 23). *The Power of User Experience: How to Simplify the Claims Decision-making Process*. Retrieved March 29, 2021, from <https://www.claimsjournal.com/news/national/2019/05/23/291060.htm>.
- Hollihan, T.A., & Baaske, T. (1994). *Arguments and arguing – The products and Process of Human Decision-making*. 3rd edition, 2016.
- Munby.H. (1982, December). *The place of teachers' beliefs in research thinking and decision making, and an alternative methodology*. Retrieved March 29, 2021, from <https://link.springer.com/article/10.1007%2FBF00414280>.

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 organising time and managing responsibilities in order to attain intended outcomes.

Benchmark 12.1.6.1: Utilise time and materials to complete community assignments on schedule.

Topic: Planning for Community Projects

Essential Questions

- What is project scheduling?
- How can a community project be planned and managed?
- What steps are involved in planning a community project?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies in how to utilise time and materials to complete community assignments on schedule
Skills	Creative Thinking Skills - Use creative skill of utilising Reasoning Skills: Make logical, just, and rational judgment that citizens make, about to make or have made Problem-solving skills Decision making skills Negotiation skills
Attitudes	Responsible, open-minded, diligent, collaboration, cooperation
Values	Self-discipline, self-cultivation, perseverance, respect for others and their opinions

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

- Discuss and strategize a plan to work out a workable schedule to complete a community project on time;
- Discuss the pros and cons, or the good and bad social relationships that could affect effective completion of the project as scheduled.

Content Background

What is a project schedule?

A project schedule is the, who, what and when part of the project. It describes the project's deliverables, their deadlines and most importantly the resources that will carry out each activity.

The project schedule includes every single detail for the project, such as who will be completing each task, the deliverables that will be produced, the goals and objectives the project will achieve the estimated budget and costs of the project and the amount of time it will take to complete the project.

More specifically the project schedule includes:

- project deliverables
- tasks required to complete the deliverables
- dependencies between tasks
- resources required to complete each task
- task duration and project deadline
- budget of the project
- planned time for each resource

Why use a project schedule?

Project schedules are used throughout the project management cycle. Project managers greatly rely on project scheduling to prevent pitfalls.

A project schedule is an effective tool that helps project managers efficiently communicate and collaborate with their teams and stakeholders. Project managers should use it to ensure the project remains on track.

An effective schedule will help you manage two of the biggest factors that impacts a project's budget and success. Efficient project scheduling helps project managers properly estimate and monitor costs.

How to create a project schedule

Step 1: Defining the tasks

The first task is to identify all the tasks that will help in accomplish the project. To do that ensure all deliverables are identified to complete the whole project. Once the deliverable have been established a list must be created to check the tasks that need to be carried out for each deliverable.

Defining the tasks will be helpful once the project is underway because it will avoid confusion about what needs to be done to achieve the goals and meet all the deadlines.

Step 2: Identify dependencies between tasks

This will help one determine the order in which tasks need to be performed. That way they can complete the most important tasks first. To do this, examine how each task relates to one another. For optimal result, go through the different types of dependency relationships because they can affect the start and end date of each task and could potentially impact the whole project. When identifying the relationships between tasks don't forget to keep an eye on constraints such as time and resources.

Here are some examples of the types of dependencies to look out for:

Finish-to-start: Task A must be finished before task B can start. Sequencing tasks and understanding their relationships will help one better address future scheduling issues.

Step 3: Identify resources that will carry out the task

Resource planning is a critical step in project scheduling. In this step, resources should be identified and must be available to deliver the project. This is important because many resources could be assigned to other projects in parallel, which can cause scheduling conflicts. To determine what resources are available, one should consider capacity planning. It is an efficient planning method that helps people better manage their resources for a particular project. It takes into account aspects such as task priority, resources, availability, skills and hourly rate.

Step 4: Estimating the time it will take to complete each task

This is the most important step in project scheduling, because it can have a substantial impact on one's project's cost. Now that resources have been assigned to each task the next step is to determine the duration of each task. The duration is defined as the total number of periods required to complete the task. These can be in hours, days, weeks depending on the complexity of the project task.

A common project management mistake is underestimating the amount of time each task will take to complete. When that happens, the team is rushed into completing the work resulting in poor quality work done. This is why efficient time estimation is important for both clients and resources.

Step 5: Always keep project schedules up-to-date

Once the project schedule is completed, it can be passed over to the manager. When the project starts, all the estimates are subject to change, which is why always keep schedules up-to-date and ensure the data it holds is as accurate as possible.

6. Plan, reflect and improve

Planning is not enough in itself, for planning to be useful and improved over time, compare what was actually done with what was planned. In this way planning will become much more efficient.

Note: BM 12.1.6.1-12.1.6.4 is addressing the different parts of project management hence a bit of project management starting from the initial stages to the completion of the project will be covered in each of the benchmarks mentioned for their community projects. Since they are in grade 12 they will need this basic skills and knowledge on this content as they leave school and face the real situation of such in the real world out here

Time and material management

Time and materials (T&M) is a standard phrase in a contract for construction, product development or any other piece of work in which the employer agrees to pay the contractor based upon the time spent by the contractor's employees and subcontractors employees to perform the work, and for materials used in the construction (plus the contractor's mark up on the materials used), no matter how much work is required to complete construction. Time and Materials is generally used in projects in which it is not possible to accurately estimate the size of the project, or when it is expected that the project requirements would most likely change.

Many time and materials contracts also carry a guaranteed maximum price, which puts an upper limit on what the contractor may charge, but also allow the owner to pay a lesser amount if the job is completed more quickly.

Therefore, students must become aware of the importance of project scheduling and time and materials management required in order to complete tasks effectively and efficiently. Not only that but they develop the values of honesty and transparency in performing tasks assigned to them whether at a smaller scale at home or larger scale like the community projects.

Performance Assessment: Teacher can set assessment where students are required to carry out a community project. The students will;

- carry out a survey to identify basic community needs.
- make a list in priority based on the community needs, then select one according to the availability of resources to carry out this project.
- devise a plan; then carry out the project within the schedule time.

Suggested Resources

- mybeeye.com. (n.d). *Maximise your business outcomes, not just your projects*.
<https://www.mybeeye.com>. Retrieved March 30, 2021, from <https://www.mybeeye.com/home>.
- The welding institute. (2021). *What is material Management? (Definition, types and examples)*. Retrieved March 30, 2021, from <https://www.twi-global.com/technical-knowledge/faqs/what-is-material-management>
- Wikipedia. (2021). *Time management*. Retrieved March 30, 2021, from https://en.wikipedia.org/wiki/Time_management.

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 organising time and managing responsibilities in order to attain intended outcomes.

Benchmark 12.1.6.2: Anticipate possible obstacles in completing community tasks on schedule.

Topic: Identifying Possible Obstacles in Community Projects

Essential Questions

- What are some obstacles that hinder a community project?
- Why would there be obstacles in community projects?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Possible obstacles in completing community tasks on schedule
Skills	Critical Thinking Skills - Use evaluation skill of assessing Problem-solving skills Decision making skills Negotiation skills
Attitudes	• Responsible, open-minded, diligent, collaboration, cooperation
Values	• Self-discipline, self-cultivation, perseverance, respect for others and their opinions

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

- Identify a community project as a case study and outline possible obstacles that may hinder project planning, implementation and evaluation and monitoring of the community project;
- How do the obstacles affect social relationship between those who are participating in the planning, implementation, and evaluating and monitoring of the community project?

Content Back Ground

This topic is a continuation of the previous topic (Benchmark 12.1.6.1). The topic addresses possible obstacles that can hinder the implementation and completion of projects. Below are examples of some:

1. Poor communication

Managing a team can be a challenge so keeping the team on the same page can avoid a lot of inconvenience. Have clear and constant communication with all team members and the community or client on a regular basis.

2. Poorly defining the goals and objectives

Having poorly defined goals or objectives can push the project into danger. When project managers and members do not clearly know what the goals or objectives are there will be chaos and confusion.

3. Unrealistic deadlines

Imposing deadlines that cannot be met on time can cause frustrations and a delay in implementation of it can cause the project to wind up without proper completion.

4. Insufficient team skills

A team is as good as its team members. If team members are not smart or are not trained enough to perform assigned tasks it can put the project development in a risky spot.

5. Underestimating costs

Underestimating costs can lead to running out of resources and it can be an obstacle to the completion of the project.

6. Lack of accountability

When the team is not accountable for the time, resource and their actions it leads to misunderstanding and causes an obstacle for the project to progress.

Therefore students must be aware of the obstacles that hinders community projects and propose better ways to ensure community projects are carried out and successfully completed.

Performance Assessment: Teachers can set assessment where students do group work by;

- collectively listing some of the possible or likely obstacles that might be a challenge to delivering a successful community project.
- giving ideas how these obstacles can be overcome through proper decision making like meetings.

Suggested Resources

- Community Masters. (2021). *Community projects ideas*. Retrieved March 30, 2021, from <https://www.communitymatters.govt.nz/community-project-ideas/>.
- mybeeye.com. (n.d). *Maximise your business outcomes, not just your projects*. <https://www.mybeeye.com>. Retrieved March 30, 2021, from <https://www.mybeeye.com/home>.
- Smith S. (2021). Why You Struggle With Accountability and How to Actually Change. Retrieved March 30, 2021, from <https://www.growthsourcecoaching.com/why-you-struggle-with-accountability-and-how-to-actually-change.html>.

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 organising time and managing responsibilities in order to attain intended outcomes.

Benchmark 12.1.6.3: Organise and prioritise community schedules.

Topic: Prioritising Community Schedules

Essential Questions

- What is a project schedule template?
- What are the components of a project schedule template?
- What processes and strategies are considered when one plans to organise time and prioritise community schedules?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to organise and prioritise community schedules using a project schedule template.
Skills	Critical Thinking Skills - Use analytical skills of analysing, synthesising and evaluating Logical reasoning skills Decision-making Skills: Select best solutions from organising and prioritising school schedules Problem solving skills Negotiation skills
Attitudes	Responsible, diligent, respect for others and their opinions, consideration, collaboration, cooperation
Values	Being responsible, self-discipline, respect, tolerance

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

- Use the project management notes from Benchmark 12.1.6.1 to develop a project schedule;
- Discuss how to prioritised community schedules that can foster healthy relationship between the students and the community.

Content Background

Students can be given a project which should take a month to complete for assessment. The assessment can be ongoing at the same time. Teachers create criteria that should involve not only the students but the parents and other stakeholders where necessary to facilitate the development of the project. A project idea that should create a win-win situation where they not only create income but will instil within themselves values of honesty, trust and mutual respect and at the same time promote important skills such as decision-making and problem-solving, consensus, socialising and collaboration to name a few.

Sample Project Schedule Template

Name of Project: _____

Action steps What will be done?	Responsibilities Who will do it?	Timeline By when? (Day, Month)	Resources A. Resources available B. Resources needed	Potential Barriers What individuals or organisations might Resist? How?	Communication Plan Who is involved? What method? How often?
Step 1			A. B.	A. B.	
Step 2			A. B.	A. B.	
Step 3			A. B.	A. B.	
Extra			A. B.	A. B.	

Performance Assessment: Teachers can organize **group classroom activity** where students are required to discuss and draw a community Project Schedule for the proposed project.

Suggested Resources

- Community Masters. (2021). *Community projects ideas*. Retrieved March 30, 2021, from <https://www.communitymatters.govt.nz/community-project-ideas/>.
- Wikipedia. (2021). *Collaboration*. Retrieved March 30, 2021, from <https://en.wikipedia.org/wiki/Collaboration>.
- Wikipedia. (2021). *Schedules*. Retrieved March 30, 2021, from <https://en.wikipedia.org/wiki/Schedule>.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 2.6: Students will be able to identify and examine the processes and the strategies for organising time and managing responsibilities in order to attain intended outcomes.

Benchmark 12.1.6.4: Advocate for community needs in accomplishing goals.

Topic: Advocating for Community Needs

Essential Questions

- What is community needs?
- Who is involved in advocating for community needs?
- In advocating for community needs and to accomplish goals and needs of the community in a project, what strategies or actions could a project manager use to engage all stakeholders in the project?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to identify and advocate for community needs
Skills	Critical Thinking Skills - Use analytical skills of identifying and advocating Creative Thinking Skills - Use synthetical skill of categorising
Attitudes	Optimistic, responsible, diligent
Values	Self-reflection, self-discipline

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

- Discuss the importance of conducting community needs assessment;
- Identify the importance of advocacy for community needs;
- Plan out what strategies or actions are important for those managing the community project to consider when engaging all stakeholders in the project.

Content Background

Before students get to study this topic they should understand what a community is and know are the needs of a community. According to Wikipedia (2021), a **community** is a social unit (a group of living things) with commonality such as norms, religion, values, customs, or identity. Communities may share a sense of place situated in a given geographical area (e.g. a country, village, town, or neighbourhood) or in virtual space through communication platforms for example, use of social media like face to be up to date. Durable relations that extend beyond immediate genealogical ties also define a sense of community, important to their identity, practice, and roles in social institutions such as family, home, work, government, society, or humanity at large. Although communities are usually small relative to personal social ties, "community" may also refer to large group affiliations such as national communities, international communities, and virtual communities.

Before the needs of the community can be advocated for and accomplished an assessment must be done of these needs.

What are community needs?

Community needs are gaps between what services currently exist in a community and what *should* exist. It may be helpful to categorise gaps based on these four types of community needs- perceived needs, expressed needs, absolute needs, and relative needs.

FOUR TYPES OF COMMUNITY NEEDS			
Perceived Needs	Expressed Needs	Absolute Needs	Relative Needs
Based on what the individuals feel their needs are	Defines by the number of individuals who sought help	Needs, deemed universal, including those for survival	Needs rendered necessary based on equity

- **Perceived needs** are based on what individuals *feel* their needs are. Perceived needs are very subjective, and the standard may change based on each point of view. However, it's important not to dismiss perceived needs as just opinion. Taking into account the feelings and concerns of community members is an essential component of your assessment.
- **Expressed needs** are defined by what individuals have already voiced as a need. For instance, community members may have complained to local officials about broken street lights. These complaints are expressed needs and can help guide you to what needs to be accomplished. However, make sure you're mindful of the false assumption that all people with needs seek help.
- **Absolute needs** are deemed universal, including those for survival (i.e., food, water, safety, and clothing). If community members don't even have clean, running water, this absolute need should be a top priority to consider.
- **Relative needs** are rendered necessary based on equity and depend on current circumstances and the norm. The standard may also vary based on population differences and social context. For instance, providing students with access to computers isn't necessary. But with digital literacy now so important to education, the lack of computers might be deemed a relative need.

When you conduct your assessment, you work to identify gaps and make conclusions about the needs that will ultimately help to fill them. Categorising these needs with the above can help you better prioritise your actions.

What is a community needs assessment?

The Child Welfare Information Gateway defines a community needs assessment as the following: "A community needs assessment identifies the strengths and resources available in the community to meet the needs of [community members]. The assessment focuses on the capabilities of the community, including its citizens, agencies, and organisations. It provides a framework for developing and identifying services and solutions and building communities that support and nurture children and families."

Put simply, the outcomes of a community needs assessment guides how your organisation and volunteers help the community. The outcomes of a community needs assessment usually fall into one of three main categories:

1. **Policy Change.** This involves laws and regulations designed to guide or influence behaviour. These can be both legislative or organisational. Policy changes can include raising the age limit to buy cigarettes.
2. **Systems Change.** This involves a change that affects all aspects of the community. This includes the social norms of an organisation, institution, or system, and often goes hand in hand with policy change. These changes can include prohibiting smoking in public places.
3. **Environmental Change.** This involves physical, social, or economic factors that influence people's practices and behaviours. Physical includes structural changes, like building specific smoking-only structures. Social factors include changes in attitude and behaviour, like a need for more no-smoking areas. Lastly, economic factors include financial disincentives or incentives to encourage a desired behaviour like raising the price of cigarettes.

Why is conducting a community needs assessment important?

A community needs assessment is a key tool that can aid any volunteer program you create. By conducting an assessment before you develop a program, you ensure a firm grasp on a community's gaps. After all, your program works to fill those gaps through resources and services.

The assessment plays a critical role in guiding decision-making and priority-setting for your program while involving community members in the process. By following this method, you'll build your program around the most vital services for your community members.

Who should be involved in the community needs assessment as an advocate?

Advocacy is the act or process of supporting a cause or proposal.

When you begin conducting the assessment, you need to figure out exactly who to reach out to in your community to help facilitate the assessment. Here's who will likely be involved:

- Community members who feel the direct effects of a gap in services or resources. Make sure you hear a myriad of voices and concerns in your community to better serve them.
- Expert community leaders, like members of a school board, local government officials, human service providers, and other professionals in the field.
- A team of stakeholders, including community members, to oversee and carry out the assessment and guide your program planning.

What is a Stakeholder Engagement Plan?

The Stakeholder Engagement Plan is a component of the project management plan that identifies the strategies and actions required to promote productive involvement of stakeholders in project or program decision making and execution.

Stakeholder engagement includes ways to attract and involve individuals, groups and organisations who may be affected by a project or may affect a project.

Ways to engage project stakeholders

1. Identify stakeholders early

You can't engage stakeholders until you know who they are. As you are initiating your projects start identifying your stakeholders.

2. Get stakeholders talking to one another

Get key stakeholders and have initial meetings with them on the project so that issues or conflicts can be resolved as soon as possible.

3. Seek to understand before being understood

In all projects people would want to know if you have really heard and understood their perspective.

4. Listen,

Plan of understanding is making time to sit face to face when possible and truly listen. Ask probing questions.

5. Lead with integrity

Meaningful engagement requires trust. Say what you mean, mean what you say. And then do what you said you would do.

6. Engage your stakeholders in estimates

Ask the people that will do the work for estimates and help stakeholders to understand that there is greater uncertainty in the early estimates. Commit to providing refined estimates as your projects progress.

7. Work with your team

The best thing is for project managers to work with their stakeholders to breakdown their projects into deliverables and tasks. This helps everyone to have a better understanding of the project. Furthermore, stakeholders will more likely support a plan that they helped create.

8. Manage expectations

Each of your stakeholders has expectations, sometimes false expectations. Working with your team will clarify many of these aspects of the project.

9. Being grateful and appreciative

When team members and/or stakeholders complete activities always remember to thank them.

10. Communicate

Develop and maintain a communication plan. Creative project managers minimise a potential communications breakdown by communicating through a variety of channels.

Performance Assessment: Teachers can set activity where students are required to identify community needs (needs analysis- bridges, roads, cleanliness, aid posts, schools) and write a report.

Suggested Resources

- galaxy digital. (n.d.). *How to Conduct a Community Assessment? Asheville, NC, USA*: galaxy digital. Retrieved April 7 2021, from <https://www.galaxydigital.com/blog/community-needs-assessment>.
- Project Risk Coach. (2021). *How to Create a Project Risk Management Plan*. Retrieved April 7 2021, from <https://projectriskcoach.com>.
- Wikipedia. (2021). *Community*. Retrieved April 7 2021, from <https://en.wikipedia.org/wiki/Community>.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 7.1: Students will be able to recognize and reflect on the various roles they play and the members of their family, school, and community play in school, family, and community management.

Benchmark 12.1.7.1: Recognise, reflect and analyse the purpose and impact of community-wide activities, policies and routines.

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

Essential Questions

- What is the purpose of community-wide activities, policies and routines?
- What is the impact of community-wide activities, policies and routines on those who are concerned?
- How does one's participation impact his or her personal and social relationships with others in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The purpose and impact of community-wide activities, policies and routines on all stakeholders.
Skills	Critical Thinking Skills - Use analytical skills of recognising, reflecting and analysing
Attitudes	Optimistic, responsible, diligent, participatory
Values	Self-reflection, self-discipline

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

- Examine work done by volunteers through community-wide activities and show appreciation of its impact in the community;
- Evaluate work done through community wide activities and participate as volunteers in these activities.

Content Background

What are community wide activities, policies and routines?

Community-based activities cover a wide variety of different areas within a community. Activities may cover almost anything, including community welfare such as a locally run and locally funded orphanage and care for the homeless. Other activities and routines include charity. Charitable community projects can include but not limited to, ecological charities concerned with either the maintenance of green spaces, the prevention of reduction/removal of green spaces or an old clothes collection service.

What are the impacts of such community projects?

Community development projects have been beneficial in many of the poorest rural areas, creating new opportunities for some of the most vulnerable people. Projects range from the provision of vital healthcare facilities, to the development of human resources through the implementation of educational programmes tailored to meet the specific needs of a particular community.

Financial, technical and advisory community agricultural projects have also been beneficial in many areas, improving farming methods and enhancing rural farmer's abilities to make the most efficient use of the land available. Improvements in agriculture lead naturally to a boost in the local economy, with the knock-on effect that other sectors such as power and transport begin to see improvements as well.

How one's participation in community-wide projects impact his/her personal and social relationships with the community

Engaging in **community projects** provides an individual with the opportunity to become active members of **their community** and has a lasting, positive impact on society at large. **Community service** or volunteerism enables individuals to acquire life skills and knowledge, as well as provide a **service** to those who need it most.

Performance Assessment: Teachers can set assessment where students are required to discuss the purpose and impact of community-wide activities, policies and routines. Example; Digicel Foundation and others who have contributed to the development of their communities and evaluate the impacts of these activities.

Suggested Resources

- Community Health Rankings and Roadmaps. (2019, Nov 7). *Community wide physical activity campaigns*. Retrieved May 4, 2021, from <https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/community-wide-physical-activity-campaigns>.
- Fyiazmughal.org. (2020). *What are the impacts of such projects?* Community Projects for Rural Development. . Retrieved May 4, 2021, from <https://www.fiyazmughal.org/importance-community-projects/>
- Fyiazmughal.org. (2020). *What is the purpose of community wide projects?* Retrieved May 4, 2021, from <https://www.fiyazmughal.org/importance-community-projects/>

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 7.2: Students will be able to recognize and reflect on the various roles they play and the members of their family, school and community play in school, family and community engagement.

Benchmark 12.1.7.2: Interpret and evaluate the importance of personal roles and responsibilities in the overall, community climate.

Topic: The Importance of Personal Roles and Responsibilities in Community Activities

Essential Questions

- What are personal roles and responsibilities as an individual in a community?
- What is the importance of performing one's personal roles and responsibilities in the community?
- If personal roles and responsibilities are performed well in the community, how does it affect one's personal and social relationships with others in the wider community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Definition of concepts: personal roles and personal responsibilities and its importance in the overall community climate
Skills	Critical Thinking Skills - Use analytical skill of interpreting, recognising, analysing and reflecting - Use evaluation skill of evaluating
Attitudes	Participatory, appreciative, cooperative
Values	Common good, empowerment, justice, patriotism,

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

- Evaluate and understand what personal roles and responsibilities means and demonstrate its importance in the overall community climate;
- Discuss how the successful performance of personal roles and responsibilities affects one's personal and social relationship with other members in the wider community.

Content Background

In this topic, students can evaluate their expected roles in schools and to the outside community and the world.

	Expected Roles and Responsibilities
As an individual (Student)	• Abide by the School Behaviour Management Policy • Attending classes and school activities on time and regularly • Being prepared for classes with all necessary supplies • Taking good care of school property • Completing all homework assignments • Organizing their time well

	• Respecting themselves and others • Reading on a regular basis • Be a role model to junior students • Doing their best • Practice Christian ethics and Principles

	Expected Roles in the community
As an individual (Student)	- Law abiding citizen in every aspect - Patriotic in heart towards our country, PNG - Be ambassadors towards the international community - Practice social responsibility in lifestyle and health - Practice Christian ethics and principles - Respect religious freedom of worship - Be a role model in your family and community - Be involved in the community around you

Performance Assessment: Teachers can set activity where students are required to identify and discuss the roles and responsibilities of individuals (councilor, chief, pastor, men and women, youths etc.) write an essay of two-page. Each student will write how he/she can be an active member of the community and the expected role required of him/her at all levels.

Suggested Resources

- Dictionary.com. (n.d). *Responsibilities*. Retrieved May 4, 2021, from <https://www.dictionary.com/browse/responsibilities>.
- Merriam-Webster. (1828). *Roles*. Retrieved May 4, 2021, from <https://www.merriam-webster.com/dictionary/role>.
- thelifeinuktest.co.uk. (2021). *Your role in the community, How you can support your community, Looking after the environment*. Retrieved May 4, 2021, from <https://www.thelifeinuktest.co.uk/study-guide/government-law-role/your-role-community.php>.

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 12.1.8.1: Identify personal feelings and the feelings of others involved with a global problem and apply appropriate self-control and empathy.

Topic: Considering Peoples' Feelings in Solving Global Problems: Global Warming

Essential Questions

- Why should one be considerate of others' personal feelings when applying problem solving processes to solve problems such as global warming?
- How can one apply appropriate self-control and empathy skills to solve global problems?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to apply appropriate self-control and empathy skills to solve global problems like global warming
Skills	Critical Thinking Skills - Use analytical skill of identifying and application Social problem-solving skills Decision-making skills Negotiation skills
Attitudes	Empathetic, adaptable to change, consideration, tolerance, respect others and their opinions, collaboration, cooperation, perspective-taking
Values	Common good, sustainability, betterment of human kind, humility, perseverance

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

- Explain the problem-solving processes or steps that should consider one's personal feelings and the feelings of others in the process;
- Identify and describe personal feelings and feelings of others in a problem-solving exercise on global warming;
- Demonstrate in a panel discussion how self-control and empathy skills can solve a global problem like global warming;
- Discuss how the use of self-control and empathy skills could contribute to effectively solving a global problem.

Content Background

It is important for teachers to know that as an introduction to this Unit 3: Problem Solving and Conflict Management, students should be tasked to identify the problem-solving processes or steps that contribute to effective problem solving. The generic processes or steps of problem-solving will be used to solve a global problem. Global Warming is suggested as a global problem.

Note for teachers: **For this CS 12.1.8; the benchmarks as of 12.1.8.1 to 12.1.8.6 are all related** and discusses how to use problem solving skills in this case how to solve the problem of global warming. So, students must be informed that these topics aim to instil in them the art of solving issues of such.

Problem-solving processes or steps:

The following will help students take leadership in solving problems effectively.

Step	Characteristics
1. Define the problem	Differentiate fact from opinion Specify underlying causes Consult each faction involved for information State the problem specifically Identify what standard or expectation is violated Determine in which process the problem lies Avoid trying to solve the problem without data
2. Generate alternative solutions	Postpone evaluating alternatives initially Include all involved individuals in the generating of alternatives Specify alternatives consistent with organizational goals Specify short- and long-term alternatives Brainstorm on others' ideas Seek alternatives that may solve the problem
3. Evaluate and select an alternative	Evaluate alternatives relative to a target standard Evaluate all alternatives without bias Evaluate alternatives relative to established goals Evaluate both proven and possible outcomes State the selected alternative explicitly
4. Implement and follow up on the solution	Plan and implement a pilot test of the chosen alternative Gather feedback from all affected parties Seek acceptance or consensus by all those affected Establish ongoing measures and monitoring Evaluate long-term results based on final solution

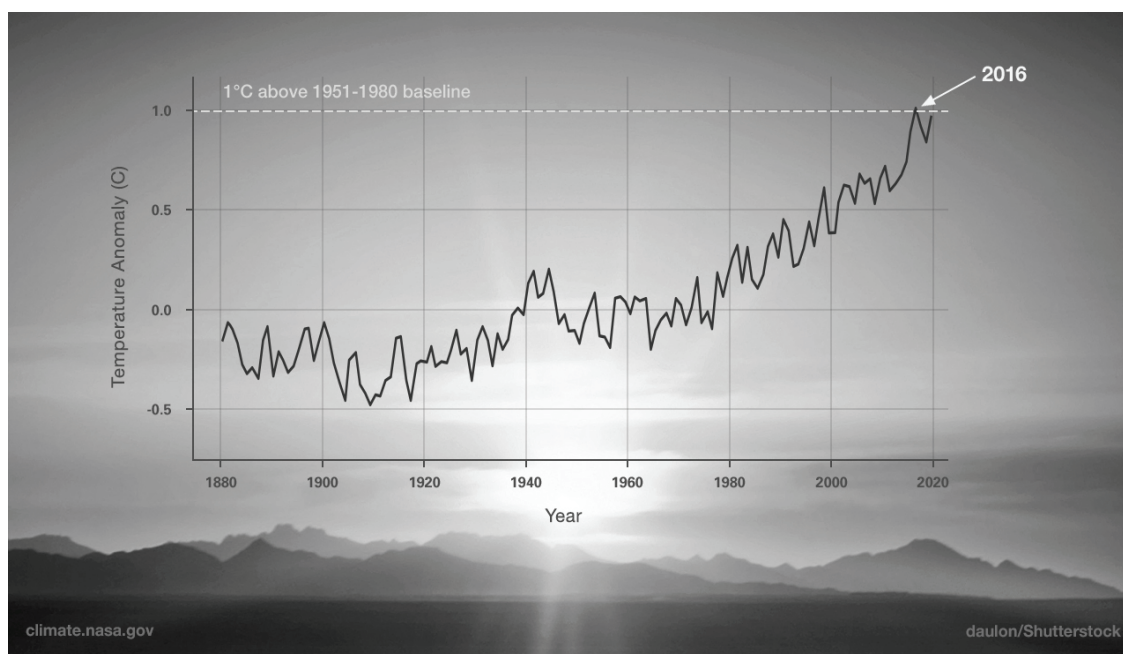
Case study on Global Warming

Global warming is the long-term heating of Earth's climate system observed since the pre-industrial period (between 1850 and 1900) due to human activities, primarily fossil fuel burning, which increases heat-trapping greenhouse gas levels in Earth's atmosphere. The term is frequently used interchangeably with the term climate change, though the latter refers to both human- and naturally produced warming and the effects it has on our planet. It is most commonly measured as the average increase in Earth's global surface temperature.

Since the pre-industrial period, human activities are estimated to have increased Earth's global average temperature by about 1 degree Celsius (1.8 degrees Fahrenheit), a number that is currently increasing by 0.2 degrees Celsius (0.36 degrees Fahrenheit) per decade. Most of the current warming

trend is extremely likely (greater than 95 percent probability) the result of human activity since the 1950s and is proceeding at an unprecedented rate over decades to millennia.

(climate.nasa.gov)



This graph illustrates the change in global surface temperature relative to 1951-1980 average temperatures (Source: NASA's Goddard Institute for Space Studies).

What is Climate Change?

Climate change is a long-term change in the average weather patterns that have come to define Earth's local, regional and global climates. These changes have a broad range of observed effects that are synonymous with the term.

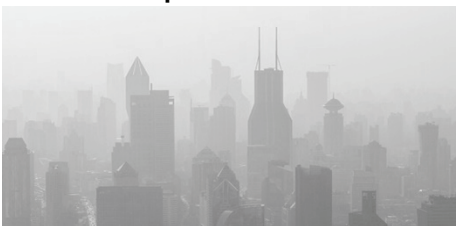
Changes observed in Earth's climate since the early 20th century are primarily driven by human activities, particularly fossil fuel burning, which increases heat-trapping greenhouse gas levels in Earth's atmosphere, raising Earth's average surface temperature. These human-produced temperature increases are commonly referred to as global warming. Natural processes can also contribute to climate change, including internal variability (example, cyclical ocean patterns like El Niño, La Niña and the Pacific Decadal Oscillation) and external forces (example, volcanic activity, changes in the Sun's energy output, variations in Earth's orbit).

Scientists use observations from the ground, air and space, along with theoretical models, to monitor and study past, present and future climate change. Climate data records provide evidence of climate change key indicators, such as global land and ocean temperature increases; rising sea levels; ice loss at Earth's poles and in mountain glaciers; frequency and severity changes in extreme weather such as hurricanes, heatwaves, wildfires, droughts, floods and precipitation; and cloud and vegetation cover changes, to name but a few.

(Source: <https://climate.nasa.gov/resources/global-warming-vs-climate-change/>)

Global warming causes

The greenhouse effect is a natural phenomenon. However, the increase in greenhouse gases is linked to human activities. It is thus no surprise that the world's leading climate scientists believe that human activities are very likely the main cause of global warming since the mid-twentieth century, mostly because of:

Causes	Explanation
1. Fossil Fuels 	The massive use of fossil fuels is obviously the first source of global warming, as burning coal, oil and gas produces carbon dioxide - the most important greenhouse gas in the atmosphere - as well as nitrous oxide. (Photo By Markusspiske on Pixabay)
Deforestation 	The exploitation of forests has a major role in climate change. Trees help regulate the climate by absorbing CO₂ from the atmosphere. When they are cut down, this positive effect is lost and the carbon stored in the trees is released into the atmosphere. (Photo by Erlend Ekseth on Unsplash)
Intensive Farming 	Another cause of global warming is intensive farming, not only with the ever-increasing livestock, but also with plant protection products and fertilizers. In fact, cattle and sheep produce large amounts of methane when digesting their food, while fertilizers produce nitrous oxide emissions. (Photo by Bas Emmen on Unsplash)
Waste Disposal 	<u>Waste management methods</u> like landfills and incineration emit greenhouse and toxic gases - including methane - that are released into the atmosphere, soil and waterways, contributing to the increase of the greenhouse effect. (Photo by Dominik Vanyi on Unsplash)
Mining 	Modern life is highly dependent on the mining and metallurgical industry. Metals and minerals are the raw materials used in the construction, transportation and manufacturing of goods. From extraction to delivery, this market accounts for 5% of all greenhouse gas emissions. (Photo by Holger Link on Unsplash)
Overconsumption 	Finally, overconsumption also plays a major role in climate change. In fact, it is responsible for the overexploitation of natural resources and emissions from international freight transport, which both contribute to global warming. <i>Photo by Skeeze on Pixabay</i>

Global warming effects

Here are some consequences that are documented in the Intergovernmental Panel on Climate Change Special Report on Global Warming:

1. On biodiversity

The increase of temperatures and the climate upheavals disturb the ecosystems, modify the conditions and cycles of plant reproduction. The scarcity of resources and climate change are changing life habits and migratory cycles of animals. We are already witnessing the disappearance of many species - including endemic species - or, conversely, the intrusion of invasive species that threaten crops and other animals. Global warming therefore impacts biodiversity. It is the balance of biodiversity that is modified and threatened. According to the IPCC (Intergovernmental Panel on Climate Change), a 1.5°C (34.7°F) average rise might put 20-30% of species at risk of extinction. If the planet warms by more than 2°C, most ecosystems will struggle.

2. On oceans

Because of global warming, permafrost and ice are melting massively at the poles, increasing the sea level at a rate never known before. In a century, the increase reached 18 cm (including 6 cm in the last 20 years). The worst-case scenario is a rise of up to 1m by 2100.

The acidification of the oceans is also of great concern. In fact, the large amount of CO₂ captured by the oceans makes them more acidic, arousing serious questions about the adaptability of seashells or coral reefs.

3. On humans

Human beings are not spared by these upheavals. Climate change is affecting the global economy. It is already shaking up social, health and geopolitical balances in many parts of the world. The scarcity of resources like food and energy gives rise to new conflicts.

Rising sea levels and floods are causing population migration. Small island states are in the front line. The estimated number of climate refugees by 2050 is 250 million people.

4. On the weather

For decades now, meteorologists and climatologists around the world have been watching the effects of global warming on the weather phenomena. And the impact is huge: more droughts and heatwaves, more precipitations, more natural disasters like floods, hurricanes, storms and wildfires, frost-free season, etc.

Source (<https://climate.nasa.gov/resources/global-warming-vs-climate-change/>.)

Therefore, students must be taught on how best to address problems whether at the local or global level by applying appropriate problem solving skills. The slogan 'think globally and act locally' should be a way forward for students to help the world solve such problems. Teachers must set an assessment for students to do role play in solving global problems. Students get to choose other global problems and use the problems solving processes to solve these problems.

Performance Assessment: Teachers can plan and organize for a **Question (Q) and Answer (A) Session** for the whole class, where the teacher sets the scene by identifying global problems/issues and ask students to discuss the causes and effects of these problems/issues and how to solve such global problems/issues. Teacher also asks students how they feel about these problems and reflect on their responsibilities in ensuring a peaceful and harmonious community and world around.

Suggested Resources

- Bailey, D. & Callery S. (2020). *Weather vs. Climate*. California Institute of Technology. California, US. Retrieved May 10, 2021, from <https://climate.nasa.gov/resources/global-warming-vs-climate-change/>.
- Nunez C. (2019). *Global Warming Solutions*. National Geographic Society. California, US: Retrieved May 10, 2021, from <https://www.nationalgeographic.com/environment/global-warming/global>.
- Wikipedia. (2021). *Climate change*. Retrieved June 4, 2021, from https://en.wikipedia.org/wiki/Climate_change.

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

Topic: Perspective of those involved in Solving a Global Socio-Cultural Problem

Essential Questions

- What is perspective-taking?
- To solve a socio-cultural problem, why is it important for one to think about and understand the thoughts and feelings of others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to solve global problems like global warming through perspective-taking.
Skills	Critical Thinking Skills - Use analytical skill of identifying, analysing and stating Social problem-solving skills Decision-making skills Negotiation skills
Attitudes	Adaptable to change, cooperative, critical, perspective -taking
Values	Common good, sustainability, betterment of human kind

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

- Explain what perspective taking means as part of social problem-solving;
- Conduct a case study on a socio-cultural problem in a global setting and demonstrate perspective-taking as part of the social problem-solving and decision-making processes to foster healthy social relationships.

Content Background

What is perspective taking?

Students should have learnt from the preceding grade what perspective-taking is all about. Perspective-thinking refers to ability to think about and understand the thoughts and feelings of others. So, in trying to solve global problems like global warming, it is very important to take note of the views of others. Seeking others view ensures problems are addressed from all angles which help in providing variable and workable strategies to solve problems effectively where all parties involved are satisfied.

In dealing with social problem solving, it is important that one resolves conflicts in ways that are beneficial both to oneself and others. Using social problem-solving skills helps to decrease

aggression and substitute peaceful alternatives to force. Refer to the problems solving process studied in the previous topic.

Global Issues

There are many global issues apart from global warming that students can do research on which teachers conduct assessment on to enhance students' knowledge of these issues. Knowing the causes and effects of these issues can make them become aware of what is around them so that they can contribute as global citizens though local means to solve these issues.

Global problems are not just important problems, or problems that affect many people. Rather they are those problems that affect the whole of the planet, and potentially all of the people who live on it. Climate change is one clear example that springs to mind quickly. This is because the consequences of humanly-generated changes in the atmosphere will, albeit (although be) in different ways according to region, affect everyone on the planet. In other words, the consequences are universal. Moreover, unless we profoundly change our collective behaviour, climate change may well result in irreversible changes in the climatic conditions of life – a measure of the deep vulnerability of human society in the face of this issue. And it is easy to see that there will be no easy solution to the problem: the causes of the present situation are clearly related to our economic system, our attitudes to nature, our political organisation, our technological capacities and preferences, and our uses of resources. Solutions will involve not just all communities and every country, but solutions will necessarily involve cooperation, between all, rather than individual approaches. In other words, the example of climate change suggests that global problems are complex, intractable, and make human society as a whole very vulnerable.

Other examples of global problems of this scale and with these characteristics would include;

- weapons of mass destruction;
- the violation of the human security of several billions of the world's poor, and the consequences of the conditions of their lives for the rest of the world;
- failures and deficits of global governance, especially when set beside the largely unregulated pressures of economic and cultural globalisation;
- resource depletion, especially that of energy resources, on a scale and in a manner that both unsustainable and profoundly inequitable;
- the degradation of natural environments as a result of economic activities, including the oceans, forests and soils;
- the physical, social and psycho-cultural consequences of unprecedented and still accelerating development of megacities; and
- cultural collisions within and across national borders generated by globalisation and claims to the primacy or universal superiority of one version of reason and ethics.

According to Tanter the following lists is still incomplete as there are so many global problems occurring every single day affecting millions of people around the world which have to be fixed.

Performance Assessment: Teachers can set assessment where students collect ~~use~~ newspaper clippings by collecting newspaper clippings of current global socio-economic issues globally and paste the articles (**demonstrations**) on a chart and outline how these problems will be solved using the problem solving and the conflict management process and place them on the walls of their classroom.

Suggested Resources

- Bitesize. (2021). *Globalization*. Retrieved May 10, 2021, from <https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1>.
- Tanter, R. (2008). *Introduction to Global Problems*. Nautilus Institute. California. US. Retrieved May 10, 2021, from <https://nautilus.org/gps/intro>.
- Wikipedia. (2021). *List of global issues*. Retrieved May 10, 2021, from https://en.wikipedia.org/wiki/List_of_global_issues.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 12.1.8.3: Identify desired outcomes and analyse if it is attainable.

Topic: Desired Outcomes of Solving Global Warming

Essential Questions

- Based on the case study on Global Warming, what is the desired outcome in solving that global problem?
- Do you think the desired outcome on global warming can be attained?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Desired outcomes of Global Warning and the application of the strategies in to attain those outcomes
Skills	Critical Thinking Skills - Use analytical skill of identifying and analysing Social problem-solving skills Decision-making skills Negotiation Skills
Attitudes	Adaptable to change, cooperative, critical, collaboration, cooperation Perspective Taking,
Values	Common good, sustainability, betterment of human kind

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

- Identify the desired outcomes of solving problems associated with global warming;
- Ascertain if the desired outcome is attainable;
- Discuss how the desired outcomes can foster healthy social relationships between people globally.

Content Background

Global warming solutions

Humans have the solutions to address climate change. The question is: Do we have the will? The evidence that humans are causing climate change, with drastic consequences for life on the planet, is overwhelming, but the question of what to do about it remains controversial. Economics, sociology, and politics are all important factors in planning for the future.

A global conversation that began with concern over warming has now turned to the broader term climate change, preferred by scientists to describe the complex shifts now affecting our planet's weather and climate systems. Climate change encompasses not only rising average temperatures but also extreme weather events, shifting wildlife populations and habitats, rising seas, and a range of other impacts. All of these changes are emerging as humans continue to add heat-trapping greenhouse gases to the atmosphere.

Countries around the world acknowledged the imperative (command) to act on climate change with the Paris Agreement in 2015, making pledges to reduce greenhouse gas pollution. The Intergovernmental Panel on Climate Change (IPCC), which synthesizes the scientific consensus on the issue, has set a goal of keeping warming under 2 degrees Celsius (3.6 Fahrenheit) and pursuing an even lower warming cap of 1.5 degrees Celsius (2.7 Fahrenheit).

Both of those targets are in jeopardy. Major countries are already falling behind on their pledges, according to a UN report issued at the end of 2018, and emissions levels in 2030 need to be approximately 25 to 55 percent lower than they were in 2017. Previous research suggests that even if countries do meet their pledges to reduce emissions, those commitments will not be enough to stave off severe warming.

Outcomes of global warming

Addressing climate change will require many solutions—there is no magic bullet. Yet nearly all of these solutions exist today, and many of them hinge on humans changing the way we behave, shifting the way we make and consume energy. The required changes span technologies, behaviours, and policies that encourage less waste and smarter use of our resources. For example, improvements to energy efficiency and vehicle fuel economy, increases in wind and solar power, biofuels from organic waste, setting a price on carbon, and protecting forests are all potent ways to reduce the amount of carbon dioxide and other gases trapping heat on the planet.

Scientists are also working on ways to sustainably produce hydrogen, most of which is currently derived from natural gas, to feed zero-emission fuel cells for transportation and electricity. Other efforts are aimed at building better batteries to store renewable energy; engineering a smarter electric grid; and capturing carbon dioxide from power plants and other sources with the goal of storing it underground or turning it into valuable products such as gasoline. Some people argue that nuclear power—despite concerns over safety, water use, and toxic waste—should also be part of the solution, because **nuclear plants do not contribute any direct air pollution** while operating.

While halting new greenhouse gas emissions is critical, scientists have also emphasised that we need to extract existing carbon dioxide from the atmosphere. More fanciful ideas for cooling the planet—so-called “geo-engineering” schemes such as spraying sunlight-reflecting aerosols into the air or blocking the sun with a giant space mirror—have largely been dismissed because they may pose more environmental risks than proven benefits.

But planting trees, restoring sea grasses, and boosting the use of agricultural cover crops could help clean up significant amounts of carbon dioxide. Restoring forests already chopped down in Brazil, for example, could draw about 1.5 billion metric tons of CO₂ out of the air, and a recent study published by the National Academies of Science estimates the world’s forests and farms could store 2.5 gigatons. Those are relatively modest numbers given historic carbon emissions of 2.2 trillion metric tons, but every contribution is needed to curtail the world’s current trajectory (course).

Attainable outcomes of global warming

Communities around the world are already recognising that adaptation must also be part of the response to climate change. From flood-prone coastal towns to regions facing increased droughts and fires, a new wave of initiatives focuses on boosting resilience. Those include managing or preventing land erosion, building microgrids and other energy systems built to withstand disruptions, and designing buildings with rising sea levels in mind.

Recent books such as *Drawdown* and *Designing Climate Solutions* have proposed bold and comprehensive yet simple plans for reversing our current course. The ideas vary, but the message is consistent: We already have many of the tools needed to address climate change. Some of the

concepts are broad ones that governments and businesses must implement, but many other ideas involve changes that anyone can make-eating less meat, for example, or rethinking your modes of transport. (nationalgeographic.com)



An iceberg melts in the waters off Antarctica. Climate change has accelerated the rate of ice loss across the continent. Source: Photograph by Paul Nicklen, Nat Geo Image Collection.

Once students know the problem-solving processes this should enable them suggest better solutions that will generate desirable outcomes that are attainable. Solution in simple is the how to go about addressing the problem whilst the outcomes is the what or the result of the solutions acted on.

Performance Assessment: Teachers can plan and guide **small group discussions and class presentations on** effective solutions that will bring about positive outcomes that are achievable in addressing the global problem.

Suggested Resources

- Bord, R. J., Fisher, A. & O'Connor, R. E. (1998, December 17). *Public perceptions of global warming: United States and international perspectives*. CR Vol.11, No.1. Retrieved May 10, 2021, from <https://www.int-res.com/abstracts/cr/v11/n1/p75-84/>.
- Nunez C. (2019). *Global Warming Solutions*. National Geographic Society. California, US: Retrieved May 10, 2021, from <https://www.nationalgeographic.com/environment/global-warming/global>.
- Wikipedia. (2021). *Climate change*. Retrieved June 4, 2021, from https://en.wikipedia.org/wiki/Climate_change.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 12.1.8.4: Use creativity and innovation to generate multiple possible solutions and analyse each option in relation to the resources, situation, and personal principles.

Topic: Generating Multiple Possible Solutions to Solve Problems

Essential Questions

- What possible solutions can be reached to solve the problem of global warming?
- How could one decide if the correct solution made is attainable based on the availability of resources, situation faced and/or personal principles of those who are making the decision?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Being creative and innovative to generate multiple possible solutions and options in relation to the resources, situation, and personal principles to solve the problem of Global Warming
Skills	Creative Thinking Skills - Use creativity skill of creating and being innovative by thinking out of the box. Problem-solving skills Decision-making skills Negotiation skills
Attitudes	Empathetic, adaptable to change, critical, perspective-taking
Values	Common good, sustainability, betterment of human kind, respect for others and the opinion of others.

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

- Identify and analyse each possible solution in relation to resource, situation and personal principles to solve global warming problems and decide which of the options suggested is the best solution to solve the problem.

Content Background

In order to solve problems effectively, those who are involved must think creatively and be innovative to generate multiple solutions to that problem. Therefore the generating solutions process must be engaged. What is generating solutions process? Generating solutions process refers to finding various ways to remove the causes of the problem, thus, effectively solving it. It is at this process where the intuition is the most crucial. We might have creative leap in seeing solution without going through all the earlier processes. The process consists of answering the following questions;

- Is the problem a routine/standard, unique or the combination of both?
- Can we solve it intuitively right away? (top-down)
- Can we solve parts of the problem and aggregate them? (bottom-up)
- What are the solutions?

Is the problem a routine/standard, unique or combination of both?

By answering whether the problem is a routine/standard, unique or the combination of both, it is very useful in finding where the solutions would come from.

If the problem is a routine/standard type, an individual can identify the boxes of known problems and apply its solutions to their problem directly. The generation of solutions for this type would concentrate on finding existing knowledge-base on how to solve a problem. It is more important to know where to find the relevant knowledge-base than to come up with your original solution which might very well run the risk of reinventing the wheel.

If the problem is indeed a unique type, it is more important to focus on how to creatively solve the problem in an original way. The focus would shift to creative techniques such as brain-storming, visualisation, backward induction, lateral thinking. The preparation works such as framing, problems structure, issue analysis are important ingredients to make creative leap in solving problem. It is crucial that one must not kill the possible solutions from birth, that is in throwing ideas to the table on how to solve the problem, one must delay the evaluation of particular idea until each idea is develop into a well-thought-of solution or its element.

If the problem is a combination of both, it is important to identify which part of the problem is routine/standard and which is not. Those that are routine can be solved using a boxes technique and those that are unique elements must be solved creatively.

Can we solve it intuitively right away? (top-down)

Once you identify the problem type, you can now use various outputs from your framing and diagnosis process to assist you in arriving at the solution. If some case, especially when the problem is not complex or your intuition perform miracle, you can solve it right away once you know the real causes to the problem.

If you answer yes to the top-down question. That would mean you intuitively grasp the solution to the problem as a whole. Most of the time, it's because you could see the pattern that the problem is a generic one that can apply other known generic solutions to it. You might also find proper analogy that transform solution from one area to your target problem's area. You could easily search the boxes f or solutions.

On a rare occasion, your intuition work out magic. You might very well develop original solution to the problem intuitively. The remaining work is to provide details in solving various parts of the problem. Therefore, it is called top-down approach.

Can we solve parts of the problem and aggregate them? (bottom-up)

Most of the cases, especially in complex problems, it is difficult to solve the overall problem right away. The advantage of painful problem structuring and issue pyramid is that they provide a very clear pyramid structure to the problem.

Therefore, ***as we break the problem down to sub-issues/problems, it is easier for us to solve smaller problems and slowly aggregate them into the original problem.*** We use the same technique in solving smaller problems, that is see which is routine and which is unique and solve them accordingly.

It is very crucial to check whether the smaller solutions integrate back to effectively solve the original problem as many times it doesn't quite sum up or there can be unnecessary repetition in the set of solutions.

What are the solutions?

Once we have some ideas of alternative solutions to the problem. ***We must develop them in such a way that they become clearer both in terms of concept and the process.***

Each solution should contain a clear process or steps in solving the problem, the resources required, assumptions and the output/outcome of the solution as well as other unique aspects of the solutions such as the degree of acceptability by the stakeholders and the practicality of the solutions.

Through the generating solutions process solutions such as those presented below have been developed to curb the global warming problem.

Global warming prevention

Following are solutions to prevent global warming.

Solutions	Explanations
1. Renewable energies 	The first way to prevent climate change is to move away from fossil fuels. What are the alternatives? Renewable energies like solar, wind, biomass and geothermal.
2. Energy & water efficiency 	Producing clean energy is essential, but reducing our consumption of energy and water by using more efficient devices (e.g. LED light bulbs, innovative shower systems) is less costly and equally important.
3. Sustainable transportation 	Promoting public transportation, carpooling, but also electric and <u>hydrogen mobility</u>, can definitely help reduce CO₂ emissions and thus fight global warming.
4. Sustainable infrastructure 	In order to reduce the CO₂ emissions from buildings - caused by heating, air conditioning, hot water or lighting - it is necessary both to build new low energy buildings, and to renovate the existing constructions.
5. Sustainable agriculture & forest management 	Encouraging better use of natural resources, stopping massive deforestation as well as making agriculture greener and more efficient should also be a priority.

6. Responsible consumption & recycling



Adopting responsible consumption habits is crucial, be it regarding food (particularly meat), clothing, cosmetics or cleaning products. Last but not least, recycling is an absolute necessity for dealing with waste.

(Solarimpulse.com)

Impacts of these solutions in relation to resource, situation and personal principles

These solutions have taken into consideration resources, situations and personal principles or values of people across the globe. In terms of resources, it is categorised into two types, renewable and non-renewable. Countries should resort to using renewable resources for their energy since this resource type is unlimited as there are surplus of it and that it can replenished. However, the non-renewable is opposite. On the aspect of situation, the world can see and feel that global warming is real.

Therefore, countries especially those that emit large volume of carbon dioxide into their air due to their large industries must address this problem together through ratifying the Kyoto Protocol of 11th December 2007.

Looking at personal principles each individual should be mindful of their actions that could culminate to increased global warming. They must show concern for those around them and the impacts of their actions on other people. So the slogan, 'Think Globally and Act Locally' in terms of global warming should cause them to revisit their values. They must promote and foster positive values such as collaboration, being empathetic, appreciative and respectful.

Performance Assessment: Teachers can plan and organize for a **classroom informal debate** on evaluating the problem-solving process. **Topic of debate:** The problem-solving process is effective in solving all global problems.

Suggested Resources

- National Geographic. (2021) *Global warming*. Retrieved June 4, 2021, from <https://www.nationalgeographic.org/encyclopedia/global-warming/>
- Solar Impulse. (2020). *How to stop global warming*. Solar Impulse Foundation, Inc. Lausanne. Vaud. Switzerland. Retrieved June 4, 2021, from <https://solarimpulse.com/global-warming-solutions>.
- Solar Impulse. (2020). *Goal 13: Take urgent action to combat climate change and its impacts*. Retrieved June 4, 2021, from <https://solarimpulse.com/global-warming-solutions>.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 12.1.8.5: Identify and ask systematic questions that clarify various points of view and lead to the best solution.

Topic: Importance of asking Systematic Questions as part of Problem-Solving

Essential Questions

- Why is it important to ask systematic questions to clarify various points of view so that a good solution is reached?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of asking systematic questions to clarify various points of view that lead to the best solution in solving a problem
Skills	Critical Thinking Skills - Use analytical skill of identifying and asking Decision making skills Negotiation Skills Social Problem-solving skills
Attitudes	Empathetic, adaptable to change, critical, perspective taking
Values	Common good, sustainability, betterment of human kind

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

- Examine the case study on Global Warming and design systematic questions that should seek for clarification of various points of view that should lead to making the decision to select the best solution to solve global warming;
- Discuss how systematic questioning skills encourages healthy personal and social relationship.

Content Background

Problems can be solved and effective solutions reached if all parties involved apply the required problem-solving skills. Key problem-solving skills such as;

- Active listening
- Analysis
- Research
- Creativity
- Communication
- Dependability
- Decision-making
- Team-building

(Indeed.com.2020.)

So, these problem solving skills have been applied to help solve the global problem under study; Global warming.

The world has come together through the United Nations Organisation agenda on combatting climate change and or global warming through international efforts to curb the global warming threat. There are alarming facts and figures presented from research carried out over the years on this global issue which is of paramount importance and proves as an eminent danger for the citizens of this planet in the next century. The dominant climate agreement to date is the Kyoto Protocol, although competing or allegedly complementing international climate protection schemes like the Asia-Pacific Partnership on Clean Development and Climate also exist.

To address the climate emergency, post-pandemic recovery plans need to trigger long-term systemic shifts that will change the trajectory (course) of CO₂ levels in the atmosphere.

Governments around the world have spent considerable time and effort in recent years to develop plans to chart a safer and more sustainable future for their citizens. Taking these on board now as part of recovery planning can help the world build back better from the current crisis.

Climate Action Summit 2019

On 23 September 2019 due to the global emissions reaching record levels and showing no sign of peaking, UN Secretary-General António Guterres called on all leaders to come to New York for the Climate Action Summit with concrete, realistic plans to enhance their nationally determined contributions by this year 2020, in line with reducing greenhouse gas emissions by 45 per cent over the next decade, and to net zero emissions by 2050.

Why it matters: Climate Action-Facts and figures

- As of April 2018, 175 parties had ratified the Paris Agreement and 168 parties had communicated their first nationally determined contributions to the UN framework convention on Climate Change Secretariat.
- As of April 2018, 10 developing countries had successfully completed and submitted their first iteration (duplicate) of their national adaptation plans for responding to climate change.
- Developed country parties continue to make progress towards the goal of jointly mobilizing \$100 billion annually by 2020 for mitigation actions.
- Thanks to the Intergovernmental Panel on Climate Change we know: From 1880 to 2012, average global temperature increased by 0.85°C. To put this into perspective, for each 1 degree of temperature increase, grain yields decline by about 5 per cent. Maize, wheat and other major crops have experienced significant yield reductions at the global level of 40 megatons per year between 1981 and 2002 due to a warmer climate. Oceans have warmed, the amounts of snow and ice have diminished and sea level has risen. From 1901 to 2010, the global average sea level rose by 19 cm as oceans expanded due to warming and ice melted. The Arctic's sea ice extent has shrunk in every successive decade since 1979, with 1.07 million km² of ice loss every decade.

Given current concentrations and on-going emissions of greenhouse gases, it is likely that by the end of this century, the increase in global temperature will exceed 1.5°C compared to 1850 to 1900 for all but one scenario. The world's oceans will warm and ice melt will continue. Average sea level rise is predicted as 24 -30cm by 2065 and 40-63cm by 2100. Most aspects of climate change will persist for many centuries even if emissions are stopped. Global emissions of carbon dioxide (CO₂) have increased by almost 50 per cent since 1990. Emissions grew more quickly between 2000 and 2010

than in each of the three previous decades. It is still possible, using a wide array of technological measures and changes in behaviour, to limit the increase in global mean temperature to two degrees Celsius above pre-industrial levels. Major institutional and technological change will give a better than even chance that global warming will not exceed this threshold.

Governments of the world affected by global warming must act now through joining the United Nations effort to control emissions through the United Nations Sustainable Development Goal, Goal 13: Climate Action. They are as follows;

- 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- 13.2 Integrate climate change measures into national policies, strategies and planning
- 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
- 13.A Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilising jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalise the Green Climate Fund through its capitalisation as soon as possible
- 13.B Promote mechanisms for raising capacity for effective climate change - related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalised communities.

United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

The following links assist to combat climate change effects;

- UN and climate change site
- UN Framework on the Convention on Climate Change
- World Meteorological Organization
- UN Population Fund
- UN Environment-Climate Change
- Intergovernmental panel on Climate Change
- FAO-Climate

(Solar. limpulse.com. 2020)

Performance Assessment: Teachers can set assessment where students are required 'how to apply appropriate problem-solving skills to address global problems' through role play or simulations.

Suggested Resources

- Denchak M. (2017). *How you can stop global warming Natural Defence Council*. Retrieved June 4, 2021, from <https://www.nrdc.org/stories/how-you-can-stop-global-warming>.
- Indeed Career Guide. (2020). *Problem-Solving Skills: Definitions and Examples*. Retrieved June 4, 2021, from <https://www.indeed.com/career-advice/resumes-cover-letters/problem-solving-skills>.
- Pittel, K., Rübhelke, D., & Altemeyer-Bartscher, M. (2012). *International Efforts to Combat Global Warming*. In: Chen WY, Seiner J., Suzuki T., Lackner M. (eds) *Handbook of Climate Change Mitigation*. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-7991-9_4.

- Solar Impulse. (2020). *Goal 13: Take urgent action to combat climate change and its impacts*. Retrieved June 4, 2021, from <https://solarimpulse.com/global-warming-solutions>.
- Solar Impulse. (2020). *How to stop global warming*. Solar Impulse Foundation, Inc. Lausanne. Vaud. Switzerland. Retrieved June 4, 2021, from <https://solarimpulse.com/global-warming-solutions>.
- United Nations Development Programs. (2020). *Sustainable Development Goals*. New York. USA. Retrieved June 4, 2021, from <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 12.1.8.6: Reflect on the solutions, its implementation, and the outcomes.

Topic: Implementing, Monitoring and Evaluation Phases of Decision-making

Essential Questions

- How are solutions assessed for their effectiveness in solving a problem?
- What steps are involved in the implementation, monitoring and evaluation phases of the decision making process?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Processes of Implementation, Monitoring and Evaluation in the decision-making process. How do these processes affect personal and social relationships as part of the decision-making process?
Skills	Critical Thinking Skills - Use evaluation skill of Reflecting Creative Thinking Skills innovation - Use creativity skill of implementing, monitoring and evaluation Problem solving skills, Decision making skills, negotiation skills
Attitudes	• Adaptable to change, critical, perspective taking
Values	• Common good, sustainability, betterment of human kind, respect for others and the views of others.

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

- Use the case study on global warming to examine the strategies in how to implement, monitor and evaluate solutions to solve a problem;
- Reflect on the solution, and identify its outcomes and implications on establishing and/or maintaining personal and social relationships.

Content Background



Climate change is affecting every country on every continent. It is disrupting national economies and affecting lives. Weather patterns are changing, sea levels are rising, and weather events are becoming more extreme.

Although greenhouse gas emissions are projected to drop about 6 per cent in 2020 due to travel bans and economic slowdowns resulting from the COVID-19 pandemic, this improvement is only temporary. Climate change is not on pause. Once the global economy begins to recover from the pandemic, emissions are expected to return to higher levels.

Saving lives and livelihoods requires urgent action to address both the pandemic and the climate emergency.

The Paris Agreement, adopted in 2015, aims to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels. The agreement also aims to strengthen the ability of countries to deal with the impacts of climate change, through appropriate financial flows, a new technology framework and an enhanced capacity building framework.

As countries move toward rebuilding their economies after COVID-19, recovery plans can shape the 21st century economy in ways that are clean, green, healthy, safe and more resilient. The current crisis is an opportunity for a profound, systemic shift to a more sustainable economy that works for both people and the planet.

The UN Secretary-General has proposed six climate-positive actions for governments to take once they go about building back their economies and societies:

- Green transition: Investments must accelerate the decarbonisation of all aspects of our economy.
- Green jobs and sustainable and inclusive growth.
- Green economy: making societies and people more resilient through a transition that is fair to all and leaves no one behind.
- Invest in sustainable solutions: fossil fuel subsidies must end and polluters must pay for their pollution.
- Confront all climate risks
- Cooperation – no country can succeed alone.

The Paris Agreement on Climate Change

- The historic Paris Agreement provides an opportunity for countries to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius. It entered into force on 4 November 2016.
- The UN continues to encourage all stakeholders to take action toward reducing the impacts of climate change.

The following are the countries that have signed the Paris Agreement.

Countries	Agreement
Spain  COP24·KATOWICE 2018 UNITED NATIONS CLIMATE CHANGE CONFERENCE	COP25: Madrid, 2019 The Madrid Climate Change Conference – COP25 – brought the world together to consider ways to strengthen the implementation of the Paris Agreement. Taking place from 2 to 16 December in Madrid, the Conference came at a time when new data showed the climate emergency is getting worse every day, and is impacting people’s lives everywhere, whether from extreme heat, air pollution, wildfires, intensified flooding or droughts.
 COP23 FIJI UN CLIMATE CHANGE CONFERENCE BONN 2017 Germany	At the end of COP24, countries stressed “the urgency of enhanced ambition in order to ensure the highest possible mitigation and adaptation efforts by all Parties,” and agreed on a set of guidelines for implementing the landmark 2015 Paris Climate Change Agreement. COP23: Bonn, 2017 The 2017 UN Climate Conference took place in Bonn, Germany, from 6-18 November. Leaders of national governments, cities, states, business, investors, NGOs and civil society gathered to speed up climate action to meet the goals of the Paris Climate Change Agreement.
Morocco  MARRAKECH COP22 2016 CMP12 UN CLIMATE CHANGE CONFERENCE	The 22nd session of the Conference of the Parties (COP 22) to the UNFCCC took place in Marrakesh, Morocco. During COP 22, parties began preparations for the entry into force of the Paris Agreement, and to encourage actions to implement the agreement that will address climate change.
United States 	High-Level Event Towards Entry into Force: 21 September, 2016 United Nations Secretary-General Ban Ki-moon convened a special “High-Level Event on Entry into Force of the Paris Agreement on Climate Change” on 21 September at the UN Headquarters in New York, to provide an opportunity to other countries to publicly commit to joining the Paris Agreement before the end of 2016.
Switzerland 	Paris Agreement Signing Ceremony, 22 April 2016 To keep the global spotlight focused on climate change and build on the strong political momentum from Paris, United Nations Secretary-General Ban Ki-moon invited representatives of all countries to sign the Paris Agreement on climate change at a special Ceremony at the United Nations Headquarters on 22 April.

France 	COP21, 12 December 2015 The Paris Agreement was adopted by all 196 Parties to the United Nations Framework Convention on Climate Change at COP21 in Paris on 12 December 2015. In the agreement, all countries agreed to work to limit global temperature rise to well below 2 degrees Celsius, and given the grave risks, to strive for 1.5 degrees Celsius. Implementation of the Paris Agreement is essential for the achievement of the Sustainable Development Goals, and provides a roadmap for climate actions that will reduce emissions and build climate resilience. COP21 Recap

(solarimpulse.com.2020.)

Countries who are main contributors to carbon emissions must action each of the policies they have drawn up and maintain their pact of the agreement to reduce global warming. When they work together through mutual understating then they are able to relate well to each other and maintain their friendship and effectively implement their policy of carbon reduction.

Performance Assessment: Teachers can set assessment where students are required to **write an essay** describing;

- how the global community is addressing global issues like climate change;
- the process that was taken to draw attention to the issue;
- the implementation;
- the monitoring process and
- the evaluation process

Suggested Resources

- Solar Impulse. (2020). *Goal 13: Take urgent action to combat climate change and its impacts*. Solar Impulse Foundation, Inc., Lausanne, Vaud, Switzerland. Retrieved June 4, 2021, from <https://solarimpulse.com/global>.
- United Nations. (2021). *The 17 Goals*. Retrieved June 4, 2021, from <https://sdgs.un.org/goals>.
- Wikipedia. (2021). *Climate change*. Retrieved June 4, 2021, from https://en.wikipedia.org/wiki/Climate_change.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.9: Students will be able to appreciate the need to prevent peer cruelty and violence, and identify and examine strategies for dealing with them when they occur whether digitally, verbally, physically, and/or relationally.

Benchmark 12.1.9.1: Evaluate how bullying behaviour impacts personal experiences beyond high school and in the work force.

Topic: Impacts of Bullying Behaviour on Personal Experiences

Essential Questions

- How can bullying behaviour impact personal experiences beyond high school and in the work force?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impacts of bullying behaviour on personal experiences beyond high school and in the work force
Skills	Critical Thinking Skills - Use analytical skill of discussion - Use evaluation skill of evaluating Creative Thinking Skills - Use synthetical skill of discussion
Attitudes	Empathetic, responsible
Values	Peace and harmony, self-discipline

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

- Investigate and discuss how bullying behaviour can impact personal experiences beyond high school and in the work force;
- Propose ways to eliminate this problem to build healthy social relationship.

Content Background

What is bullying behaviour?

Bullying is a serious issue in schools. It occurs in all grades and affects both male and female students. Bullying is repeated, hurtful and aggressive behaviour by one or more people to another. Schools should have clear guidelines on how they will respond to bullying.

There are many types of behaviour that can be called **bullying behaviour**.

Examples of bullying behaviour

- Hitting, kicking, punching or physically hurting others in any way.
- Name calling
- Teasing
- Taking or interfering with someone's money or possessions
- Spreading rumours about people and their families

- Pushing and pulling
- Ignoring and leaving people out
- Intimidating or threatening others
- Forcing others to join groups or take part in activities they don't want to.
- Writing nasty notes or mean sms text messages.

What is workplace bullying?

Workplace bullying is harmful, targeted behaviour that happens at work. It might be spiteful, offensive, mocking, or intimidating. It forms a pattern, and it tends to be directed at one person or a few people.

A few examples of bullying include:

- targeted practical jokes
- being purposely misled about work duties, like incorrect deadlines or unclear directions
- continued denial of requests for time off without an appropriate or valid reason
- threats, humiliation, and other verbal abuse
- excessive performance monitoring
- overly harsh or unjust criticism

Criticism or monitoring isn't always bullying. For example, objective and constructive criticism and disciplinary action directly related to workplace behaviour or job performance aren't considered bullying.

Identifying workplace bullying

Bullying can be subtle. One helpful way to identify bullying is to consider how others might view what's happening. This can depend, at least partially, on the circumstances. But if most people would see a specific behaviour as unreasonable, it's generally bullying.

Types of bullying

Bullying behaviours might be:

- **Verbal.** This could include mockery, humiliation, jokes, gossip, or other spoken abuse.
- **Intimidating.** This might include threats, social exclusion in the workplace, spying, or other invasions of privacy.
- **Related to work performance.** Examples include wrongful blame, work sabotage or interference, or stealing or taking credit for ideas.
- **Retaliatory.** In some cases, talking about the bullying can lead to accusations of lying, further exclusion, refused promotions, or other retaliation.
- **Institutional.** Institutional bullying happens when a workplace accepts, allows, and even encourages bullying to take place. This bullying might include unrealistic production goals, forced overtime, or singling out those who can't keep up.

Bullying behaviour is repeated over time. This sets it apart from harassment, which is often limited to a single instance. Persistent harassment can become bullying, but since harassment refers to actions toward a protected group of people, it's illegal, unlike bullying.

Early warning signs of bullying can vary:

- Co-workers might become quiet or leave the room when you walk in, or they might simply ignore you.
- You might be left out of office culture, such as chitchat, parties, or team lunches.
- Your supervisor or manager might check on you often or ask you to meet multiple times a week without a clear reason.
- You may be asked to do new tasks or tasks outside your typical duties without training or help, even when you request it.
- It may seem like your work is frequently monitored, to the point where you begin to doubt yourself and have difficulty with your regular tasks.
- You might be asked to do difficult or seemingly pointless tasks and be ridiculed or criticized when you can't get them done.
- You may notice a pattern of your documents, files, other work-related items, or personal belongings going missing.

These incidents may seem random at first. If they continue, you may worry something you did caused them and fear you'll be fired or demoted. Thinking about work, even on your time off, may cause anxiety and dread.

Who gets bullied and who does the bullying?

- About 70 percent of bullies are male, and about 30 percent are female.
- Both male and female bullies are more likely to target women.
- Sixty-one percent of bullying comes from bosses or supervisors. Thirty-three percent comes from co-workers. The remaining 6 percent occurs when people at lower employment levels bully their supervisors or others above them.
- Protected groups are bullied more frequently. Only 19 percent of people bullied were white.

Bullying from managers might involve abuse of power, including negative performance reviews that aren't justified, shouting or threats of firing or demotion, or denying time off or transfer to another department.

People working at the same level often bully through gossip, work sabotage, or criticism. Bullying can occur between people who work closely together, but it also happens across departments.

People who work in different departments may be more likely to bully through email or by spreading rumours.

Lower level employees can bully those working above them. For example, someone might:

- show continued disrespect to their manager
- refuse to complete tasks
- spread rumours about the manager
- do things to make their manager seem incompetent

People believed that targets of bullying were more likely to be kind, compassionate, cooperative, and agreeable.

Bullying may occur more frequently in work environments that:

- are stressful or change frequently
- have heavy workloads
- have unclear policies about employee behaviour
- have poor employee communication and relationships
- have more employees who are bored or worried about job security

How can bullying affect one health?

Bullying can have significant, serious effects on physical and mental health.

While leaving a job or changing departments could end the bullying, this isn't always possible. Even when you can remove yourself from the bullying environment, the impact of bullying can last long after bullying has stopped.

Physical health effects of bullying

If you're being bullied, you may:

- feel sick or anxious before work or when thinking about work
- have physical symptoms, such as digestive issues or high blood pressure
- have a higher risk for type 2 diabetes
- have trouble waking up or getting quality sleep
- have somatic symptoms, such as headaches and decreased appetite

Mental health effects of bullying

Psychological effects of bullying may include:

- thinking and worrying about work constantly, even during time off
- dreading work and wanting to stay home
- needing time off to recover from stress
- losing interest in things you usually like to do
- increased risk for depression and anxiety
- suicidal thoughts
- low self-esteem
- self-doubt, or wondering if you've imagined the bullying

How does bullying affect the workplace?

Workplaces with high rates of bullying can also experience negative consequences, such as:

- financial loss resulting from legal costs or bullying investigations
- decreased productivity and morale
- increased employee absences
- high turnover rates
- poor team dynamics
- reduced trust, effort, and loyalty from employees

People who bully may eventually face consequences, such as formal reprimands, transfer, or job loss. But many types of bullying aren't illegal.

When bullying isn't addressed, it becomes easier for people to continue bullying, especially when the bullying is subtle. Bullies who take credit for work or intentionally make others look bad may end up receiving praise or being promoted.

What to do if a person is being bullied at work

When experiencing bullying, it's common to feel powerless and unable to do anything to stop it. If a person tries to stand up to the bully, they may be threatened or told no one will believe them. If it's their manager bullying them, they may wonder who to tell.

Firstly, they must take a moment to remind themselves that bullying is never their fault, regardless of what triggered it. Even if someone bullies them by making it seem like they can't do their job, bullying is more about power and control, not their work ability.

Begin to take action against bullying with these steps:

- **Document the bullying.** Keep track of all bullying actions in writing. Note the date, the time, where the bullying took place, and other people who were in the room.
- **Save physical evidence.** Keep any threatening notes, comments, or emails they receive, even if they're unsigned. If there are documents that can help prove bullying, such as denied Parents and Teachers Only (PTO) requests, overly harsh commentary on assigned work, and so on, keep these in a safe place.
- **Report the bullying.** Their workplace may have a designated person they can talk to if they don't feel safe talking to their direct supervisor. Human resources is a good place to start. It's also possible to talk about the bullying with someone higher up if their supervisor is unhelpful or is the person doing the bullying.
- **Confront the bully.** If a person knows who's bullying them, bring along a trusted witness, such as a co-worker or supervisor, and ask them to stop — *if* they feel comfortable doing so. Be calm, direct, and polite.
- **Review work policies.** Their employee handbook may outline steps of action or policies against bullying. Also consider reviewing state or even federal policies about the type of bullying they are experiencing.
- **Seek legal guidance.** Consider talking to a lawyer, depending on the circumstances of the bullying. Legal action may not always be possible, but a lawyer can offer specific advice.
- **Reach out to others.** Co-workers may be able to offer support. Talking to their loved ones about the bullying can also help. They can also talk to a therapist. They can provide professional support and help them explore ways to cope with the effects of bullying while they take other action.

How to help when a person witnesses bullying

If they witness bullying, speak up. People often say nothing out of fear they will become targets, but ignoring bullying contributes to a toxic work environment.

Workplace policies against bullying can help people feel safer about speaking up when they see bullying happen.

If a person witnesses bullying, they can help by:

- **Offering support.** Support could involve acting as a witness if the person targeted wants to ask the bully to stop. They can also help by going to HR with the co-worker.
- **Listening.** If the co-worker doesn't feel safe going to HR, they may feel better having someone to talk to about the situation.

- **Reporting the incident.** Their account of what happened could help them management team realise there's a problem.
- **Staying close to their co-worker**, when possible. Having a supportive co-worker nearby could help reduce instances of bullying.

Bullying is a serious issue in many workplaces. While many companies have a zero-tolerance policy, bullying can sometimes be hard to recognize or prove, making it difficult for managers to take action. Other companies may not have any policies about bullying.

It is important that students understand the effects of bullying on an individual and how this will affect them later on in life and in their workplaces. This knowledge should help them apply the appropriate steps to prevent workplace bullying which will surely benefit their organisations and the health of their colleagues later on in life.

Performance Assessment: Teachers can set assessment where students are required to develop and conduct an awareness to educate fellow students on BULLYING; the types of bullying, its negative impact on the victim and et cetera by creating posters and slogans, brochures and display them on school noticeboards and classroom notice boards.

Suggested Resources

- bullyingfreenz. (n.d). What is bullying. Retrieved June 3, 2021, from <https://bullyingfree.nz/about-bullying/what-is-bullying/>.
- Gluck, S. (2008). *The Impact of Bullying. Healthy Place*. Retrieved June 3, 2021, from <https://www.healthyplace.com/abuse/bullies/impact-of-bullying-likely-bullies>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.9: Students will be able to appreciate the need to prevent peer cruelty and violence, and identify and examine strategies for dealing with them when they occur whether digitally, verbally, physically, and/or relationally.

Benchmark 12.1.9.2: Analyse and evaluate effectiveness of bullying intervention and reporting strategies.

Topic: Effectiveness of Bullying Intervention and Reporting Strategies

Essential Questions

- What is intervention?
- What are some types of bullying interventions and reporting strategies?
- How can these interventions and reporting strategies combat the problem of bullying?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effectiveness of bullying intervention and reporting strategies
Skills	Critical Thinking Skills - Use analytical skill of analysing and appraising - Use evaluation skill of evaluating, determine and appraising
Attitudes	Caring and concern, responsible
Values	Peace and harmony

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

- Explain what intervention is;
- Explore the types of bullying interventions and reporting strategies;
- Evaluate the effectiveness of the bullying interventions and reporting strategies of their schools and discuss how it will encourage healthy social relationship.

Content Background

Bullying intervention for bullying behaviours

Programs that are designed to reduce bullying are most effective when bullying is addressed from both a prevention and intervention standpoint. In other words, bullying programs produce the best results when schools incorporate three tiers of increasingly more intensive intervention (Espelage & Swearer, 2008). Universal interventions are designed to impact all students, while targeted or secondary interventions are designed to meet the needs of students who demonstrate or are at-risk for demonstrating bullying behaviours.

What are targeted interventions for bullying?

Targeted interventions are usually delivered in a classroom or small group (Example., counselling group, psycho educational group) format and usually include role-play, discussion, and example scenarios (Horne, Stoddard, & Bell, 2007). Small group, targeted interventions for bullies and victims are the most prevalent type of bullying intervention implemented in a school setting due to the cost-effectiveness of these interventions over school-wide approaches (Bell, Raczynski, & Horne, 2010; Newman-Carlson & Horne, 2004). These small group interventions for students are sometimes coupled with parent-training and teacher-training groups that address how to implement the bullying interventions with fidelity (Horne et al., 2007). Small group interventions may also be appropriate for bullies and victims with more chronic mental health problems that are at-risk for developing clinical levels of depression, anxiety, or anger issues (Swearer, Espelage, & Napolitano, 2009). Still, Biggs, Vernverg, Twemlow, Fonagy, and Dill (2008) report that when bullying intervention programs are implemented in a stand-alone fashion, teachers view them as another task to complete, feel that they are not adequately trained, and are not motivated to implement the curriculum with fidelity if they are not certain of the effectiveness. Thus, although this brief presents evidence-based interventions and curricula for bullying intervention, no one program will be effective without supplemental school-wide efforts that seek to adequately train staff in not only specific programming, but also how to improve the overall school climate.

(k12engagement.unl.edu)

Bullying intervention strategies that work

In order to effectively accomplish its goals of reducing existing bullying problems and preventing the development of future problems, the program leads teachers, administrators, and staff through a series of tasks that make them aware of the extent of the bullying problem and help them solve it. Those tasks include the following:

At the school level;

- a bullying survey to determine the extent of the problem.
- a conference day to educate teachers, administrators, school staff, parents, students, and community members about bullying behaviours, response strategies, and available resources.
- increased supervision in the cafeteria, hallways, bathrooms, and on the playground, where most bullying behaviour occurs.
- a coordinating group; typically consisting of an administrator; a teacher from each grade level; a guidance counsellor, psychologist, and/or school nurse; and parent and student representatives to manage the program and evaluate its success.
- ongoing meetings between parents and school staff.
- discussions of bullying issues at regularly scheduled PTO meetings.

At the classroom level;

- a curriculum that promotes kindness, communication, cooperation, and friendship and includes lessons and activities stressing empathy, anger management, and conflict resolution skills.
- class rules against bullying. Rules should be brief and clear. Here are some of the following examples that can be followed:
 1. We will not bully other students.
 2. We will try to help students who are bullied.
 3. We will include students who might be left out.

- immediate consequences for aggressive behaviour and immediate rewards for inclusive behaviour. Possible sanctions include having the bully
 1. apologise;
 2. discuss the incident with the teacher, principal, and/or parents;
 3. pay for damaged belongings;
 4. spend time in the office or another classroom;
 5. forfeit recess or other privileges.
- weekly meetings to communicate to students clear and consistently enforced expectations and to engage them as resources in preventing bullying behaviour.
- ongoing communication with parents.

At the individual level:

- serious talks with bullies and victims;
- serious talks with the parents of bullies and victims;
- role playing of non-aggressive behaviour with bullies;
- role playing of assertive behaviour with victims.

The key components of the bullying intervention program can be increased at adult supervision in all areas of the school, increased consequences for bullying behaviour, and a clear message that bullying will not be tolerated.

Defining characteristics

It is recommended that for a bullying intervention program to be successful, schools must do the following:

- Place primary responsibility for solving the problem with the adults at school rather than with parents or students;
- Project a clear moral stand against bullying;
- Include both systems-oriented and individual-oriented components;
- Set long-term and short-term goals;
- Target the entire school population, not just a few problem students;
- Make the program a permanent component of the school environment, not a temporary remedial program;
- Implement strategies that have a positive effect on students and on the school climate that go beyond the problem of bullying.

Bullying behaviour is evident even in preschool and the problem peaks in middle school. It's important, therefore, that bullying intervention strategies be implemented as early as possible. Even if only a small number of students are directly involved but it can be seen that, every student who witnesses bullying is also affected in some way. Even students who initially sympathise with or defend victims may eventually come to view bullying as acceptable if responsible adults fail to say otherwise. Over time, ignoring -- or being ignorant of -- bullying behaviour will result in a social climate that fosters bullying, fighting, truancy, and other social and learning problems in all students.

The school "has a responsibility to stop bullying behaviour and create a safe learning environment for all students."

Performance Assessment: Teachers can invite guest speakers from Non-government organisations and Community Development Department that protect children's rights like Child Fund, Save the Children etc. to speak on bullying and its consequences and the laws that protect the victims of bullying as well as where to seek help and support. Students should be given questions to answer before the speeches.

Suggested Resources

- Bell, C. D., Raczyński, K. A., & Horne, A. M. (2010). *Bully Busters abbreviated: Evaluation of a group-based bully intervention and prevention program*. *Group Dynamics: Theory, Research, and Practice*, 14(3), 257–267. <https://doi.org/10.1037/a0020596>.
- Biggs, K. B., Vernberg, E. M., Twemlow, S., Fonagy, P. and Dill (2008, December). *Teacher Adherence and Its Relation to Teacher Attitudes and Student Outcomes in an Elementary School-Based Violence Prevention Program*. Retrieved June 3, 2021, from https://www.researchgate.net/publication/279897321_
- Espelage, D. L. & Swearer, S. M. (2008). *Addressing Research Gaps in the Intersection Between Homophobia and Bullying*. (2019, December 27). Retrieved June 3, 2021, from <https://www.tandfonline.com/doi/citedby/10.1080/02796015.2008.12087890>.
- Horne, A. M., Stoddard, J. L., & Bell, C. D. (2007). Group approaches to reducing aggression and bullying in school. *Group Dynamics: Theory, Research, and Practice*, 11(4), 262–271. <https://doi.org/10.1037/1089-2699.11.4.262>.
- k12engagement.unl.edu. (2020). *Bullying intervention- Bullies and victims*. Retrieved June 3, 2021, from <http://k12engagement.unl.edu/bullying-intervention-bullies-and-victims>.
- Newman-Carlson, D., & Horne, A. M. (2004). *Bully Busters: A Psychoeducational Intervention for Reducing Bullying Behavior in Middle School Students*. *Journal of Counseling & Development*, 82(3), 259–267. <https://doi.org/10.1002/j.1556-6678.2004.tb00309.x>.
- Swearer, S. M., Espelage, D. L. & Napolitano, S. A. (2009). *Bullying Prevention and Intervention- Realistic strategy for schools*. The Guilford Press New York. Retrieved June 3, 2021, from www.guilford.com.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

Content Standard 1.9: Students will be able to appreciate the need to prevent peer cruelty and violence, and identify and examine strategies for dealing with them when they occur whether digitally, verbally, physically, and/or relationally.

Benchmark 12.1.9.3: Investigate and summarise current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse.

Topic: Current Laws relating to Unacceptable Behaviours

Essential Questions

- What are the current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse
Skills	Critical Thinking Skills - Use analytical skill of investigating - Use evaluation skill of summarising
Attitudes	Participatory, cooperative, responsible
Values	Common good, empowerment, justice

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

- Examine the current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse;
- Evaluate and specify the functions of the type laws and its sanctions to be carried out in a permitted activity in violation of the prohibited unacceptable behaviours.

Content Background

Law

Law is a system or body of rules and methods made or evolved for guiding, regulating and controlling behaviour, conduct activities, transactions and relations in human organised society. It is made or evolved by humans for observance by human beings. In this regard, it differs from the laws of nature or laws of science, example., Newton's law. Laws of nature are not laws for our purposes.

The law with which we are concerned must be official in nature, in the sense that is enforceable, if need be by the authority and machinery of the state. Thus, the rules of morality, religion, courtesy, politeness and most club rules are not rules of law as such, since they are not enforced by the authority and machinery of the state. It should be pointed out that rules of morality and religion and rules of law sometimes overlap. For example, theft and murder offend moral, religious and legal rules.

Law and Justice

Ideally, the law when called upon to resolve societal disputes, it should produce a result that is just and fair. This is supported by the *PNG Constitution* which provides that in interpreting the law the courts shall give paramount consideration to the allowance of justice.

Functions of the Law and Consequences

Law performs two basic functions in society, namely prevention of disputes or conflicts and settlement or resolution of those disputes or conflicts that it cannot prevent. The law will specify the consequences or sanctions for carrying out a permitted activity in violation or disregard of the prescribed ways or conditions, or for engaging in a prohibited activity. Members of society are aware of how they stand in relation to each other, as well as to the state, and respect to their positions, disputes are likely to be avoided or, at least, kept to a minimum.

A breach of the law is usually attended by legal consequences or sanctions. The basic sanctions for breach of criminal law are terms of imprisonment and payment of fines or both. Remedies for breach of civil law include payment of compensation or damages, a court order restraining further breaches of the law, called an injunction, a court requiring a person to do what he/she has promised to do, referred to as specific performance, etc.

Criminal and Civil Law

Criminal law is a branch of public law. It deals with wrongs or crimes committed against society. Examples of such wrongs include murder, rape and theft. What amounts to a crime will be set out in a piece of legislation such as Criminal Code.

On the other end, civil law is concerned with the way individuals relate to each other and to the State in a non-criminal setting.

Legal rights – Child protection in schools

Child abuse is a serious and complex problem. It includes physical, emotional, sexual abuse and/or neglect of a child that has resulted in or is likely to result in harm to the child's wellbeing. If you suspect that a child is being abused, it is your legal responsibility to take action. People who abuse children are breaking the law. Children who experience abuse are victims and have not committed a crime (See policy pointer 9 - Behaviour Management Policy).

Lukautim Pikinin Act, 2009

It is important for teachers and head teachers to understand the legal duty to report child abuse under the *Lukautim Pikinini Act, 2009*. It is recommended that all schools have a copy of the Lukautim Pikinini Act and teachers are encouraged to read and understand this law.

The Director of Child Welfare, provincial child protection officers, guidance officers and lukautim pikinini councils can offer support and advice on dealing with children in need of special protection. Schools should make links with local lukautim pikinini councils who can give specific advice on the procedures and protocols for dealing with suspected child abuse in each province.

According to the Lukautim Pikinini Act, children in need of protection include children who are experiencing or being exposed to violence, sexual or physical abuse, exploitation, drug and alcohol abuse, children engaged in sex work, children whose basic needs are neglected by their parents/guardians.

- There are related laws and policies against school and workplace bullying in Papua New Guinea. The Employment Act, The Family Protection Act, Lukautim Pikinini Act, 2009 and Behaviour Management Policy for schools are some of these which aim to help prevent and reduce child or

workforce abuse such as school and workplace bullying and its negative effects by offering protections to people who experience bullying. It can also help employers create anti-bullying policies and procedures.

The following are some of the legislation enacted to protect the public against unacceptable behaviours.

- Lukautim Pikinini Act, 2009
- Department of Education, Behaviour Management: A guide for schools – (“Improving student behaviour and welfare”)
- The Employment Act,
- The Family Protection Act,
- Behaviour Management Policy, 2009
- Public Service Management Act (Edition 1) Effective 1st June, 2002
- Constitution of Papua New Guinea
- Department of Education, Equal Employment Opportunity, Anti-Discrimination and Harassment Policy
- Introduction to the Legal System of Papua New Guinea.

Therefore, it is important for students to know their basic laws concerning unacceptable behaviours so they know how to go about reporting perpetrators to the respective authorities.

Performance Assessment: Teachers can set an assessment for where students are required to do group work by research on the current laws that deals with unacceptable behaviours of harassment, bullying, rape and et cetera and educate their peers.

Suggested Resources

- Jimu, A. (1989). *Criminal Justice System in Papua New Guinea (From Resource Material Series No. 36, P 247-251, 1989 -- See NCJ-135660)*. Retrieved June 3, 2021, from <https://www.ojp.gov/ncjrs/virtual-library/abstracts/criminal-justice-system-papua-new-guinea-resource-material-series>.
- 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 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 12.1.10.1: Identify the different countries involved in or were affected by World War I and World War II.

Topic: Countries Involved or Affected by different Forms of Violence: World I and II

Essential Questions

- Which countries were involved in or were affected by the different forms of violence around the world especially the World War I and World War II?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The different countries involved in or were affected by World War I and World War II
Skills	Critical Thinking Skills - Use analytical skill of identifying and research (investigation)
Attitudes	Adaptable to change, open-minded
Values	Solidarity, trust, mutuality, patriotism

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

- Explore the different countries involved in or were affected by different forms of violence.

Content Background

“Wars, battles, and other domestic or international conflicts are often the outcome of a dispute over natural resources, or a struggle for power, influence, and wealth. Major conflicts between nations, peoples and political groups can end up shifting the cultural and political geography of the world and can also effect change, whether intentional or not, in societal values and the balance of power”(Britannica Encyclopedia.2020).

War is a conflict between two or more countries against each other, or between peoples, or political group. Therefore, it is important the conflict of warfare is studied in secondary school grade levels as humans are psychological beings naturally and the tendency to war surfaces easily if circumstances surrounding certain issues have been mounting for a period of time. Coming into conflict with another country is a major decision for any country to make or decide but it is mostly the underlying causes that heighten it leading to its breakout as in the First World War.

A war literally involves people, who are the origin and doer of every action be it in the context of economic, social or political and the characters, values and knowledge possessed by individuals being set in familial upbringing and environmental influences is at all times challenged to do right, and effectively solve problems as well as manage conflicts.

Countries involved in World War I and were affected by it

World War I of 1914-1918 is briefly characterized by a historian teacher writer Ray (2020) as “a conflict with the conventional outlook and system of the 18th century merely modified by the events of the 19th century”.

In the early twentieth century nationalism would drag Europe to war. Prussian military prowess by Germany that saw it defeat France in the Franco-German war and the acquisition of the provinces of Alsace-Lorraine created a long term enemy for France. Another cause of this war was the naval arms race between Britain and Germany in the early part of the twentieth century that made conflict on the high seas almost unavoidable. The stage was set for war in Europe, in that, the nationalism of groups of subject peoples who wanted to set up their own independent national homelands and states contributed to making this war plausible. The Balkans in the South Eastern Europe was an area of long-standing interest for Russia however the rulers of the new Reich, Germany, begun to show interest in that area by the construction of the Berlin-Baghdad railway. The Serbs also another group of people in the Balkans but the most aggressive nationalists planned on creating a Yugoslavia joining the Serbs living in south Austria and in the north of the Ottoman Empire. The Germans were against it. While all these happenings were taking place, alliances between European power blocs were taking place. The new German Empire formed an alliance with Austria and later joined by Italy. France and Russia signed an alliance in 1892. Germany began planning for war naming their war-plan after their General von Schlieffen. By 1904 Britain signed *ententes* with France and Russia. The five great powers had aligned themselves in two opposing blocs and Germany in the centre of it had planned on turning a local conflict into a general disaster. As planned by the Germans, the incident to spark it off would be the assassination of the Archduke Francis Ferdinand by a Serb nationalist in Bosnia.

Italy also joined the war upon Britain and France promising her to get a share of Austria should she help them. Serbia joined the war but was defeated by Austria, Germany and Bulgaria. The defeat of Serbia by these three neighbouring countries was the tragedy of the war in the Balkans.

In April 6th 1917, the USA entered the Great War by declaring war on Germany. US came into the war because Germany was sinking British merchant ships that carried food supplies and guns.

Every country, state, territory or group of peoples that took part in this war for one reason or another was affected by it politically, socially and economically.

Countries involved in WW2 and were affected by it

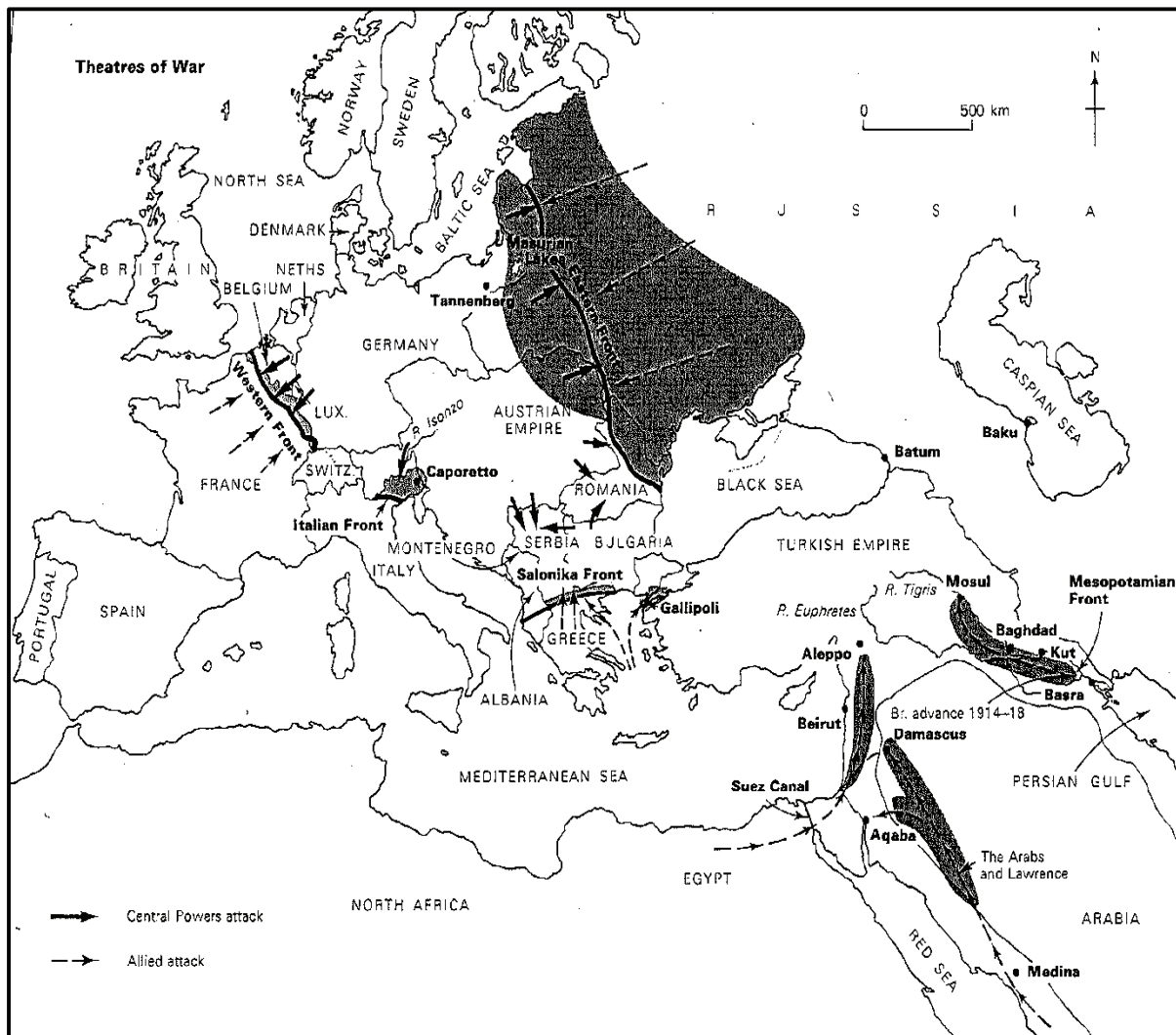
The Axis powers in World War II included Germany, Italy, and Japan. The Axis Powers were Germany, Italy, and Japan; and the Allies, France, Great Britain, the US, USSR, and to a lesser extent China.

The Second World War was an international conflict that involved almost every part of the world during the years 1939-45. World War II was the deadliest military conflict in history and involved thirty countries from every part of the globe. It killed around 70 million people or four percent of the world's population.

Lessons learnt from the First World War were not to be repeated and France and Britain had in mind to only fight a defensive war for protection of their country and people; and to weaken Germany's military strength at sea. The German's however built new types of war planes and tanks; and made plans of how to use these new military technologies in war.

Japan, USA and its Allies in the Pacific War 1942-45

The war in the Pacific began on December 7/8, 1941, when Japan attacked the American naval base at Pearl Harbor and other American, Dutch, and British military installations throughout Asia.



Map of World War I: 1914-18 in Europe

Students should appreciate the history of the two world wars. Having a sound knowledge of why such violence in magnitude took place should enable them make proper decisions and apply appropriate problem solving skills to solve a problem before it escalates to tragedy such as World I and World War II.

Performance Assessment: Teachers can set an assessment where students are required to describe the different forms of violence (rape, torture, murder) experienced during World War II and its impacts on the lives of the survivors through **role plays and simulation or video or documentary analysis.**

Suggested Resources

- FODE. *Grade 12-History*. FODE Press.
- Wikipedia. (2021). *World War I*. Retrieved June 3, 2021, from https://en.wikipedia.org/wiki/World_War_I.
- Wikipedia. (2021). *World War II*. Retrieved June 3, 2021, from https://en.wikipedia.org/wiki/World_War_II.

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 12.1.10.2: Research either of the World Wars to ascertain the reasons for each country's involvement and the outcomes.

Topic: Causes and Effects: World War I and World II

Essential Questions

- What were the main causes (reasons) and effects of these two wars?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Causes and effects: World War I and World II
Skills	Critical Thinking Skills - Use analytical skill of researching
Attitudes	Adaptable to change, open-minded
Values	Solidarity, trust, mutuality, patriotism

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

- Investigate the main causes (reasons) and effects of World War I and World War II.

Content Background

Causes of World War I

The main cause of world war was the assassination of Archduke Franz Ferdinand on June 28 1914 in Bosnia. There were many underlying causes of World War I that were attributed to what subject peoples and minority groups of Southeastern Europe were determined to fight for including independence for their states and territories, and the need for them to be recognised as a race of people in their own land and in their own right.

The murder of the heir to the throne of the Austrian-Hungary Empire was the spark to set it off. The more underlying causes included militarism which Germany in particular embraced as a means of dominating European geopolitics. With this display of attitude and social development building their military the Germans sparked an arms race among the major European powers. This prompted Great Britain, France and Russia to build weapons. The building up of armaments by the Germans in late 1800s was a cause for concern for other powers thus pushing them to also do the same. It is human nature to act and behave in the way Germany, Russia and Britain did but did not think it possible to stop because they have to protect their countries in the event a war breaks out. Tensions were high among the European powers.

Another underlying cause of this Great War was the entangling alliances amongst European superpowers. Human are social beings with different characters and behaviours and who have tendency to be attracted to a certain group of people, politically subject peoples or countries and

territories, in this context, that share similar interest or dislike for particular reasons. The Triple Alliance that was formed in 1882 was signed between Germany, Austria-Hungary, and Italy, telling other countries that these three countries have each other's backs. As a result of this alliance formation, the Triple Entente was formed in 1907 made up of Great Britain, France and Russia. Sullivan (2020) wrote, "The implications of these competing alliances meant that if any one nation went to war against any belligerent nation, all the nations would become involved."

Lastly another main cause of the war was nationalism. Nationalism simply is the feeling of pride for one's country. Basically, every nation, subject peoples, territories and countries believed they were better than everyone else. Nationalism was brewing conflict in the Balkans where the Slav was against their Ottoman rulers and that was how Germany used that perception for the assassination of the Archduke. Nationalistic discontentment was high amongst the Serbs and Austria-Hungary. The assassination gave Austria-Hungary the reason to attack Serbia, bringing Russia into the conflict supporting Serbia and Germany to Austria-Hungary's defense.

Effects of World War I

- As many as 8.5 million soldiers and 13 million civilians died as a result of the war.
- Failure to deliver mandated reparations leads to the armed occupation of the Ruhr River valley region by French and Belgian troops.
- German militarists spread the myth that the German Army was undefeated in battle, undermining faith in the government of the Weimar Republic.
- Imperial dynasties in Austria-Hungary, Germany, the Ottoman Empire, and Russia collapsed.
- Mass movement of troops and refugees helped spread the Spanish flu, devastating influenza pandemic that claimed as many as 50 m lives in 1918-19.
- Ottoman territories in the Middle East are divided up among the victorious Allied powers at the Conference of San Remo.
- The League of Nations is established, but its effectiveness is hampered by the non-participation of the United States.

Significance of World War I

As an international conflict it involved most of the nations of Europe, the United States, the Middle East, and other regions. Germany, Austria-Hungary and Turkey were the Central Powers fighting against the Allies consisting France, Great Britain, Russia, Italy, Japan and from 1917, the United States. It ended with the defeat of the Central Powers. The war resulted in millions of lives lost, substantial damage to property and destruction.

This war led to the fall of four great dynasties in south eastern Europe, resulted in the Bolshevik Revolution in Russia, and in its destabilisation of European society, and laid the groundwork for the Second World War.

Causes of World War II

The major causes of World War II were numerous. These included:

- The impact of the Treaty of Versailles following World War I
The Treaty of Versailles held Germany responsible for starting the war and imposed harsh penalties in terms of loss of territory, massive reparations payments and demilitarisation
- Worldwide economic depression
Reparations imposed on Germany following WWI left Germany poorer and economic woes caused resentment amongst its population. The Great Depression of the 1930s and a collapse in international trade also worsened the economic situation in Europe, allowing Hitler to rise to power on the promise of revitalisation. With such extensive reparations payments, Germany was forced

to give away colonial territories and cease military disarmament, which caused the Germans to be more resentful of the Treaty of Versailles.

- Failure of appeasement

The appeasement was a contributing factor to Second World War; it encouraged Germany to rearm quickly and fully, ready for a large-scale war. As Hitler continued to invade territories and build a military capable of fighting a major war Britain and France allowed him to continue, hoping he would leave them alone if they left him alone.

- Rise of militarism in Germany and Japan

It was thought that Japan's military expansion would solve its economic problems. Japan had a large population and to sustain it, Japan had to have exports. However, Western tariffs limited exports, while discriminatory legislation in many countries and anti-Japanese racism served as barriers to emigration. Chinese and Japanese efforts to secure racial equality in the [League of Nations covenant](#) had been rejected by Western statesmen. Thus, Japan had no option but to use force.

- The failure of the League of Nations

Appeasement in Europe allowed it to continue until finally, Germany's behaviour could no longer be tolerated. Therefore, the failure of the League of Nations was the primary cause of World War II because it led to a series of events that triggered German aggression, ultimately causing World War II.

World War II was the deadliest military conflict in history in terms of millions dead, with millions more casualties including military and civilians, or around 3 percent of the world's population at the time. Many civilians died because of deliberate genocide, massacres, mass-bombings, disease, and starvation.

Effects of World War II

The four main effects of World War II were:

- The End of the European Age
- The rise of the US to superpower status
- The expansion of the Soviet Union and its rise to superpower status
- The emergence of the Cold War

America's involvement in World War II had a significant impact on the economy and workforce of the United States. American factories were retooled to produce goods to support the war effort and resulting in a drop in the unemployment rate.

Large amounts of physical capital were destroyed through six years of ground battles and bombing. Many individuals were forced to abandon or give up their property without compensation and to move on to new lands. Periods of hunger became more common even in relatively prosperous Western Europe.

War ended with development of atomic bombs; political borders re-arranged and populations displaced.

The lasting impact of the famous bombing of Hiroshima led to distinct change in the Japanese view of peace.

Performance Assessment: Teachers can set assessment where students are required to imagine they are the survivors of World War II and share their experiences of;

- how that war was fought,
- the reasons inciting the war to start,
- the alliances,
- the violation of human rights

Through a **short narrative essay or a documentary or video analysis**

Suggested Resources

- Britannica. (2020). *The Rise of the Militarists*. Retrieved June 3, 2021, from Prezi.com
<https://www.britannica.com/place/Japan/The-rise-of-the-militarists>
- DoE FODE. (2017). *Grade 11 History Module 3*. pp. 24-36. FODE
- Hooker, D. (2017, December 8th). *World War II: Causes/characteristics in Europe*. Retrieved June 3, 2021, from Prezi.com
- Howarth, T. (1987). TWENTIETH CENTURY HISTORY, THE WORLD SINCE 1900. Second Ed. (Brooman, J.) pp. 9-18. New York: Longman
- Johnston, M. (2020, April 1). *Economic Conditions That Helped Cause World War II*. Investopedia. Retrieved June 3, 2021, from <https://www.investopedia.com/articles/markets/022516/economic-conditions-helped-cause-world-war-ii.asp>.
- Royde-Smith, J.G. (2020). *The First World War*. Britannica Encyclopedia Inc. Retrieved June 3, 2021, from <http://www.britannica.com/event/>.
- Sullivan, N. (n. d.). *World War I: Causes, Characteristics & Effects*. Chapter 38, Lesson 1 Video "High School World History: Homework Help Resource". Retrieved June 3, 2021, from study.com

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 12.1.10.3: Evaluate the social, political, and cultural effects of the World Wars.

Topic: Social, Political and Cultural Effects of the World Wars

Essential Questions

- What were the social, political, and cultural effects of the World Wars?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Social, political and cultural effects of the World Wars
Skills	Critical Thinking Skills - Use analytical skill of identifying(classify), discussion and assessing - Use evaluation skill of evaluating
Attitudes	Adaptable to change, open-minded
Values	Solidarity, trust, mutuality, patriotism

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

- Evaluate the social, political, and cultural effects of the World Wars.

Content Background

Social effects of World War I

The effects of World War I were monumental in that, it resulted in the downfall of empires and the birth of nations and in national boundaries being redrawn around the world. It ushered in prosperity for some countries, while it brought economic depression to others. This war influenced literature which contributed immensely to the global society's awareness on the war its effects and consequences. It changed cultures of every people and nation that experienced it.

It was the deadliest war which involved more countries and was more expensive than any other war before it. The weapons used during World War I were also more advanced than any previous war; the military strategies used saw countries using tanks, submarines, poison gas, airplanes and long range artillery. With all the new weapons that were used, World War I changed the face of modern warfare forever. Due to the cruel methods used during the war and the losses suffered, it caused a lot of bitterness among nations, and it also greatly contributed to World War II decades later.

World War I made people more open to other ideologies, such as the Bolsheviks that came to power in Russia and fascism that prevailed in Italy and even later in Germany. This Great War marked the end of colonialism, as the people became more nationalistic and one country after the other started colonial revolts in Southeast Asia, the Middle East and Africa.

Cultural effects of World War I

World War I changed society completely. The First World War destroyed empires, created numerous new nation-states, encouraged independence movements in Europe's colonies, forced the United States to become a world power and led directly to Soviet communism and the rise of Hitler. One of the most significant impacts of this war was the huge advances in technology, which transformed society internationally in terms of communication and travel in the years after the war.

The war changed the economical balance of the world, leaving European countries deep in debt and making the U.S. the leading industrial power and creditor in the world. Inflation shot up in most countries and the German economy was highly affected by having to pay for reparations. Germany at the end was forced to become a republic instead of a monarchy, and its citizens were humiliated by their nation's bitter loss.

Children and young people growing up during the First World War lived completely different lives to that of before the war. Children in US society for example were expected to grow up quickly and become helping hands around the house as their mothers were engaged in factory work or professional office jobs and had little time at home. The American family began to change as women started working more regularly, which affected the role of the child in an American household. After WW1, the need for an international body of nations that promotes security and peace worldwide became evident, founding the League of Nations.

WW1 boosted research in technology because better transport and means of communication gave countries an advantage over their enemies.

Economics effects of World War I

World War I sped up American industrial production, leading to an economic boom throughout the 1920s. While the war was a devastating experience for France and the United Kingdom, these countries were able to recover economically without too much difficulty. It was Germany, however, that particularly suffered following the war. Under the Treaty of Versailles, Germany was required to make monetary payments to the Allies, called reparations. The heavy reparations, combined with the devastated economic infrastructure throughout Germany and political tension under the Weimar Republic, led to an economic depression. Inflation shot up in most countries and the German economy was highly affected by having to pay for reparations.

In the mid to late 1920s, the German economy stabilized somewhat, but after the American stock market crash in 1929, the Great Depression spread to Germany. From 1929 into the early 1930s, depression again wreaked havoc on German society. It was under these conditions that the Nazis were able to come to power.

World War I took the United States out of a recession into a two years' economic boom. U.S. exports to Europe increased as those countries geared up for war. Before the war, the US borrowed money from other countries but after the war it became a lender, especially to Latin America.

After the war ended, the global economy began to decline. In 1918 the United States had an economic retreat, but recovered in 1919. A more severe recession hit the United States from 1920-21 when the global economy fell very sharply. The war changed the economical balance of the world, leaving European countries deep in debt and making the U.S. the leading industrial power and creditor in the world.

The heavy reparations, combined with the devastated economic infrastructure throughout Germany and political tension under the Weimar Republic, led to an economic depression.

Meanwhile, in the US every farm, town and city, and every economic sector, was mobilised for the war effort. The home front saw a systematic mobilisation of the entire population and the entire economy to produce the soldiers, food supplies, munitions, and money needed to win the war. World War I inspired many different emotions and opinions during this time period. Women's professional status changed tremendously. In every part of the world, the women did men's work and as a result, they gained economic and political power.

The harsh conditions of the Treaty of Versailles caused a lot of dissent in Europe, especially on the side of the Central Powers who had to pay a lot for financial reparations.

Social effects of World War II

Women in World War II took on a variety of roles. Some women embraced the traditional positions of caretakers and homemakers while others explored new opportunities, from which women had been previously excluded. The global conflict on an unprecedented scale and the absolute urgency of mobilising the entire population made the expansion of the role of women inevitable.

The war brought about changes to women's social life. Many countries gave women more rights after the war had ended such voting and running businesses. Labour laws began to be enforced due to mass production and mechanisation. Women worked in the war industries, building ships, aircraft, vehicles, and weaponry. They also worked in factories and on farms, drove trucks, provided logistic support for soldiers, and entered professional areas of work that were previously the domain of men. They enlisted as nurses serving on the front lines, and there was a great increase in the number of women serving for the military. Women also joined the federal government in massive numbers. In addition, women volunteers aided the war effort by planting victory gardens, canning produce, selling war bonds, donating blood, salvaging needed commodities, and sending care packages.

Colonies of Britain contributed in the war effort sending soldiers and raw materials; increased labour in the colonies commenced to meet the war demand. People living in towns and cities all wanted better living standards. The rural population in Britain moved into cities looking for job opportunities and contributing towards the war effort.

Many men had to find their way back from war into civilian life in often difficult circumstances; societal norms and ways of doing things differed from place to place, in that, different places experienced a certain and different level of violence of war, and had to cope with it in their own primal way particularly soldiers and men from European colonies. Millions of people were scarred with disability and ill-health; and many societies remained in a storm of violence that did not cease in time.

Although many women took on male-dominated trades during World War II, they were expected to return to housework once men returned from the war. In 1944, when victory seemed assured for the United States, government-sponsored propaganda changed by urging women to return to working in the home. Later, many women assumed traditional female-dominated jobs such as clerical or administration positions, despite women's reluctance to re-enter the lower-paying fields. At the end of the war, most of the munitions-making jobs ended. Many factories were closed; others were retooled for civilian production. In some jobs, women were replaced by returning veterans.

Cultural effects of World War II

Cultural effects of World War II included the impact of the Treaty of Versailles, failure of appeasement, the rise of militarism in Germany and Japan, and the failure of the League of Nations. WWII have affected people's lives well into their older years mainly in their

- future per capita income growth of countries
- mortality
- changing sex ratios
- absence of a father
- periods of hunger and starvation
- migration and displaced peoples
- dispossession of peoples, and
- persecution

World War II caused several severe hunger crises which led to many casualties, and may have had long-term effects on the health of survivors. For example, since the beginning of the German occupation in Poland, the nutritional situation of the non-German population was poor. There were three principal periods during which people were forced to flee their homelands.

Millions of Jews, and also opponents of the Nazi regime, were expropriated, and often sent to concentration camps and die there. Secondly, the end of WWII was associated with dramatic border changes in Eastern Europe. Thirdly these border changes often induced millions of individuals to leave their places of residence and flee to other parts of Europe.

Mostly, men died during the war, producing very low male/female ratios in Europe after the war. Hunger and long-term stress created by battles, dispossession, and persecution also were probable pathways that impacted adult health, both physical and mental, and their later life.

World War II had a devastating effect on education worldwide. In the USA, for example, both teachers and youth left the classroom to enlist. Dropouts became common, and school enrollment declined even further.

The Second World War was one of the major transformative events of the 20th century, with 39 million deaths in Europe alone. Large amounts of physical capital were destroyed as well six years of constant ground battles and bombing. Many individuals were forced to abandon or give up their property without compensation and to move on to new lands. Periods of hunger become more common even in relatively prosperous Western Europe. Families were separated for long periods of time especially from their fathers. Many including young children would personally witness the horrors of War as battles and bombing took place in the very areas where they lived. Horrendous crimes against humanity were committed.

Despite racism and segregation in the U.S. military, more than two and a half million African American men registered in the military draft, with more than 1 million serving in the armed forces during World War II.

Native American veterans encountered varying degrees of success in re-entering civilian life after World War II. Some returned to reservations while significant numbers settled in urban areas.

Economic Effects of World War II

World War II brought changed political and economic systems in many countries. It brought about untold changes not just to Europe but the entire world. This period marked a cultural and economic change and the recovery from that change can still be seen today. The period after the end of World War II was a time humanity changed in attitude exploring new technologies and business models for the purpose of idea creation in the industrial sector.

Many countries in Europe suffered extensive damage to buildings and infrastructure, and so at the war's end intensive rehabilitation took place. Economic effects of World War II included the world economic depression that started in the USA in 1929 and affected the entire world economy.

However, the end of the war also marked the beginning of a period of expansive growth for Europe and other nations. European GDP tripled between at the end of the war. For the second half of the 20th century the United States, Europe, and Japan experienced economic gains.

The United States benefitted the most from WWII as it had a large population, technological prowess, and the capital necessary to change WWII planning into business and industry that benefited the civilian. Europe saw great growth post-WWII, but it happened slower than it did in the United States and Japan.

Vast parts of Europe and Asia were destroyed meanwhile USA emerged as the dominant economic and political power. Another important effect was the emergence of Soviet Union as a super power, and it being the leader of the communist bloc posed great threat to capitalist economy.

Students should learn from this topic the importance of relationship established and developed as of the world wars to date. Countries establish and abolish friendship or ties according to their needs. Therefore, students should over the course of studying this Content Standard 12.2.10 develop and instil within them the values of humanity and sustaining values such as promotion of peace and harmony for all people. They are able to make sound decisions and apply appropriate problem-solving skills for mutual understanding to prevail for all.

Performance Assessment: Teachers can set assessment where students are required to write a cause and effects of the two Wars (WW1 & WWII), on the Social, Political and Cultural context (PNG as an example.)

Suggested Resource

- Boyte-White, C. (2020, February 29). *The Basic Economic Effects World War II Had on the Global Economy*. Investopedia. Retrieved June 3, 2021, from <https://www.investopedia.com/ask/answers/112814/how-did-world-war-ii-impact-european-gdp.asp>
- historyonthenet. (2000-2020). *Effects of World War I*. Salem Media. Retrieved June 3, 2021, from <https://www.historyonthenet.com/effects-of-world-war-1>.
- Kesternich, I. (2014, May 19). *The Effects of World War II on Economic and Health Outcomes across Europe*. NCBI Resources. PMC US National Library of Medicine. Rev Econ Stat. 2014 Mar 1; 96(1): 103–118. Published online 2013 Jan 8. doi: 10.1162/REST_a_00353 Retrieved June 3, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4025972/>.
- Kesternich, I., Siflinger, B., Smith, J. P., Winter, J. K. (January 22, 2012). *The Effects of World War II on Economic and Health Outcomes across Europe*. Working Paper, pp. 1-37. RAND Labour and Population. Retrieved June 3, 2021, from https://www.rand.org/content/dam/rand/pubs/working_papers/2012/RAND_WR917.pdf
- Lumenlearning.com. (n. d.). *From isolation to World War II 1939-1945. Social effects of the war Changing Roles for Women*. Retrieved June 3, 2021, from <https://courses.lumenlearning.com/boundless-ushistory/chapter/social-effects-of-the-war/>.

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 12.1.10.4: Critically analyse Papua New Guinea's involvement in World War II and the effects on its social, political, economic, and cultural development and relationships.

Topic: Impacts of World War II on PNG's Development and Relationship

Essential Questions

- What are the impacts of World War II on PNG's development and relationship with other countries?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Papua New Guinea's involvement in World War II and the effects on its social, political, economic, and cultural development and relationships
Skills	Critical Thinking Skills - Use analytical skill of analysing and discussion - Use evaluation skill of discussion Creative Thinking Skills - Use synthetical skill of discussion
Attitudes	Adaptable to change, open-minded
Values	Solidarity, trust, mutuality, patriotism

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

- Examine Papua New Guinea's involvement in World War II;
- Analyse the effects of World War II and its effects on the social, political, economic, and cultural development and relationships of PNG.

Content Background

Papua New Guinea's involvement in World War II

World War II that began in Europe in 1939 was an event colonial Papua New Guinea has no idea about but was aware of its happening. Through media the news of the war reached the territories of Papua New Guinea but lives remained unchanged and free to all that had just begun.

The Papua territory was colonized by Britain in 1884 and New Guinea by Germany. The war came to PNG when the Japanese annexed Rabaul, which was the Headquarters of the Australian Mandated Territory of New Guinea, in January 1942; and later in April, mounted an invasion on Port Moresby, the Headquarters of the Australian Territory of Papua which was defended by both the Australians and Americans along the bloodiest battle of the Kokoda Trail.

The effects of World War II on the following aspects:

- **Social development and relationships**

The situation in both Papua and New Guinea remained the same throughout 1939 to early 1942. According to Waiko (In “Oral History and the War”, p. 6, 2020) a great damage was done to areas where the fighting was heaviest. Allied bombing, ground fighting and looting by Japanese and Allied soldiers caused most of these destruction. The ordinary people in the villages lost their houses and food gardens. The people left their villages and hid in the forests, caves and swamps for the entire duration of the war. The villages were also used as battle grounds by the Allied forces and Japanese. Recruitment of young men as policemen, soldiers, labourers and carriers by both the Japanese and Australians was extensive throughout Papua and New Guinea; and in areas where the terrain was rough and unknown to Australian forces.

As part of the war effort young men were recruited as plantation workers, policemen soldiers, labourers, and carriers for the Allies and paid minimum wages. The carriers endured the most hardship in that they did multiple tasks that required much physical endurance to carry out their work. Recruitment affected greatly the norms of the people. Sometimes more men were recruited in an area which impacted gardening and hunting leading to a rise in diet deficiency, starvation in some areas and very high infant death rate. The grief caused by separation of family members and bereavement as well as apathy was overwhelming for those that survived the war (Umil et al, 2002).

Local men in both Papua and New Guinea were trained as soldiers and policemen and joined together as the Pacific Islands Regiment. Most of these men had knowledge of the local terrain and aided the Australians in battle against the Japanese in Kokoda and other areas on mainland New Guinea and the Islands.

The war effort by Papua New Guineans to support the Allied forces against the Japanese had contributed to the development of a long-lasting social relationship, respect and mutual understanding between the locals, Australians and Americans. The celebration of the World War II war effort on ANZAC day still lives on today and is greatly appreciated and celebrated by Australian war veterans, relatives of local men who were directly involved, and the rest of Papua New Guinea, Australia and New Zealand.

Although segregation between European and local soldiers existed in some instances, the two groups of soldiers shared very strong bond and friendship which still can be seen today in Papua New Guinea-Australia bilateral relations.

- **Political development and relationships**

From 1942-1945, part of WWII was mainly fought in mainland New Guinea and on New Britain Island. The war with Japan completely destroyed the peace that governments of both Papua and New Guinea had over the three years of war. Australian civilians were either evacuated or enlisted in the armed forces. The Australian New Guinea Administrative Unit (ANGAU) was formed in 1942. ANGAU administered both Papua and New Guinea until civil administration took over after the war. The officers who had been members of the civil administration before the war were responsible for the main practical work of ANGAU. The three main functions of ANGAU were: Operations, administration and Production. The operational section was responsible for the recruitment and management of native labour. The administration division was responsible for the maintenance of law and order among the native people. In terms of production, ANGAU was responsible to secure maximum production of both copra and rubber.

By 1942, labour conditions worsened. Rations, clothing, shelter and medical attention were all inadequate resulting in sickness among carriers. Selected ANGAU teams with local knowledge of the terrain fought alongside the Australians and Americans against the Japanese. Both the European and the indigenous members of these teams performed bravely and effectively, assisting operations and reducing casualties.

The people in areas occupied by the Japanese had suffered extreme hardship. In October 1945, a provisional civil administration was set up in parts of New Guinea and by 1946, the military administration of ANGAU ended.

After the war, the country was administered as one territory.

- **Economic development and relationships**

The post-war developments were not a complete change from the past. All of the old problems remained and there were new ones brought by the war. After 1946, the interest in the territory grew and the Australian government sent increasing amounts of money, which brought about these changes. Traditional roof materials were replaced with iron sheet. Traditional tools were replaced with modern steel tools which were more strong and efficient. People became used to wearing clothing; and wanted to go to school. In school they learnt and spoke in English. Another change was the introduction of the radio broadcast around the country. (Umil et al, 2002)

The local people moved freely between Australia and New Guinea learning new ideas and ways of doing things.

- **Cultural development and relationships**

Before the war reached New Guinea in 1941, the propaganda against the Japanese by Europeans in the two territories had become widespread but the people were unaware of Japanese expansionism in the Pacific.

The war took away many men and young boys from villages and after the war ended mainly the old people, women and children lived in the villages. Their way of life had changed; they gardened and did all the heavy work. Some areas became army bases where food rations and medical attention were available. White and black men that fought alongside each other began friendships that lasted well after the war was over. Black American troops performed skilled duties which showed the local men and women that black skinned people can work just as hard. The Japanese, Americans and Australians were deeply influenced by their wartime experiences with the native Papua New Guineans who had helped them in the war.

In some areas local knowledge of arts and crafts were lost and damaged, in that old people, for example, who had special skills and knowledge of arts and crafts were killed in the war and what they knew were destroyed forever. Thousands of Australians and many Papua New Guineans are buried in three war cemeteries in Port Moresby, Rabaul and Lae.

Students must appreciate the rich history of World War II that took place in PNG. They must also show gratitude to our national heroes who fought and saved lives of foreigners whom they did not know off and the war they had no idea what the reason was for the fighting.

Performance Assessment: Teachers can set assessment where students are required to express (written/pictorial/oral) personal reflection of how they feel about the war-and its impacts on PNG's development and relationship with alliances.

Suggested Resources

- Umil, W., Veyave, D., Homingu, M., Lauer, S. (2002, March 28). *Module 3.5: Papua New Guinea at War*. Student Support Material. Social and Spiritual Development *Social Science*, Unit 3: PASTEP. Primary and Secondary Teacher Education Project. pp. 12-23. AusAID, GRM International. Retrieved June 4, 2021, from <https://www.education.gov.pg/TISER/documents/pastep/ssd-tc-3-5-png-at-war-student.pdf>.
- Waiko, J. (n. d.) *Oral History and the War: The View from Papua New Guinea*. Retrieved June 4, 2021, from <https://scholarspace.manoa.hawaii.edu/bitstream/10125/15549/OP36-3-16.pdf>.
- Wikipedia. (2021). World War II. Retrieved June 3, 2021, from https://en.wikipedia.org/wiki/World_War_II.

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 12.1.10.5: Examine existing global strategies for preventing wars and fostering and celebrating peace among nations (for example, International Peace Day).

Topic: Global Strategies for Preventing Wars and Fostering Peace

Essential Questions

- What are the existing global strategies for preventing wars?
- What are the existing global strategies for fostering and celebrating peace among nations (for example, International Peace Day)?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Existing global strategies for preventing wars and fostering and celebrating peace among nations (for example, International Peace Day)
Skills	Critical Thinking Skills - Use analytical skill of examining and identifying (classifying)
Attitudes	Adaptable to change, open-minded
Values	Solidarity, betterment of human kind, peace and harmony

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

- Examine existing global strategies for preventing wars and fostering and celebrating peace among nations (for example, International Peace Day);
- Advocate for peace in their community.

Content Background

War is a situation or a period of fighting between opposing countries or groups of people with the aim of achieving an objective through the use of force. A war generally involves the use of weapons, a military organisation and soldiers. War is a situation in which a nation enforces its rights by using force.

Wars can also be fought within a country in the form of a civil or revolutionary war. However, most wars are called armed conflicts or military conflicts.

For thousands of years, nations have fought each other to get what they want. The most famous wars and perhaps terrible wars fought in history were the World War 1 (1914 – 1918) and World War II. (1939-1945). Ten million men from 32 countries died fighting in the war of 1914-1918. It was called the Great War. Besides the 'great war' other types of wars emerged during the post war.

We begin with interstate war which occurs when two or more national governments direct military forces against each other in organized, sustained, and highly deadly clashes. There are many types of interstate war (Levy and Thompson 2011), the Thirty Years War and the wars against Napoleonic

France, Germany under William II and Hitler, and Imperial Japan – were general wars or major wars in the sense that they involved many or all of the most powerful states in their respective historical eras. Some, such as the Napoleonic wars and World War II were also hegemonic wars, that is, their outcomes determined which states would have predominant influence in the international system for years and even decades.

World War I and World War II were instances of total war where warring governments sought to mobilize as much of their human and economic resources as possible, and some or all of the main belligerents (participants in war) systematically sought to weaken or kill the civilian populations of their enemies as a part of their war strategies.

Causes of the war

There are eight main causes of war. Nations have fought each other for Economic gain, territorial gain, Religion, nationalism, revenge, Civil war, Revolutionary war and for Defensive war.

Conflicts of interest involving scarce economic resources have served to stir up militarised violence between states. One classic example in this case is the disagreements between Israel and its Arab neighbours over water resources. This may have helped set the stage for one of the major Arab-Israeli wars in June 1967.

The Pacific settlement of disputes assumed that the war is primarily a technique for settling disputes, allay fears and seeking status. Further assumptions are that war came about because of the unawareness of decision makers and their inability to settle disputes mutually on both sides compounded with mere ignorance, pride, lack of imagination, or selfish and what was termed as cynical leadership.

The effects of the famous wars fought in history were disastrous costing the lives of ten million men from 32 countries in the war of 1914-1918. Interstate wars also cause vast numbers of non-combatants deaths perhaps 50 million civilians were killed during the wars of the twentieth century. At least 30 million civilians were killed in World War II alone many civilians died during that war as a result of malnutrition or disease or as a result of air bombings that were conducted by the Germans as well as the British and the Americans.

World War II also witnessed genocide in the form of the Holocaust – the highly organized campaign by the Nazi state to destroy the Jewish community throughout Europe. That campaign resulted in the Nazi murder of 6 million Jews, approximately 3 million of the 6 million.

Global strategies for preventing wars

Actors in international law, which are in most cases sovereign states and International organisations, formalized ten most important international treaties, post-World War II. These however, has impacted the course of international law and resulted in peaceful relations and positive development.

International law concerns itself largely with two aspects of war: its legality and its regulation. As far as the legality of war is concerned, there arose in the 20th century a general consensus among states, expressed in several international treaties, including the Covenant of the League of Nations, the Kellogg-Briand Pact of 1928, and the Charter of the United Nations.

The United Nations is charged with the maintenance of international peace and security. Drawing heavily upon the experience of the League of Nations, the Charter develops three interrelated approaches: first, pacific settlement of disputes, which would leave nations with nothing to fight about; second, collective security, which would confront aggressors with too much to fight against; and third, disarmament, which would deprive them of anything substantial with which to fight.

Pacific settlement of disputes is based upon the assumption that war is primarily a technique for settling disputes, although it can, of course, also serve other purpose, such as allaying fears and

seeking status. It is possible that international organizations can contribute to the prevention of wars by devising and institutionalising alternative, peaceful techniques for the settlement of disputes and by persuading to use them.

Collective Security is an approach to peace involving an agreement by which states agree to take collective action against any state defined as an aggressor. Leaving aside the problems of settling disputes or enforcing law or satisfying justice it concentrates upon forestalling (hindering/preventing) violence by bringing to bear an overwhelmingly superior international force against any aggressor. Although collective security, in somewhat different forms, played a prominent part in the League of Nations Covenant and is embodied in the United Nations Charter.

Disarmament and limitation of armaments are based upon the theory that states are inclined to strive for dominance in arms over any potential rivals and that this leads to arms races that tend to end in war. Although arms races develop momentum of their own, they are themselves the result of political tensions leading to war. It is the tensions that cause war, not the arms races. To hold otherwise is to mistake a symptom for a cause. Hence, reducing the levels of armaments does not necessarily reduce these tensions. Furthermore, it is the instability of strategic balances, rather than their level, that leads to war; agreements about disarmament or limitation of armaments may easily disturb the existing precarious balance and, therefore, be actually conducive to war.

Limiting Conflict refers to major approaches to peace envisaged in its Charter which have not proved very fruitful, thus the United Nations has developed two new procedures aiming at the limitation of wars. First, diplomacy, “largely comprising the diplomatic initiatives of the secretary-general and the stationing of peacekeeping forces, has served to contain local conflicts and to prevent escalation, especially the involvement of the superpowers.”

Peace keeping initiatives

Peace keeping operations have come to play an important role at a time when the United Nations is stepping up its efforts toward peaceful settlement of regional conflicts. Japan on its part, is endeavouring to strengthen and expand co-operation with the United Nations in its peace-keeping operations.

Disarmament and limitation of armaments is reinforced through the Kyoto Conference on Disarmament Issues held in Kyoto in April 1989 by the United Nations, thus provides the second largest Official Development Assistance (ODA) in the world.

October 6 was designated as “international Cooperation Day” in 1987, and various events on international cooperation have been held on and around that day since 1987 to promote people’s recognition and awareness of the importance of international cooperation, particularly economic cooperation.

The 2030 Agenda for Sustainable Development, adopted by the United Nations General Assembly on 25 September, 2015, recognises not only that peace and security are prerequisites for achieving sustainable development, but that sustainable development provides the pathway to peaceful societies as described by Lamberto Zannier Secretary General of the Organization for Security and Co-operation in Europe (OSCE).

International Day of Peace (“Peace Day”) is observed around the world each year on 21 September, established in 1981 by resolution 36/37, and the United Nations General Assembly has declared this as a day devoted to strengthening the ideals of peace, both within and among all nations and peoples. Use this site to find organised events in your area and for inspiration on celebrating Peace Day in your own way.

Performance Assessment: Teachers can set assessment where students are required ~~get~~ to observe the International Peace Day with activities aimed at promoting the purpose of that day and identify Peace Making Organisations (United Nations) and **write an essay** on the purpose and functions of these organisations to maintain Global Peace and Harmony.

Suggested Resources

- Bluebook. (1989). *Section 5: Promotion of the International Cooperation Initiative*. Retrieved June 4, 2021, from <https://www.mofa.go.jp/policy/other/bluebook/1989/1989-2-5.htm>.
- Encyclopedia Britannica. (2020). *International Law, Peaceful Settlements of Disputes*. Retrieved June 4, 2021, from <https://www.britannica.com/topic/war/International-law>.
- Zannier L. (2020). *Fostering peace and Sustainable Development. A Genuine Commitment of the Organization for Security and Co-operation in Europe*. United Nations UN chronicle. Retrieved June 4, 2021, from <https://www.un.org/en/chronicle/article/fostering-peace-and-sustainable-development>.
- United Nations. (2020). *Main International Peace and Security. Peace, Dignity and Equality on a Healthy Planet*. Retrieved June 4, 2021, from <https://www.un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html>.

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 12.1.10.6: Identify countries that have modelled peace as a result of the wars and examine the reasons for their actions.

Topic: Case Study: Impact of World War II on Japan and her Cause for Peace

Essential Questions

- Which countries are modeling peace as a result of the wars?
- How has the war caused them to take the action of promoting peace?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Countries that have modelled peace as a result of the wars and examine the reasons for their actions
Skills	Critical Thinking Skills - Use analytical skill of identifying (classify)
Attitudes	Adaptable to change, open-minded
Values	Solidarity, betterment of human kind, peace and harmony

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

- Investigate countries that are modeling peace as a result of the wars.

Content Background

Countries that are modeling peace as a result of the wars

Since the end of WWII, Japan internationally had followed a path of peace based on its pledge never to wage a war again. Japan felt remorse for the cause of the Second World War in the Pacific. From the end of the war to where Japan is now Japan vowed never again to repeat the devastation of war. It now believes in freedom, democracy, respect for basic human rights, and the rule of law. The Japanese people had truly established a prosperous society where people can live without fear and where everyone enjoys opportunities.

Since the end of WWII, Japan has always given priority to acting together with the international community and rebuilding the nation through international cooperation. The Japan-U.S. Alliance with the Japan-U.S. security arrangements, established between Japan and the U.S. have contributed to peace and stability in the Asia-Pacific region. Japan joined the United Nations in order to make active contributions to the international community; and it has engaged actively in global issues.

Japan has not only reaped the benefits of such international frameworks as the UN and the free trade system; it has also worked to further strengthen these frameworks. As a responsible member of the international community, Japan has consistently maintained its position to contribute to peace and prosperity in Asia and the world.

Japan has also contributed enormously to Asian countries prosperity and relations and their economic and political stability. It has also developed genuine relationship of mutual trust among the region and worked together as equal partners in wide-ranging fields, including social and cultural fields. (Diplomatic Blueprint. 2015)

How has the war caused the Japanese to take the action of promoting peace?

Japan's mistakes in the war

Japanese war mistakes as well as attempts to win became an aggression that cost the lives of many civilians and soldiers; populations being displaced, family life and norms severely affected, damages to vast amount of property; and harsh punishment and violence inflicted on civilians and soldiers in conquered territories.

Japan, first of all, invested heavily in large battleships and not submarine and anti-submarine warfare. In an international conflict, all aspects of warfare must be considered if one is hoping for success on the battlefield particularly if one is going up against world super powers that possess military strength and advanced technology. Secondly, the annexation of China's territory for example Manchuria in 1931 was a wrong decision Japan had followed through with because both countries had their own problems to concern with, and this act only antagonized the USA further increasing the chance of a war. Japan's population was already putting pressure on its government to claim territories for raw materials in Asia and the Pacific to fuel its economy and provide surplus land for its population. Thirdly, Japan failed to follow up on its Pearl Harbour attack by conquering the rest of the Hawaiian Islands, the west coast of South America, and sink the U.S. aircraft carriers in the central Pacific. Japan did not effectively disable American military in those strategic military locations. The fourth mistake Japan did was that it failed to follow up on its victory at Colombo to destroy the British fleet in the Indian Ocean. This act would have led to the cut off of supply lines for the Chinese, British, Australia, New Zealand and the Soviet Union. When Germany attacked the Soviet Union in 1941, Japan could have shifted a million or more of its soldiers in China to conquer Russia's Far East and shutting off war production from Siberia. This act could have benefited Japan most and also be a victory for Germany over the Soviets. During the war the Japanese used its army to administer the conquered territories. The army imposed harsh martial laws and disrupted trade, alienating many potential contributors to the Japanese effort. Lastly, the Japanese failed to see and counteract the great U.S. superiority in intelligence, leading to disasters at Midway and other battles. (Dillon. 2018)

Japan's rationale for taking the action of promoting peace

Japan was solely blamed by the Allied powers for the war in the Pacific in 1942. Therefore, the right action to take going forward would be to provide rehabilitation of Japan economically, culturally and politically and promoting peace going into the future hoping to avoid any such acts again by Japan.

The groundwork for the Allied occupation of a defeated Japan was laid during the war. The Allied powers led by the U.S. prepared to occupy and rehabilitate Japan's state. In a series of wartime conferences, the leaders of the Allied powers discussed how to disarm Japan, deal with its colonies of Korea and Taiwan; stabilize the Japanese economy, and prevent the remilitarization of the state in the future. Beginning 1945 through to 1952, the U.S. occupying forces, enacted widespread military, political, economic, and social reforms. Japan was experiencing a time where it had no say over the running of its country's affairs. Its expansionist policy in the Pacific had brought about much destruction and the USA into the war. Therefore, it must pay for its war actions and as well look to enjoying a system of government that can aid its progress to economic, cultural and political prosperity going into the 21st century.

In the Potsdam Declaration, they called for Japan's unconditional surrender, which it did by August of 1945.

The occupation of Japan was divided into three phases: the initial effort to punish and reform Japan, the work to revive the Japanese economy, and the conclusion of a formal peace treaty and alliance. Japan took on democracy and became the first country in Asia to enjoy "prosperity", through its recovery from the ashes of war and achieving high economic growth. It also overcame environmental and social problems and created a social system for safe and secure daily life. In this regard, Japan displayed a model of nation-building to many Asian countries. Investment and technology transfers from Japan helped to elevate living standards of people in Asia and the world and to create a safe and secure society. Japan's contribution to the Asian development has been highly appreciated by the Asian countries.

Japan's path over the last 75 years as a peace-loving nation is deeply rooted among the Japanese people and will never sway. Japan continues to cooperate with other countries and contribute even more proactively to international peace, stability and prosperity of the world based on the principle of international cooperation.

After restoring sovereignty as an independent nation, the Japan-U.S Treaty became the basis of peace and stability in Japan, and also in the Asia-Pacific region. The outcomes of WWII had caused Japan to develop its military capability transparently meanwhile adhering to basic policies of not becoming a military power that poses a threat to other countries.

According to the tremendous effort Japan has demonstrated so far since the U.S. occupation there is no doubt that Japan will continue along the path of peace through the policy of "Proactive Contribution to Peace" and it will continue to work more closely with the United States and other countries, proactively ensuring peace, stability and prosperity of the international community. (Diplomatic Blueprint, 2015).

Performance Assessment: Teachers can set assessment where students are required to get into groups to **discuss and do an oral presentation** on the following;

- They identify countries that are modelling peace as a result of the wars (example; Japan) and how the war caused them to take the action of promoting peace, and appreciate the efforts of these countries in promoting peace in the world.

Suggested Resources

- Britannica. (2021). *Potsdam declaration*. Retrieved June 3, 2021, from <https://www.britannica.com/topic/Potsdam-Declaration>.
- Dillon, K. J. (2018). *Key Japanese Mistakes in World War II. Science and History for the Discerning Reader*. Washington D. C: Scientia Press. Retrieved June 3, 2021, from <https://www.scientiapress.com/key-japanese-mistakes-world-war-ii>.
- Diplomatic Bluebook. (2015). *1.70 Years after World War II: The Path as a Peace Loving Nation*. Chapter 1: International Situation and Japan's Diplomacy. Retrieved June 3, 2021, from <https://www.mofa.go.jp/policy/other/bluebook/2015/html/chapter1/c0101.html>.

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 12.

Units	Topics
Health Behaviours	12.2.1.1: Healthy and Ethical Behaviours in Romantic Relationship 12.2.1.2: Roles and Responsibilities in Marriages 12.2.1.3: Harmful Effects of certain Substances on the Foetus
	12.2.2.1: Awareness on Dangers of Smoking and Drug Misuse 12.2.2.2: Current Laws on Harassment, Acquaintance and Statutory Rape and Sexual Abuse (CSE) 12.2.2.3: Designing Health Promotion Materials
	12.2.3.1: How Ethnicity and Diverse Cultural Beliefs and Practices influence Personal, Family and Community Relationship and Health 12.2.3.2: Strategies for Addressing Harmful Cultural Beliefs and Practices 12.2.3.3: Ways of Promoting and Accessing Traditional Medicine 12.2.3.4: Effects of Traditional and Modern Medicine in the Treatment of Diseases and Illnesses 12.2.3.5: Comparison of Health Costs in Papua New Guinea and other Pacific Island countries 12.2.3.6: Effects of Electromagnetic Fields on the Human Body System 12.2.3.7: Radiation and its Effects on the Human Body System 12.2.3.8: Technological Advances in Disease Detection, Prevention and Treatment 12.2.3.9: Use of Television to Market and Advertise Health Products and Services
	12.2.4.1: Health Information Promoting Health and Disease Prevention 12.2.4.2: Health Information for Special Population 12.2.4.3: Personal and Family Health concerns encouraging interaction
Health Decision-making	12.2.5.1: Support for Health Programs, Activities and Intervention 12.2.5.2: The need for separate Health Care Facilities for children, women and people with disabilities 12.2.5.3: Impact of Provincial and National Health Policies on personal, family and community health 12.2.5.4: Case Study: PNG's Preparedness and Response to Corona Virus (COVID-19)
	12.2.6.1: Impact of Laws on the use of Cannabis, Betel nut, Alcohol, Tobacco, and other Drugs and Substances 12.2.6.2: Side Effects of Consuming Cannabis: Marijuana 12.2.6.3: Developing Strategic Plans of Participation to address Health-risk Behaviours 12.2.6.4: Assessment of Provincial and National Programs, Projects and Activities on Health-risks behaviours

Interpersonal Relationships and Health	12.2.7.1: Passive, Aggressive and Assertive Communication in Relationships 12.2.7.2: Importance of Abstinence from Sexual Activities for Unmarried Persons 12.2.7.3: Prevention of Unwanted Pregnancy, STDs, HIV and Emotional Trauma through Sexual Abstinence
	12.1.8.1: Casual Connection in Promoting Healthy Relationships 12.1.8.2: Impacts of Healthy Relationships 12.1.8.3: Citizens' Rights to Basic Health Care

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine content related to health promotion and disease prevention to enhance health.

Benchmark 12.2.1.1: Analyse behaviour(s) in romantic relationships that enhance dignity, respect and responsibility. *(Note: Originally BM 12.2.1.2 now moved up)*

Topic: Healthy and Ethical Behaviours in Romantic Relationship

Essential Questions

- What are healthy and ethical behaviors in romantic relationships?
- How do the partners develop trust and respect in a romantic relationship for healthy life?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Healthy and ethical behaviours in dealing with romantic relationships that enhance dignity, respect, and responsibility
Skills	Critical Thinking Skills - Use analytical skill of analysing, reflecting, identifying - Use evaluation skill of assessing
Attitudes	Care and concern
Values	Love, kindness, affectivity

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

- Examine healthy and ethical behaviors in romantic relationships to enhance dignity, respect and responsibility.

Content Background

Healthy and ethical behaviour in dealing with romantic relationships

Being in a romantic relationship usually means two people involved are intimate with each other (emotional closeness) and are probably sexually active to some degree (passion), but what turns romance into real love is the addition of commitment – the general agreement to remain faithful to each other and being responsible, that is taking ownership of their actions.

Taking ownership and responsibility for their actions is an important part of healthy relationships. Doing so is an empowering reminder that both partners have control over the role they play in their relationship. Taking ownership of one's responsibility creates trust and dependability. When they take ownership of responsibility for their behaviours, they demonstrate to each other their willingness to be honest and vulnerable, which in turn encourages them to be open and authentic with each other. Each partner learns to take responsibility when they own their behaviours and hold themselves accountable for their actions to promote dignity and respect.

How to develop trust and respect in romantic relationships for healthy life

The following are ways to use the empowering action of taking responsibility for both partners to practice real love.

1. Be honest

Individuals in such relationships must be honest to themselves before embarking on this relationship thus gaining the trust of their partners.

2. Act on situations/ do not react

When people are held accountable for their behaviours, they often become defensive. Getting defensive is a reaction. When a person acts on a situation, he or she can respond with clarity and awareness.

3. Be willing to forgive their partner and themselves

Everyone makes mistakes and forgiving oneself or their partner is important for moving past challenges and making their romantic relationship stronger. Forgiveness builds trust and accountability in their relationship, breaks down resentment and stops the “blame game”.

Performance Assessment: Teachers can set assessment where students are required to examine healthy behaviours in a romantic relationship to enhance self-dignity, self-respect and reflect upon their own dating relationship. They keep a reflective journal for self-improvement.

Suggested Resources

- Health line. (2019, December 19). *What Makes a Relationship Healthy?* Retrieved May 24, 2021, from <https://www.healthline.com/health/healthy-relationship>.
- Marriage in a box. (2019, March 8). *Trust And Respect Are The Key To A Healthy Relationship* Retrieved May 24, 2021, from <https://www.marriageinabox.com/blog/trust-and-respect-are-the-key-to-a-healthy-relationship/>.
- Wikipedia. (2021). *Romance*. Retrieved May 24, 2021, from [https://en.wikipedia.org/wiki/Romance_\(love\)](https://en.wikipedia.org/wiki/Romance_(love)).

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine content related to health promotion and disease prevention to enhance health.

Benchmark 12.2.1.2: Analyse roles of responsibilities relating to marriage and responsibilities relating to marriage. *(Originally BM 12.2.1.1 moved to 12.2.1.2)*

Topic: Roles and Responsibilities in Marriages

Essential Questions

- What are the roles and responsibilities of partners in a marriage?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Gender roles and responsibilities affect social relationship in healthy marriage
Skills	Critical Thinking Skills - Use analytical skill of analysing, reflecting and discussing Creative Thinking Skills - Use synthetical skill of discussion
Attitudes	Care and concern, adaptable to change
Values	Love, kindness, affectivity, sensitivity

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

- Investigate the roles and responsibilities of partners in a marriage.

Content Background

Rights and responsibilities in marriage relationships that enhance dignity, commitment, respect and honesty

When two people are married, they make a promise to each other in sickness and in health but this obligation does not stop there. Once they are married, they have certain rights and responsibilities that single people do not have.

Marriage brings both financial benefits as well as duties. In some cases, these martial rights and responsibilities will continue even after their marriage ends through death or divorce.

Martial rights recognise what is called the spousal rights and they are as follows;

- ability to open joint bank account
- right to receive “marriage/family rate” on health, car and liability insurance.
- right to inherit spouse’s property upon death.
- right to sue for spouse’s wrongful death or loss of consortium (groupings) and
- right to receive spouse social security and pension.

Martial Responsibilities

In a marriage situation a promise is made to treat each other with respect. However, in many countries, if one spouse engages in certain martial misconduct, such as abandonment, abuse or adultery, that behaviour can provide the grounds for a *fault base -divorce* and may even affect alimony (money) and property division.

Additionally, spouses owe a *fiduciary duty* to one another. This means that, a *prospective spouse can't lie* about finances, a criminal past or their current marriage to another spouse to induce him or her into marrying the spouse. A marriage based on one spouse's fraud can be annulled (cancelled) under certain circumstances. Once married, fiduciary duty continues until death. If fiduciary duty is breached by one spouse, courts will order that spouse to reimburse the funds that were lost or wasted.

Spouses also owe each other the duty to keep confidential communications private. The martial communication privilege or "*spousal privilege*" prevents either spouse from disclosing confidential martial communication.

Students must be made aware of the importance of roles and responsibilities of man and woman as husbands and wives in marriage. They must know that marriage is a lifetime commitment therefore in the future as a husband or a wife they must establish mutual respect and understanding in their relationship with their spouses.

Performance Assessment: Teachers can set assessment where students are required to examine and discuss in groups roles and responsibilities relating to marriage-

Suggested Resources

- Accord. (2021). *What makes a good marriage?* Retrieved May 24, 2021, from <https://www.accord.ie/resources/articles/what-makes-a-good-marriage-relationship>.
- Lawyers.com. (2015, April 19). Rights and Responsibilities of a Married Person. Retrieved May 24, 2021, from <https://www.lawyers.com/legal-info/family-law/matrimonial-law/rights-and-responsibilities-of-a-married-person.html>.
- Wikipedia. (2021). *Marriage*. Retrieved May 24, 2021, from <https://en.wikipedia.org/wiki/Marriage>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine content related to health promotion and disease prevention to enhance health.

Benchmark 12.2.1.3: Research different structures and functions of the human body and evaluate their relationships to personal health.

Topic: Structures and Functions of the Human Body to Human Social Interaction

Essential Questions

- What are the important structures of the human body and their functions?
- How do the functions of these human structures impact personal health of humans to relate well socially?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Comparison of the structures and functions of the human body and their relationships to personal health.
Skills	Critical Thinking Skills - Use analytical skill of research and illustration - Use evaluation skill of evaluating
Attitudes	Appreciative, responsible, care and concern
Values	Creativity, sanctity of life

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

- Explain how the functions of the structures of the body impact personal health of humans in a society;
- Evaluate the relationship of the body structure and its functions to personal health.

Content Background

The human body structure and its functions

The human body is the structure of a human being. It is composed of many different types of *cells* that together create *tissues* and subsequently *organ systems*. They ensure *homeostasis* and the viability of the human body.

It comprises of a head, neck, trunk (which includes the thorax and abdomen), arms and legs, hands and feet.

The study of the human body involves *anatomy*, *physiology*, *histology* and *embryology*.

The body varies anatomically in known ways. Physiology focuses on the systems and organs of the human body and their functions. This includes the *mechanical*, *bioelectrical* and *geochemical* functions of humans to maintain good health from organs to cells, of which they are composed. The human body consist of many interacting systems of organs. These interact to maintain *homeostasis*, *keeping the body in a stable state with safe levels of substances such as sugar and oxygen in blood* to maintain body health.

Each system contributes to homeostasis of itself, other systems and the entire body.

Some combined systems are referred to by joint names. For example, the nervous system and the endocrine system operate together as the neuroendocrine system. The nervous system receives information from the body and transmits this to the brain via nerve impulses and neurotransmitters. At the same time the endocrine system releases hormones, such as to help blood pressure and volume. Together, these systems regulate the internal environment of the body, maintaining blood flow, posture, energy supply, temperature and acid balance (pH) to maintain a normal and healthy human body.

Relationship of human body structures on personal health and social relations

When a person's human body structure is partially or not functioning well at all, this greatly affects his or her personal health and social relationship with other people around them. For example, suppose a person has a physical disability like Cerebral Palsy (CP) there is very little chance of him or her having any control over his or her personal health and even social relations. Because Cerebral Palsy (CP) is a group of disorders that affect a person's ability to move and maintain balance and posture. *Cerebral* means having to do with the brain. *Palsy* means weakness or problems with using the muscles. CP is caused by abnormal brain development or damage to the developing brain that affects a person's ability to control his or her muscles. The symptoms of CP vary from person to person. (Centres for Disease Control and Prevention. 2020)

Therefore, it is important that individuals appreciate their bodies and take care of it. As for those with disabilities especially physical or cognitive they should be given the due care so they feel part of the society and contribute meaningfully regardless of being handicapped.

Performance Assessment: CSD, PE and Biology teachers work collaboratively and set an ~~assessment~~ activity that will require ~~where~~ students to plan and carry out awareness to peers on various sexual and reproductive diseases (HIV/AIDS, STI, Hepatitis B) that can cause harm to the reproductive system and their health in general.

Suggested Resources

- Centres for Disease Control and Prevention. (2020). *What is Cerebral Palsy?* R Retrieved May 25, 2021, from <https://www.cdc.gov/ncbddd/cp/facts.html> on 25th May 2021.
- Umberson, D., & Montez, J.K. *Social Relationships and Health: A Flashpoint for Health Policy*. Retrieved May 25, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3150158/>.
- Wikipedia. (2020). *Human Body*. Retrieved May 25, 2021, from https://en.wikipedia.org/wiki/Human_body#Physiology.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 12.2.2.1: Participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about dangers of drug use or smoking.

Topic: Awareness on Dangers of Smoking and Drug Misuse

Essential Questions

- What are the consequences of drug misuse?
- What are the effects or risks of smoking?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effects or consequences of smoking and drug misuse
Skills	Critical Thinking Skills - Use analytical skill of research
Attitudes	Appreciative, responsible, care and concern
Values	Creativity, sanctity of life, self-esteem, self-discipline

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

- Examine the dangers of smoking or drug misuse;
- Discuss how drug misuse affects one's relationship with friend, friends, et cetera.
- Make a presentation through panel discussion and role play of the dangers of smoking or drug abuse;

Content Background

Health effects of smoking and drug misuse

Smoking increases the risk of cardiovascular disease, respiratory disease and cancer. Smoking also decreases the lifespan of a person and increases the risk of complications from two types of diabetes.

Drug use can have a wide range of short and long term direct or indirect effects. These effects depend on the specific drugs used, how much is taken, the person's health and other factors.

Short term effects can range from changes in appetite, wakefulness, heart rate, blood pressure and or mood to heart attack and even death.

Longer term effects can include heart or lung disease, mental illness, HIV Aids, hepatitis and others. This reduces addict's chances of relating well to others thus causing compounding problems such as violent behaviours.

Awareness on effects of smoking and drug use

The topic for this benchmark 12.2.2.1 is activity oriented where students are to carry out awareness. So the teacher should develop an assessment for awareness purpose. Students will carry out a research on the dangers of smoking and abuse of drugs. A day must be organised for the students to make a public awareness on the effects of smoking and drug use in groups at the school hall.

The aim of this lesson is for students to educate themselves through peer education on the dangers of smoking and abuse of drug at an early age. Carrying out this awareness should instil in them the skill of decision-making where they are able to make proper decisions for good health in order to enjoy life in the future.

Performance Assessment: CSD, CCVE and PE teachers collaborate and set an activity that will require students to plan and carry out awareness through panel discussions, role plays or skits on variety of health issues (dangers of drug use or smoking).

Suggested Resources

- etr.org. (2020). Prevent tobacco. Retrieved May 25, 2021, from www.etr.org/store/prevent-tobacco.
- National Institute on Drug Abuse. (2020, January). *What are the physical health consequences of tobacco use?* Retrieved May 25, 2021, from <https://www.drugabuse.gov/publications/research-reports/tobacco-nicotine-e-cigarettes/what-are-physical-health-consequences-tobacco-use>.
- National Institute on Drug Abuse. (2018, May 32). *Cigarette Smoking Increases the Likelihood of Drug Use Relapse*. Retrieved May 25, 2021, from <https://www.drugabuse.gov/news-events/nida-notes/2018/05/cigarette-smoking-increases-likelihood-drug-use-relapse>.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 12.2.2.2: Investigate and summarise current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse.

Topic: Current Laws on Harassment, Acquaintance and Statutory Rape and Sexual Abuse (CSE)

Essential Questions

- What is harassment, acquaintance rape, statutory rape and sexual abuse?
- What is the current law on harassment, acquaintance, statutory rape and sexual abuse?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse
Skills	Critical Thinking Skills - Use analytical skill of research
Attitudes	Appreciative, responsible, care and concern
Values	Creativity, sanctity of life, rule of law, self-discipline

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

- Investigate current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse;
- Discuss how such unacceptable behaviours affect one's relationship with others in the community.

Content Background

Behaviours pertaining to harassment, acquaintance and statutory rape and sexual abuse are offensive in nature and perpetrators attract charges of imprisonment from serving few years to lifetime imprisonment.

Harassment covers a wide range of behaviours of an offensive nature. It is commonly understood as behaviour that demeans, humiliates or embarrasses a person, and it is characteristically identified by its unlikelihood in terms of social and moral reasonableness. In the legal sense, these are behaviours that appear to be disturbing, upsetting or threatening. They evolve from discriminatory grounds, and have an effect of nullifying a person's rights or impairing a person from benefiting from their rights. When these behaviours become repetitive, it is defined as bullying (Wikipedia, 2021).

An **acquaintance rape** refers to an assault that is ordinarily committed by a new acquaintance. It involves sexual intercourse without mutual consent. It is also referred to as "date rape". The offender need not be the person dating the victim, it may be his / her acquaintance or stranger.

A **statutory rape** refers to the non-forcible sexual activity in which one of the individuals is below the age of content (the age required to legally consent to the behaviour). Under *Statutory Rape Laws*, a person who has sex with a person under a certain age known as the “*Age of Consent*” risks criminal charges and can be imprisoned, even if the victim is a willing partner. Statutory laws are meant to protect children and teenagers from predatory adults.

Sexual abuse, also referred to as **molestation**, is abusive sexual behaviour by one person upon another. It is often perpetrated using force or by taking advantage of another. When force is immediate, of short duration, or infrequent, it is called assault. The offender is referred to as a **sexual abuser** or (often pejoratively) **molester**. The term also covers any behaviour by an adult or older adolescent towards a child to stimulate any of the involved sexually. The use of a child, or other individuals younger than the age of consent, for sexual stimulation is referred to as child sexual abuse or statutory rape. Live streaming sexual abuse involves trafficking and coerced sexual acts and or rape in real time on webcam (Wikipedia. 2021).

Laws or Legislation regarding harassment, acquaintance and statutory rape / and sexual abuse
Countries around the world have a wide variety of criminal laws to forbid *Sexual Harassment* in many forms including general harassment crimes as well as specific types such as sexual discrimination, offensive jokes, intimidation, offensive pictures, assault and ridicule.

Papua New Guinea’s Legislation specifically addresses and protects against sexual harassment, including unwelcome sexual advances, request for sexual favours; verbal or physical conduct or gestures of a sexual nature; annoyance ... and et cetera.

It violates the PNG Criminal Code Act 1974 Division A Section 6. Sexual Penetration.

For *Sexual Abuse Laws*, most countries around the world have laws to protect the children from all forms of sexual exploitation and sexual abuse. This includes outlawing the coercion of a child to perform sexual activity, the prostitution of children and the exploitation of children in creating pornography Laws in PNG pertaining to this is;

- The Criminal Code (Sexual Offences and Crimes against Children Act) 20021 (No, 27 of 2002).
- The Lukautim Pikinini Act. 2015
- Child Welfare Act.

Effects of unacceptable behaviours (harassment, acquaintance and statutory rape and sexual abuse) on one’s relationship with others in the community

The unacceptable behaviours studied in this topic have regressional effects on people’s life especially the victims. When such behaviours are prevalent in the community the general public are also affected. People are denied liberty to move around their community as they fear being oppressed and suppressed by these behaviours. Therefore, it is important for all people to be educated on the basic laws that are there to protect them against such behaviours to safeguard themselves and others in their community for peace and harmony to prevail.

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

- examine the current laws relating to unacceptable sexual acts such as harassment, acquaintance and statutory rape, and sexual abuse.
- analyse a case study of sexual abuse and
- propose ways they can help the survivors through legal assistance.

Suggested Resources

- Law Library Guides. (1990). Papua New Guinea Law. <http://en.m.wikipedia.org> > wiki. Retrieved May 25, 2021, from <https://unimelb.libguides.com/png>.
- Stella Star of the Pacific. (2020). *You Can't Touch This*. Retrieved May 25, 2021, from <http://www.stellamag.com/index.php/blog/archive/you-cant-touch-this>.
- Wikipedia. (2021). *Harassment*. Wikimedia Foundation, Inc. Retrieved May 25, 2021, from <https://en.wikipedia.org/wiki/Harassment>.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 12.2.2.3: Design health promotion materials

Topic: Designing Health Promotion Materials

Essential Questions

- What is health and hygiene?
- How can we design health and hygiene promotion materials?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to design health promotion materials
Skills	Critical Thinking Skills - Use analytical skill of research
Attitudes	Appreciative, responsible, care and concern
Values	Creativity, sanctity of life, rule of law, self-discipline

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

- Explain the importance of health promotion materials;
- Identify health promotion materials;
- Discuss how health promotion materials helps one to foster positive social relationship within the community.

Content Background

For this topic, teachers should refer to Grade 11 CSD Teacher Guide, strand 2 Benchmark 11.2.4.2 to assist them teach this topic.

Designing and promoting health promotion materials

Hygiene is a series of practices performed to preserve health. According to the World Health Organisation (WHO), hygiene refers to conditions and practices that help to maintain health and to prevent the spread of disease. Personal hygiene refers to maintaining the body's cleanliness. Health is the normal healthy state of the body.

Designing or preparing Health and hygiene promotion materials can be done through the following means;

- Health Campaign Projects related to hygiene.
- Printable facts sheet related to hand washing.
- Audio podcast about practicing hygiene in different settings.
- Printed posters about healthy hygiene behaviours.
- Presentation – slide shows on hygiene related topics.

- Social media – batters, badges and electronic greeting cards that promote healthy hygiene habits.
- Stickers, videos and TV segments on hygiene related topics.



Performance Assessment: This topic is research based so teachers should prepare assessment involving students in field trip to areas where disease occurrence is prevalent.

- A survey questionnaire should be prepared for them to collect information on the reoccurrence of these diseases. They then write a report on the causes and effects of these diseases, its reoccurrence and suggest better ways to combat these diseases from reoccurring.
- They then write a report on the causes and effects of these diseases, its reoccurrence and suggest better ways to combat these diseases from reoccurring.

Suggested Resources

- Centers for Disease Control and Prevention. (2021, July 22). *Water, Sanitation & Environmentally-related Hygiene*. Retrieved May 25, 2021, from <https://www.cdc.gov/healthywater/hygiene/index.html>.
- Centers for Disease Control and Prevention. (2021, July 22). *Health Promotion Materials*. Retrieved May 25, 2021, from <https://www.cdc.gov/healthywater/hygiene/resources/index.html>.
- Health line. *Personal Hygiene*. Retrieved May 25, 2021, from www.healthline.com/health/personal-hygiene.

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 others on health behaviours.

Benchmark 12.2.3.1: Identify and investigate the influence of different cultural beliefs and practices on personal, family and community health.

Topic: How Ethnicity and Diverse Cultural Beliefs and Practices influence Personal, Family and Community Relationship and Health

Essential Questions

- What are some ethnic and diverse (different) cultural beliefs and practices that influence personal, family and community relationship and health?
- How does ethnic and cultural beliefs and practices influence personal, family and community relationships and health?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The influence of ethnicity and diverse cultural beliefs and practices on personal, family and community health
Skills	Critical Thinking Skills - Use analytical skill of researching (investigating) and identifying
Attitudes	Appreciative, responsible, care and concern
Values	Creativity, sanctity of life, rule of law, self-discipline

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

- Examine the ethnic and diverse (different) cultural beliefs and practices that have influence on personal, family and community health;
- Critique the effects of cultural practices and believes on personal, family and community health.

Content Background

Influence of ethnicity and diverse cultural beliefs and practices on personal, family and community relationships and health

Cultural beliefs are traditional beliefs and practices that have been passed on through different generations and have become part of the culture of the society. These traditional beliefs and practices may provide positive benefits, although in most cases there are mixed or negative consequences on the mental and physical health of individuals, families or communities.

In the third world countries such as P.N.G and Africa, such cultural belief and practice is deeply rooted and has a big influence on the lives of everyone. For example, in Papua New Guinea, people believe in *sanguma* or *puripuri* which is currently making headline on the news about individuals or groups being tied and burned or chopped and even killed. Such destructive culture or practice compromises or undermines the health and well-being of individuals, family and even the community.

Even when a person is sick from diseases such as TB, malaria or pneumonia, people's strong beliefs (taboos) causes suspicions that these are caused by witchcraft and requires witch doctors to attend to their illness. This stops the sick persons from seeking medical help from clinics or hospitals eventually leading to their death.

PNG needs interventions of big organisations like the *World Health Organisation* to create very strong "*International ethical guidelines*" or government to put in place tough Criminal Laws to protect the lives and health of people from such destructive culture and practices.

Performance Assessment: Teachers can set assessment where students are required to identify cultural beliefs and practices that influence the severity of common health issues (TB, HIV/AIDS, diabetes, cancer, COVID-19).

Suggested Resources

- Counseling directory. (2016, February 15). *Cross-cultural relationships*. Retrieved May 25, 2021, from <https://www.counselling-directory.org.uk/memberarticles/cross-cultural-relationships>.
- Mc Laughlin, L., & Braun, K. (1998). *Asian and Pacific Islander cultural values: Considerations for health care decision-making*. *Health and Social Work*, 23 (2), 116-126.
- Ohchr. (1979). Fact Sheet No. 23, Harmful Traditional Practices Affecting the Health of Women and Children. Harmful health practices. Retrieved May 25, 2021, from <https://www.ohchr.org/documents/publications/factsheet23en.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 others on health behaviours.

Benchmark 12.2.3.2: Formulate strategies for addressing cultural beliefs and practices that are harmful to personal, family and community health and spread health promoting beliefs and practices.

Topic: Strategies for Addressing Harmful Cultural Beliefs and Practices

Essential Questions

- What strategies can help address harmful cultural beliefs and practices that affect people's personal, family and community health and social relations?
- How to spread health promoting beliefs and practices at personal, family and community levels?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to address cultural beliefs and practices that are harmful to personal, family and community health and spread health promoting beliefs and practices
Skills	Critical Thinking Skill - Use analytical skill of researching (investigating) Creative Thinking Skills - Use of creative thinking skills of formulating,
Attitudes	Care and concern, adaptable to change
Values	Betterment of human kind

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

- Identify the cultural beliefs and practices that are harmful to personal, family and community health;
- Examine strategies for addressing harmful cultural beliefs and practices on personal, family and community health;
- Examine strategies for spreading health promoting beliefs and practices;
- Practice spreading health promoting beliefs and practices to individuals, families and communities.

Content Background

Strategies for addressing cultural beliefs and practices that are harmful to personal, family and community health and spreading health promoting beliefs and practices

Cultural beliefs and practices that are harmful to personal, family and communities in many countries around the world including Papua New Guinea continue to pose a threat to the health of the local population who are exposed to these practices. Some of these harmful cultural practices include initiation of young male children and boys, compensation, polygamy, funeral taboos, gender discrimination, circumcising of male foreskin and female genital mutilation (practiced mainly in Kenya) and many more.

Countries faced with these issues are taking appropriate measures to modify the social and cultural patterns with a view to achieving the elimination of harmful cultural practices and spread health promoting beliefs and practices.

Many countries around the world have experienced that the initial strategies used in addressing harmful traditional practices that have proved to be successful are providing education and information on such practices focusing on their negative consequences.

Some of these strategies are:

- Educate target populations such as religious leaders, chiefs and elders, teachers, students, health workers as well as general population on the health consequences of such harmful cultural practices.
- Promote, provide technical support and mobilise resources for local church groups that will initiate community – based awareness aimed at eliminating harmful practices.
- For instance, in Kenya, local NGOs run campaigns at eliminating female genital mutilation. In PNG, local NGOs are tasked to address gender-based health issues in relation to harmful cultural practices.
- Use video, drama and other cultural activities through role play and songs to disseminate information on harmful effects of intimidating and harsh cultural practices to promote health beliefs and practices.

The focus of this lesson should target: Physical e.g. female genital mutilation and its long term effects; or, psychological e.g. *haus*-man beating and patriarchal mentality, social bad effects of these cultural practices.

Performance Assessment: Teachers can set activity that will require students to develop strategies on how to combat cultural beliefs and practices that are harmful to people's personal, family and community health and spread health promoting practices in the form of posters, poems, brochures and pamphlets. They can also carry out awareness on health promoting beliefs and practices.

Suggested Resources

- Counseling directory. (2016, February 15). *Cross-cultural relationships*. Retrieved May 25, 2021, from <https://www.counselling-directory.org.uk/memberarticles/cross-cultural-relationship>.
- Mc Laughlin, L., & Braun, K. (1998). *Asian and Pacific Islander cultural values: Considerations for health care decision-making*. Health and Social Work, 23 (2), 116-126.
- Ohchr. (1979). *Fact Sheet No. 23, Harmful Traditional Practices Affecting the Health of Women and Children. Harmful health practices*. Retrieved May 25, 2021, from <https://www.ohchr.org/documents/publications/factsheet23en.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 others on health behaviours.

Benchmark 12.2.3.3: Examine ways of promoting traditional medicine and making it accessible in the treatment of illnesses and diseases.

Topic: Ways of Promoting and Accessing Traditional Medicine

Essential Questions

- What is traditional medicine?
- What are some of the ways of promoting traditional medicine?
- How will traditional medicine be made accessible in the treatment of illnesses and diseases?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Ways of promoting traditional medicine and making it accessible in the treatment of illnesses and diseases
Skills	Critical Thinking Skills - Use analytical skill of examining
Attitudes	Care and concern, adaptable to change
Values	Betterment of human kind

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

- Explain traditional medicine;
- Examine ways to promote traditional medicine and how it can be made accessible in treating illnesses and diseases in the community.

Content Background

Traditional medicine

Traditional medicine (also known as ingenuous or folk medicine) comprises of aspects of traditional knowledge that developed over generations within various societies before the era of modern medicine. The World Health Organisation (WHO), 2021, defines traditional medicine as “*the sum of the knowledge, skills, and practices based on the theories, beliefs and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health as well as in the prevention, diagnosis, improvement or treatment of physical and mental illness*”. Traditional medicine is contrasted with modern scientific medicine.

In some Asian and African countries including Papua New Guinea, up to 80% of the population rely on traditional medicine for their primary health care needs. When adopted outside its traditional culture, traditional medicine is often considered a form of “*alternate medicine*” or “*complimentary medicine*”.

Ways of promoting traditional medicine

There are many ways and means to promote and make traditional medicine accessible to the population. Given below are two ways.

- Traditional medicines and herbs are mainly from plants or plant parts that grow everywhere or in the rainforest vegetation.

To promote and make it accessible to the population, detailed information can be prepared on charts, booklets, newspapers, TV advertisements to educate people on how to produce it themselves using the available resources.

- Government to implement policies to make traditional medicine an alternate medicine or complimentary medicine to be fully integrated into the dominant health care system. This will then enable traditional medicine to be packed properly and distributed to hospitals, health centres and aid posts where it can be easily available to the population.

Performance Assessment: Teachers can set assessment where students are required to do a research on traditional medicine within their local area. They can then promote this herbal medicine through posters, pamphlets or brochures with support from their provincial health authority in the province.

Suggested Resources

- UNESCO. (2018). *2. Promotion of traditional medicines and herbal remedies. How to promote traditional medicine*. Retrieved May 25, 2021, from <https://en.unesco.org/creativity/policy-monitoring-platform/2-promotion-traditional-medicines>.
- WHO. (2019). *Medicinal plants in Papua New Guinea: information on 126 commonly used medicinal plants in Papua New Guinea*. Retrieved May 25, 2021, from <https://apps.who.int/iris/handle/10665/206954>.
- Wikipedia. (2021). Traditional medicine. Retrieved May 25, 2021, from https://en.wikipedia.org/wiki/Traditional_medicine.

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 others on health behaviours.

Benchmark 12.2.3.4: Research and compare the effect of traditional and modern medicine in the treatment of common illnesses and diseases.

Topic: Effects of Traditional and Modern Medicine in the Treatment of Diseases and Illnesses

Essential Questions

- What is the difference between traditional and modern medicine?
- What are the effects of traditional and modern medicine in relation to treatment of diseases?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Comparing effects of traditional and modern medicine
Skills	Critical Thinking Skills - Use analytical skill of researching - Use evaluation skill of comparing
Attitudes	Care and concern, adaptable to change
Values	Betterment of human kind

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

- Identify and explain the difference between traditional and modern medicine;
- Compare the effects of traditional and modern medicine in the treatment of common diseases and illnesses and how it affects social relationships of individuals and people within a community.

Content Background

Traditional and modern medicine

Traditional medicine is the oldest form of health care in the world and is used in the prevention, and treatment of illnesses and diseases. A study by Yuan et.al, (2016), stated that since prehistoric times, humans have used natural products, such as plants, animals, microorganisms, and marine organisms, as medicines to alleviate and treat diseases. According to fossil records, the human use of plants as medicines may be traced back to at least 60,000 years ago. The use of natural products as medicines must, of course, have presented a tremendous challenge to early humans. It is highly probable that when seeking food, early humans often consumed poisonous plants, which led to vomiting, diarrhoea, coma, or other toxic reactions perhaps even death. However, in this way, early humans were able to develop knowledge about edible materials and natural medicines.

Subsequently, humans invented fire, learned how to brew alcohol, developed religions, and made technological breakthroughs, and they also learned how to develop new drugs. Different societies historically developed various useful healing methods to combat a variety of health and life-threatening diseases. Such forms of medicine as traditional Chinese medicine (TCM), Ayurveda,

Kampo, traditional Korean medicine (TKM), and Unani employ natural products and have been practiced all over the world for hundreds or even thousands of years, and they have blossomed into orderly-regulated systems of medicine. In their various forms, they may have certain defects, but they are still a valuable repository of human knowledge according to Yuan et.al (2016).

However, appropriate processing and dose regulation are urgently needed to improve drug efficacy and reduce drug toxicity. With time, traditional medicines from natural products have undergone interesting and meaningful developments in their ability to interact with numerous, varied biological targets, some of which have become the most important drugs in the health care system.

At the beginning of the nineteenth century, the era of “modern” drug began. In 1805, the first pharmacologically active compound morphine was discovered by a young German pharmacist, Friedrich Serturmer, from the opium plant. Subsequently countless active modern drugs were produced. Modern drug is scientifically proven regarding quality and safety and is effective in the treatment of illnesses and diseases.

However, the development of new modern medicine using new technology appears to be reaching something of a limit. Considerable efforts made in producing modern drug have not resulted in expected drug productivity. Some large pharmaceutical companies are facing great challenges to develop new products. Over the past dozen years increasing attention has accordingly been paid to combining natural products with modern drugs in search for “novel drugs” using new technology.

Comparing traditional medicine to modern medicine

According to Wikipedia(2021) plants produce chemical compounds which give them an evolutionary advantage, such as defending themselves against herbivores for instance, the chemical compound salicylic acid a hormone for its defense. These phytochemicals have potential for use as drugs, and the content and known pharmacological activity of these substances in medicinal plants is the scientific basis for their use in modern medicine, if scientifically confirmed. For instance, daffodils (*Narcissus*) contain nine groups of alkaloids including galantamine, licensed for use against Alzheimer's disease. The alkaloids are bitter-tasting and toxic, and concentrated in the parts of the plant such as the stem most likely to be eaten by herbivores; these toxins also protect them against parasites.

Modern knowledge of medicinal plants is systematised in the Medicinal Plant Transcriptomics Database, which by 2011 provided a sequence reference for at least thirty species.

Teacher can give this table for students to fill up as an activity. Students fill in the table by comparing traditional and modern medicine.

Traditional Medicine	Modern Medicine	Uses	
Eg; Pawpaw seed as quinine	Quinine injections	Treat malaria	
Aloe Vera			

Performance Assessment: Teachers can set an activity that will require students to write a compare and contrast essay on the effects of traditional and modern medicine in the treatment of common illnesses and diseases.

Suggested Resources

- sciencedirect.com. (2020). *Explore scientific, technical, and medical research*. Science Direct. Elsevier B.V. Retrieved May 25, 2021, from <https://www.sciencedirect.com/>.
- Wikipedia. (2021). *Medicinal Plants*. Wikimedia Foundation Inc. US. Retrieved May 25, 2021, from https://en.wikipedia.org/wiki/Medicinal_plants.
- World Health Organization. (2020). Traditional Medicines. Retrieved May 25, 2021, from <http://www.who.int/medicines/areas/traditional/en/>.
- Yunan H, Ma Q, Ye L & Piao G. (2016). *The traditional Medicine and Modern Medicine from Natural Products*. National Centre for Biotechnological Information. Bethesdas, Maryland, US. Retrieved May 25, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6273146/>.

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 others on health behaviours.

Benchmark 12.2.3.5: Analyse health care costs of various health services in different countries and compare with Papua New Guinea.

Topic: Comparison of Health Costs in Papua New Guinea and other Pacific Island countries

Essential Questions

- What is health care cost?
- What is the health care cost of various health services in Papua New Guinea?
- How is Papua New Guinea different or similar to other Pacific Island countries in terms of health care cost?
- How will it impact the social development of the people of Papua New Guinea?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Comparing health care costs of PNG to other Pacific Island countries
Skills	Critical Thinking Skills - Use analytical skill of analysis
Attitudes	Care and concern
Values	Betterment of human kind

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

- Explain health care cost for various health services;
- Identify and compare health care cost in P.N.G with other Pacific Island countries.

Content Background

Papua New Guinea's health care cost compared to other Pacific Island countries

Papua New Guinea is spending more on public health care as a share of its gross domestic product (GDP) relative to comparator countries, yet health outcomes compare unfavourably, indicating the potential to improve the efficiency of the country's health spending.

Investing in human capital development is vital to the well-being and productivity of the country. Health and nutrition interventions - particularly early in life prove long-term welfare, productivity and earnings. Given its young population, PNG must put in the right policies and interventions now to unlock the full potential of its future generations.

While PNG's public spending on health care is comparatively high, outcomes are generally lower than in comparator countries, and the burden of poor health and malnutrition on the PNG economy and health system is large. Ensuring that frontline health services are financed adequately and in a timely manner will be critical to improving the efficiency of health service delivery in this country.

Given below are key services provided by hospitals in PNG in particular Port Moresby General Hospital. The costs of these services vary to those provided by private hospitals which are more expensive.

Key health services	Cost of the key health services		
	Papua New Guinea	Pacific Island country _____	Developed Nations (E.g. Australia, NZ)
1. Ambulance			
2. Physiotherapy			
3. Radiology			
4. Orthopaedics			
5. Neurosurgery			
6. ENT (Ear Nose and Throat			
7. Surgery			
8. Anaesthetics			
9. Paediatrics			
10. Obstetrics and Gynaecology			
11. Intensive care			
12. Medicine			
13. Psychiatry			
14. Pathology			

(This table should be used for activity on comparing costs of key health services of PNG to other countries)

Performance Assessment: Teacher can set a Peer Teaching and Learning activity for students to find and collect information about the types of services provided by the nearest health centre, aid post, clinic or hospital, and the costs of the basic services provided; and do a PowerPoint presentation in class. The class can be divided into groups of 8-10 students each.

Suggested Resources

- World Bank. (2018). *Delivering better value from health spending in PNG*. Port Moresby. PNG. Retrieved May 26, 2021, from www.worldbank.org/news/press-release/2018/02/07/delivering.

- The Asian Development Bank. (2012, December). *The Impact of Out-of – Pocket EXPENDITURES ON Families and Barriers To Use Of Maternal and Child Health Services in Papua New Guinea*-. Retrieved May 26, 2021, from <https://www.adb.org/sites/default/files/publication/30344/impact-oop-expenditures-mnch-services-png.pdf>.
- The World Bank. (2018). Current health expenditure (% of GDP) - Papua New Guinea. Retrieved May 26, 2021, from <https://data.worldbank.org/indicator/SH.XPD.CHEX.GD.ZS?locations=PG>.

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 others on health behaviours.

Benchmark 12.2.3.6: Explain electromagnetic fields and research how these are transmitted, and their effects on the human body system.

Topic: Effects of Electromagnetic Fields on the Human Body System

Essential Questions

- What is electromagnetic field?
- What are the sources of electromagnetic field?
- What are the effects of electromagnetic field on the human body?
- How will the effects of electromagnetic fields affect the social development of a person?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effects of electromagnetic fields on the human body system and human social development
Skills	Critical Thinking Skills - Use analytical skill of explaining and research (investigating)
Attitudes	Care and concern, responsible
Values	Betterment of human kind

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

- Examine electromagnetic field and its sources;
- Explain the effects of electromagnetic field on the human body system as well as on the humans' social development.

Content Background

The content for this topic can be merged with the next benchmark 12.2.3.7 as they teach the same concept of effects of electromagnetic fields on the human body system.

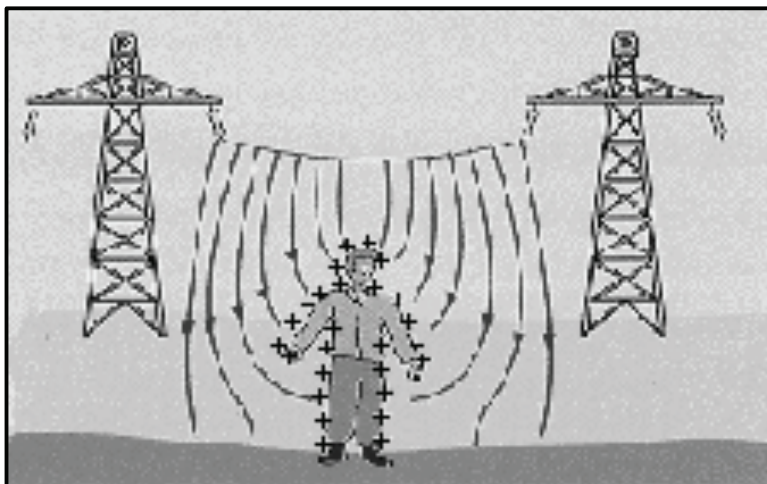
Electromagnetic fields (EMF)

Electromagnetic fields are invisible areas of energy, often referred to as radiation. Radiation has been around since the birth of the universe; of which sun light is one of the main sources of electromagnetic spectrum. “*Electric*” and “*magnetic fields*” which make up electromagnetic field is part of the spectrum of electromagnetic radiations which extends from static electrons and electricity, through to radio frequency and infrared ray, to X-ray.

Effects of electromagnetic radiation on health and social development

The two types of radiation are “*ionizing radiation*” and “*non-ionizing radiation*”. Ionizing radiation such as X-ray, radioactive particles from nuclear reaction and decay of Uranium, gamma ray have very high frequency and are extremely dangerous to the human body.

Electromagnetic field of non-ionizing radiation with very low frequency has no record of causing any damage to the human body. The main effect of radiofrequency or electromagnetic field is heating of the body tissues. Therefore, there is no doubt that long-term exposure to very high level of radiofrequency and electromagnetic fields can be very harmful to health.



Over the course of the past decade, numerous electromagnetic field sources have become the focus of public health concerns, including electricity, radio waves, microwave oven, computer and TV screen and most recently mobile phones.

Effects (on)	Descriptions
General health	Some members of the public have attributed a diffuse collection of symptoms to low levels of exposure to electromagnetic fields at home. Reported symptoms include headaches, anxiety, suicide and depression, nausea, fatigue and loss of libido. To date, scientific evidence does not support a link between these symptoms and exposure to electromagnetic fields. At least some of these health problems may be caused by noise or other factors in the environment, or by anxiety related to the presence of new technologies.
Pregnancy outcome	Many different sources and exposures to electromagnetic fields in the living and working environment, including computer screens, water beds and electric blankets, radiofrequency welding machines, diathermy equipment and radar, have been evaluated by the WHO and other organisations. The overall weight of evidence shows that exposure to fields at typical environmental levels does not increase the risk of any adverse outcome such as spontaneous abortions, malformations, low birth weight, and congenital diseases. There have been occasional reports of associations between health problems and presumed exposure to electromagnetic fields, such as reports of prematurity and low birth weight in children of workers in the electronics industry, but these have not been regarded by the scientific community as being necessarily caused by the field exposures (as opposed to factors such as exposure to solvents).

Cataracts	General eye irritation and cataracts have sometimes been reported in workers exposed to high levels of radiofrequency and microwave radiation, but animal studies do not support the idea that such forms of eye damage can be produced at levels that are not thermally hazardous. There is no evidence that these effects occur at levels experienced by the general public.
Electromagnetic fields and cancer	Despite many studies, the evidence for any effect remains highly controversial. However, it is clear that if electromagnetic fields do have an effect on cancer, then any increase in risk will be extremely small. The results to date contain many inconsistencies, but no large increases in risk have been found for any cancer in children or adults. A number of epidemiological studies suggest small increases in risk of childhood leukemia with exposure to low frequency magnetic fields in the home. However, scientists have not generally concluded that these results indicate a cause-effect relation between exposure to the fields and disease (as opposed to artifacts in the study or effects unrelated to field exposure). In part, this conclusion has been reached because animal and laboratory studies fail to demonstrate any reproducible effects that are consistent with the hypothesis that fields cause or promote cancer. Large-scale studies are currently underway in several countries and may help resolve these issues.
Electromagnetic hypersensitivity and depression	Some individuals report "hypersensitivity" to electric or magnetic fields. They ask whether aches and pains, headaches, depression, lethargy, sleeping disorders, and even convulsions and epileptic seizures could be associated with electromagnetic field exposure. There is little scientific evidence to support the idea of electromagnetic hypersensitivity. Recent studies found that individuals do not show consistent reactions under properly controlled conditions of electromagnetic field exposure. Nor is there any accepted biological mechanism to explain hypersensitivity. Research on this subject is difficult because many other subjective responses may be involved, apart from direct effects of fields themselves. More studies are continuing on the subject.

Therefore, it is very important for student's to be aware of the effects of electromagnetic fields or radiation as thought of to affect public and individual health with good health people can then socialise well with others as they are physically and mentally fit and can contribute meaningfully to the society they live in.

Performance Assessment: CSD and Science teacher can set a research where students are required to carry out a research project on harmful effects of electromagnetic fields and make a presentation of their findings in class.

Suggested Resources

- United States Environmental Protection Agency. (2021). *Radiation Health Effects*. Retrieved May 26, 2021, from <https://www.epa.gov/radiation/radiation-health-effects>.
- WHO. (2016). *Radiation: Electromagnetic fields*. WHO. Geneva, Switzerland. Retrieved May 26, 2021, from <https://www.who.int/news-room/q-a-detail/radiation-electromagnetic-fields>.
- Wikipedia. (2020). *Electromagnetic field*. Retrieved May 26, 2021, from https://en.wikipedia.org/wiki/Electromagnetic_field.

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 others on health behaviours.

Benchmark 12.2.3.7: Explain radiation and research how it is generated and transmitted and its effects on the human body system.

Topic: Radiation and its Effects on the Human Body System

Essential Questions

- What is radiation?
- What are the sources of radiation?
- What are the effects of radiation on the human body system?
- How does radiation affect the social development of a person?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Radiation and its effects
Skills	Critical Thinking Skills - Use analytical skill of explaining and research
Attitudes	Care and concern, responsible
Values	Betterment of human kind

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

- Examine radiation and its sources;
- Analyse the effects of radiation on the human body.

Content Background

Radiation and its effects on the human body

Radiation is energy that travels as an electromagnetic wave without the use of particles. Some types of radiation called “*ionizing radiation*” can be harmful to the human body. Radioactivity is ionizing radiation that is given off by substances, such as *uranium* as they decay.

About half of the ionization radiation we are exposed to comes from nature. It is in rocks, soil, and the atmosphere. The other half comes from man-made sources like medical test and treatments and *nuclear power plants*.

There is always a risk of damage to cells or tissues being exposed to any amount of ionizing radiation. Over time, exposure to radiation may cause cancer and other health problems. But in most cases, the risk of getting cancer from being exposed to small amount of radiation is small.

The chance of getting cancer varies from person to person. It depends on the source and the amount of radiation exposure, the number of exposures over time, and your age at exposure. In general, the younger you are when you are exposed to radiation, the greater the risk of cancer.

Performance Assessment: Teacher can set activity where students are required to examine how radiation is generated and transmitted and its effects on the human body system and do oral presentation.

Suggested Resources

- Afework, B., Hanania, J., Stenhouse, K., Suarez & Donev, J. (2021, October 18). *Nuclear power plants*. Retrieved May 26, 2021, from https://energyeducation.ca/encyclopedia/Nuclear_power_plant.
- Alpen, E.A. (1998). *Radiation Biosphere, 2nd ed*. Retrieved May 26, 2021, from <https://www.sciencedirect.com/topics/biochemistry-genetics-and-molecular-biology/radioactivity>.
- United States Environmental Protection Agency. (2021). *Radiation Health Effects*. Retrieved May 26, 2021, from <https://www.epa.gov/radiation/radiation-health-effects>.
- Wikipedia. (2021). *Radiation*. Retrieved May 26, 2021, from <https://en.wikipedia.org/wiki/Radiation>.

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 others on health behaviours.

Benchmark 12.2.3.8: Identify and research a new technology that is contributing to or is improving the way particular diseases are detected and treated.

Topic: Technological Advances in Disease Detection, Prevention and Treatment

Essential Questions

- What are some of the new technologies that help improve the way diseases are detected and treated?
- What are the advantages of using Genetic Sequencing Technology?
- How will it affect the social development of a person?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	New technologies in detecting and treating diseases
Skills	Critical Thinking Skills - Use analytical skill of identifying and research (investigation)
Attitudes	Care and concern, responsible
Values	Betterment of human kind

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

- Investigate new technologies that can detect, prevent and treat diseases easily;
- Evaluate the impacts of these new technologies.

Content Background

Technological advances in disease detection, prevention and treatment

The past century has shown remarkable progress in the detection, treatment, prevention and near eradication of many diseases that were once leading causes of death in the human population. The development of numerous medicines and vaccines has contributed to the virtual extinction of certain infectious diseases that once led to deadly or life-altering complications. These diseases were often commonplace and leading cause in the death of young and old for thousands of years. Further developments in Science and Technology are now proving to be once again pushing the boundaries of medicine and making the detection, treatment and cure of more debilitating and fatal diseases a possibility.

Genetic sequencing technology

The birth and advancement of whole *Genome Sequencing* is changing the way physicians are able to approach many diseases, conditions and genetic disorders, including certain cancers, autism, and epilepsy. Through this process of deciphering (reading) the code of a person's genetic makeup, physicians have the chance to more accurately diagnose complex conditions, especially in new-borns

and infants when a prompt diagnose can be critical. This technology may also consist of identifying at-risk individuals before signs or symptoms surface and certain complications become irreversible. For example, laboratories run genetic sequencing on the variant Delta strain of the COVID-19 to determine whether or not a person of interest or any individual has it or not upon testing.

Nanotechnology

The use of *nanobots* and *Nano medicines* in the human body is another new option of medical treatment which allows specialist to interact with micro-organisms on a molecular level. These microscopic tools are making a breakthrough in how doctors are able to monitor and make repairs to the body's internal organs. The minuscule size of these devices and compounds allows physicians to treat the actual cells of an organ in order to bring about more effective and lasting change. Scientists are even exploring ways of using nanotechnology to create synthetic antibodies to aid in the treatment of certain cancers and infections.

Mobile Technology

Countries in the developing world are able to receive more quality medical care thanks to continued improvements in mobile technology. For example, more efficient solar panels enable physicians in remote locations to charge mobile phones equipped with microscope applications and attachments. These smartphone microscopes allow medical workers to detect and identify certain types of parasites, bacteria and infections, leading to more accurate diagnoses and safer treatment methods. Also, telemedicine is becoming a more popular alternative to allow patients to seek medical advice and care when they are not able to interact with a physician in person. While this practice cannot currently replace face to face visit, it does make huge strides in making health care more accessible to all. Unfortunately, however, in PNG hospitals do not have such medical technologies but in the near future its health system may be equipped with these technologies to be able to solve complicated medical diseases by way of treatment and support.

Therefore, students should become aware of such technologies and share this information as a form of awareness to those around them who lack this type of knowledge. This information can help people with specific health problems to be corrected thus extending their lives.

Performance Assessment: Teachers can set assessment where students are required to find out about the types, uses and effectiveness of current health technologies that are available and being accessed at the nearest health centre, aid posts, clinics or hospitals and do an oral or PowerPoint presentation of their findings.

Suggested Resources

- McDonald J. (2021, July 8). How Advanced Medical Technologies Are Changing The Healthcare Landscape. Retrieved May 26, 2021, from <https://www.forbes.com/sites/theyec/2021/07/08/how-advanced-medical-technologies-are-changing-the-healthcare-landscape/>.
- Wikipedia. (2021, October 18). *Technology*. Retrieved May 26, 2021, from <https://en.wikipedia.org/wiki/Technology>.
- Wikipedia. (2021, September 25). *Nano robotics*. Retrieved May 26, 2021, from <https://en.wikipedia.org/wiki/Nanorobotics>.
- University of Illinois Chicago. (2020, July 13). *5 Way Technology is Improving Health*. Retrieved May 26, 2021, from <https://healthinformatics.uic.edu/blog/5-ways-technology-is-improving-health/>.

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 others on health behaviours.

Benchmark 12.2.3.9: Analyse marketing and advertising techniques and approaches on television in health product and service promotions and their intended results.

Topic: Use of Television to Market and Advertise Health Products and Services

Essential Questions

- What are some of the best methods of advertising health products?
- Which aspect of our marketing strategy will enable the consumers to appreciate the health products and services?
- How will the use of television affect a person's social relationships?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Marketing and advertising techniques and approaches on television in health products and services promotions and their intended results
Skills	Critical Thinking Skills - Use analytical skill of analysing - Use evaluation skill of assessing
Attitudes	Responsible, creative
Values	Aesthetic, enterprise, betterment of human kind

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

- Identify the best strategies to advertise health products and services on television;
- Analyse consumers' reaction to advertisements regarding health products.

Content Background

Marketing and advertising techniques and approaches on television on health products and service promotion

Health marketing and advertising is an emerging field that draws from traditional marketing theories and principles. Health marketing is defined as creating, communicating and delivering health information and interventions using consumer-centred and science-based strategies to protect and promote the health of diverse populations. When health products can address a variety of health needs such as heart health or beautification, they can catch the attention of the buying public if advertised properly on television.

Create powerful experiences

Buyers react well to strong messages and visuals. When these are paired with authentic experiences, that is a recipe for a big marketing. The key to creating experiences for your buyers is to give them a

chance to connect to emotions that reminds them why they love your brand through deliberately crafted moments that feel as though they are created just for them.

Unleash compelling content

Perhaps the most important aspect of your marketing strategy is your *content*. But content is not limited to blog post you create or your website pages. Your content is everything you provide to your potential buyers to inform them about your products health benefits. The key to creating a great content strategy is to map to your buyers where ever they are in their journey, from the discovery of your brand all the way to the moment they become brand *advocates*. Knowing their needs at every stage of their journey allows you to provide them with the most relevant, most entertaining informative content possible.

Marketing Mix

Marketing mix is a term used to describe the integration of four fundamental marketing elements, Products, Price, Place and Promotion which are sometimes called the “four P’s”.

Product: The item, good or service that is being provided that delivers health benefits to those who consume it, includes quality, packaging, design and brand name.

Price: Monetary and non-monetary cost to the market.

Place: Channels and locations where the products can be obtained.

Promotion: Direct communication, publicity and advertisement on television and newspapers. Each of the four components should be present in a marketing plan. However, it is the science of correctly using these elements in combination with one another that provides the effective “marketing mix”. Essentially to be effective, a product must be tailored to consumer needs, priced realistically, distributed through convenient channels and actively promoted to customers.

Performance Assessment: CSD, Business Studies and ICT teachers set a project where students design and develop a health product that they can market and advertise through the media (newspaper, radio, television online).

Suggested Resource

- Centers for Disease Control and Prevention. (2011, February 24). *Health Marketing Basics*. Retrieved May 26, 2021, from <https://www.cdc.gov/healthcommunication/toolstemplates/Basics.html>.
- Landers, L. (2018, September 5). *5 strategies for Successful Health and Wellness Marketing*. Retrieved May 26, 2021, from <https://www.business2community.com/health-wellness/5-strategies-for-successful-health-and-wellness-marketing-02114137>.
- Nutritional Products International, Inc. (2019, November 25). *5 Common Health Products*. Retrieved May 26, 2021, from <https://nutricompany.com/news/5-common-health-products/>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.4: Students will be able to access and evaluate health information, products and services.

Benchmark 12.2.4.1: Interpret health information provided by parents and other adults, medical officers, media and other information source.

Topic: Health Information Promoting Health and Disease Prevention

Essential Questions

- What is health information?
- Why is health information (knowledge) important?
- What are examples of health information?
- How can health information affect the social development of a person?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Health information
Skills	Critical Thinking Skills - Use evaluation skill of interpreting - Use evaluation skill of assessing
Attitudes	Caring and concern, creative
Values	Sensitivity, interdependency

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

- Investigate the importance of health information to promote health and disease prevention by parents and other adults, medical officers, media and other information sources.

Content Background

Health information

Health information can be defined as communication strategies used to inform and impact individual community decisions with the goal of improving and enriching personal and community practices. Increasing students' health knowledge through assessment and evaluation of relevant information is important in improving their health outcomes. A student's body is a complex system, and while they know a great deal about it, there is still much more to be learnt. Keeping their body in its optimum state and wellbeing is a challenge for them. Improving their health knowledge and developing the ability to make healthy choices are positives steps in addressing this challenge. Parents and other adults, medical officers, media and other information sources play an important part in imparting health information to their children. Thus, children grow up making appropriate health choices and decisions and so they can enjoy health and longevity of life.

Friends and family might lack the technical knowledge and expertise to fully comprehend their problem. They could seek advice from medical officers or specialist. Assessing information from

credible sources like government departments and specialist health agencies to obtain accurate and up to-date information is vital.

The following are some ways parents and other adults contribute to help their children develop healthy habits.

A study showed parents have significant potential to influence their children's behaviour. This includes eating habits and physical activity. In fact, parents outrank sports celebrities as the person their child "would like to be most," according to the survey. So, parents should teach their children about how to live a healthy life. Help them learn to make healthier food choices and engage in regular physical activity by being a good role model.

- **Embrace the concept of family**

Family dynamics can have a positive (or negative) effect on a child's health. Family patterns that seem most related to health include family closeness, flexible parenting, supportive home environment and mind-stimulating activities. On the flip side, if parents are over protective and possessive, children tend to be less likely to engage in healthful behaviours.

- **Promote positive habits**

Aim for balance and openness around food and mealtimes. Parents must include their children in meal planning, shopping and preparation to encourage participation. Provide fair attitudes toward feeding and create a warm and open family environment at mealtimes. The same goes for exercise. They must make sure their children know they are part of the team and that health and fitness are a family affair. They must let their children take a turn to child pick a family activity.

- **Keep foods neutral**

Parents must not use food as a reward and should not forbid specific foods. Using food as a reward, such as giving a child a cookie for completing his or her homework, can lead to an unhealthy relationship with food. Labelling foods as "bad" or forbidding foods only increases a child's desire for the food. Parents who tightly control their own eating "restrained" eaters may not notice they exert such excessive control over their children's food habits, which can lead to the risk of overweight in children.

- **Do not force feed**

As they grow, children's appetites fluctuate. So, when they are full, parents should not push them to clean their plate. Also, they should not be forced to stay at the dinner table until they have finished those veggies. Though this might appear to help their kids get the nutrition they need, these behaviours can actually lead to kids disliking those foods and having negative associations with mealtime.

- **Plan regular family activities**

Forceful tactics also apply to strict rules about exercise: Children may end up exercising less. Instead, encourage children to take up an after-school sport (when available). Or, make it a family affair: They must take their children to the park to walk when appropriate, jog, or play catch. Make walking the dog a fun game by counting how many times the dog stops or how many birds the dog sees.

Research suggests that parents can positively affect children's development and behaviours, especially in the early years. So, **parents must** engage with **their** children and be the person **they** hope **their children** will become (Ellis,2020).

The following are ways medical officers can help contribute to children and individuals accessing health information.

- Identifying outbreaks of infectious diseases and other health conditions, such as H1N1, staph infections, or community acquired infections.
- Tracking immunisation coverage to prevent outbreaks of infectious diseases like mumps or measles.
- Identifying trends in chronic and environmental diseases, including the prevalence of asthma, autism, and developmental disabilities.
- Finding trends in injuries among students and evaluating effectiveness of injury-prevention activities.
- Tracking overall health status, rates of overweight and obesity, and prevalence of diabetes and other diet-related conditions.
- Identifying and analysing environmental exposures related to health concerns, such as exposure to lead or other toxic substances.
- Monitoring for environmental and infectious disease outbreaks in the aftermath of natural disasters and other emergencies.

The media and other information like the internet help communicate health information through audio means that is the radio or mobile phones, laptops and through printed means like the newspapers and magazines.

Students should learn the skill of networking where they seek advice for better ways to help promote health and prevent diseases that will suppress their health including those of their peers and others around them. They should suggest or propose better health strategies to promote health and prevent diseases for the good health of the community which should promote good social relations among people.

Performance Assessment: Teachers can invite a health professional (doctor/nurse/ or health worker) to give talks to students about health concerning students of adolescent age. Students write report of the presentations.

Suggested Resources

- Astro.Org. (2021). *Public health emergency*. Retrieved June 3, 2021, from <https://www.astho.org/Programs/Preparedness/Public-Health-Emergency-Law/Public-Health-and-Schools-Toolkit/Public-Health-Access-to-Student-Health-Data/>.
- Ellis E. (2020). *5 ways to help kids develop healthy habits*. Retrieved June 3, 2021, from <https://www.eatright.org/health/wellness/healthy-habits/5-ways-to-help-kids-develop-healthy-habits>.
- Rural Health Information Hub. (2011, June). *Defining Health Promotion and Disease Prevention*. Retrieved June 3, 2021, from <https://www.ruralhealthinfo.org/toolkits/health-promotion/1/definition>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.4: Students will be able to access and evaluate health information, products and services.

Benchmark 12.2.4.2: Research and evaluate health information targeted at special population.

Topic: Health Information for Special Population

Essential Questions

- Which group of people are considered as special (vulnerable) population?
- Why is health information important for the special (vulnerable) population?
- How will the provision of proper health information improve the social relations of this special population to the rest of the population?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Common health issues affecting the community and health information for special population
Skills	Critical Thinking Skills - Use analytical skill of research (investigation) - Use evaluation skill of evaluating
Attitudes	Caring and concern, responsible
Values	Sensitivity, interdependency

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

- Define the special (vulnerable) population;
- Evaluate strategies used by health care providers to disseminate health information for special population;
- Demonstrate care to those categorised as part of the special population to enhance their social relationships with the rest of the population.

Content Background

Health information for special population

All people regardless of age, gender, race or religion have the right to live and to exercise their rights. People with disabilities are of no exception whether mute, without limbs or mentally unstable. They have the same rights as any other normal persons. Who then are special population (vulnerable/marginalised) in a population? Special populations are defined as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Single parents, including single pregnant women
- Youths or children with one or both parents being subsistence farmers
- Out-of-workforce individuals
- Homeless individual street children

- Youth with a parent who is a member of the armed forces and is on active duty
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency. (California Department of Education. 2020)

This group of people should also access the most basic goods and services of health and education. In terms of issues relating to their health status they must be provided the most appropriate health information. As defined in the previous topic health information is referred to as communication strategies used to inform and impact individual community decisions with the goal of improving and enriching personal and community practices. Therefore, those belonging to the specialised population are part and parcel of the community and their needs in access to health care must be the same as any other persons.

Provision of health information for the special population to improve their social relations with others

In order for this group to receive the best of basic health services dissemination of health information must be done properly. The way health information is relayed to them should be assessable for them. For instance, a braille should be made available to a blind person to understand what the message is. If the person is mute, they should read texts that are clear enough to understand. For those abled bodies but disadvantaged due to upbringings, lack of income, race, religion, et cetera should be given fair access to health information without discrimination, stigmatisation or prejudices.

This will empower all persons to see themselves as human beings with great potentials and also as agents of change who can make a difference in the lives of others and the communities they live in.

Performance Assessment: CSD and CCVE teachers can work collaboratively and set assessment where students are required to plan and develop simple strategies to help those who are categorised as specialised population and carry out awareness.

Suggested Resources

- California Department of Education. (2020). *Special Populations*. California, US. Retrieved May 27, 2021, <https://www.cde.ca.gov/ci/ct/pk/pops.asp>.
- Stearns C. (2021). *Special Population*. Retrieved May 26, 2021, from <https://study.com/academy/lesson/special-populations-education-definition-examples-video.html>.
- The National Strength and Conditioning Association. (2021). *What is a Special Population?* Retrieved May 26, 2021, from <https://www.nasca.com/certification/csps/what-is-a-special-population/>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.4: Students will be able to access and evaluate health information, products and services.

Benchmark 12.2.4.3: Research information regarding personal and family health concerns.

Topic: Personal and Family Health concerns encouraging interaction

Essential Questions

- What is personal and family health concerns?
- Why is personal and family history or health information important?
- How do these information affects one's social relationship with others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Family Health History or information
Skills	Critical Thinking Skills - Use analytical skill of research (investigation) Decision-making skills: They must be able to make appropriate decisions concerning their health
Attitudes	Caring and concern, responsible
Values	Rationality, interdependency

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

- Examine personal and family health concern;
- Analyse the importance of family health history or information.

Content Background

Information regarding personal and family health concerns

Most people know that they can reduce their risk of disease by eating a healthy diet, getting enough exercise, and not smoking. However, family health history or information might be one of the strongest influences on their risk of developing heart disease, stroke, diabetes or cancer. Even though people cannot change their genetic make-up, knowing their family's history can help them reduce their risk of developing health problems.

A family medical history is a record of health information about a person and his or her close relatives. A complete record includes information from three generations of relatives, including children, brothers and sisters, parents, aunts and uncles, nieces and nephews, grandparents and cousins.

Families have many factors in common, including their genes, environment and lifestyle. Together, these factors can give clues to medical conditions that may run in a family. By noticing patterns of disorders among relatives, health care professionals can determine whether an individual, other family member, or future generations may be at an increased risk of developing a particular condition such as heart disease, high blood pressure, stroke, certain cancers, and diabetes. These complex

disorders are influenced by a combination of genetic factors, environmental conditions, and lifestyle choices. A family history can also provide information about the risk of rarer conditions caused by mutations in a single gene, such as *cystic fibrosis* and *sickle cell disease*.

While a family medical history provides information about the risk of specific health concerns, having relatives with a medical condition does not mean that an individual will definitely develop that condition. On the other hand, a person with no family history of a disorder may still be at risk of developing that disorder.

For people at an increased risk, healthcare providers may recommend more frequent screening starting at an earlier age. Healthcare providers may also encourage regular check-ups or testing for people with medical conditions that run in their family.

Additionally, lifestyle changes such as adopting a healthier diet, getting regular exercise and quitting smoking help many people lower their chances of developing illness.

It is important for students to know the importance of their family health information so they are in a better position to make proper decisions to maintain good health not only for themselves but for their other family members and those in their community.

Performance Assessment: Teachers can set an activity where students are required to do a write up about their personal and family health concerns.

Suggested Resources

- Centers for Disease Control and Prevention. (November 2020). *Family Health History: The Basics*. Retrieved May 27, 2021, from https://www.cdc.gov/genomics/famhistory/famhist_basics.htm.
- Medline Plus. (2021). *Why is it important to know my family health history?* Retrieved May 27, 2021, from [Tersincommunications.com / oliverwyman.com](https://www.nlm.nih.gov/medlineplus/oliverwyman.com/).
- University of Rochester. (2021). *Personal and family health concerns*. Retrieved May 27, 2021, <https://www.urmc.rochester.edu/senior-health/common-issues/top-ten.aspx>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.5: Students will be able to demonstrate the ability to use decision-making skills to enhance and promote health.

Benchmark 12.2.5.1: Research a health case in the library and provide evidence to support your decisions for health programs, activities, and interventions that will benefit different populations.

Topic: Support for Health Programs, Activities and Intervention

Essential Questions

- Why is there a need of support for health programs, activities and interventions?
- How do these activities foster positive social relationships within the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Evidence to support decisions for health programs, activities and interventions
Skills	Critical Thinking Skills - Use analytical skill of research
Attitude	Caring and concern, responsible
Values	Humanity, common good

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

- Research and provide evidence as to why health programs, activities and interventions should be supported for the benefit of different populations.

Content background

Papua New Guinea though one of the largest island countries in the Pacific region with large and varied economic activities compared to the other smaller island nations still lag behind in terms of health. According to Bunnet Institute, mounting to this, PNG faces major health related challenges such as gender-based-violence and very low achievement in gender equity. Equating to these are major health problems of;

- Malaria
- Tuberculosis
- Diarrhoea
- Acute Respiratory Syndrome (Major cause for morbidity and mortality)
- HIV epidemic
- High rate of infant mortality and child mortality
- Very high maternal mortality

Evidence to prove support for health programs, activities and interventions

Evidence by Bunnet Institute show there is definitely a need for health programs, activities and interventions as proven by one of its projects 'Clinical Studies on Malaria'. This study was focused on understanding the negative consequences of malaria and how malaria could be prevented in children and pregnant women. The outcomes of this study were to understand how malaria interacts with other health problem such as anaemia and other infections worsening the health of children and pregnant women.

The study showed that in 2017 on a global scale there were about 61% of malaria death found in young children and was the leading cause of mortality and morbidity. There were about 216 million clinical cases and 435 000 deaths and an estimate of 3.2 billion people at the risks of getting this infectious disease.

In trying to curb malaria and other health issues the Bunnet Institute continues to work with the international development agencies and public health principles in partnership with government and non-government organisations and regional research network. For instance, for PNG, Professor Brendan Crabb struck an understanding with PNG's government by signing a memorandum of understanding with University of Papua New Guinea (UPNG)) Dean of the School of Medicine and Health Sciences, Professor Isi Kevau. The purpose of this memorandum of understanding is to support the public health program of the school and develop joint research activities. The Bunnet Institute aims to work in collaboration with the WHO (World Health Organisation) in reaching its target of eliminating malaria in at least 35 countries by 2030 and that is 90% reduction in malaria incidence and mortality.

Therefore, students must show concern and work towards eliminating this infectious disease through surveys and research and devise ways they can help within their local community to help Papua New Guinea combat malaria.

Performance Assessment: Teachers can set assessment where students are required to identify programs, activities, and interventions that will benefit different populations, and gather evidences to present in class in support of their suggested health programs, activities, and interventions.

Suggested Resources

- Bunnet Institute. (2020). *PNG- 'Health Challenges'*. Melbourne. Australia. Retrieved May 28, 2021, from https://www.burnet.edu.au/countries/8_papua_new_guinea.
- Centres for Disease Control and Prevention. Health programs. (2015, December 8). *Health Related Programs*. Retrieved May 28, 2021, from <https://www.cdc.gov/workplacehealthpromotion/model/implementation/programs.html>.
- WHO (2013). *Western Pacific, Our Programmes*. Retrieved May 28, 2021, from <https://www.who.int/westernpacific/about/how-we-work/our-programmes>.

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 12.2.5.2: Examine options for providing separate healthcare facilities for children, women, and people with disabilities to help improve their health.

Topic: The need for separate Health Care Facilities for children, women and people with disabilities

Essential Questions

- Why is there need for separate health care facilities for children, and women, and people with disabilities?
- How will this new facility foster a healthy community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Separate healthcare facilities for children, women, and people with disabilities to help improve their health
Skills	Critical Thinking Skills - Use analytical skill of examining and discussing Creative Thinking Skills - Use synthetical skill of discussing
Attitude	Caring and concern, sensitivity
Values	Equality, common good

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

- Identify and examine the need for separate health care facilities for children and women and people with disabilities to help improve their health;
- Evaluate how provision of these health facilities will improve their health.

Content background

Why provide separate health care facilities?

According to the website Mary Mackillop Today, in Papua New Guinea an estimated 2% of people with disability receive inadequate services of the estimated 975 000 people living with disabilities. This means that this group of people inclusive of children and women face daily challenges of accessing the most basic health care. They continue to face discrimination, segregation, isolation and in some case abuse. For example, children who are physically disabled and wheelchair bound seeking health treatment may not be weighted as it is difficult to get their weight and those providing health care (nurses) may simply write down guessed figures for their weights.

Importance of health care facilitates

This group of people do have rights and these rights have been protected and it is a must they are given equal rights to accessing all the basic services.

Children, women and other people with disabilities should be provided separate or special health care facilities due to the fact that accessing the basic services is challenging because of their gender, status and physical traits mainly those who are physically disabled. There are international laws that protect children's rights in particular children with disabilities under the UN (United Nations) on Human Rights through its instrument The Convention on the Rights of the Child (CRC).

Case Study: International Instruments specifically relating to Disabled Children

The CRC is the first international treaty, which recognises the rights of disabled children.

The most important article for the protection of disabled children is article 23 (1) which states that "States Parties recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community."

Article 23 (2) provides: "States Parties recognise the right of the disabled children to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition, and to the circumstances of the parents or others caring for the child."

Article 23 (3) provides that "...assistance shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child. Assistance shall be designed to ensure that the disabled child has effective access to and receives education, training, health, care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achievement the fullest possible social integration and individual development, including his or her cultural and spiritual development."

And further on: "States parties shall promote, in the spirit of international co-operation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries".

Other articles in this convention are also of special relevance to the protection of disabled children. These include: Article 24 (the child is entitled to the highest attainable standard of health), and article 19 (States shall protect children from physical or mental harm and neglect, including sexual abuse or exploitation). Most importantly, the Convention's general principles: Article 2 (non-discrimination), Article 3 (the best interests of the child), Article 6 (life, survival and development), and Article 12 (respect for the views of the child) are also crucial for the protection of the rights of children with disabilities.

The CRC provides in its Article 2 that States parties must respect the rights in the Convention "...without discrimination of any kind, irrespective of (...) race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, *disability*, birth or other status". (emphasis added). Article 19 (1) states that the child shall be protected from "...all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse..." Article 23 Concerns the rights of children with disabilities. Article 24 (2) (d) of the Convention requires States to ensure the appropriate prenatal and post-natal health care for mothers.

How would these options affect one's ability to thinking about and understand the thoughts and feelings of the others?

It is important that needed health attention be given to these groups of people to ensure they enjoy good health without impediments. When they know their quality of health is guaranteed they will respond positively and contribute meaningfully to their communities. Since their welfare is taken care of in terms of health they are able to socialise well and live meaningful lives.

Students must show care and concern, empathise and understand with children, women and the disable in their struggle to access health services fairly to better their lives.

Performance Assessment: CSD and CCVE teachers work collaboratively and set assessment where students are required to plan and carry out charity works to help especially disabled and other unfortunate children.

Suggested Resources

- Australian Catholic University. *Mary MacKillop Institute for Health Research*. Retrieved May 28, 2021, from <https://www.acu.edu.au/research/our-research-institutes/mary-mackillop-institute-for-health-research>.
- Bunnet Institute. (2020). *PNG- 'Health Challenges'*. Melbourne. Australia. Retrieved May 28, 2021, from https://www.burnet.edu.au/countries/8_papua_new_guinea.
- World Health Organisation. (2020). *Delivering better value from health spending in PNG*. Retrieved May 28, 2021, from <https://www.worldbank.org/en/news/press-release/2018/02/07/delivering-better-value-from-health-spending-in-png>.

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 12.2.5.3: Analyse provincial and national health policies and provide informed advice on their effectiveness in improving personal, family, and community health.

Topic: Impact of Provincial and National Health Policies on personal, family and community health

Essential Questions

- What are PNG's national and health policies?
- What are the impacts of provincial and national health policies on personal, family and community health?
- How will one benefit from such health policies?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of provincial and national health policies for effective in health system and care to improve personal, family, and community health
Skills	Critical Thinking Skills - Use analytical skill of analysing and discussions
Attitude	Care and concern
Values	Common good, betterment of human kind

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

- Identify and examine the national and provincial health policies of the country;
- Evaluate the impacts of these policies.

Content background

Although the government of Papua New Guinea budgets large sums of money in the social sector which include health services, PNG's health outcome compares unfavourable to other countries. This is because of the lack of frontline service delivery and poor quality of care. As well as that the severe cash flow issues continue to have a constraint on effective service delivery and the delays in fund flows are prevalent across all levels of government (World Bank Report, 2016).

Though Papua New Guinea continues to struggle in maintaining its health system and health care it is doing its best through developing health strategies and policies to improve the general health for its people.

National and Provincial Health Policies

According to Thomason and Kase, (2009), PNG has sound health policies and clear achievable health plans which have worked well. Following are examples of the national health and provincial policies;

- user fees policy for public hospital and dental services;
- national drugs policy;
- national cold chain policy (for pharmaceuticals);
- hospitals standards policy;
- partnership policy;
- health human resources policy;
- non-government organisations and churches salaries and allowances policy;
- national health insurance policy;
- and minimum standards for rural health services policy.

The government through the National Department of Health continues to face the challenge of developing workable strategies in light of the deteriorating structures and appalling health service and health care. It has developed a clearer and focused policy the 'National Health Plan 2011-2020', Volumes 1 & 2 aimed at transforming PNG's health system towards achieving Health Vision 2050 by going back to the basics through strengthening primary health care for all and improving service delivery for the rural majority and urban disadvantaged.

In this policy the National Department of Health aims to;

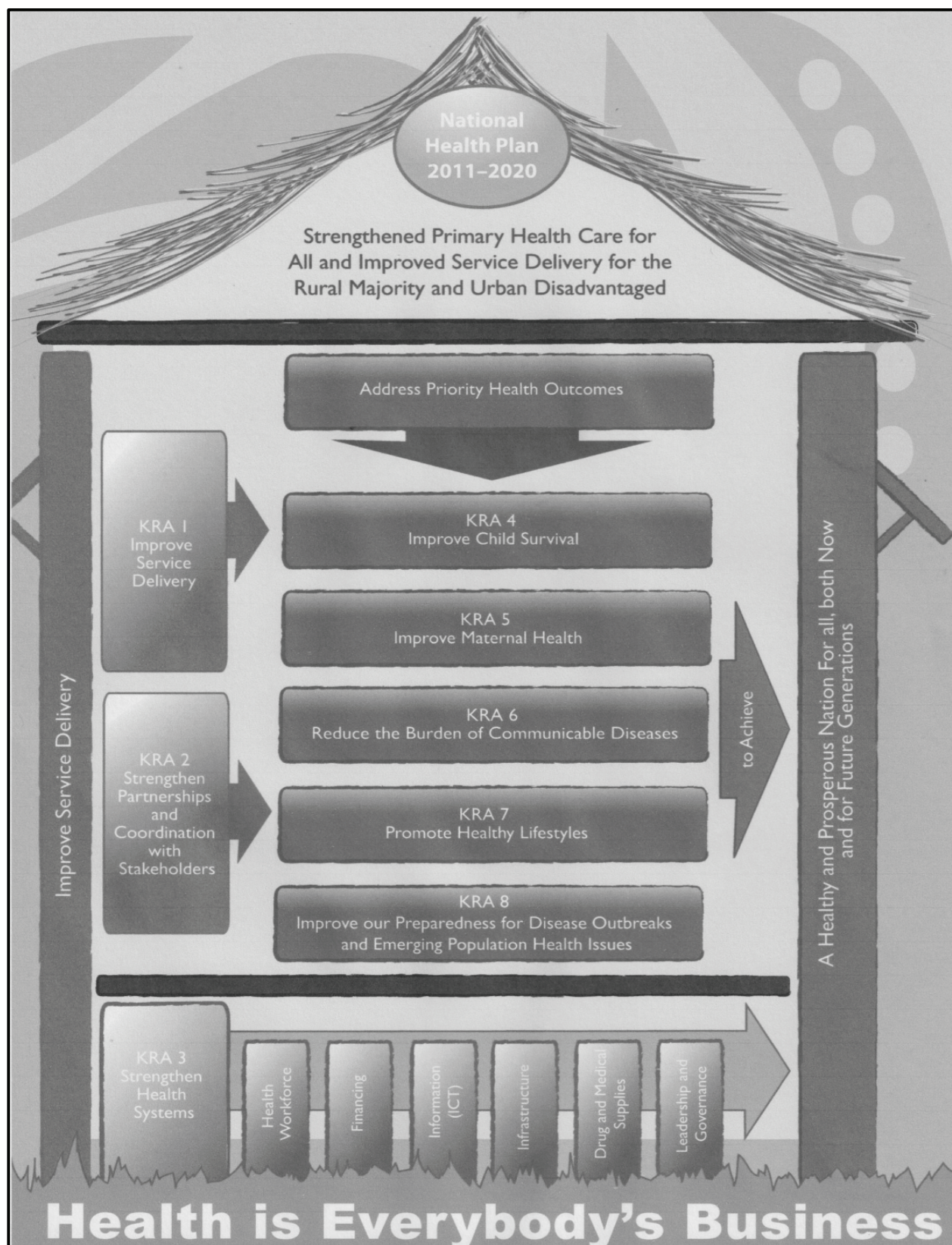
1. Meet Vision 2050 and International Obligations

- Achieve the Medium Term Development (MDG) targets by 2020.
- Help move PNG from 148 to 50 on the human development index by 2050.

2. Improve Service Delivery

- Roll-out new vehicle for improved service delivery — the Provincial Health Authority — to all provinces.
- Build at least two Community Health Posts (including health workers skilled in midwifery) in each district.
- Rehabilitate all current health centres and district hospital infrastructure.
- Ensure every health centre and district hospital within PNG has running water and sanitation facilities.
- Re-equip every facility within PNG with essential equipment.
- Enhance four hospitals (Mount Hagen, ANGAU, Nonga, and Port Moresby General Hospital) to strengthen regional services and increase their recurrent resources by 20%.
- Redevelop the following provincial hospitals — Angau, Kerema, Goroka, Nonga, Boram, Kavieng, Popenetta, Wabag, and Daru.
- Enhance two district hospitals to provincial hospital standards, for Jiwaka and Hela Provinces. Undertake emergency minor works in all other provincial hospitals.
- Establish specialised national hospital functions in four provincial/ regional hospitals for cancer, infectious diseases, non-communicable diseases, and trauma.

THE NATIONAL HEALTH PLAN 2011-2020



(National Department of Health. 2011)

- Undertake redevelopment works at Port Moresby General Hospital.
- Use the first Public–Private Partnership arrangement to build a new (national) referral public hospital for PNG within the National Capital District.

3. Strengthen Health Systems

- Workforce
 - Increase the numbers of skilled Medical Officers, Nurses, and other health workers in provincial and rural areas by at least 30% over the period of the Plan.
 - Implement workforce policies and training development strategies to increase the number of Doctors, Health Extension Officers, Nurses, Community Health Workers, and Allied Health Workers employment and career path opportunities across the health sector.
 - Develop retention incentives for health workers, through initiatives such as the Home Ownership Scheme in metropolitan areas, and address the staff housing shortage in remote rural areas.
- Financing
 - Sponsor reviews during the life of this plan to evaluate the options for health insurance financing mechanisms, to improve the staff affordability of accessing specialised medical services or procedures.
- Information Communication Technology (ICT)
 - Invest in ICT infrastructure, both within hospitals and across Provincial Health Authorities, to improve service delivery and the management of health resources.
 - Support investment in the Institute of Medical Research to improve capacity to conduct or support applied medical research of benefit to the people of PNG.
- Drugs and Medical Supplies
 - Roll-out an interim solution of 100% health centre and aid post kits until 2015.
 - Establish robust procurement, storage, and distribution systems to ensure every facility, every day, has adequate essential drugs and supplies.
- Leadership and Governance
 - Deliver in-service (front line support) courses to all 89 District Health Managers.
- Address Health Challenges
 - Save a mother from dying every 12 hours.
 - Deliver a safe and supervised delivery environment at all health centres and Community Health Posts.
 - Every facility every day will have the capacity to provide family planning services.
 - Save a child every two hours from dying from treatable or preventable causes.
 - Move immunisation coverage rate from 63% to the ideal 95%.
 - Reduce the number of people dying from malaria, HIV, and TB.
 - Contain outbreaks of diseases, such as cholera and COVID-19, and prevent unnecessary deaths from diarrheal illnesses.
 - Turn around the trend in lifestyle-related illnesses, including cancer, heart disease, and renal disease, through enhanced health awareness campaigns and accelerated roll-out of Healthy Islands concepts.
 - Establish the National Institute for Public Health, incorporating Centres for Disease Control and Health Policy Management.

(The National Health Policy, 2011-2020)

Therefore, knowing the health policies of the government should keep individuals abreast on health matters and contribute one way or the other to improve the general health of individuals, family, and community.

Impacts of these policies on the general population

Effective implementation of these policies should help all people access quality health services without hindrances. Policy makers who develop these policies must ensure implementers reach all people and provide the necessary health services to improve the quality of health for all people. For instance, curable diseases like TB should be minimised by government carrying out effective awareness of the dangers of this disease regularly. The health workers or medicals should be remunerated well as well. When welfare of implementers are taken care of they then perform their jobs in ensuring patients are treated well which in the long run leads to a win-win situation raising the health standards of the people of PNG and the country as a whole

Performance Assessment: Teachers can set an assessment where students are required to examine and discuss the National Health Plan (Nutrition, Youths and Adolescents, HIV/AIDS) and report to the class.

Suggested Resources

- Ambang, T. (2015). *Implementation of the National Health Plan in the PNG decentralized health system*. Vol 22. Contemporary PNG Studies. DWU Research Journal. PNG.
- Bunnet Institute. (n.d). *PNG- Health Challenges*. Melbourne. Australia. Retrieved from the internet at; Retrieved May 28, 2021, from https://www.burnet.edu.au/countries/8_papua_new_guinea.
- Cibulskis, R. E. and Hiawalyer, G. (2002) .*Information systems for health sector monitoring in Papua New Guinea*. Bulletin of the WHO
- Grundy, J. et al. (2019). *Independent State of Papua New Guinea - Health System Review*. Vol. 9. No1. World Health Organisation. Retrieved May 28, 2021, from <https://apps.who.int/iris/bitstream/handle/10665/280088/9789290226741eng.pdf?sequence=5>.
- Izard, J. and Dugue, M. (2003). *Moving Toward a Sector-Wide Approach Papua New Guinea; the Health Sector Development Program Experience*. Asian Development Bank. Manila Philippines.
- May, R. J. (2009). *Policy Making and Implementation: Studies from Papua New Guinea*. Australian National University E Press: Canberra. Australia.
- National Department of Health. (2016). *Provincial and District Health Profiles- Data for decision-maker*. PNG. Retrieved May 28, 2021, from https://www.health.gov.pg/pdf/SPAR_2018.pdf.
- The Government of Papua New Guinea. (2010). *National Health Plan 2011–2020*. Retrieved May 28, 2021, from <https://hiip.wpro.who.int/portal/Reportpublications/TabId/83/ArtMID/1151/ArticleID/1>.
- The Australian National University. (2009) .*Policy Making and Implementation: Studies from Papua New Guinea. Policy Making in Health*. Retrieved May 28, 2021, from <https://library.oapen.org/bitstream/handle/20.500.12657/33656/459445.pdf?sequence=1&>.
- The Government of Papua New Guinea. (2013). *PNG Community Health Post Policy*. Department of Health. PNG.
- The National Department of Health. (2011). *The National Health Policy 2011-2020*. PNG.
- Worlbank.org. (2016). *Delivering better value from health spending in PNG*. Retrieved May 28, 2021, from <https://www.worldbank.org/en/news/press-release/2018/02/07/delivering-better-value->.

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 12.2.5.4: Examine health decisions made at the national and provincial levels and their likely consequences on the health of the citizens.

Topic: Case Study: PNG's Preparedness and Response to Corona Virus (COVID-19)

Essential Questions

- What is coronavirus?
- What was PNG government's decision through the national and provincial level on the corona virus pandemic and the health of its citizens?
- What is the impact of this pandemic on people's social relationship?

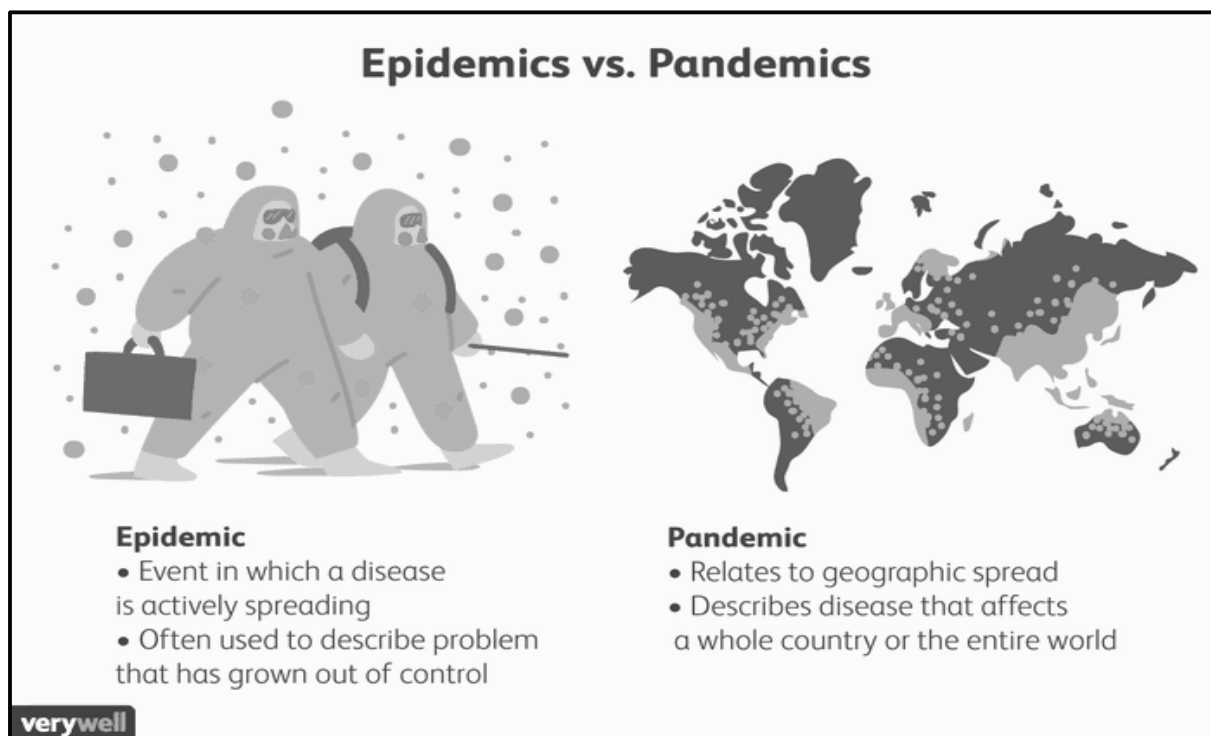
Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Health decisions made at the national and provincial levels and their likely consequences on the health of the citizens (COVID-19)
Skills	Critical Thinking Skills - Use analytical skill of examining
Attitude	Care and concern, responsible
Values	Common good, betterment of human kind

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

- Investigate the global pandemic corona virus;
- Critically assesses the decisions of the government of PNG through the national and provincial level on the corona virus pandemic and the health of its citizens.

Content background

Never in the health history of this country has Papua New Guinea (PNG) experienced a disease of such in nature - the coronavirus 2019 (COVID-19). World history has recorded that infectious diseases of such magnitude did occur affecting millions of lives in very short period of time thus was referred to as pandemic. What is pandemic? According to Torrey (2020) and Hays JN (2005) pandemic relates to geographic spread and is used to describe a disease that affects a whole country or the entire world. As described by Hays JN, (2005, p. ix), 'pandemic is an epidemic at a very wide geographical scale, perhaps worldwide, or at least affecting a large area of the world' and what the world is facing now is a pandemic of the infectious disease coronavirus (COVID-19).

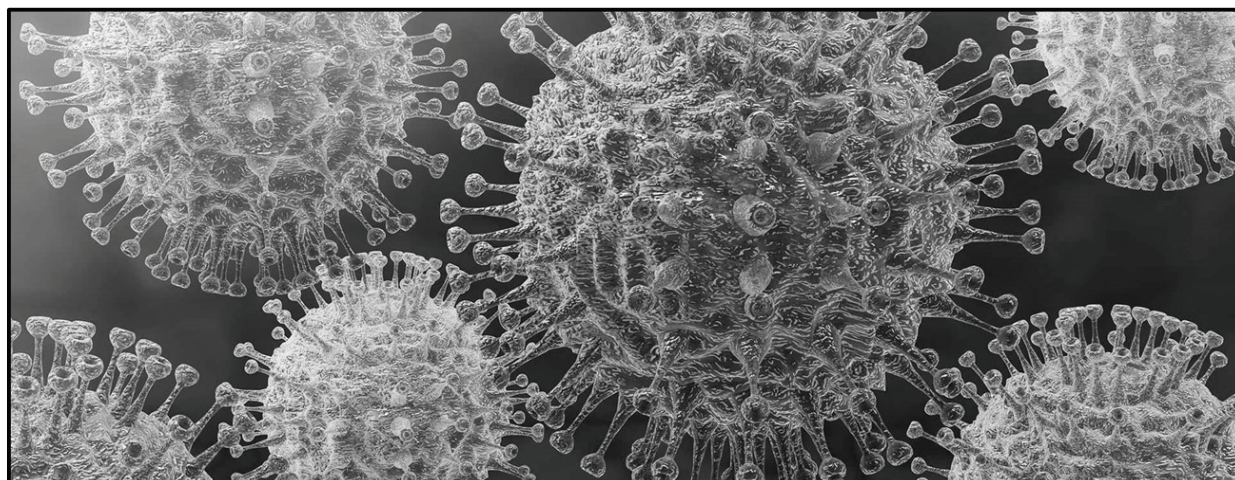


(Torry .2020)

What is coronavirus?

Suer (2020) define coronaviruses as a type of virus and there are many different kinds that cause infectious diseases which can be mild or more serious in nature. Mild cases include common colds and other mild respiratory (nose, throat, lung) illnesses. Other coronaviruses can cause more serious diseases, such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). The newly identified type of coronavirus which caused the recent outbreak of respiratory illness worldwide is called the COVID-19 disease and the virus causing this disease is called Severe Acute Respiratory Syndrome Coronavirus 2- (SARS-CoV-2) (WHO, 2020).

Coronaviruses are named for their appearance because under the microscope, the viruses look like they are covered with pointed structures that surround them like a corona, or crown.



(Source: Science Alert .com.2020)

PNG's preparedness and response to Coronavirus (COVID-19)

Since the outbreak of this virus, on the 7th of January 2020 in the Wuhan City, of Hubei Province in China to the rest of the world, all countries throughout the world developed strategies to control the spread of it. It was declared a public health emergency of international concern on the 30 January 2020.

A report by the website worldometer as of the 9th of April 2020, the global cases of coronavirus were 1,518,719, with deaths of 88, 502 and those recovering of which were 330,589.

For PNG, the Government through the National Department of Health (NDOH) developed a preparedness and response plan that outlined the strategic components for managing a public health response to COVID-19. The plan considers priority actions to take in the event of community transmission. The plan was a live document that will be regularly updated based on the evolving situation and as more information was generated about the outbreak.

The public was made aware of this pandemic disease through mass media. Critical information disseminated to people to control COVID-19 were;

- **Symptoms of Covid-19**

What you need to look out for in a person who has contracted covid-19;

- Sneezing
- Fever
- Tiredness
- Dry Cough
- Shortness of breath
- Aches and pain
- Sore throat
- Sometimes diarrhoea, nausea (feel like vomiting), or running nose

- **Mode of spread of covid-19 and how to avoid it**

Human coronaviruses most commonly spread from an infected person to others through:

- The air by coughing and sneezing.
- Close personal contact, such as touching or shaking hands with other person already infected.
- Touching an object or surface with the virus on it, then touching your mouth, nose, or eyes before washing your hands.
- **You can avoid infecting yourself or others by;**
 - Self-isolation– avoid public gatherings, clubs, markets and et cetera.
 - Social distancing – it is recommended that you should be at least 2 meters away from other person. This is sufficient distance to avoid the virus jump from one person to another.
 - Avoid close contact - avoid unprotected contact with sick people (including touching one's eyes, nose or mouth) and with live farm or wild animals, also avoid touching objects and surfaces such as (tables and door handles) contaminated from a person with Covid-19.
 - Practice food safety – wash your hands between handling raw and cooked food. Wash your hands frequently with soap and water, before and after eating, and after going to the toilet.

- **What to do if you are sick?**

Only common sense actions will help reduce risk to you and to others.

- If you are sick, stay away from others – that is the most important thing you can do. You should also practice good hand and sneeze/cough hygiene
- Cover your cough and sneeze, dispose of tissues, and use alcohol-based hand sanitizer.
- If unwell, avoid contact with others by staying 2 meters away from people.

Though there has been no report of a vaccine to cure this disease, there are many ongoing clinical trials evaluating potential treatments.

Impact of COVID-19 on one's social relationship with others

The disease had a very devastating impact on people's live and PNG was no exception. On the aspect of business and economics many businesses wind down losing customers, workers and profit eventually closure of business. Countries revenue decreased due to limited trading allowed only within their border or country. Millions of people lost their loved ones and were psychologically affected. Questions running through their heads for instance, will this pandemic ever end? How will they be fed, when food industries and others are closed? If they were laid off from their jobs will they ever stand the chance of securing that job again? How will their loved one studying abroad or who lived in these affected area like China, Italy, India survive.

However, all countries came up with strategies to prove resilience to this pandemic through the United Nations call through WHO the mandate to wear masks in public places, social distancing and vaccinations. Many workplaces have now allowed COVID-19 resilience policy termed 'new normal' as part of their work ethics.

Performance Assessment: Teachers can set assessment where students are required to collect information via multimedia on health decisions made at the national and provincial levels and their likely consequences on the health of the citizens (COVID-19 Protocol) analyse to present in class.

Suggested Resources

- Centers for Disease Control and Prevention. (2012). *Lesson 1: Introduction to epidemiology*. Section 11: Epidemic disease occurrence. Level of disease.
- Hay, J.N. (2005). *Epidemic and pandemics- Their Impacts on human History*. ABCO-CLIO. INC: California. USA. Retrieved May 27, 2021, from <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus> www.abc-clio.com.
- Sauer L. M. (2020). *What Is Coronavirus?* The Johns Hopkins University. Baltimore. USA. Retrieved May 27, 2021, from <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus>.
- Science Alert. (2020). *What Is a Pandemic?* Retrieved May 27, 2021, from <https://www.sciencealert.com/pandemic>.
- The National Department of Health. (2020). *Papua New Guinea's Emergency Preparedness and Responses Plan: Coronavirus disease 2019 (COVID-19)*. Retrieved May 27, 2021, from <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus>.
- Torrey, T. (2020). *Difference between an Epidemic and a Pandemic*. Very well health. Retrieved May 27, 2021, from <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus>.
- World Economic Forum. (2020). *COVID-19: What you need to know about the coronavirus Pandemic*. Retrieved May 27, 2021, from <https://www.weforum.org/agenda/2020/04/covid-19->.
- World Health Organization (WHO). (2020). *Naming the coronavirus disease (COVID-19) and the virus that causes it*. Retrieved May 27, 2021, from <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus>.
- Worldometer. (2020). *COVID-19 Coronavirus Pandemic*. Retrieved May 27, 2021, from <https://www.worldometers.info/coronavirus>.
- Zhu, Z.B., Zhong, C.K., Zhang, K.X, Dong C, Peng. H, Xu., T, Wang. A.L., Guo, Z.R., and Zhang, Y.H. (2020). *Epidemic trend of corona virus disease 2019 (COVID-19) in mainland China*. The US National Library of Medicine National Institutes of Health, USA. Retrieved May 27, 2021, from <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus>.

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 12.2.6.1: Evaluate the impact of laws relating to the use of cannabis, betel nut, alcohol, tobacco, and other drugs and substances.

Topic: Impact of Laws on the use of Cannabis, Betel nut, Alcohol, Tobacco, and other Drugs and Substances

Essential Questions

- What are the impacts of laws on the use of cannabis, betel nut, alcohol, tobacco, and other drugs and substances?
- How do these drugs affect one's social relationship with family, friends and community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The impact of laws relating to the use of cannabis, betel nut, alcohol, tobacco, and other drugs and substances.
Skills	Critical Thinking Skills - Use analytical skill of research (investigation) and discussion - Use evaluation skill of evaluating Creative Thinking Skills - Use synthetical skill of discussion
Attitude	Responsible, critical
Values	Self-esteem, self-discipline

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

- Assess the impacts of laws on the use of cannabis, betel nut, alcohol, tobacco, and other drugs and substances.

Content background

The use of cannabis, betel nut, alcohol, tobacco, and other drugs and substances are highly debateable and are largely being abused here in Papua New Guinea. This means that a large number of users of these items do not consume them for their intended purpose. Even for that matter some of them are illegal for consumption like cannabis and drugs and substances such as cocaine and fentanyl.

Those that are illegal means that their production and use are not allowed at all as it is against the laws of our country. Though PNG has laws dealing with illegal items such as cannabis, and other drugs and other substances most of these laws are out dated and cannot appease the crime that are related to the abuse of these items. This is supported by Professor Mange Matui then UPNG deputy vice chancellor and Constitutional and Law Reform Commission (CLRC) commissioner who is now the secretary for CLRC during the launching of the Constitutional and Law Reform Commission (CLRC) in 2018. His presentation was an issue paper on the Review of Laws on the 'Use and Abuse

of Alcohol and Drugs' which highlighted that more than three hundred and seventy (370) of the PNG's current laws are out-dated by at least half a century and that it is important to update laws to meet the demands of the ever-changing human environment which they govern. Of these eleven (11) were found to be extremely out-dated and are under review by the CLRC with regards to the production, sale, transport and consumption of alcohol and illicit drugs in PNG. The colonial laws which have not been reviewed but will be done so in the near future are the Distillation Act 1925 and the Poison and Dangerous Substance Act 1885, which is about 135 years old. Though there were three (3) pieces of legislation made with reference to these laws in 1952 which is the Dangerous Drugs Act 1952 the fact of the matter is that they are very out-dated.

The Constitutional and Law Reform Commission though is doing its best to review and develop policies to tighten the abuse of cannabis, betel nut, alcohol, tobacco, and other drugs and substances certain reports show that a lot more support must come from the government to help curb this abuse. For instance, law enforcing bodies like the Royal Papua New Guinea Constabulary must be trained well and carry out proper policing strategies to combat crimes related to the abuse of these items. According to Overseas Security Advisory Council (2020), findings on drug related crimes suggest that PNG is becoming a transit point for certain drugs (example; cocaine) on their way to the Australian market. The report also stated that drug runners hide shipments among legally traded goods to gain entry into Australia. There is also a growing concern over the local manufacture and use of synthetic drugs (example anabolic steroids). It further reported that Marijuana is grown and distributed throughout PNG, and its use is common in certain areas. The sad but a truth fact is that though the Royal Papua New Guinea Constabulary (RPGNC) has established a task force to combat drug trafficking it continues to suffer from lack of resources to fully investigate crimes. The report claimed that PNG police rely heavily on Australian Police counterparts to assist in making inroads to stop the illicit drug trade.

Similar sentiments can be shared with that of betelnut, alcohol and tobacco. With reference to betelnut a ban by the National Capital District Governor Powes Parkop 'Betelnut Ban' came into effect in 2013 however, maintaining and implementing this policy is very challenging. Proper penalties must be developed with clear indication that abuse of betelnut is a crime or that production and consumption of betelnut is illegal like marijuana, this may alleviate the abuse of this chewed nut (Wenogo, B.J. 2016). Likewise, for alcohol and tobacco. According to a research by Unage (2011) there are existing laws dealing with abuse of alcohol. The four separate laws addressing alcohol use and abuse are the;

- Liquor Licensing Act 1963,
- Liquor (Licensing) Regulation Act 1963,
- Liquor (Miscellaneous Provisions) Act 1973 and
- Liquor Licensing (Trading Hours) Rules 1975.

Liquor licensing was a function that was decentralised and as a result provincial governments now have to legislate for provincial liquor laws. Also other laws, of which certain sections do relate to penalties, are the *Summary Offences Act*, *Criminal Code Act*, *Motor Traffic Act*, *Matrimonial Cause Act*, and *Firearms Act*.

Despite the fact that the *Liquor Licensing Act* and other related laws are clear on the offences and the penalties, people question why such laws have not been enforced and perpetrators (criminals) were not convicted thus increasing the growth of alcohol abuse. From his finding from the national and the regional workshops on alcohol, Unage noted that the lack of enforcement was identified as a major setback in curbing alcohol abuse. A member of the parliament at one of the national symposium on

the use and abuse of alcohol mentioned an instance where an alcohol intoxicated driver, drove around eighty-seven (87) times before being caught only once.

In terms of the abuse of tobacco, PNG like any other country is in the fight to control the abuse of tobacco which is one of the current causes of major health problems costing government millions of kina. A policy has been developed 'Tobacco Control Policy' by the National Department of Health to help reduce tobacco related problems especially the health aspects of it. PNG is helping to combat Tobacco abuse on a global scale through its membership as a Party to the WHO Framework Convention on Tobacco Control. It officially joined this party on August 23, 2006.

Performance Assessment: Teachers can set activity where students are required to conduct a research on the laws of use of cannabis, betel nut, alcohol, tobacco, and other drugs and give a short speech in groups.

Suggested Resources

- Drug.Com. (2000). *Cannabis: Uses, Effects and Safety*. Retrieved May 31, 2021, from <https://www.drugs.com/illicit/cannabis.html>.
- Drug Abuse. (2018). *Other Commonly Used Addictive Substances*. Drug Publication. Retrieved May 31, 2021, from <https://www.drugabuse.gov/publications/media-guide/other-only>.
- National Department of Health. (2015). *National Tobacco Control Policy*. PNG National Executive Council Meeting No.1/2015. NEC Decision No: 25/2015. PNG.
- Overseas Security Advisory Council. (2020). *Papua New Guinea 2020 Crime & Safety Report*. Bureau of Diplomatic Security. U.S. Department of State. USA. Retrieved May 31, 2021, from <https://www.osac.gov/Country/PapuaNewGuinea/Content/Detail/Report/09ff0d7b-cb0d->.
- Papua New Guinea Constitutional and Law Reform Commission. (2014). *Review on the Laws on the Development and Control of Informal Economy*. Issues Paper 8. PGCLRC. PNG. Retrieved May 31, 2021, from <http://www.paclii.org/pg/lawreform/PGCLRC/2014/1.html>.
- Post Courier. (2018, July 10). *PNG Laws Out-dated*. PNG. Retrieved May 31, 2021, from <https://postcourier.com.pg/png-laws-dated/>.
- Sharp, T. (2013). *Fear and Loathing in Port Moresby: Chewing Over the Betel Nut Ban*. Brief No.10. ANU: Australia.
- Tobacco Legislation by Country. (2005). *Papua New Guinea- Control Laws*. Retrieved May 31, 2021, from <https://www.tobaccocontrollaws.org/legislation/country/papua-new->.
- Unage, M. (2011). No.121. *Addressing Alcohol Abuse in Papua New Guinea*. The National Research Institute. NRI printer: Papua New Guinea.
- Wenogo, B.J. (2016). *Where to with betelnut? Beyond bans and spot fines*. Development Policy Centre: PNG. Retrieved May 31, 2021, from <http://www.devpolicy.org>.

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 12.2.6.2: Research a particular drug, its consequences, and how it is being addressed, whether or not the strategies used are effective, and what other strategies should be considered to improve the situation.

Topic: Side Effects of Consuming Cannabis: Marijuana

Essential Questions

- Is marijuana a drug and what is it?
- What are the consequences of abusing this drug?
- What strategies are there to improve the abuse of this drug?
- How can its consumption affect one's social relationship with others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of drugs, its consequences and how it is being addressed and strategies to improve this situation.
Skills	Critical Thinking Skills - Use analytical skill of research (investigating) and explanation - Use evaluation skill of assessing
Attitude	Care and concern, open-minded
Values	Rationality, common good, self-discipline

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

- Examine the impacts of marijuana as a drug;
- Critique strategies currently in place concerning the abuse of this drug.

Content background

For this topic, students must gain an understanding of the consequences of drugs that are considered illicit or illegal. Being informed of its side effects will enable them make better decisions concerning its use and abuse later on in life. The topic looks at marijuana since its usage and abuse is rampant throughout PNG. There are many other drugs that students can choose and do research on.

According to Australian Government Department of Health, drugs are substances that change a person's mental or physical state. They can affect the way your brain works, how you feel and behave, your understanding and your senses. This makes them unpredictable and dangerous, especially for young people. Thus, the use and effects of marijuana from studies shows exactly these and so marijuana is categorised as an illegal or illicit drug.

What is marijuana?

Marijuana refers to the dried leaves, flowers, or stems and seeds from the *Cannabis sativa* or *Cannabis indica* plant. The plant contains the mind-altering chemical called delta-9-tetrahydrocannabinol (THC). This chemical is found in resin produced by the leaves and buds primarily of the female cannabis plant. The plant also contains more than 500 other chemicals, including more than 100 compounds that are chemically related to THC, called cannabinoids (National Institute on Drug Abuse, 2019).

There are various slangs used for marijuana such as weed, herb, pot, grass, bud, ganja, Mary Jane, and a vast number of other slang terms. Some people smoke marijuana in hand-rolled cigarettes called joints; in pipes, water pipes (sometimes called bongs), or in blunts (marijuana rolled in cigar wraps).

Marijuana can also be used to brew tea and, particularly when it is sold or consumed for medicinal purposes, is frequently mixed into foods (edibles)

such as brownies, cookies, or candies. Vaporizers are also increasingly used to consume marijuana. Stronger forms of marijuana include sinsemilla (from specially tended female plants) and concentrated resins containing high doses of marijuana's active ingredients, including honey like hash oil, waxy budder, and hard amber like shatter. These resins are increasingly popular among those who use them both recreationally and medically. (National Institute on Drug Abuse, 2019).



Source: Image by ©iStock.com/nicoolay

In the history of the spread of marijuana studies show that it had long existed in China, India and in the East and Western Europe for more than a thousand years. It made its way into the Pacific from Hawaii a hundred year ago. Then to the Micronesian island of Tonga in the 1960's then to Fiji by 1969 and arriving in Papua New Guinea. McDonalds D (2004) reported in his findings that marijuana came into PNG in the late 1960's and early 1970's when a lot of expatriates were working and moving in and out of PNG during the colonial and post-colonial era.

Consequences of abuse of marijuana

According to (National Institute on Drug Abuse, 2019) When marijuana is smoked, THC and other chemicals in the plant pass from the lungs into the bloodstream, which rapidly carries them throughout the body to the brain. The person begins to experience effects almost immediately. Many people experience a pleasant euphoria and sense of relaxation. Other common effects, which may vary dramatically among different people, include heightened sensory perception (example brighter colors), laughter, altered perception of time, and increased appetite.

If marijuana is consumed in foods or beverages, these effects are somewhat delayed—usually appearing after 30 minutes to 1 hour this is because the drug must first pass through the digestive system. Eating or drinking marijuana delivers significantly less THC into the bloodstream than smoking an equivalent amount of the plant. Because of the delayed effects, people may inadvertently consume more THC than they intend to. Following are the consequences of abuse of marijuana.

Short-Term Effects

- Short-term memory problems
- Severe anxiety, including fear that one is being watched or followed (paranoia)
- Very strange behaviour, seeing, hearing or smelling things that aren't there, not being able to tell imagination from reality (psychosis)
- Panic
- Hallucinations
- Loss of sense of personal identity
- Lowered reaction time
- Increased heart rate (risk of heart attack)
- Increased risk of stroke
- Problems with coordination (impairing safe driving or playing sports)
- Sexual problems (for males)
- Up to seven times more likely to contract sexually transmitted infections than non-users (for females)

Long-Term Effects

- Decline in IQ (up to 8 points if prolonged use started in adolescent age)
- Poor school performance and higher chance of dropping out
- Impaired thinking and ability to learn and perform complex tasks
- Lower life satisfaction
- Addiction (about 9% of adults and 17% of people who started smoking as teens)
- Potential development of opiate abuse
- Relationship problems, intimate partner violence
- Antisocial behaviour including stealing money or lying
- Financial difficulties
- Increased welfare dependence
- Greater chances of being unemployed or not getting good jobs.

(Foundation for a drug Free World. 2006)

Strategies to reduce the abuse of marijuana

As mentioned in the last topic there are laws concerning drug abuse however are very much out-dated. They are currently being reviewed. According to Kawage et al (2012) the legal system in PNG does not differentiate between different types of illicit substance, as is commonly the case in other countries. Possession, trafficking or sale of illicit substances attracts the same penalty regardless of the drug types and furthermore the offenses of trafficking and possession also carry the same punishment, judges use their discretion to determine the sentence.

The statutory authorities and agencies mandated to help fight the abuse of drugs (marijuana) are;

- Customs
- The Department of Health
- The Royal Papua New Guinea Constabulary (RPNGC)
- National Narcotic Bureau (NNB)

However, evidence from research show that there is bureaucracy red tape within this statutory authorities and agencies. They are either are lacking resources and manpower due to limited support from the government or they themselves are drug dealers and drug users. For instance, Kawage et al (2012) reported that there have been reports of significant corruption within the NNB which includes financial improbity (lack of honesty and moral integrity) and involvement in illegal activities including participation in the trade of firearms and drugs. This has led to NNB failing to develop a national drug strategy.

There are also reported cases of personal encounters by individuals with corrupt RPNGC officials;

“At times the police are also involved. Police are also the main customers (of marijuana) take part in this so it really is difficult to maintain law and order... It's really frightening”. District Employee, Vanimo

Generally, this would mean that government efforts are largely stalled by indecent, corrupt and incompetent officials. Thus this calls for the government to take tougher actions on such corrupt officials and their corrupt practices. The government must support the idea of Public Private Partnership deals to help alleviate such issues. This means there is collaboration among the statutory bodies and agencies and the private organisations mainly made up of non-government and Faith Based Organisations including the civil society. With respect to health issues concerning response to drug use, the following strategies are in place;

- Counselling and rehabilitation

These services are mainly provided by non-government and Faith Based Organisations such as;

- The City Mission
- Lifeline
- The Salvation Army
- The Catholic Church

They provide counselling services for people who use drugs and alcohol.

- Mental health services

- Psychiatry services such as the National Psychiatric Hospital at Laloki (Central Province) and the psychiatry ward located in the Port Moresby General Hospital to treat patients for drug and alcohol related issues.
- According to Kawage et al (2012), between 2000 and 2004 nearly half of all patients admitted to Laloki were diagnosed with cannabis induced psychosis. Reports from other facilities similarly attributed cannabis as the cause of mental illness among a large proportion of patients. In 2006 it was reported that increased numbers of patients with drug-induced psychosis were being seen at regional and provincial psychiatric units and at Laloki Psychiatric Hospital. This research cites Baldwin et al findings that there is limited specialised training in dual diagnosis among clinicians at these facilities, as well as poor screening procedures.

- Public health interventions

- Donor Agencies: The AusAID funded Tingim Laip HIV Project which is an HIV prevention project that delivers programs addressing HIV risk associated with substance (drugs). It succeeded in piloting small scale alcohol focused intervention of;
 - Community workshops
 - Coffee nights
 - Role modelling
 - Survey and
 - Peer education

This project gained community support and benefited the targeted population from its evaluation.

- Community and civil society responses to drug and alcohol use

- Efforts by community and church leaders (rid cultivation, production and consumption of marijuana)
- Large scale communication demonstration (denounce the use of drugs)
- Private sector efforts (Companies funding programs or initiatives to fight drugs)

- Education and public information and communication
 - Print media and radio programs: Are used to raise public awareness around issues related to drug and alcohol use.
 - Education campaigns in communities and in schools run by Education and Health departments: This must be conducted regularly and the impacts of these programs must be evaluated. More effort must be put into educating communities the effects and health consequences of drug use. This is because simple abstinence messages maybe of little value in PNG where the drug is readily available, inexpensive and used without apparent adverse consequences by young people's trusted friends.
 - The Foundation for Law, Order and Justice in PNG has highlighted the importance of stressing the health consequences of drug use, rather than focusing on legal implications, and the need to provide education on the harmful effects of both legal and illegal drugs as widely as possible."

When students understand the consequences of the abuse of drugs such as marijuana they will be able to make wise choices and better decisions on how best to overcome the use of these drugs suppose they were enticed. They should also help those around them who are addicts and victims by allowing them access to medical attention.

Performance Assessment: Teacher can set assessment where students are required to carry out awareness on the impacts of other drugs apart from marijuana and present their findings in class.

Suggested Resources

- Department of Health. (2019). *What are drugs?* Commonwealth of Australia. Retrieved May 31, 2021, from <https://www.health.gov.au/health-topics/drugs/about-drugs/what-are-drugs>.
- Drug free world. (2006). *The truth about marijuana Los Angeles*. CA 90028 United States. Retrieved May 31, 2021, from <https://www.drugfreeworld.org/drugfacts/marijuana/short-and-long-term-effects.html>.
- Image by ©iStock.com/nicoolay. Retrieved May 31, 2021, from <https://www.istockphoto.com/>.
- Kawage, T., Kelly, A., Mathers, B. and Vallely, A. (2012). *Emerging HIV risk in Papua New Guinea. Papua New Guinea*. Institute of Medical Research. University of New South Wales. Australia.
- Khalsa, J.H., Genser, S., Francis, H. and Martin, B. (2014). *Clinical Consequences of Marijuana*. The Journal of Clinical Pharmacology. American College of Clinical Pharmacology. USA. Retrieved May 31, 2021, from <https://doi.org/10.1002/j.1552-4604.2002.tb05997.x>.
- McDonalds, D. (2004). National Institute on Drug Abuse. (2020). *What is marijuana?* National Institutes of Health. U.S. Department of Health and Human Services. USA. Retrieved May 31, 2021, from <https://www.drugabuse.gov/publications/research-reports/marijuana/what-marijuana>.

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 12.2.6.3: Develop a plan to participate in provincial and national efforts to address health-risk behaviours.

Topic: Developing Strategic Plans of Participation to address Health-risk Behaviours

Essential Questions

- What are health-risk behaviours?
- How will students benefit by participating at provincial and national level to address health-risk behaviours?
- How can these strategic plans positively impact the social relationship of those who participate in the awareness?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Provincial and national efforts to address health-risk behaviours
Skills	Creative Thinking Skills - Use synthetical thinking skill of developing and discussion
Attitude	Caring and concern, participatory, responsibility
Values	Empowerment, sustainability

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

- Identify and explain health-risk behaviours;
- Assess the benefits of participating in provincial and national level to address health-risk behaviours.

Content background

This topic encourages students to be proactive learners. So teachers must work closely with their students to engage them in activities that will enhance their understanding of health-risk behaviours for them 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. Makino Y, 2015 (WHO) from his findings stated that adolescence is the period when many risky behaviours start or are consolidated, having a major impact on health as adults. However, this period of time in their lives also provides opportunities for them to develop healthy life skills.

What are health- risk behaviours?

Before getting to find out what health-risk behaviour means 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, p. 263).

Health-risk behaviours include;

- physical inactivity,
- unhealthy diet,
- tobacco use,
- drug abuse,
- unprotected sexual practices, and
- harmful use of alcohol

(Limet al., 2012; World Health Organisation 2013)

As put forward by Aounallah-Skhiri H et al, 2015, according to World Health Organization, 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 stated that health-risk behaviours in young adults influence the development of lifestyle-related disorders later in life. To address this issue with respect to healthcare staff, Franket 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 H et al, 2015, made reference to Oni & Unwin, 2015 on the income earning level of countries 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 you have knowledge of and information about health-related needs and opportunities in the school and the larger community, the next step is to make plans for change. But which changes does your school want to make and how will it do so? The development of an Action Plan (goals, objectives and steps) will help you 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 resource 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

(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: REDUCE THE AMOUNT OF GARBAGE LEFT FOR COLLECTION			
Year # ONE	Objective # INTRODUCE GARBAGE SEPARATION		
STEPS	PERSON(S) RESPONSIBLE	TIME TO COMPLETE	RESOURCES REQUIRED/COST
- Incinerate combustibles	Principal, janitor, food services staff	6 months	- Containers
		1 year	- Building supplies
- Recycle plastic containers	- Principal, janitor	3 months	- Receptacles for plastic containers, collector/recipient of materials
	- Principal, teachers, staff, students		

Performance Assessment: Teachers can set activity where students are required to choose different health-risk related behaviours and develop action plans to address this problem in their school.

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 12.2.6.4: Evaluate provincial and national programs, projects, and activities targeted at addressing health-risk behaviours.

Topic: Assessment of Provincial and National Programs, Projects and Activities on Health-risks behaviours

Essential Questions

- How effective are the provincial and national programs, projects and activities targeted at addressing health-risks behaviours?
- How can such programs promote healthy social relationships with other people?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Provincial and national programs, projects, and activities targeted at addressing health-risk behaviours
Skills	Critical Thinking Skills - Use evaluation thinking skill of evaluating
Attitude	Caring and concern, cooperative, participatory
Values	Common good, betterment of human kind

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

- Evaluate provincial and national programs, projects, and activities targeted at addressing health-risk behaviours.

Content background

As studied in the previous topic the government does have strategies and policies in place that enhances the programs, projects and activities in our country targeted at addressing health-risk behaviours. There are also interventions from donor agencies that assist our government achieve its national aims and goals. So it is important for the government to fully support the health and education sector to correct the grave area of the deteriorating health status currently faced in PNG. The focus of this topic is to assess the current projects, programs and activities developed to address health-risk behaviours.

Students must be able to analyse and assess the current situation of the programs, projects and activities and make recommendation at their level for decision making which one way or the other should contribute to the development of good strategies and strong policies to combat health problems in our country.

The National Policy on Health Promotion for Papua New Guinea is measured against the five (5) key strategies of the Ottawa Charter. In May 2001 the National Department of Health's (NDoH) Health

Promotion Branch conducted a situational analysis for health promotion in seven (7) of Papua New Guinea's twenty provinces. The key findings of these analysis need strategic plans and policies to be developed to address the critical health issues inclusive of health-risk behaviours. They are;

Policy Development

With the high level government support expressed for international agreements on health promotion and the Healthy Islands approach, there is great potential for healthy public policies in Papua New Guinea. Donor organizations also advocate for sustainable development through health promotion, for instance, Australian Aid (Aus. Aid) - Tingim Laip project. However, decision makers are often not fully informed or aware of the health implications of their policies and there are conflicting views about priorities at different levels of government. There are competing demands on limited resources and health remains consistently underfunded in provincial budgets. Little attention is being paid to legislative and taxation changes that would support health promotion.

Supportive Environments

Decentralisation in planning and budgeting through the Organic Law can greatly assist health promotion if National level support is reflected at Provincial, District and Local Government Levels. Collaboration between different levels of government and the creation of partnerships with other organizations such as Non-Government Organisations (NGOs), Community Based Organisations (CBOs), Women's Groups and the private sector underpin the creation of supportive environments. Engagement of NGOs to organize and help manage certain community-based initiatives in resource poor areas might be possible. However, many NGO groups are in a fledgling stage with few resources and staff. Many are community-based organizations that need the support and guidance of external agencies. If these agencies are willing to support and conduct health promotion activities some skills development may be required for example, Anglicare Stop Aids Program. Coordination of activities conducted by different sectors will also be needed. In order to roll out the Healthy Islands concept and see Healthy Settings established throughout the country, capacity and intersectional partnerships at the provincial and district levels need to be strengthened.

Community Action

Community Action is fundamental to implementation of the Healthy Islands Concept. Many communities have been trained in community action and participation processes. The link between these training programs and health promotion activities needs to be defined more clearly. While many CAP training programs have been conducted communities need continued support to take responsibility for and initiate their own health programs. In some areas there is no evidence of established community-based health projects and little capacity to initiate such projects. It is also important that Community Action and Participation is formally monitored and evaluated so that a body of knowledge can be developed.

Personal Skills

People are concerned about their own health and are keen to learn more about how to prevent and treat common diseases. Many rural people want to be involved in improving their own health and have requested information and guidance as to how they can achieve health improvements. The educational level and public awareness of development, health and welfare issues remain low. PNG's rural populations are generally not informed nor are they aware of everyday behaviours that could greatly improve their health. Language diversity and low literacy levels mean that health information needs to be disseminated through a variety of communication channels including non-print options. Information must be available in appropriate forms and through appropriate channels, i.e. in simple words, local languages, using pictures and videos. As the main providers of health information Health workers, teachers and community leaders must be trained on how to use health promotion resources

and how to communicate effectively with individuals, small and large groups. The national to provincial to district distribution system of health communication materials also needs to be improved.

Reorientation of Health Services

In PNG Health Promotion continues to be undervalued, poorly coordinated, and under-resourced. Resources to invest in the preventive area are limited. Most health promotion has been done with little or no funding. Strong advocacy is needed so that Health Promotion receives the recognition and the resources it deserves. There is a perception, even among health workers themselves, that health promotion conducted by non-medical health workers is not as important as clinical practice. Health promotion is not included in health staff job descriptions and is not done in a coordinated manner. Each provincial plan should specify the appointment of a Health Promotion Officer as well as resources to support health promotion activities.

Health Promotions Programs/Activities

In most provinces there is no identified health promotion program. Instead, program managers, whose main responsibilities are in areas other than health promotion, conduct disparate health promotion activities. While it is desirable that all health personnel undertake health promotion activities, it is unlikely that health promotion will receive the priority reflected in the National Health Plan without an identifiable program that attracts appropriate human and financial resources. Without these resources, the sustained coordination and implementation of planned, proactive health promotion activities inevitably suffers, and assumes a lesser priority than curative health programs. Health promotion activities being conducted in provinces and districts focus on priority health issues including environmental health, TB, malaria, leprosy, maternal and child health and HIV/ AIDS. There was no reported health promotion activity specifically for 'Healthy Islands'. Community participation and empowerment activities which are the foundation of Healthy Islands are seen as critical to establishing sustainable and affordable health development activities. It is important that these types of activities are conducted at Provincial and District levels.

Health Promotion Workforce

The health promotion workforce is potentially large although there are deficiencies in some key areas. Most importantly many provinces and most districts do not have designated health promotion officers. If responsibility for the overall coordination and management of health promotion activities is not designated to a specific position, important health promotion functions are likely to be overlooked. It is apparent that health workers in particular as well as other health program managers play an active role in health promotion, representing a sizeable workforce for face-to-face communication which is a vital element of health promotion. It is very important to harness this workforce for health promotion and to ensure health workers are provided with accurate information, tools and strategies in order to facilitate their communication of health information. In all provinces there appears to be great potential for collaboration and partnerships with government agencies, non-government organizations, churches and community groups.

Training Requirements

There is little training in health promotion provided at provincial and district level that would ensure the workforce has the necessary skills to conduct health promotion activities. Further training in health promotion was highly sought after by people participating in the *Situational Analysis for Health Promotion 2001*. Health Promotion Skills and concepts should be included in all health worker training courses at all level.

Communication Channels

A wide range of mass, group, individual, traditional and modern communication channels is reported to be available at provincial level. However, the range of channels used to communicate health information is much less extensive. Communication channels for health information appear to be mainly confined to face-to-face communication and radio. There is an overwhelming reliance on face-to-face communication, which is mainly provided by health workers. This dictates that health workers must be skilled interpersonal communicators and provided with tools that facilitate their communication with clients such as posters, videos and leaflets. After face-to-face communication, radio is the next most popular source of health information. In fact, radio appears to be the only form of mass media having significant reach and penetration in rural areas.

Communication Materials

The main source of health promotion materials is the NDoH Health Promotion Branch. Posters, leaflets, videocassettes and comics are the types of materials most often ordered from Health Promotion Branch. Health Promotion Branch must ensure that quality health promotion materials are available to provinces. The *Situational Analysis for Health Promotion (2001)* found a strong preference for health communication materials to be in Tok Pisin. Even in provinces where more than one language is commonly used, Tok Pisin was seen to be as good for understanding health information than other languages. Most provinces reported problems with the distribution of health communication materials. Provinces indicated their preference for materials to be sent direct to the relevant program manager or end-user. More effective distribution systems should be further investigated.

Barriers to Health Promotion

While provincial and district staff recognizes the importance of health promotion, a lack of resources of one type or another (funding, resources, transport, staff were most often cited) poses a major barrier to health promotion. Ironically, the scarcity of available resources is one of the very reasons that health promotion is given priority in the National Health Plan 2001-2010. If the importance attributed to health promotion is anything more than lip service, resources must be allocated to this important program area. Creative and collaborative efforts on behalf of national, provincial and district health sectors may be required to achieve this reorientation of resources. The main areas in which provinces thought Health Promotion Branch could provide assistance were the provision of training, resources (IEC and other) and technical assistance.

(Source: National Policy on health Promotion for PNG)

How does it impact one social relationship with other people?

When these provincial and national programs, projects, and activities are effectively implemented PNG's deteriorating health status will improve thus people get to enjoy their health, are able to socialise well with those around them and contribute meaningfully in life.

Performance Assessment: Teachers should allow the students to work in groups for this assessment.

1. Select one of the health programs or projects carried out in the province or country targeted at addressing health-risk behaviours. (*No groups should have the same health project or program*)
2. Answer the following guiding questions in relation to the program or project;
 - i. What is the health program or project?
 - ii. What is/was the target group? Where in the country or province is this project or program carried out?
 - iii. Who is/was funding and carrying out this program or project (NGOs, government and et cetera)?

- iv. What are the positive impacts of this health project or program on the targeted group?
 - v. What are the short falls identified in this health program or project?
 - vi. What recommendations do you make for improving/sustaining this health project or program in the district and province?
3. Write a report on the findings
 4. Make a presentation in class.

Suggested Resources

- Australian Aid. (2018). *Development assistance in Papua New Guinea, Enhancing human development in Papua New Guinea*. Department of Foreign Affairs and Trade. Australia. Retrieved May 31, 2021, from <https://www.dfat.gov.au/geo/papua-new-guinea/development->.
- Bolger, J., Mandie-Filer, M., & Hauck, V. (2005, January). Papua New Guinea's health sector. A review of capacity, change and performance issues- *A case study prepared for the project 'Capacity, Change and Performance'*. Retrieved May 31, 2021, from <https://ecdpm.org/wp-content/uploads/2013/11/DP-57F-Papua-New-Guinea-Health-Sector-Capacity-Change-Performance.pdf>.
- Burnet Institute. (2020). *Equity through Better Health*. Burnet Institute: Victoria Australia. Retrieved May 31, 2021, from https://www.burnet.edu.au/countries/8_papua_new_guinea.
- Kawage, T., Kelly, A., Mathers. B. and Vallely. A. (2012). *Emerging HIV risk in Papua New Guinea*. Papua New Guinea Institute of Medical Research, University of New South Wales, Australia.
- Ministry of Health. (n.d). *National Policy on health Promotion for PNG*. Nation Department of Health PNG. Retrieved May 31, 2021, from <https://www.health.gov.pg/pdf/healthpromotionp.pdf>.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 12.2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 12.2.7.1: Apply criteria for using passive, aggressive and assertive communication in relationships.

Topic: Passive, Aggressive and Assertive Communication in Relationships

Essential Questions

- What are passive, aggressive and assertive communication?
- When should one apply passive, aggressive and assertive communication in relationships?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Passive, aggressive and assertive communication in relationships
Skills	Critical Thinking Skill - Use analytical skill of identifying Creative Thinking Skills - Use creative thinking skills of applying
Attitudes	Caring and concern, empathy,
Values	Creativity, common good

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

- Explain passive, aggressive and assertive communication;
- Examine the purpose of each communication style;
- Exhibit each communication style where appropriate to enhance effective communication in various relationships.

Content Background

Communication Styles

- **Passive Communication Style**

A passive communication style occurs when individuals tend to not express their feelings or opinions to others. People take on a passive communication style for various reasons. Sometimes it's to protect them out of fear of confrontation. Other times it's because they have a genuinely laid back personality and like to go with the flow.

People partaking in a passive communication style may have a higher tolerance for others' behaviours. A passive communication style tends to involve compromise more and allow the other person to have their way, sometimes leaving the person using a passive communication style feeling unfulfilled. For example, when your partner is having a bad day, you may choose to take a passive stance on an issue you're having with them. You may think to yourself, "eh, I don't need to bother them with this today, it will be there tomorrow", but tomorrow never comes. Or, if your friend has

finally found someone they are connecting with, you may choose to tell them your good news next time as to not take away from their shining moment.

When encountering a perceived aggressive communication style, a passive communication style may find themselves agreeing when they actually disagree or have something to add to the conversation. Often times, the passive communication style is channelling the fear of confrontation and are working to avoid making the seemingly aggressive communication style more hostile. For example, if a person's boss is angry with him or her it can be best to be submissive and accommodating in order to keep his or her job.

Though at times using a passive communication style can be helpful to ones' relationships, consistently using this communication style can reinforce passive behaviours and send a message to those around them that their needs don't matter as much as others' needs. Continuous passive communication style may lead to suppressed emotions causing unhealthy interactions with others. Specifically, those people that the passive communication style has been passive with. Their passive nature may drive them to avoid that person. A passive communication style may feel voiceless, like they don't matter, or uncherished. They may eventually feel like they are being taken advantage of, that their partner "just isn't listening", or resentful to their partner because they feel the relationship is uneven.

Here are some examples of unhealthy passive communication style:

- Failure to speak up for oneself
- Speaking softly or apologetically
- Poor eye contact and shrinking body posture
- Allowing others' to consistently get their needs met over their own
- Avoiding conflict at all costs
- Ignoring situations that need to be handled sooner than later

Using passive communication style has a negative effect, it may lead to feeling out of control, which can be anxiety provoking. Hopelessness or depressed thoughts may ensue. Due to the hopelessness or depressed thoughts, a passive communication style sees no point in asking for their needs to be met. In essence, taking on learned helplessness, which looks to the outsider like passive-aggressive communication style. The passive communication style is not asking for their needs to be met, the aggressive communication style is holding resentments.

• **Aggressive Communication Style**

Aggressive communication style is when individuals state their needs in a way that leaves less room for others who are involved and their needs. Aggression tends to come from a place of insecurity. The aggressive communication style commonly arises when a person feels threatened, perhaps when they feel as though their best interest is in jeopardy. Aggressive people may come off as verbally abusive to others. Aggressive people may struggle to communicate with their partner because their hostility triggers their partner's fight or flight instinct and the need to protect themselves.

Here are some examples of an aggressive communication style:

- Speaking in a loud and overbearing voice
- Criticising others
- Using humiliation to control others
- Attempts to dominate
- Frequent interruption
- "You" statements
- Easily triggered temper

People who use an aggressive communication style may alienate themselves from others, confirming that they have something to be insecure about by producing fear or hatred in others. Not wanting to face these insecurities, aggressive people often struggle to take responsibility for their actions, which makes it difficult to learn from situations and get the support and love they are yearning for from others.

Choosing to use an aggressive communication style in certain interactions can be beneficial. If people are feeling taken advantage of or if they need to make sure they are seen, an aggressive communication style can be useful. For example, if they are up against a co-worker for a promotion, they may need to be aggressive to get ahead. Or, for children who tend to get bullied at school, they may need to show the other children that they are capable of handling themselves and they are not to be messed with. An aggressive communication style can also be helpful when exerting physical activity, like at the gym or in a race.

Passive-Aggressive Communication Style

Passive-Aggressive communication style appears to be a passive communication style, but behind the scenes, they are acting out angrily in indirect ways. People who develop this communication style tend to also have a fear of confrontation, leading them to indirectly dealing with difficult situations, which may look like they're being "sneaky" to others. Instead of directly asking for their needs to be met, passive-aggressive communication style will show their negative emotions in subtle, and often times harmful behaviours.

Here are some examples of a Passive-Aggressive communication style:

- Sarcasm
- Subtle sabotage
- Pretending to be cooperative, while subconsciously doing tasks incorrectly
- Mumbling to themselves instead of confronting the person
- Emotional withdrawal
- Talking behind someone's back
- Quitting unexpectedly with no explanation

Passive-Aggressive communication style experiences a lot of the same negative effects that come with aggression and passivity. Short-term, a passive-aggressive communication style can be a much better alternative to acting out negative emotions such as rage. Frequently, a passive-aggressive communication style is subtle and may go unnoticed leading to a vicious cycle of conflict avoidance and conflict. For example, in order to relax after a hard day's work, a partner will come up with excuses that allow them to put off chores they promised they'd complete. In this situation, the partner is avoiding a potential fight they think will come due to putting off what they said they'd do. In a healthy interaction, if the partner directly states they are exhausted from their day, and they need a few minutes to unwind before they jump into chores, the other partner will be okay with this, and show them empathy. Instead, the avoidance of conflict will most likely lead to conflict, thus reinforcing that it is not safe to share their thoughts and feelings. The partner may have avoided a fight in the moment, but they didn't give their partner the chance to understand their needs and meet them. A passive-aggressive communication style often feels powerless, voiceless, and less than because they rarely get a chance to take ownership of their needs and appropriately address their issues in order to get the healthy support they want.

- **Assertive Communication Style**

Using an assertive communication style is the communication style that tends to be effective in most situations. An assertive communication style clearly and firmly expresses their needs and/or opinions

without violating the rights of others. Assertive communication style entails being mindful of your own emotions and personal needs, while also taking into consideration someone else's emotions and needs. Since they are in tune with their needs and work to get them met, assertive people have the capacity to be empathic towards others.

Here are some behaviours of an Assertive communication style:

- Expressing needs clearly, respectfully, and appropriately
- “I” Statements
- Active Listening- listening without interrupting and reflecting back what you've heard
- Speaking calmly
- Good eye-contact
- Relaxed body posture
- Feeling in control
- Empathy

An assertive communication style can be a tough skill to master because it requires a great deal of self-control. Emotions are what makes people human and they can get the best of them, which can happen when communicating. Intense emotions can lead to unhealthy interactions with others if unmanaged. Practicing mindfulness can be helpful in mastering an assertive communication style. An assertive communication style usually feels like they have control over their lives through taking responsibility for their issues as they arise. Therefore, helping people maintain healthy relationships, mental health, and overall well-being.

The first step to using an effective communication style is recognizing when it is appropriate to use each of these communication styles. When people are being honest with themselves and take responsibility if they realise that they are not always practicing healthy communication. By learning about these four communication styles, they will be able to improve their interpersonal skills and they will also be able to advocate for their needs the right way. Selecting a communication style is not easy and can be extremely nerve wrecking. Luckily, the more a person educates him or herself on the topic, the more confident they will become.

Performance Assessment: Teachers can set an assessment where students are required to demonstrate through role play and simulation the three different communication skills.

Suggested resources

- 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.
- Williams. (2018). *Communication Styles: Better You Tips*. Retrieved May 31, 2021, from <https://thebetteryouinstitute.com/2017/11/21/communication-style>.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 12.2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 12.2.7.2: Analyse the importance of abstinence from sexual activity as the preferred choice of behaviour in relationships that involves sexual activity of all unmarried persons.

Topic: Importance of Abstinence from Sexual Activities for Unmarried Persons

Essential Questions

- Why is abstinence from sex a better choice for all unmarried persons?
- How can abstinence from sexual activities affect an unmarried person's social relationship with others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of abstinence from sexual activity as an unmarried person
Skills	Critical Thinking Skills - Use analytical thinking skills of analysing of discussion Creative Thinking Skills - Use synthetical skill of discussing
Attitudes	Open-minded, appreciative, critical
Values	Sanctity of life, self-respect, self-discipline

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

- Explore the benefits of abstinence from sexual activities as preferred choice of behaviour in personal relationships that involves any sexual activities of all unmarried persons.

Content Background

This topic has been taught in the preceding grade (grade 10) however it is expected that teachers must enhance the level of this topic to cater for the needs of the students at this grade level.

As learnt already sexual abstinence is the practise of refraining from some or all aspects of sexual activity. The following could be the reasons as to why people practice sexual abstinence; medical, psychological, legal, social, financial, philosophical, moral and religion.

Impacts of abstinence from sexual activities on the relationships of unmarried persons of all ages

How Abstinence works

People are abstinent for lots of different reasons. Sometimes people use abstinence as birth control to prevent pregnancy.

Abstinence can mean different things depending on who they ask. Many people say abstinence is not doing any kind of sexual stuff with another person, including vaginal, oral, and anal sex.

Abstinence prevents pregnancy by keeping semen away from the vagina, so the sperm cells in semen can't get to an egg and cause pregnancy. If people are abstinent 100% of the time, pregnancy can't happen.

People sometimes only use abstinence to prevent pregnancy on days they're fertile (most likely to get pregnant), but they may have vaginal sex at other times. This is called fertility-awareness.

Anybody can be abstinent, no matter their age, gender, sexuality, or the sexual experiences they have had before. People are abstinent off and on for reasons that may change over time, and a few are abstinent their whole lives. They can choose to be abstinent whenever they want, even if they had sex before.

For some people, abstinence means not having any kind of sex. For other people, abstinence only means not having vaginal sex, but other sexual activities are allowed.

Effectiveness of abstinence

If a person never had sexual intercourse that is secretion of semen in the vagina pregnancy can't happen. Abstinence is 100% effective as long as they are actually abstinent. But if they do have unprotected vaginal sex even just one time pregnancy can happen.

Nobody's perfect, and sometimes people plan on being abstinent but end up having sex. That's why it's a good idea to keep condoms around, just in case. Being prepared and having protection doesn't mean they are definitely going to have sex — it means they are responsible and taking care of their health.

Can abstinence protect against STDs?

Abstinence is 100% effective at preventing the spread of sexually transmitted infections. If a person does not have any kind of sexual contact with another person, they can't get STDs.

How to talk about abstinence

Talking about sex (or the decision to not have sex) is important, and it doesn't have to feel awkward. Thinking ahead of time about what a person wants to say makes things easier.

Abstinence only works when both partners are cool with not having sex. So the key to making abstinence work is talking about it with their partner/boyfriend/girlfriend — especially because abstinence can mean different things to different people.

It's important to be honest with each other and make decisions about sex together. Talking about sex, birth control, and abstinence might seem hard, but it's one of the best ways to keep their relationship happy and healthy.

It's normal to feel awkward or embarrassed, especially if they have never talked about sex before. Following are some ways to keep a person on track:

- Know what being abstinent means to them. They should think about how far they feel comfortable going and what their sexual limits are. Once they know exactly how they feel and what they need, it's easier to tell someone else about it.

- Talk before things get sexual. It's hard to think and speak clearly when they are all turned on in the heat of the moment. So they should think ahead of time about how to say "no" to sex if it comes up. What words are best? What actions or body language will make it clear how they feel? It can help to practice what they will say out loud, and think about what their partner may say back.
- Be straightforward. The talk doesn't have to be long or complicated. Just be up-front and clear about what they want and what they are comfortable doing.
- Be confident. They have the right to decide when and if they want to have sex, and they can say no to sex at any time, for any reason — even if they have already had sex before. (And if their partner doesn't respect their limits, it could be a sign that their relationship isn't healthy.)

Sex isn't the only way for a person to show their love and affection. People get to know each other, become close, and build trust by:

- talking and listening
- sharing
- being honest
- respecting each other's thoughts and feelings
- hanging out together

Talking about sex doesn't have to be a one-time thing that settles things forever — most couples have lots of talks about sex. Relationships change over time, and they and/or their partner may eventually have different feelings about sex and abstinence.

If they want to start exploring sex with their partner, they can talk about birth control and/or sexually transmitted infections first. No matter what happens in their relationship, they must keep the conversation going and always be open and honest with each other.

Benefits and disadvantages of abstinence

Abstinence is safe, effective, and free ways to prevent pregnancy. But some people have a hard time avoiding sex.

Abstinence is simple, free, and work really well to prevent pregnancy. In fact, abstinence is the only 100% effective way to avoid pregnancy and STDs.

People choose abstinence to:

- wait until they feel ready for a sexual relationship
- wait to find the right partner
- enjoy their partner's company without having to deal with a sexual relationship
- focus on school, their job, or hobbies
- follow their personal, moral, or religious beliefs and values
- get over a breakup
- heal from the death of a partner
- follow their doctor's advice during or after a sickness, infection, or medical procedure

Abstinence can be a way to avoid the risks that come with sex — like pregnancy and STDs — until they are ready to prevent and/or handle them. Abstinence can also help them focus on other things in their life that are important to them, like friends, school, sports, activities, having fun, and planning for their future.

Disadvantages of abstinence

While abstinence can be a super-effective way to prevent pregnancy and STDs, avoiding sex can be hard for some people. And if they plan on being abstinent but end up having vaginal sex, pregnancy can happen if they don't use birth control.

Most people end up having sexual contact with another person at some point in their lives. That's why it's a good idea to always have a backup birth control plan, like keeping condoms around. And condoms are the only birth control methods that also help protect a person from STDs.

It is very important for students to know and understand impacts of abstinence as unmarried persons. As they progress in life they are able to make proper decisions concerning their sex lives. With the knowledge of abstinence, they should be in a better position to make wise choices in their boy-girl relationship now or later on in their married lives.

Performance Assessment: Plan and conduct awareness on 'abstinence from sexual activities' in the school through peer teaching. Form groups to peer teach different grade levels (grade 9, 10 and 11). For example; group 1 to teach grade 9. Teacher to organise with the school administration and carry out this assessment.

Guiding questions when researching and planning;

- What is 'abstinence from sexual activities'?
- What is the importance of 'abstinence from sexual activities'?
- What are the impacts of 'abstinence from sexual activities'?
- How can 'abstinence from sexual activities' be promoted in the school?

Teacher to help each group to make a detailed lesson plan about 'abstinence from sexual activities' which should be used in the peer teaching. Students should be encouraged to use power point presentation, short videos, role plays, handouts and worksheets to capture the attention of the audience.

NOTE: Incorporate BM7.3 into this BM

Suggested Resources

- Planned Parenthood. (2021). *Abstinence and outer course*. Planned Parenthood Federation of America. US. May 31, 2021, from <https://www.plannedparenthood.org/learn/birth-control/abstinence-and-outercourse/what-are-benefits-and-disadvantages-abstinence-and-outercourse>.
- The Immunisation Advisory Centre. (2020, Jan). *Efficacy and effectiveness*. May 31, 2021, from <https://www.immune.org.nz/vaccines/efficiency-effectiveness>.
- Your life counts. (2000). *Benefits of Abstinence*. May 31, 2021, from <https://yourlifecounts.org/learning-center/sex/benefits-of-abstinence/>.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 12.2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 12.2.7.3: Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, HIV, and emotional trauma associated with adolescent sexual activity.

Topic: Prevention of Unwanted Pregnancy, STDs, HIV and Emotional Trauma through Sexual Abstinence

Essential Questions

- How effective is abstinence from sexual activities in preventing pregnancies, STDs, HIV and emotional trauma on adolescents?
- How can abstinence from sexual activities affects adolescents' social relationship?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Upholding abstinence from sexual activities as a means to prevent pregnancy, STDs, HIV, and emotional trauma associated with adolescent sexual activity
Skills	Critical Thinking Skills - Use analytical thinking skills of discussing Creative Thinking Skills - Use creative thinking skills of discussing
Attitudes	Open-minded, appreciative, critical
Values	Sanctity of life, self-respect, self-discipline

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

- Examine the effectiveness of abstinence from sexual activities in preventing pregnancies, STDs, HIV and emotional trauma in adolescents.

Content Background

Benefits of teen abstinence

Teen abstinence consists of not engaging in sexual intercourse or sex play beyond hugging or light kissing. This means not touching the other person's genitals with any part of other person's body. All teens are capable of abstaining from sex. Abstinence does not make a teen give up his or her sexuality, but is a healthy and responsible way of dealing with it. Even if a teen has already had sex, he or she can still choose abstinence by waiting to have sex again. Abstinence is the only guaranteed way for a teen to avoid pregnancy, and many teens find that abstinence has other social, emotional, and health benefits.

Given below are benefits of abstinence for teenagers.

Some reasons for teen abstinence include:	Some of the benefits of teen abstinence include:
• Waiting until they feel ready for the emotional and physical aspects of sex • Waiting until they find the right person • Avoiding STDs • Not feeling ready for the possibility of being a parent • Losing their sexual partner through a break-up or death and wanting to wait to have sex again • Wanting to have fun without the pressures and concerns of sexual involvement • Pursuing other interests, such as sports or academics • Moral or religious beliefs that teen abstinence is the best choice • Good communication from parents who encourage teen abstinence	• Avoiding sexually transmitted diseases • Avoiding unplanned pregnancy • Not getting a bad reputation • Avoiding some of the emotional consequences of teen sex, especially if the relationship does not work out, including feeling hurt, used, lonely, angry, or depressed • Better relationships; couples who wait to have sex have healthier, more trusting relationships, and, if they marry, are less likely to divorce, and generally have better sex lives than those who did not wait • Teen girls who abstain from sex until they are older, and limit sexual partners later in life, are less likely to develop cervical cancer or become infertile • Unlike other forms of birth control, abstinence costs nothing and has no side effects

For some teens, remaining abstinent can be challenging. Teens who choose abstinence must be careful to stick to their resolve, because many who fail to remain abstinent are unprepared to have safe teen sex.

Help tips for maintaining abstinence

- A teacher must be clear with themselves about why they are making their decision, and remind themselves of this; some teens find it useful to wear a ring, bracelet, or other reminder of their decision to remain abstinent.
- They must make decisions about abstinence and their limits before they get into a sexual situation.
- They must avoid situations that may make abstinence difficult, such as physical affection more serious than light kissing, which increases the urge to have sex, or situations where they are alone with someone they are attracted to. Try group dating.
- Do not drink or use alcohol.
- They must find other outlets for their energy, such as sport, music, art, or educational pursuits.
- Tell their friends, and especially anyone they are dating, what their standards and limits are.
- Focus on the non-sexual sides of romance, such as talking, sharing common interests, and going out on dates.
- They should spend time with people who support their standards, and avoid media such as music and movies that encourage sex.
- Decide ahead of time how they will act if they are in a compromising situation, including how they will say no. They must remember that no one who cares about them will ever pressure them to have sex.

Abstinence is a great choice for so many reasons. Here is a list of the most important reasons to practice abstinence, and why sexual abstinence is a 'big deal'.

1. Sexual abstinence is the only 100% guarantee that a teenager won't become a mommy or a daddy until they are ready.
2. Sexual abstinence is the only 100% guarantee that they won't get an STD. (While latex condoms can help prevent some STDs, they are not nearly 100% effective. Condoms don't prevent against HPV, gonorrhea, or genital herpes among many other STDs)
3. Having sex with an individual has psychological repercussions. If there is a breakup, increased chances of depression and unstable mental health are higher.
4. Practicing sexual abstinence is a great way to get to know their boundaries and develop a stronger relationship emotionally and spiritually with the person they are dating.
5. They won't need to hide anything from their parents or friends, which takes a lot of pressure off their back and helps strengthen their relationship with the person they are dating
6. They will know that the person they are with is with them and for them. Their personality, interests, and all of the great things about them besides sexuality.
7. Statistics show that teens who practice sexual abstinence are less likely to have depression, less likely to attempt suicide, less likely to live in poverty as adults.
8. Statistics show that teens who practice sexual abstinence are likely to do better in school. (Twice as likely to graduate from college than teens who do not practice abstinence).

There are so many other personal, social and economic reasons why abstinence is a great idea. But ultimately, it all comes down to personal choice. Therefore, it is very important for students to know and understand the benefits and disadvantages of abstinence from sex. They should be able to clearly demarcate between their studies and leisure and other activities that may entangle them in sexual activities leading to health-risk behaviours such as unprotected sex leading to STD and HIV disease contracted. This topic should enable them make wise choices and proper decisions concerning sex and abstinence from it.

Performance Assessment: Refer to performance assessment 12.2.7.2.

Suggested Resources

- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Teen Help.com Pages. (2020). *Teen Help: Benefits of Teen Abstinence*. May 31, 2021, from <https://www.teenhelp.com/teen-sexuality/benefits-of-teen-abstinence/>.

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 12.2.8.1: Determine casual connections that promote health in relationships.

Topic: Casual Connection in Promoting Healthy Relationships

Essential Questions

- What is casual connections?
- How can casual connections promote healthy social relationships?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Casual connections that promote health in relationships
Skills	Critical Thinking Skill - Use analytical skill of determining, discussing and identifying - Use evaluation skill of determining Creative Thinking Skill - Use synthetical skill of discussing
Attitudes	Care and concern, empathetic, open-minded
Values	Betterment of human kind, common good

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

- Examine the importance of casual connections in promoting healthy personal and social relationships.

Content Background

What is casual connection?

The two words students must understand before preceding into studying this topic are casual and connections. Casual is defined as relaxed and unconcerned whilst connections refers to a relationship in which a personal or thing is linked or associated with something else. So what is a casual connection? Casual connections refer to a relationship that is neither permanent nor steady among people who may know each other personally or meet each other at any one time.

A casual connection or relationship that is commonly experience by people especially adolescent and adults is casual dating.

What is causal dating?

Casual dating (causal relationship) is a physical and emotional relationship between two people who may have casual sex or a near-sexual relationship without necessarily demanding or expecting the additional commitments of a more formal romantic relationship. Motives for casual relationships

vary. There are significant gender and cultural differences in acceptance of and breadth of casual relationships, as well as in regrets about action/inaction in those relationships.

Casual dating may or may not entail partner-exclusivity. In each case, the relationship's dominance in the lives of those involved is being voluntarily limited, and there is usually a sense that the relationship is intended to endure only so long as both parties wish it to. Casual relationships sometimes include mutual support, affection and enjoyment, which underpin other forms of loving relationship. A casual relationship is sometimes referred to as a "no strings attached" relationship.

Therefore, it is important for students as adolescents know what causal relationship is and its effects on their personal and social lives. Being aware of these connections will help them make proper choices and decisions on how best to address issues relating to this matter.

Performance Assessment: Teachers can set activity where students are required to identify casual connections that promote health in relationships and present it to the class-

Suggested Resources

- Mayo Clinic. (2020). *Friendships: Enrich your life and improve your health*. Retrieved June 3, 2021, from <https://www.mentalhealth.org.uk/publications/relationships-21st-century-forgotten-foundation-mental-health-and-wellbeing>.
- Wallace, J. B. (2018). *How casual daily interactions protect your health*. The Washington Post. Washington. USA. Retrieved from; https://www.washingtonpost.com/national/health-science/how-casual-daily-interactions-protect-your-health/2018/07/06/fc62a468-4e33-11e8-84a0-458a1aa9ac0a_story.html.
- Wikipedia. (2021). *Casual dating*. Wikimedia Media Inc. Retrieved June 3, 2021, from https://en.wikipedia.org/wiki/Casual_dating.

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 12.2.8.2: Research the effects of healthy relationships on personal, family and community health.

Topic: Impacts of Healthy Relationships

Essential Questions

- How can a healthy personal relationship promote healthy living on self, family and community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effects of healthy relationships on personal, family and community health.
Skills	Critical Thinking Skill - Use analytical skill of researching (investigating)
Attitudes	Cooperative, participatory, care and concern
Values	Human rights and responsibilities, common good

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

- Examine effects of healthy personal relationships on self, family and community health.

Content Background

Effects of healthy personal relationships

‘Relationships are one of the most important aspects of our lives, yet we can often forget just how crucial our connections with other people are for our physical and mental health and wellbeing.’

People who are more socially connected to family, friends, or their community are happier, physically healthier and live longer, with fewer mental health problems than people who are less well connected. It is not just the number of friends they have, and it’s not whether or not they are in a committed relationship, but it’s the quality of their close relationships that matters. Living in conflict or within a toxic relationship is more damaging than being alone.

As a society and as individuals, people must urgently prioritise investing in building and maintaining good relationships and tackling the barriers to forming them. Failing to do so is equivalent to turning a blind eye to the impact of smoking and obesity on their health and wellbeing.

The Mental Health Foundation (2020) defines relationships as ‘the way in which two or more people are connected, or the state of being connected’. Relationships include the intimate relationships one has with their respective partners, those they form with their parents, siblings and grandparents, and those they form socially with their friends, work colleagues, teachers, healthcare professionals and community.

Extensive evidence shows that having good-quality relationships can help people to live longer and happier lives with fewer mental health problems. Having close, positive relationships can give a person a purpose and sense of belonging.

Loneliness and isolation remain the key predictors for poor psychological and physical health. Having a lack of good relationships and long-term feelings of loneliness have been shown by a range of studies to be associated with higher rates of mortality, poor physical health outcomes and lower life satisfaction.

A review of 148 studies concluded that 'the influence of social relationships on the risk of death are comparable with well-established risk factors for mortality such as smoking and alcohol consumption and exceed the influence of other risk factors such as physical inactivity and obesity' and that 'physicians, health professionals, educators, and the media should take social relationships as seriously as other risk factors that affect mortality'.

Quality of people's relationships greatly matters. In seeking to combat loneliness and isolation they need to be aware that poor-quality relationships can be toxic and worse for their mental health than being alone. Research shows that people in unhappy or negative relationships have significantly worse outcomes than those who are isolated or have no relationships.

While 86.7% of people report that they had someone to rely on in times of stress, such as a family member, spouse or friend, they are becoming a society that feels lonelier than they ever have before. This has been reflected in the changing nature of societies.

How people interact and form relationships has changed considerably over the past decade. The evolving family structure, development and reliance on online technologies, longer working hours, and changes in how they define community mean that who they connect with and how they connect may never be the same again.

Recognising the importance of good relationships and defining new ways of developing and maintaining strong social connections are integral to a nation's wellbeing.

The relationships people form as children and young people are predictors of their future mental health and wellbeing. They remain important throughout their life. In terms of physical health, the quality of their relationships is as critical as not smoking and is more important than eating well or exercising.

For people's mental health, having few close relationships has been linked to higher rate of depression and stress. However, as they get older, relationships often get forgotten as life gets busier with work and commitments.

People need a sea change in thinking. Instinctively, they recognise that relationships are important. However, for many people, their approach to building and maintaining relationships is passive – it is something they do subconsciously and without deliberate effort. They often overlook that it requires an investment of time to maintain good relationships.

In parallel, when it comes to keeping physically well, they recognise that exercise and eating well require commitment and dedication – until good habits become second nature. One needs to adopt a similar approach to building and maintaining good relationships.

The organisation Mental Health Foundation believes people urgently need a greater focus on the quality of their relationships. They need to understand just how fundamental relationships are to their health and wellbeing. One cannot flourish as individuals and communities without quality relationship.

In fact, they are as vital as better-established lifestyle factors, such as eating well, exercising more and stopping smoking.

People are lobbying national governments, public bodies and employers to promote good relationships and to tackle the barriers to forming them, including mounting pressures on work-life balance and the impact of bullying and unhealthy relationships.

Steps to promoting healthy relationships

1. Give time: put more time aside to connect with friends and family.
2. Be present: it can be tempting for one to check their phone, Facebook messages or even work emails when with family and friends. They should try to be present in the moment and be there for their loved ones, and switch out of work mode whenever possible.
3. Listen: actively listen to what others are saying in a non-judgemental way and concentrate on their needs in that moment.
4. Be listened to: Individuals must share how they feel, their honesty, and allow themselves to be listened to and supported.
5. Recognise unhealthy relationships: being around positive people can make an individual happier; however, their wellbeing can be negatively affected by harmful relationships, leaving them unhappy. Recognising this can help them move forward and find solutions to issues.

It is important that students understand the importance of establishing healthy relationships personally, within their families and the community. With this knowledge they should aim to work on improving relationships that are in despair. Healthy relationship promoted peace for all.

Performance Assessment: Teachers can set assessment activity that will require students to discuss the effects of healthy relationships with;

- their peer
 - family and
 - community health
- and present in class

Suggested Resources

- Centers for Disease Control and Prevention. National Center for Injury Prevention and Control. (2005). *Choose respect community action kit: Helping preteens and teens build healthy relationships*. Retrieved June 3 , 2021, from http://www.aldine.k12.tx.us/cms/file_process/download.cfm?docID=BED9BF514B2EAD0.
- Lyness, D. (2017, February). Teena Health. *Am I in a Healthy relationship?* Retrieved June 3, 2021, from <https://kidshealth.org/en/teens/healthy-relationship.html>.
- Mental Health. (2020). *Relationships in the 21st century: the forgotten foundation of mental health and wellbeing*. Retrieved June 3 , 2021, from <https://www.mentalhealth.org.uk/publications/relationships-21st-century-foundation-mental-health-and-wellbeing>.

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 12.2.8.3: Evaluate citizens' rights to basic health care and whether or not these rights are safeguarded and enforced by governments.

Topic: Citizens' Rights to Basic Health Care

Essential Questions

- Do citizens have rights to basic health care?
- What are the citizens' rights to basic health care?
- Are citizens' rights to basic health care safeguarded and enforced by government in PNG?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Citizens' rights to basic health care
Skills	Critical Thinking Skill - Use analytical skill of researching (investigating) and discussion - Use evaluation skill of evaluating Creative Thinking Skills - Use synthetical skill of discussion
Attitudes	Cooperative, participatory, care and concern
Values	Human rights and responsibilities, common good

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

- Examine citizens' rights to basic health care;
- Assess whether these rights are safeguarded and enforced by governments.

Content Background

What is right to health?

Every person's regardless of age, gender, race, ethnicity or religion have the right to access basic of services like health and education. This is supported by Dr Ghebreyesus (2017), then Director of the World Health Organisation (WHO), "The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition".

The right to health for all people means that everyone should have access to the basic health services they need, when and where they need them, without suffering financial hardship.

No one should get sick and die just because they are poor, or because they cannot access the health services they need (Dr Ghebreyesus.2017).

The key aspects of the right to health;

- The right to health is an inclusive right. They include:
 - Safe drinking water and adequate sanitation;
 - Safe food;
 - Adequate nutrition and housing;
 - Healthy working and environmental conditions;
 - Health-related education and information;
 - Gender equality.
- The right to health contains entitlements. These entitlements include:
 - The right to a system of health protection providing equality of opportunity for everyone to enjoy the highest attainable level of health;
 - The right to prevention, treatment and control of diseases;
 - Access to essential medicines;

The right to health contains freedom for the following:

- Health services, to be provided to all without any discrimination;
- All services, goods and facilities must be available, accessible, acceptable and of good quality.

Therefore, students should show appreciation of the work of those who provide such services. They should also carry out awareness on the rights of those who seek these services. The value of humanitarianism should be the focus of health workers and health service providers.

Performance Assessment: Teachers can set an activity that will require students to carry out awareness on people's right to access basic health services. The students can present their discussions using PPT presentation in class.

Suggested Resources

- Ghebreyesus TA. (2017). *Health is a fundamental human right*. WHO. Switzerland. Retrieved June 3 , 2021, from <https://www.who.int/news-room/commentaries/detail/health-is-a-fundamental-human-right>
- Mental Health Foundation. (2020). *Relationships in the 21st century: the forgotten foundation of mental health and wellbeing*. Retrieved June 3 , 2021, from <https://www.mentalhealth.org.uk/publications/relationships-21st-century-forgotten-foundation-mental-health-and-wellbeing>.
- Office of the United Nations High Commissioner for Human Rights. (2008). *The Right to Health: Fact Sheet No. 31*. Retrieved June 3, 2021, from <https://www.refworld.org/docid/48625a742.html>.

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 from 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 2: 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 12.2.1.1: Analyse behaviour(s) in romantic relationships that enhance dignity, respect and responsibility. *(Note: Originally BM 12.2.1.2 now moved up)*

Topic: Taking responsibility in romantic relationship

Lesson Topic: Romantic relationships

Grade: 12

Length of Lesson: 40 minutes

This lesson topic was derived from the first learning objective

Essential Knowledge, skills, values and attitudes

Knowledge:

- Romantic relationships

The content to be covered in this lesson

Skill(s): Critical thinking skills: Use analysis skill of analysing

Attitudes: Appreciate your partner

Values: Love for humanity that is partner

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;

- Define the term romantic
- Explain what romantic relationship is
- Discuss how people get into romantic relationship

From one Learning Objective, a number of specific lesson objectives can be written.

Essential Questions:

- What is romantic?
- What is a romantic relationship?
- How can a romantic relationship be developed?

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 (actual, cartoon etc...) of a young couple being in love and ask questions in in with the picture. <u>Question</u> ➤ How old do think they are? ➤ What feelings do they show? ➤ Why do they have these feelings they are showing for each other? - Introduce lesson to the students. People fall in love because they trust and respect the relationship they have with their partners. They further this relationship by getting intimate and get married or live together and create their own families. They know they are committed to each other in times whether good or bad as they are there for each other.	- Listen and answer accordingly. <i>Possible answers:</i> - <i>Probably early twenties/ early thirties/ forties/fifties/ sixties etc.</i> - <i>They are in love/care for each other/respect one and other.</i> - <i>Because they understand each other. When one partner talks the other is listening. They sympathize and empathize with each other.</i> - Copy lesson topic into exercise books.
Body (30 minutes)	
Modelling Show a short slide if you have the technology otherwise show pictures or photographs of a loving couple. - Task students to briefly discuss the picture. This should take less than 2 minutes.	- Listen and do accordingly. <i>Possible answers:</i> <i>The picture is showing a couple who are deeply in love.</i>
Guided Practise - On placards paste various titles of articles on the board showing issues that promote good characters (behaviours) and those that promote bad characters (behaviours). - Ask a student to choose a title each about the issues that promote good characters (behaviours) and the other to choose a title about issues that promote bad characters (behaviours). They talk for about a minute on how this situation can likely impact their behaviour in the future.	Listen and answer accordingly. Possible answers: - <i>Issues promoting good character: In practising this behaviour it will teach me how to show care and concern for people and solve their problems so everyone lives in peace and harmony.</i> - <i>Issues promoting bad characters: In practising this kind of behaviour I will face a lot of problems with my life, I may steal to feed my</i>

	<i>family because I don't know how to budget money or because I spent all of it gambling, drinking too much of alcohol, smoking cigarettes and chew betelnut. The problem I face will have more compounding problems for me.</i>
Independent Practice - Distribute handouts or readings on romantic relationships. - Ask students to do the set activities written on the board. They discuss in pairs to answer questions. 1. Define romantic relationships. 2. What is the role of both partners in a romantic relationship? 3. How does romantic relationship lead to real love? - 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.	- Receive handouts and work according to the given instructions. <i>Possible answers to the activities:</i> 1. <i>Romantic Relations: Refer to two people involved in an intimate relationship</i> 2. <i>Both must respect and care for each other.</i> 3. <i>When both partners continue to work together by listening to each other and learning to trust each other.</i>
Conclusion (5 in minutes)	
- Ask students if they have learnt something new in this lesson. - During assemblies students get to talk about the importance of relationships.	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:

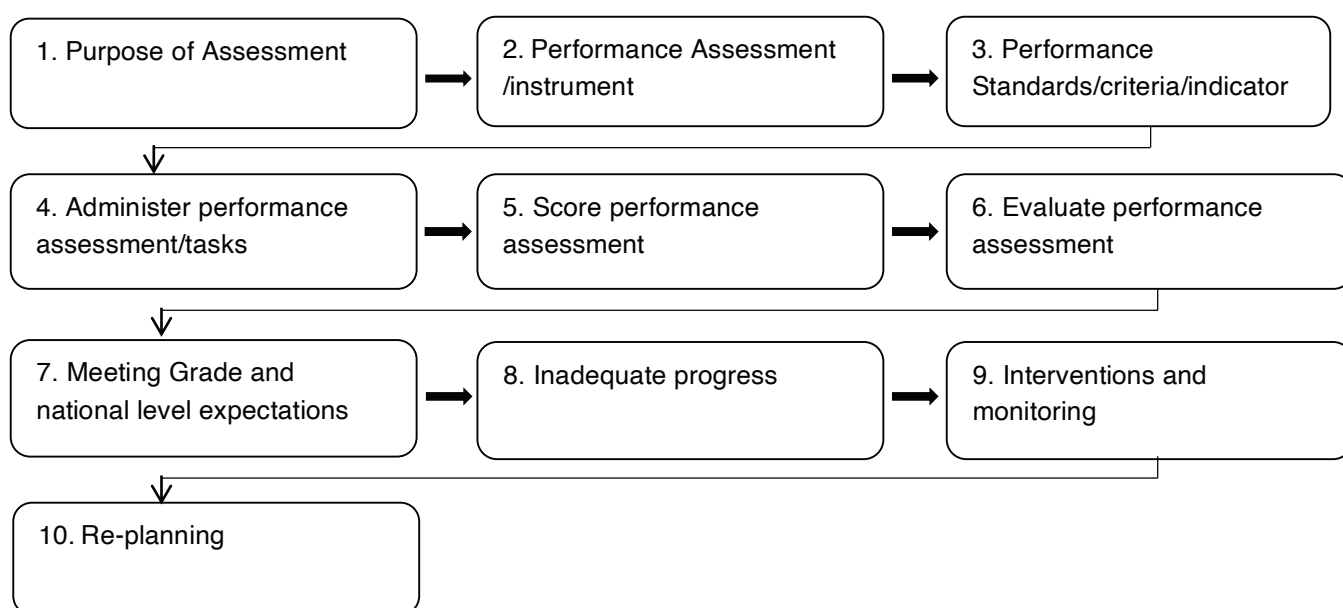
- measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of 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.

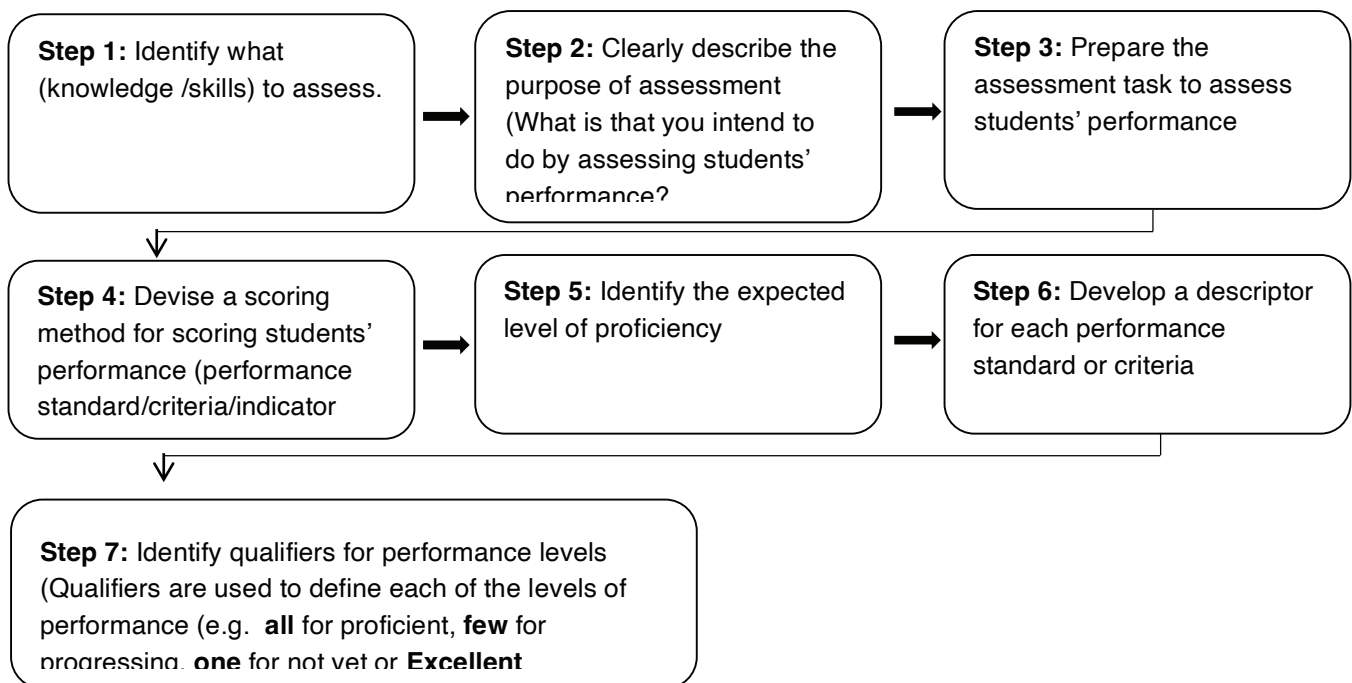
Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

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.

Sample

Strand 2: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 12.2.1.1: Analyse the behaviour(s) in romantic relationships that enhance dignity, respect and responsibility.

Topic: Taking responsibility in romantic relationship

Lesson Topic: Behaviour(s) that enhances dignity and respect in aromatic relationship

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

- Analyse the behaviour that enhances dignity and respect in aromatic relationship.

What is the assessment?

Appreciation and demonstration of dignity and respect in a romantic relationship

Assessment Task

The students will observe for a week how their parents or other married couples demonstrate dignity and respect in their romantic relationship. They then write a report in which they state their views and what they can do on the status of the relationship.

What is the purpose of this assessment?

For students to develop and understand romantic relationship and demonstrate dignity and respect in that kind of relationship in the future.

Assessment Scoring- Rating

Class: _____ **Date:** _____

Name of student: _____

Instruction: Observe for a week how your parents or other couples show dignity and respect in their relationship through the following; Saying they love their partner, showing affection, showing appreciation, being there for their partner, giving and making lone time available.

Performance criteria/standard	Always (4)	Usually (3)	Sometimes (2)	Never (1)
Monday				
Tuesday				

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.

Sample

Strand 2: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 12.2.1.2: Analyse roles of responsibilities relating to marriage and responsibilities relating to marriage. *(Originally BM 12.2.1.1 moved to 12.2.1.2)*

Topic: Roles, responsibilities and legal rights relating to marriage relationship

Lesson Topic: Roles and responsibilities in a marriage relationship

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

- Analyse the roles and responsibilities in a marriage relationship.

Purpose of this assessment

The purpose of this assessment is to measure student's achievement of the benchmark, which is for students to use analysis skills analysing the roles and responsibilities in a marriage relationship.

Expected level of proficiency

- Analyse roles of responsibilities relating to marriage

Performance Task

Students will view a documentary or observe marriage ceremony (if none of this is available refers to readings).

Assessment Strategy

A assignment: Students are to do the following;

1. Write a report answering the following questions;
 - (a) Where did the ceremony take place?
 - (b) Who attended the ceremony? Why was it important for those people to attend?
 - (c) If you were the bride or groom, how would you have felt?
 - (d) What is your view of this marriage ceremony?
2. Your report must be about 4 to 5 paragraphs.
3. It must have a title.
4. It 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 holistic rubrics and the analytical 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.

Name: _____ Grade: _____ Class: _____ Date: _____					
Performance standards/Criteria	Advance	Proficient	Progressing	Not Yet	Score
The report of the marriage ceremony (15 marks)	Explicitly explained	Few details missing but good explanation	Some details missing	Not explained well	____/15
	15	11 - 14	6 - 10	0 - 5	
View of the marriage (10 marks)	Logical expression of view about marriage	A good expression of view about marriage	Fair expression of view about marriage	Expression of view has little or no connection to the topic	____/10
	10	7-9	4-6	0-3	
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					____ /30Marks

Holistic Rubric

The holistic rubrics are used to assess students overall achievement on an activity or item based on predefined achievement levels.

Given is a sample of the holistic rubrics.

Score			Criteria
___/30Marks	%	Grade	
26-30	71-100%	A	The report shows detailed observation of the marriage ceremony with clear and logical views about marriage. Exceptional and strong title. Work shows originality.
16-25	51 - 70%	B	The report shows observation of the marriage ceremony however some explanation missing few important aspects of views on marriage. Appropriate title and clear work though.
6-15	11 - 50%	C	The report shows some understanding of the observation of the marriage ceremony. Views expressed are not clear with weak headings, weak connections in the explanation
0-5	1 – 10%	D	The report shows lack or no observation at all. Expression of view lacks connectivity.

The score is out of 30 marks (points), if the child scores 26 this means the grade awarded will be within the range of 80-100%. To be precise the percentage rating would be calculated as;
 $26/30 \times 100 = 86\%$. The grading would be an A [Say A (-)].

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: Values and Character Development

Unit 1: Values and Character Formation

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 12.2.1.2: Analyse roles of responsibilities relating to marriage and responsibilities relating to marriage. *(Originally BM 12.2.1.1 moved to 12.2.1.2)*

Topic: Roles, responsibilities and legal rights relating to marriage relationship

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

- Analyse the roles and responsibilities in a marriage relationship.

Purpose of this assessment

The purpose of this assessment is to measure student's achievement of the benchmark, which is for students to use analysis skills of analysing the roles and responsibilities in a marriage relationship.

Expected level of proficiency

- Analyse roles of responsibilities relating to marriage

Performance Task

A marriage councillor will be invited to the school to talk about marriage issues.

Assessment Strategy

An assignment: Teacher must write a request letter for a marriage counsellor/pastor to give talk to students about marriage. The students will do the following;

1. Write a report answering the following questions;
 - (e) What is marriage?
 - (f) Why is marriage important?
 - (g) Compare the rate of marital problems here in PNG and the world and find out its causes and effects.
 - (h) If you ever get married and suppose your marriage is facing problems how would you approach it?
2. Your report must be about 4 to 5 paragraphs.
3. It must be have a title.
4. It must neat.

Analytical Rubrics

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					Score
	Advance	Proficient	Progressing	Not Yet	
What marriage is (5 marks)	Explicitly explained	Few details missing but good explanation	Some details missing and explanations given	Not explained well	___/5
	5	3 - 4	1 - 2	0 - 1	
Importance of marriage (10 marks)	Very well explained	A good explanation	Fairly explained	Explanations has little or no connection to the topic	___/10
	10	7 - 9	4 - 6	0 - 3	
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	3 - 4	1 - 2	0 - 1	
TOTAL					___/15Marks

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	16
	TWO	2.Responsible Decision-making	11
		3.Problem-solving an conflict management	15
			42
2.SOCIAL DEVELOPMENT	THREE	1. Health and well being	18
	FOUR	2. Health Decision-making	8
		3. Interpersonal Relationships and health	6
			32

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>12</u>				Term: <u>01</u>
Strands	Units	Weeks	Topic (Benchmarks)	Assessment
1. Values and character Development	Values and Character Formation	1	12.1.1.1: Core Values underlying PNG's Relationship: Different Ethnic Groupings 12.1.1.2: Core Values that Affect Relationships between People with different Political Beliefs (Democratic and Non-Democratic) 12.1.1.3: Violation of Core Regional Values and Consequences 12.1.1.4: Challenges and Benefits of Merging different Core Values	Formative: Diagnostic test using checklist. (Use your discretion)
		2	12.1.2.1: Regional and Global Relationship Values 12.1.2.2: Human Rights Values 12.1.2.3: Protecting and Promoting Core Values as Global Citizens 12.1.2.4: Papua New Guinea's Regional and International Relations	Authentic Assessment: Develop rubrics for this assessment task for students to develop advocate on Human Rights. (Use your discretion)
		3	12.1.3.1: PNG's Bilateral and Multilateral Relationships 12.1.3.2: Developing and Fostering Healthy and Caring Relationships Globally 12.1.3.3: Papua New Guinea's Caring Relationship and Attitude 12.1.3.4: Cases of Uncaring and Hurtful Relationships between Countries, Groups and Entities	Summative: Conduct a Test for CS 10.1.1,10.1.2 and 10.1.3 (Use your discretion)
		4	12.1.4.1: Importance of Mutual Respect and Interdependence for a Safe and Supportive Global Culture 12.1.4.2: Roles of Humanity Values to foster Mutual Respect and Interdependence Globally	Formative: Develop rubrics for the Oral presentation (5 minutes speech for great leaders). (Use your discretion)
		5	12.1.4.3: Roles of Humanity Values in fostering a Safe and Supportive Global Culture through Promotion of National Culture 12.1.4.4: Examples of Global Culture: Good Friday and Easter Sunday	

		6	12.1.5.1: Lessons Learnt from Experiences and Mistakes Influencing Decision-making 12.1.5.2: Achieving Common Goals through Responsible Decision-making 12.1.5.3: How Citizens apply Standards of Behaviour in Decision-making 12.1.5.4: Safe and Unsafe Decision-making Situations 12.1.5.5: Evidences, Arguments, Claims and Beliefs used as the Basis for Decisions and Actions	
		7	12.1.6.1: Planning for Community Projects 12.1.6.2: Identifying Possible Obstacles in Community Projects 12.1.6.3: Prioritising Community Schedules 12.1.6.4: Advocating for Community Needs	<u>Authentic:</u> Develop rubrics for this assessment task which is for students to create posters and make awareness of healthy relationships. (Use your discretion)
		8		<u>Summative:</u> Conduct a Test (Use your discretion)
		9		
		10		<u>Summative:</u> 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.

References

- Accord. (2021). *What makes a good marriage?* Retrieved May 24, 2021, from <https://www.accord.ie/resources/articles/what-makes-a-good-marriage-relationship>.
- Acharya, A. (2014). *Global International Relations (IR) and Regional Worlds A New Agenda for International Studies*. *International studies quarterly*, 58(4), 647-659.
- Act Now PNG. (n.d). *PNG's ongoing human rights scandal*. Retrieved July 7, 2020, from <https://actnowpng.org/>.
- Afework,B., Hanania, J., Stenhouse, K., Suarez & Donev, J. (2021, October 18). *Nuclear power plants*. Retrieved May 26, 2021, from https://energyeducation.ca/encyclopedia/Nuclear_power_plant.
- Afifi, W. A., & Metts, S. (1998). *Characteristics and consequences of expectation violations in close relationships*. *Journal of Social and Personal Relationships*. 15(3).365-392.
- Akerlof, G., & Yellen, J. L. (1994). *Gang behavior, law enforcement, and community values*. (pp. 173-209). Washington, DC: Canadian Institute for Advanced Research.
- Alpen, E.A. (1998). *Radiation Biosphere, 2nd ed*. Retrieved May 26, 2021, from <https://www.sciencedirect.com/topics/biochemistry-genetics-and-molecular-biology/radioactivity>.
- 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.
- Astro.Org. (2021). *Public health emergency*. Retrieved June 3, 2021, from <https://www.astho.org/Programs/Preparedness/Public-Health-Emergency-Law/Public-Health-and-Schools-Toolkit/Public-Health-Access-to-Student-Health-Data/>.
- Banerjee, S. B. (2001). *Corporate citizenship and indigenous stakeholders: exploring a new dynamic of organisational–stakeholder relationships*. *Journal of Corporate Citizenship*, (1), 39-5.
- Banerjee, B., & Campus, C. W. (n.d). *Developing a Sustainable Forestry Enterprise with Indigenous Stakeholders: Opportunities, Challenges and Governance Issues*.
- Banks, G. (2006). *Mining, social change and corporate social responsibility: drawing lines in the Papua New Guinea Mud*. In: Firth. S. (Ed.). *Globalisation. Governance and the Pacific Islands*. ANU E Press: Canberra. pp. 259–274. Available online at: http://epress.anu.edu.au/ssgm/global_gov/pdf/ch13.pdf.
- Bite size. (2020). *Globalization*. Retrieved April 20, 2020, from <https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1>.
- 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>.
- Bradway, J. S. (1993). *Moral Turpitude as the Criterion of Offenses that Justify Disbarment*. *California Law Review*. 9-27.
- Brian C. Rathbun & Joshua D. Kertzer. (2016). *Taking Foreign Policy Personally: Personal Values and Foreign Policy Attitudes*. *International Studies Quarterly*. Retrieved April 16, 2021, from https://people.fas.harvard.edu/~jkertzer/Research_files/Schwartz_ISQ.pdf.
- Britannica. (2021). *International Relations*. Retrieved July 17, 2020, from <https://www.britannica.com/topic/international-relations>.

- Brooker, P. (2013). *Non-democratic regimes*. Macmillan International Higher Education.
- Bueno de Mesquita, B. and Lalman, D. (1992). *War and Reason*. New Haven: Yale University Press.
- Burgoon, J. K., & Walther, J. B. (1990). *Nonverbal expectancies and the evaluative consequences of violations*. *Human Communication Research*. 17(2). 232-265.
- Canadainternational.gc.ca. (n.d). *PNG Relations*. Retrieved July 17, 2020, from <https://www.canadainternational.gc.ca/>.
- Carlifornia Department of Education. (2020). *Special Populations*. California, US. Retrieved May 27, 2021, <https://www.cde.ca.gov/ci/ct/pk/pops.asp>.
- Centers for Disease Control and Prevention. (2021, July 22). *Health Promotion Materials*. Retrieved May 25, 2021, from <https://www.cdc.gov/ncbddd/cp/facts.html> on 25th May 2021.
- Centers for Disease Control and Prevention. (2021, July 22). *Water, Sanitation & Environmentally-related Hygiene*. Retrieved May 25, 2021, from <https://www.cdc.gov/healthywater/hygiene/index.html>.
- Centers for Disease Control and Prevention. (2020, November). *Family Health History: The Basics*. Retrieved May 27, 2021, from https://www.cdc.gov/genomics/famhistory/famhist_basics.htm.
- Centers for Disease Control and Prevention. (2020). *What is Cerebral Palsy?* Retrieved May 25, 2021, from <https://www.cdc.gov/ncbddd/cp/facts.html> on 25th May 2021.
- Centers for Disease Control and Prevention. (2011, February 24). *Health Marketing Basics*. Retrieved May 26, 2021, from <https://www.cdc.gov/healthcommunication/toolstemplates/Basics.html>.
- Collins Dictionary. (2020). *Humanitarian cause*. Retrieved April 20, 2020, from <https://www.collinsdictionary.com/dictionary/english/humanitarian-cause>.
- Commonwealth Network. (2020). *Talk Find National NGO expertise in Papua New Guinea*. Retrieved April 20, 2020, from <http://www.commonwealthofnations.org/sectors>.
- Counseling directory. (2016, February 15). *Cross-cultural relationships*. Retrieved May 25, 2021, from <https://www.counselling-directory.org.uk/memberarticles/cross-cultural-relationship>.
- Dalton, R. J., & Ong, N. N. T. (2005). *Authority orientations and democratic attitudes: A test of the 'Asian values' hypothesis*. *Japanese journal of political science*, 6(2), 211-231.
- Davis T. (2019). *What is generosity?* Sussex: UK. Retrieved April 27, 2020, from <https://www.psychologytoday.com/us/blog/click-here->.
- Department of Health and Education. (2009). *Health Promoting Schools Course- Student Teacher Course Book*. 1Ed. Department of Education. PNG.
- Dixon, W.J. (1993). *Democracy and the Management of international Conflict*. *Journal of Conflict Resolution* 37:42-68.
- Ellis E. (2020). *5 ways to help kids develop healthy habits*. Retrieved June 3, 2021, from <https://www.eatright.org/health/wellness/healthy-habits/5-ways-to-help-kids-develop-healthy-habits>.
- Engert, O., Kaetzler, B., Kordestani, K & McLean, A. (2019, March). *Organisational culture in Citizenship Count*. (2020). *Core Values*. Retrieved July 17, 2020, from <https://www.citizenscount.org/core-values>.
- Equality Human Rights. (2020). *What are human rights?* Retrieved July 7, 2020, from <https://www.equalityhumanrights.com/> hrw.org (n.d). *Promoting Human Rights Values in PNG*. Retrieved July 7, 2020, from <https://www.hrw.org/world-report/2017/>.
- Erkutlu, H., & Chafra, J. (2013). *Effects of trust and psychological contract violation on authentic leadership and organizational deviance*. *Management Research Review*. 36(9). 828-848.
- etr.org. (2020). *Prevent tobacco*. Retrieved May 25, 2021, from www.etr.org/store/prevent-tobacco.

- Falomir-Pichastor, J. M., Staerklé, C., Depuiset, M. A., & Butera, F. (2007). Perceived legitimacy of collective punishment as a function of democratic versus non-democratic group structure. *Group Processes & Intergroup Relations*, 10(4), 565-579.
- Finch, N. (2012). *Corporate social responsibility and sustainability reporting*. In *Best Practices in Management Accounting*. (pp. 91-100). Palgrave Macmillan: London.
- Gilberthorpe, E., & Banks, G. (2012). *Development on whose terms? CSR discourse and note noted social realities in Papua New Guinea's extractive industries sector*. *Resources Policy*.37 (2). 185-193.
- Gilberthorpe, E. (2009b). *Development and Industry: A Papua New Guinea Case Study*. CSAC: Canterbury.
- Gilberthorpe, E. (2009a). *Pathways to development: identity, landscape and industry in Papua New Guinea*. In: Heckler, S. (Ed.). *Landscape, Power and Process: Reevaluating Traditional Environmental Knowledge*, Berghahn: New York, pp. 202–231.
- Gilberthorpe, E. (2007). *Fasu solidarity: a case study of Kin Networks, land tenure and oil extraction in Kutubu, Papua New Guinea*. *American Anthropologist* 109 (1). 101–112.
- Gilberthorpe, E., & Sillitoe, P. (2009). *The construction of social capital in the current economic crisis: lessons from Papua New Guinea*. *Anthropology News* 50 (7), 4–5.
- Google. (2020). *Human Rights in PNG*. (n.d). Retrieved July 7, 2020, from <https://www.google.com/on>.
- Google. (2020). *World Environment Day in PNG*. Retrieved July 7, 2020, from <https://www.google.com/search>.
- Hall Health Center Health Promotion staff. (2014). *Healthy vs. Unhealthy Relationships*. Retrieved April 20, 2020, from <http://depts.washington.edu/hhpcweb/health-resource/healthy-vs-unhealthy-relationships/>
- Harris, J., & Holm, S. (2003). *Should we presume moral turpitude in our children? –Small children and consent to medical research*. *Theoretical medicine and bioethics*. 24(2). 121-129.
- Health line. (n.d). *Personal Hygiene*. Retrieved May 25, 2021, from www.healthline.com/health/personal-hygiene.
- Health line. (2019, December 19). *What Makes a Relationship Healthy?* Retrieved May 24, 2021, from <https://www.healthline.com/health/healthy-relationship>.
- History. (2020). *Christianity*. Retrieved April 27, 2020, from <https://www.history.com/topics/religion/history-of-christianity>.
- Igi-global. (2020). *Multicultural education student learning style*. Retrieved April 27, 2020, from <https://www.igi-global.com/dictionary/multicultural-education-student-learning-style/12218>.
- Ismail, M., & Lu, H. S. (2014). *Cultural values and career goals of the millennial generation: An integrated conceptual framework*. *Journal of International Management Studies*. 9(1). 38-49.
- Lacey, N. (1994). *State punishment: political principles and community values*. Psychology Press.
- Landers, L. (2018, September 5). *5 strategies for Successful Health and Wellness Marketing*. Retrieved May 26, 2021, from <https://www.business2community.com/health-wellness/5-strategies-for-successful-health-and-wellness-marketing-02114137>.
- Laursen, E.K. & Birmingham, S.B. (2003, April1). *Caring Relationship as a Protective Factor for At-Risk Youth: An Ethnographic study*. *Families in Society: The Journal of Contemporary Social Services*. Retrieved April 20, 2020, from <https://journals.sagepub.com/doi/abs/10.1606/1044-3894.101>.
- Law Library Guides. (1990). *Papua New Guinea Law*. http://en.m.wikipedia.org/wiki/Papua_New_Guinea_Law. Retrieved May 25, 2021, from <https://unimelb.libguides.com/png>.
- Lawyers.com. (2015, April 19). *Rights and Responsibilities of a Married Person*. Retrieved May 24, 2021, from <https://www.lawyers.com/legal-info/family-law/matrimonial-law/rights-and-responsibilities-of-a-married-person.html>.

- 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.
- Lonczak S H. (2020). *20 reasons why compassion is so important in psychology*.
- Loop PNG. (2020). *Over 250 frozen food supplies for organisations*. Trade Medic Inc. Port Moresby .PNG. Retrieved April 20, 2020, from <https://www.looppng.com/community/over-250-frozen-food-supplies-organisations-93678>.
- Loop PNG. (2017). *India Association aids charity organisations*. Trade Medic Inc. Port Moresby PNG. Retrieved April 20, 2020, from <https://www.looppng.com/community/over-250-frozen-food-supplies-organisations-93678>.
- Lowy Institute. (2020). *The future of Papua New Guinea; Old challenges for new leaders*. Retrieved April 17, 2020, from <https://www.lowyinstitute.org/publications/future-papua-new-guinea-old-challenges-new-leaders>.
- Maoz, Z. & Russett, B. (1993). *Normative and Structural Causes of Democratic Peace, 1946-1986*. *The American Political Science Review*, Volume 87, Issue 3 (Sept.. 1993), 624-638). Retrieved April 16, 2021, from <https://web.stanford.edu/class/polisci243b/readings/v0002541.pdf>
- Maoz, Z. & Russett, B. (1992). *Alliance, Wealth, Contiguity and Political Stability: Is the Lack of Conflict between democracies a Statistical Artifact?* *International Interactions* 17:245-67.
- Marriage in a box. (2019, March 8). *Trust And Respect Are The Key To A Healthy Relationship* Retrieved May 24, 2021, from <https://www.marriageinabox.com/blog/trust-and-respect-are-the-key-to-a-healthy-relationship/>.
- McDonald J. (2021, July 8). *How Advanced Medical Technologies Are Changing The Healthcare Landscape*. Retrieved May 26, 2021, from <https://www.forbes.com/sites/theyec/2021/07/08/how-advanced-medical-technologies-are-changing-the-healthcare-landscape/>.
- McKinsey. (2021). *Organizational culture in mergers: Addressing the unseen forces*. Retrieved March 19, 2021, from <https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/organizational-culture-in-mergers-addressing-the-unseen-forces>.
- McLaughlin, L., & Braun, K. (1998). *Asian and Pacific Islander cultural values: Considerations for health care decision-making*. *Health and Social Work*, 23 (2), 116-126.
- Medline Plus. (2021). *Why is it important to know my family health history?* Retrieved May 27, 2021, from [2021, Tersincommunications.com / oliverwyman.com](https://www.tersincommunications.com / oliverwyman.com).
- Morgan, T.C. & Schwebach, V. (1992). *Take two democracies and call me in the morning: A prescription for peace?* *International Interactions* 17:305-20.
- National Institute on Drug Abuse. (2020, January). *What are the physical health consequences of tobacco use?* Retrieved May 25, 2021, from <https://www.drugabuse.gov/publications/research-reports/tobacco-nicotine-e-cigarettes/what-are-physical-health-consequences-tobacco-use>.
- National Institute on Drug Abuse. (2018, May 32). *Cigarette Smoking Increases the Likelihood of Drug Use Relapse*. Retrieved May 25, 2021, from <https://www.drugabuse.gov/news-events/nida-notes/2018/05/cigarette-smoking-increases-likelihood-drug-use-relapse>.
- 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>.
- Nutritional Products International, Inc. (2019, November 25). *5 Common Health Products*. Retrieved May 26, 2021, from <https://nutricompany.com/news/5-common-health-products/>.
- Ohchr. (1979). *Fact Sheet No. 23, Harmful Traditional Practices Affecting the Health of Women and Children. Harmful health practices*. Retrieved May 25, 2021, from <https://www.ohchr.org/documents/publications/factsheet23en.pdf>.

- 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.
- Positive Psychology. (2020). *Why is compassion important?* Maastricht. The Netherlands. Retrieved April 27, 2020, from <https://positivepsychology.com/why-is-compassion-important>.
- Prabhat S. (2011). *Difference between compassion and kindness*. Kallyope Inc: New York. US. Retrieved April 27, 2020, from <http://www.differencebetween.net/language/words-language/difference>
- Pacific Islands Forum Secretariat. (2021). *Human Rights Violation*.
- Ray, J.L. (1992). *Global Politics*. 5th ed. Boston: Houghton Mifflin.
- Raymond, C. M., Bryan, B. A., MacDonald, D. H., Cast, A., Strathearn, S., Grandgirard, A., & Kalivas, T. (2009). *Mapping community values for natural capital and ecosystem services*. Ecological economics. 68(5). 1301-1315.
- Reinhard. Wolf. (n.d). *Respect and international Relations*. Retrieved April 16, 2021, from <https://www.humiliationstudies.org/documents/WolfHawaii09ISARespect.pdf>.
- Relate the relationship people. (2020). *Dealing with an unreliable partner*. Retrieved April 20, 2020, from <https://www.relate.org.uk/relationship-help/help-relationships/arguing-and-conflict/dealing-unreliable-partner>.
- Rummel, R.J (1983). *Libertarianism and International Violence*. *Journal of Conflict Resolution* 27:27-71.
- Rural Health Information Hub. (2011, June). *Defining Health Promotion and Disease Prevention*. Retrieved June 3, 2021, from <https://www.ruralhealthinfo.org/toolkits/health-promotion/1/definition>.
- Russett, B. (1993). *Grasping the Democratic Peace*. Principles for a Post-Cold War. Princeton: Princeton University Press.
- Science direct. (2020). *Explore scientific, technical, and medical research*. Science Direct. Elsevier B.V. Retrieved May 25, 2021, from <https://www.sciencedirect.com/>.
- Segal, J. A., & Cover, A. D. (1989). *Ideological values and the votes of US Supreme Court justices*. American Political Science Review. 83(2). 557-565.
- Simon-Kerr, J. A. (2012). *Moral turpitude*. Utah L. Rev., 1001.
- Simmons, B. (2010). *Treaty compliance and violation*. Annual Review of Political Science. 13. 273-296.
- Smith, P. B., Dugan, S., & Trompenaars, F. (1996). *National culture and the values of organizational employees: A dimensional analysis across 43 nations*. *Journal of cross-cultural psychology*. 27(2). 231-264.
- Snyder, R. (2006). *Beyond electoral authoritarianism: The spectrum of nondemocratic regimes*. *Electoral authoritarianism: The dynamics of unfree competition*. 219-231.
- Srite, M., & Karahanna, E. (2006). *The role of espoused national cultural values in technology acceptance*. MIS quarterly. 679-704.
- Staerklé, C. (2009). *Policy attitudes, ideological values and social representations*. *Social and Personality Psychology Compass*. 3(6). 1096-1112.
- Staerklé, C., Clémence, A., & Doise W. (1998). *Representation of human rights across different national contexts: the role of democratic and non-democratic populations and governments*. European Journal of Social Psychology. 28(2). 207-226.
- Stearns C. (2021). *Special Population*. Retrieved May 26, 2021, from <https://study.com/academy/lesson/special-populations-education-definition-examples-video.html>.
- Stella Star of the Pacific. (2020). *You Can't Touch This*. Retrieved May 25, 2021, from <http://www.stellamag.com/index.php/blog/archive/you-cant-touch-this>.
- Stephenson, J. (2008). *The Cultural Values Model: An integrated approach to values in landscapes*. Landscape and urban planning. 84(2). 127-139.

- Steptoe, A. (2006). *Health behaviour and stress*. In: Fink G (ed.). *Encyclopedia of Stress* (2nd edn). San Diego: Academic Press, 2007; 263–266.
- Study.com. (2020). *Characteristics of Unhealthy Relationships*. Study .com. California. US. Retrieved April 27, 2020, from <https://study.com/academy/lesson/characteristics-of-unhealthy-relationships.html>.
- The Asian Development Bank. (2012, December). *The Impact of Out-of – Pocket EXPENDITURES ON Families and Barriers To Use Of Maternal and Child Health Services in Papua New Guinea*-. Retrieved May 26, 2021, from <https://www.adb.org/sites/default/files/publication/30344/impact-oop-expenditures-mnch-services-png.pdf>.
- The National. (2013, February 18th, Monday). *Morobe to address ethnic clashes*. Retrieved April 27, 2020, from <https://www.thenational.com.pg/category/letters/page/1742/>.
- The National Strength and Conditioning Association. (2021). *What is a Special Population?* Retrieved May 26, 2021, from <https://www.nasca.com/certification/csps/what-is-a-special-population/>.
- The World Bank. (2018). Current health expenditure (% of GDP) - Papua New Guinea. Retrieved May 26, 2021, from <https://data.worldbank.org/indicator/SH.XPD.CHEX.GD.ZS?locations=PG>.
- Time and date. (2020). *Good Friday*. Starvanger, Norwaeigh. Retrieved April 27, 2020, from <https://www.timeanddate.com/holidays/common/good-friday>.
- Trebeck, K. A. (2007). *Tools for the disempowered? Indigenous leverage over mining companies*. Australian Journal of Political Science, 42(4), 541-562.
- Umberson, D., & Montez, J.K. *Social Relationships and Health: A Flashpoint for Health Policy*. Retrieved May 25, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3150158/>.
- UNESCO. (2018). *2. Promotion of traditional medicines and herbal remedies. How to promote traditional medicine*. Retrieved May 25, 2021, from <https://en.unesco.org/creativity/policy-monitoring-platform/2-promotion-traditional-medicines>.
- United Nations. (2020). *Universal Declaration of Human Rights*. Retrieved July 7, 2020, from <https://www.un.org/en/>.
- US. Department Of State. (2019). *U.S. Bilateral Relations Fact Sheets*. Retrieved April 16, 2020, from <https://www.state.gov/u-s-bilateral-relations-fact-sheets/>.
- United States Environmental Protection Agency. (2021). *Radiation Health Effects*. Retrieved May 26, 2021, from <https://www.epa.gov/radiation/radiation-health-effects>.
- University of Illinois Chicago. (2020, July 13). *5 Way Technology is Improving Health*. Retrieved May 26, 2021, from <https://healthinformatics.uic.edu/blog/5-ways-technology-is-improving-health/>.
- University of Rochester. (2021). *Personal and family health concerns*. Retrieved May 27, 2021, <https://www.urmc.rochester.edu/senior-health/common-issues/top-ten.aspx>.
- 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.
- Ward, H., & Fox, T. (2002). *Moving the corporate citizenship agenda to the south*. International Institute for Environment and Development (IIED): London.
- Wayne State University. (2020). *Citizenship*. Retrieved July 17, 2020, from <http://www.clas.wayne.edu/Citizenship/Definition-of-Citizenship>.
- Wetherell, G. A., Brandt, M. J., & Reyna, C. (2013). *Discrimination across the ideological divide: The role of value violations and abstract values in discrimination by liberals and conservatives*. Social Psychological and Personality Science. 4(6). 658-667.
- Wikidiff. (2020). *Compassion vs Generosity-What's the difference?* Wikipedia. New York. US. Retrieved April 27, 2020, from <https://wikidiff.com/compassion/generosity>.
- Wikipedia. (2021). *Harassment*. Wikimedia Foundation, Inc. Retrieved May 25, 2021, from

<https://en.wikipedia.org/wiki/Harassment>.

- Wikipedia. (2021). *Marriage*. Retrieved May 24, 2021, from <https://en.wikipedia.org/wiki/Marriage>.
- Wikipedia. (2021). *Medicinal Plants*. Wikimedia Foundation Inc. US. Retrieved May 25, 2021, from https://en.wikipedia.org/wiki/Medicinal_plants.
- Wikipedia. (2021, September 25). *Nano robotics*. Retrieved May 26, 2021, from <https://en.wikipedia.org/wiki/Nanorobotics>.
- Wikipedia. (2021). *Radiation*. Retrieved May 26, 2021, from <https://en.wikipedia.org/wiki/Radiation>.
- Wikipedia. (2021, October 18). *Technology*. Retrieved May 26, 2021, from <https://en.wikipedia.org/wiki/Technology>.
- Wikipedia. (2021). *Traditional medicine*. Retrieved May 25, 2021, from https://en.wikipedia.org/wiki/Traditional_medicine.
- Wikipedia. (2020). *Cultural Globalisation*. Retrieved April 27, 2020, from https://en.wikipedia.org/wiki/Cultural_globalization.
- a. Wikipedia. (2020). *Easter*. Retrieved April 27, 2020, from <https://en.wikipedia.org/wiki/Easter>.
- Wikipedia. (2020). *Electromagnetic field*. Retrieved May 26, 2021, from https://en.wikipedia.org/wiki/Electromagnetic_field.
- Wikipedia. (2020). *Foreign relations of Papua New Guinea*. Retrieved April 16, 2020, from https://en.wikipedia.org/wiki/Foreign_relations_of_Papua_New_GuineaInternationalCoopera.
- Wikipedia. (2020). *Human Body*. Retrieved May 25, 2021, from https://en.wikipedia.org/wiki/Human_body#Physiology.
- Wikipedia. (2020). *Non-governmental Organisation*. Retrieved July 17, 2020, from https://en.wikipedia.org/wiki/Non-governmental_organization.
- Wikipedia. (2021). *Romance*. Retrieved May 24, 2021, from [https://en.wikipedia.org/wiki/Romance_\(love\)](https://en.wikipedia.org/wiki/Romance_(love)).
- Wikipedia. (2020). *Talk: Foreign relations of Papua New Guinea*. Retrieved April 20, 2020, from https://en.wikipedia.org/wiki/Foreign_relations_of_Papua_New_Guinea/.
- Women's Legal Services. (2013, June). *Caring relationships*. Retrieved April 20, 2020, from <https://womenslegaltas.org.au/wordy/wp-content/uploads/2016/09/Caring-Relationships.pdf>.
- World Bank. (2018). *Delivering better value from health spending in PNG. Port Moresby. PNG*. Retrieved May 26, 2021, from [www.worldbank.org>news>press- release>2018/02/07](http://www.worldbank.org/news/press-release/2018/02/07).
- World Health Organization. (2020). *Traditional Medicines*. Retrieved May 25, 2021, from <http://www.who.int/medicines/areas/traditional/en/>.
- World Health Organisation. (2019). *Medicinal plants in Papua New Guinea: information on 126 commonly used medicinal plants in Papua New Guinea*. Retrieved May 25, 2021, from <https://apps.who.int/iris/handle/10665/206954>.
- World Health Organization. (2016). *Radiation: Electromagnetic fields*. WHO. Geneva, Switzerland. Retrieved May 26, 2021, from <https://www.who.int/news-room/q-a-detail/radiat>.
- 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-an>
- 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/).
- 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-expectn->
- 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.

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

'FREE ISSUE - NOT FOR SALE'