

Character and Social Development

Junior High

Grade 9

Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

**'FREE ISSUE
NOT FOR SALE'**

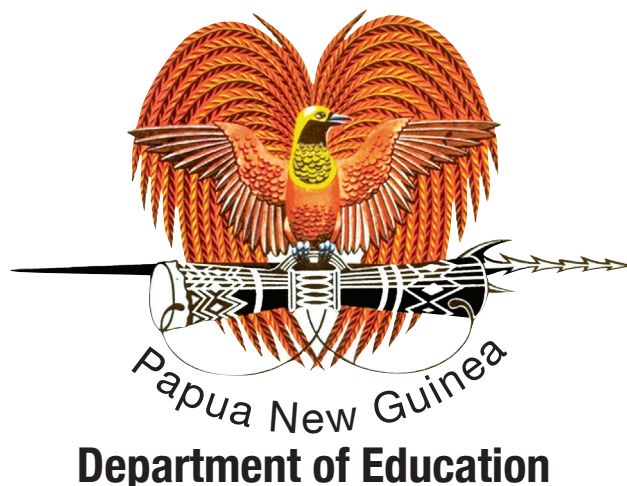
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Issued free to schools by the Department of Education

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Acronyms

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

Secretary's Message

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

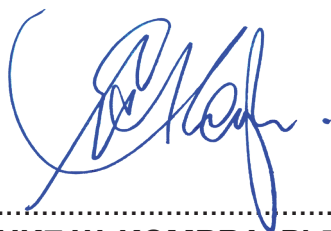
The Character and Social Development Teacher Guide for Grade 9 is written to complement the implementation of the Junior High School syllabus in compliance to the government's directive for the revision of the curriculum to be based on Standards Based Approaches. The Standards Based Approach to curriculum development focuses on defining the purpose and the reasons for teaching and the content to be learnt in relation to the national standards set by the national education systems or organisations. In this context, the content standards are outlined in the syllabus with the benchmarks and performance standards.

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

Character and Social Development is a significant curriculum framework for teaching children and enabling them to progressively develop proficiency on work related values and principles, and decision-making, problem-solving, conflict management, relationship, and health knowledge, skills, values, and attitudes. Grade 9 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 9.

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 9 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 the 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 inculcation 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 and 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 9 Character and Social Development comprises of grade 9 syllabus and grade 9 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

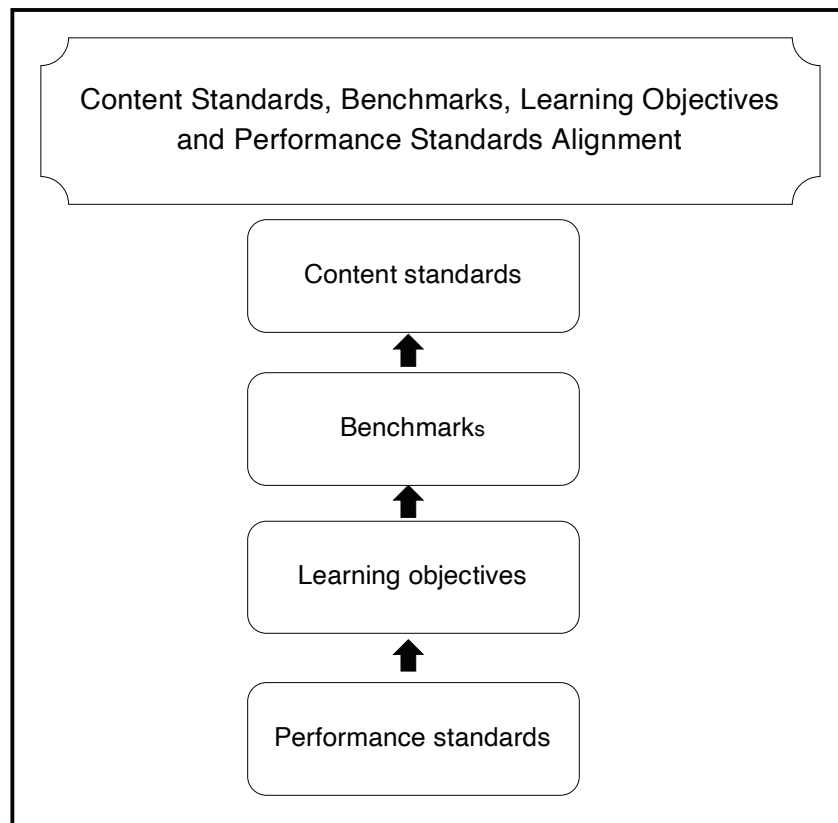
The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what 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 9 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.

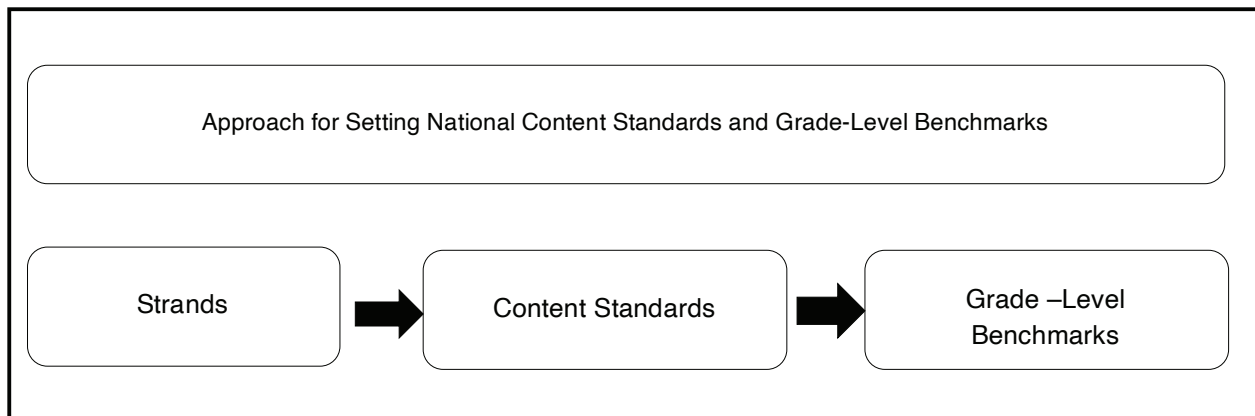
Content standards describe what (content - knowledge, skills, values, and attitudes) all students are expected to know and do (how well students must learn and apply what is set out in the content standards) at each grade-level before proceeding to the next grade. These standards are set at the national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

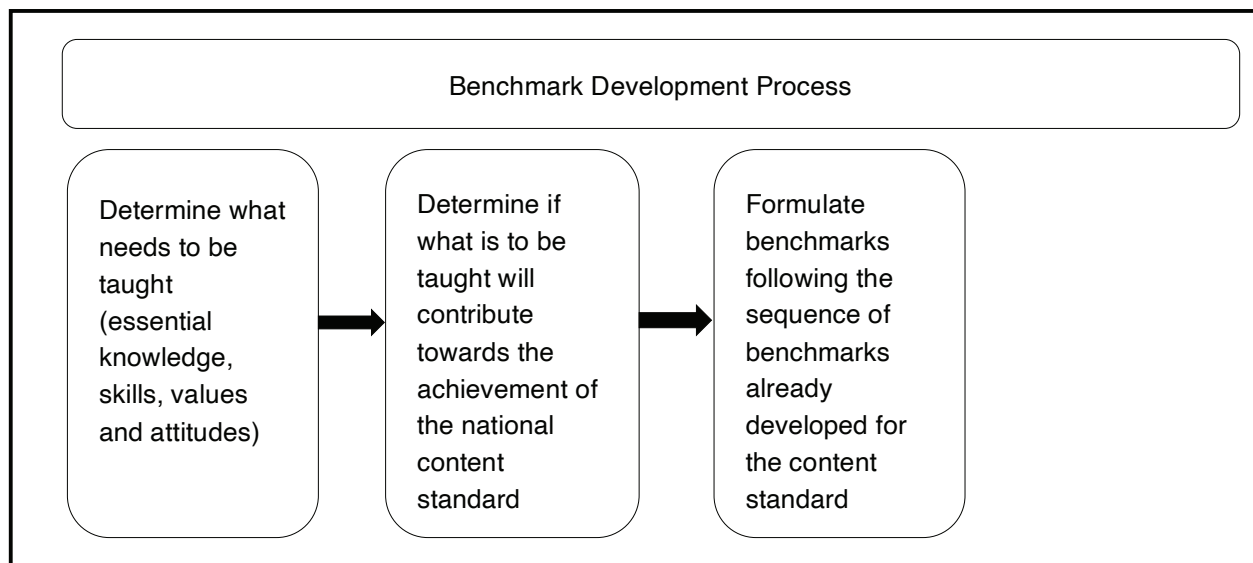
- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate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

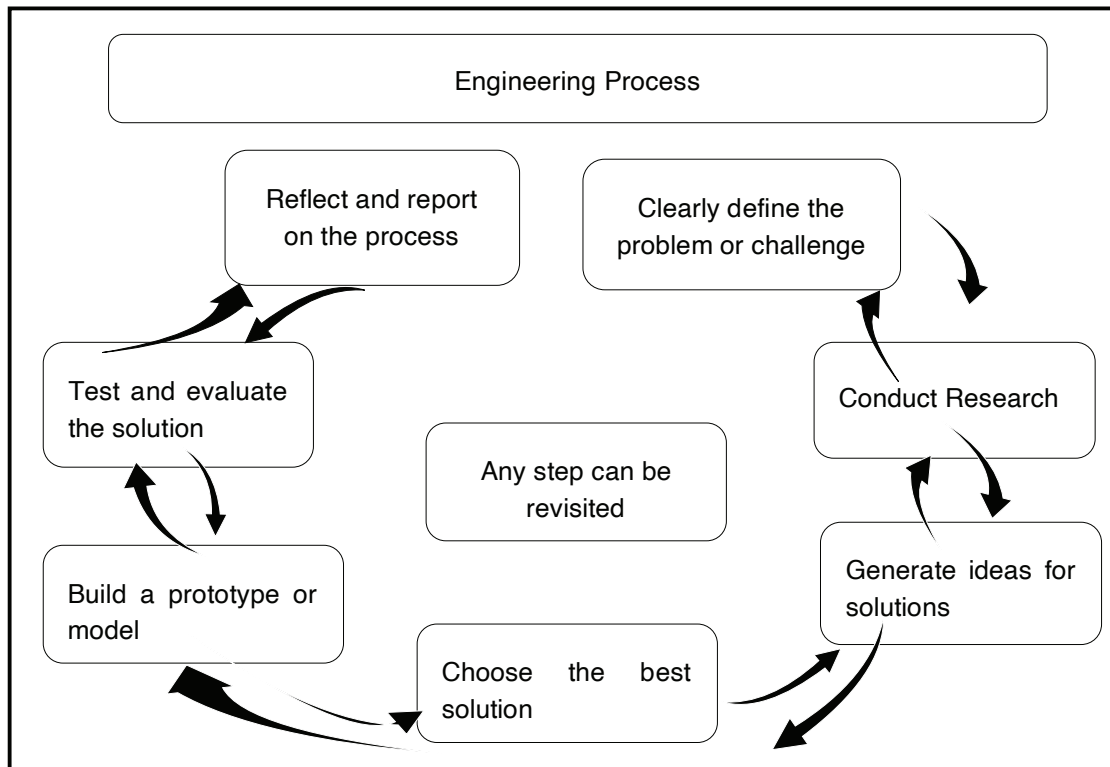
The trial and error method involve trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

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.

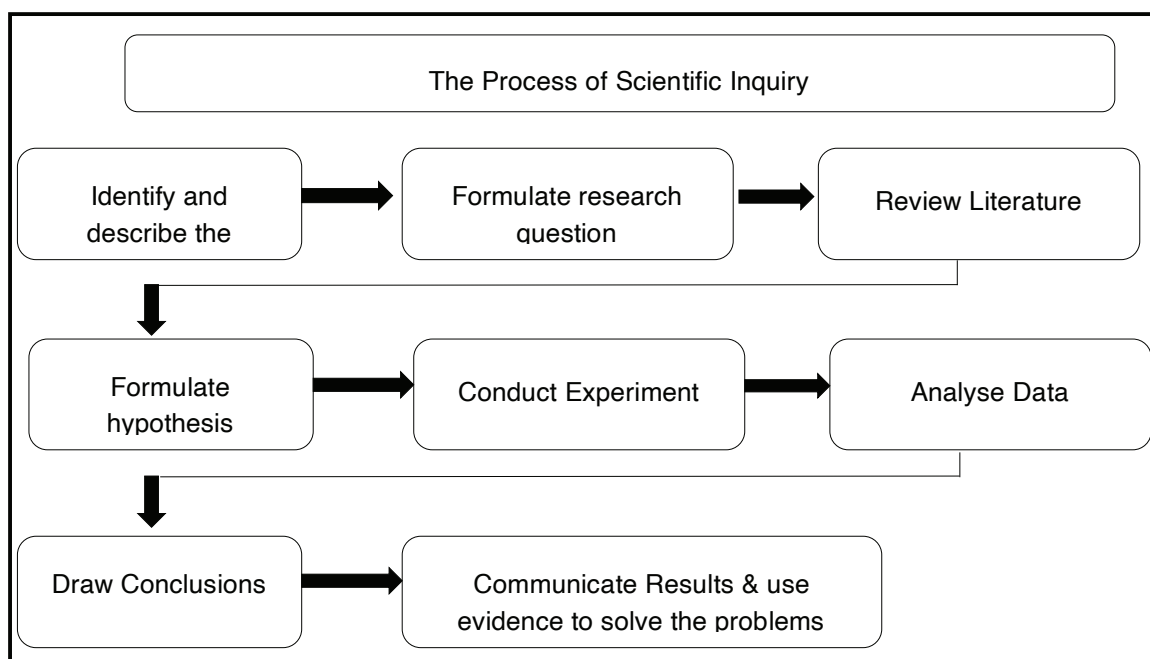


The Scientific Method and Approach to Problem-Solving

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.

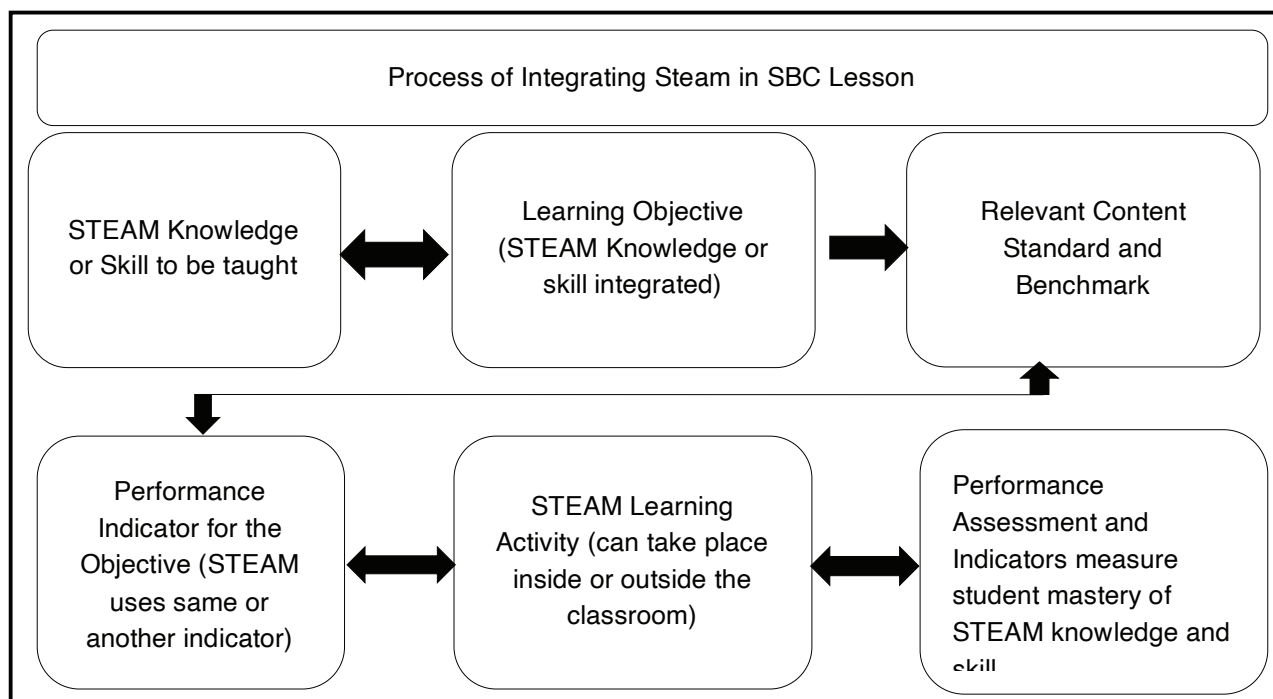
Integration of STEAM problem-solving skills into standards-based lesson plans

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 9 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 9 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

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



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

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

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

STEAM Teaching Strategies

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

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

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

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

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

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

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

STEAM Learning Strategies

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

STEAM-Based Assessment

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

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

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

Effective STEAM-Based Assessment strategies

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

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

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

1. Rubrics

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

2. Performance-Based Assessments

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

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

3. Portfolio Assessment

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

4. Self-assessment

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

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

5. Peer Assessment

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

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

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

6. Student Response System

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

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

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

Curriculum Integration

What is Curriculum Integration?

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

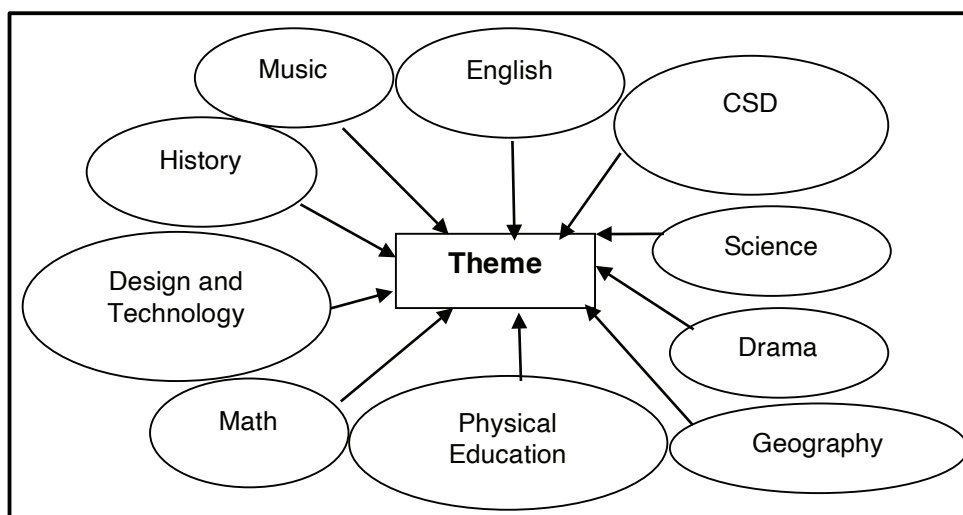
Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration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

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

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

1. Multidisciplinary approach

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

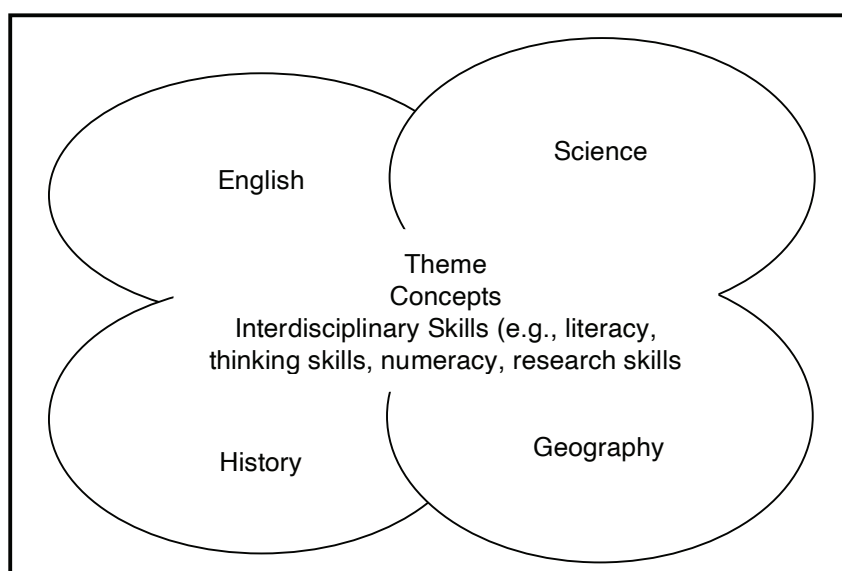


2. Interdisciplinary approach

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

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

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



3. Intra-disciplinary approach

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

4. Trans-disciplinary approach

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

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

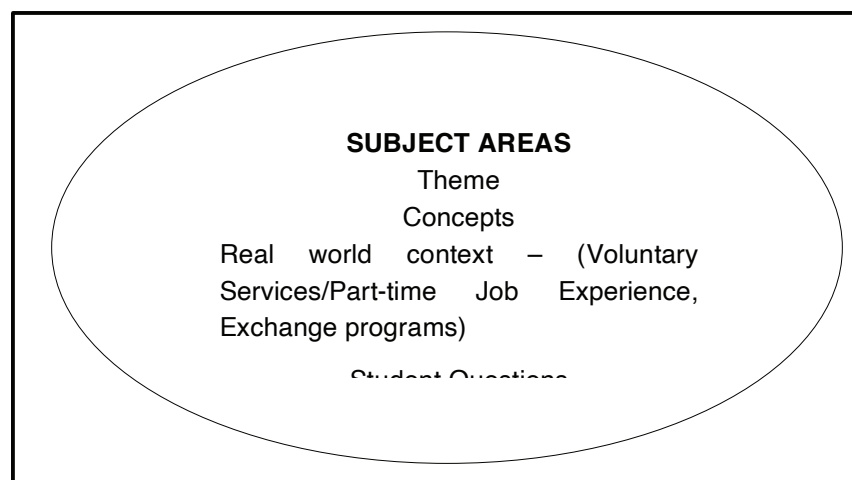
The three steps to planning project based curriculum (Chard 1998).

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

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

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

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



Essential Knowledge, Skills, Values and Attitudes

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

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

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

Life Skills

Self-Management

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

Problem Solving and Decision Making

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

Communication

- Understanding nonverbal communication
- Sending messages

- Receiving messages
- Matching communication to the situation

Attitudes and Values

About Self

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

About Others

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

About Tasks

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

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

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Teaching and Learning Strategies

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

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

These teaching and learning strategies will help teachers to;

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

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

Find in the appendices the different teaching and learning strategies.

These strategies;

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

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

Strands, Units and Topics

This section of the teacher guide contains the Character and Social Development content to be taught in grade 9. It consists of;

- strands
- units
- topics

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

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

Strands	Terms	Units	Topics
Values and Character Development	One (1)	Values and Character Formation	9.1.1.1: Effects of Personal Core Values on Personal Behaviour 9.1.1.2: Appreciating Personal Core Values 9.1.1.3: Values Influencing Family Attitudes and Behaviours Overtime 9.1.1.4: Impacts of Family Values that have Influenced Family Behaviours and Attitudes 9.1.1.5: Ways of Improving Family Values to enhance Relationships 9.1.1.6: Consequences of Adopting Alternative Family Values
			9.1.2.1: Meeting Community Needs 9.1.2.2: Ethical Dilemmas 9.1.2.3: Behaviours of Good Character 9.1.2.4: Moral and Ethical Behaviours based on Life-long Learning Skills
			9.1.3.1: Characteristics of a Caring Relationship and a Hurtful Relationship 9.1.3.2: Managing Personal Behaviour that Contribute to Caring Relationships 9.1.3.3: Citizenship Values and Principles Promoting Caring Relationships 9.1.3.4: Impacts of Demonstrating Caring Relationships in different Contexts
			9.1.4.1: How to Communicate Respectfully and Effectively in Diverse Environments/Cultures 9.1.4.2: Impact of Applying Active Listening Skills in a Conversation 9.1.4.3: Ways to Respond to Ethical Issues in Life 9.1.4.4: Utilising Multiple-media Technologies Ethically and Respectfully
		Responsible Decision-Making	9.1.5.1: Lessons Learnt from Personal Experiences at Home or School 9.1.5.2: Responsible Decision-making Skills 9.1.5.3: Appropriate Standards of Behaviour for Students Decision
			9.1.6.1: Time and Resource Management for Personal Assignment 9.1.6.2: Possible Obstacles in Completing Personal Tasks 9.1.6.3: Organise and Prioritise Personal Schedules 9.1.6.4: Advocating for Personal Needs

Social Development			9.1.7.1: Purpose and Impact of Classroom Activities, Policies and Routines 9.1.7.2: Importance of Personal Roles and Responsibilities for a Conducive Classroom Environment
	Two (2)	Problem-Solving and Conflict Management	9.1.8.1: School Problems related to Personal Feelings: Bullying 9.1.8.2: Using Perspective-taking to Solve the problem of bullying 9.1.8.3: Desired Outcomes of Solving the Problem of Bullying 9.1.8.4: Possible Solutions to Stop Bullying 9.1.8.5: Use Systematic questions to Solve Bullying Problems 9.1.8.6: Implementing and Monitoring Bullying Policy 9.1.8.7: Reflection of the Solutions to Bullying 9.1.9.1: Addressing Relational Aggression 9.1.9.2: Appreciation of Personal Rights and the Rights of Others 9.1.9.3: Prevention of Cruelty and Violence through Respect 9.1.10.1: Types of Sexual Abuse and their Causes 9.1.10.2: Different Contexts of Sexual Abuse/Assault and Their Effects 9.1.10.3: Addressing Sexual Abuse 9.1.10.4: Domestic Violence and Sexual Abuse: A Women's Human Right
	Three (3)	Health Behaviours	9.2.1.1: Effects of Health Behaviours on Body Systems 9.2.1.2: Importance of Early Health Care 9.2.1.3: Significance of Identifying Development during Adolescence 9.2.2.1: Achieving Growth in Personal Development in line with the National Health Goals and Objectives 9.2.2.2: Relationship of Body Composition to Diet and Fitness 9.2.2.3: Impact of Proper Nutrition on Quality of Life and Disease Prevention 9.2.2.4: Eating Disorders: Causes, Symptoms and Treatment 9.2.2.5: Coping with Death and Grief 9.2.2.6: Health Related Social Issues 9.2.2.7: Strategies for Preventing Suicides 9.2.2.8: Strategies for Managing Stress, Anxiety and Depression 9.2.2.9: Importance of Health Maintenance 9.2.3.1: Effects of Weather on Individual's Health and Social Relationships with others 9.2.3.2: Ways to Prevent Transmission of Head Lice 9.2.3.3: Delivering and Monitoring Impacts of Health Messages through use of Media and Technology 9.2.4.1: The Relationship between Health Promotion and Disease Prevention through use of Technology (Internet) 9.2.4.2: Influences of Laws, Policies and Practices on Health Related issues and Disease Prevention 9.2.4.3: Health Care Services 9.2.4.3: Prevention Strategies for Communicable and Non-Communicable Diseases
	Four (4)	Health Decision-making	9.2.5.1: Decision-making Skills to Promote Health of Individual, Family and Community 9.2.5.2: Advantages of Seeking Advice and Feedback using Decision-making and Problem-solving Skills

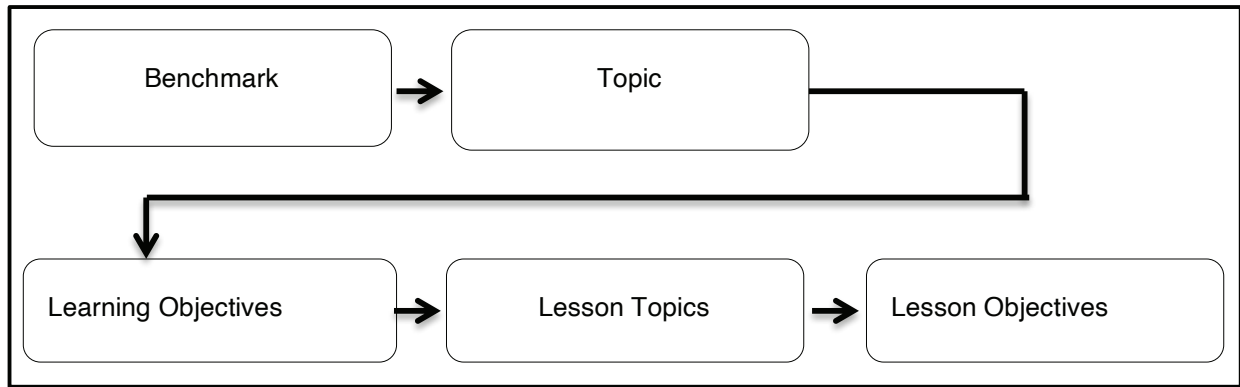
			9.2.6.1: Harmful Effects of alcohol, tobacco, drugs and other substance abuse 9.2.6.2: The Relationship between alcohol, drugs, and other substances and their roles on Adolescents 9.2.6.3: Prevention Strategies for abuse of tobacco, alcohol, drugs and other addictive substances 9.2.6.4: Importance of Alternatives to Drug and Substance Use 9.2.6.5: Strategies for Avoiding Violence, Gangs, Cult groups, Weapons and Drugs 9.2.6.5: Strategies for preventing Deliberate and Accidental Injuries
		Interpersonal Relationships and Health	9.2.7.1: Positive Interpersonal Communication Skills 9.2.7.2: Empathy for Others 9.2.7.3: Showing Disapproval of Inconsiderate and Disrespectful Behaviour in Personal Relationships
			9.1.8.1: Use of appropriate Communication Skills in building and maintaining Healthy Relationships 9.1.8.2: Positive and Negative Effects of Relationships on an Individual's Physical and Emotional Health 9.1.8.3: Differences and Similarities between Dating and Marriage 9.1.8.4: Personal Behaviours in a Dating Relationship

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 lesson 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.
4. The topic is developed from the main idea (content)
5. Write essential questions to assist students draw out essential KSAV's for their learning.
6. Write learning objectives according to the KSAV's, 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 units:

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

Units	Topics
Values and Character Formation	9.1.1.1: Effects of Personal Core Values on Personal Behaviour 9.1.1.2: Appreciating Personal Core Values 9.1.1.3: Values Influencing Family Attitudes and Behaviours Overtime 9.1.1.4: Impacts of Family Values that have Influenced Family Behaviours and Attitudes 9.1.1.5: Ways of Improving Family Values to enhance Relationships 9.1.1.6: Consequences of Adopting Alternative Family Values
	9.1.2.1: Meeting Community Needs 9.1.2.2: Ethical Dilemmas 9.1.2.3: Behaviours of Good Character 9.1.2.4: Moral and Ethical Behaviours based on Life-long Learning Skills
	9.1.3.1: Characteristics of a Caring Relationship and a Hurtful Relationship 9.1.3.2: Managing Personal Behaviour that Contribute to Caring Relationships 9.1.3.3: Citizenship Values and Principles Promoting Caring Relationships 9.1.3.4: Impacts of Demonstrating Caring Relationships in different Contexts
	9.1.4.1: How to Communicate Respectfully and Effectively in Diverse Environments/Cultures 9.1.4.2: Impact of Applying Active Listening Skills in a Conversation 9.1.4.3: Ways to Respond to Ethical Issues in Life 9.1.4.4: Utilising Multiple-media Technologies Ethically and Respectfully
	9.1.5.1: Lessons Learnt from Personal Experiences at Home or School 9.1.5.2: Responsible Decision-making Skills 9.1.5.3: Appropriate Standards of Behaviour for Students Decision
Responsible Decision-Making	9.1.6.1: Time and Resource Management for Personal Assignment 9.1.6.2: Possible Obstacles in Completing Personal Tasks 9.1.6.3: Organise and Prioritise Personal Schedules 9.1.6.4: Advocating for Personal Needs
	9.1.7.1: Purpose and Impact of Classroom Activities, Policies and Routines 9.1.7.2: Importance of Personal Roles and Responsibilities for a Conducive Classroom Environment
Problem-Solving and Conflict Management	9.1.8.1: School Problems related to Personal Feelings: Bullying 9.1.8.2: Using Perspective-taking to Solve the problem of bullying 9.1.8.3: Desired Outcomes of Solving the Problem of Bullying 9.1.8.4: Possible Solutions to Stop Bullying 9.1.8.5: Use Systematic questions to Solve Bullying Problems 9.1.8.6: Implementing and Monitoring Bullying Policy 9.1.8.7: Reflection of the Solutions to Bullying

	9.1.9.1: Addressing Relational Aggression 9.1.9.2: Appreciation of Personal Rights and the Rights of Others 9.1.9.3: Prevention of Cruelty and Violence through Respect
	9.1.10.1: Types of Sexual Abuse and their Causes 9.1.10.2: Different Contexts of Sexual Abuse/Assault and Their Effects 9.1.10.3: Addressing Sexual Abuse 9.1.10.4: Domestic Violence and Sexual Abuse: A Women's Human Right

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.1.1: Evaluate personal core values with personal behaviour (including ethical and performance values).

Topic: Effects of Personal Core Values on Personal Behaviour

Essential Questions

- What are personal core values?
- What is personal behaviour?
- How can imposition of positive personal values by individuals impact their personal behaviour and their social relationship with others around them?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impact of personal core values on personal behaviour (including ethical and performance values)
Skills	Critical Thinking Skills - Use the analytical skill of identifying and discussing - Use evaluation skill of evaluating
Attitudes	Appreciative, caring and concern, responsible
Values	Self-esteem, principle morality, self-respect

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

- Identify and discuss the concept of personal core values and personal behaviours;
- Analyse and appraise the impact of personal values on personal behaviours.

Content background

Personal core values

Personal values refer to the 'broad desirable goals that motivate people's actions and serve as guidelines in their lives' (physio-pedia.com). It represents what is important to someone. All people have desires they want to and wish to satisfy in their lives. Before getting further into this study the terms values and core values must be clearly understood. So, what then are values? Values are basic and fundamental beliefs that guide or motivate attitudes or actions and determine what is important to a person. For example, if a student believes that hard work will bring success to his or her life in the future then, that is exactly what he or she will be doing. He or she may have seen, heard or read experiences thus hold it true to him or herself and so he or she will work hard through diligently doing his or her homework, making time available for night studies and never absconding classes.

Everyone regardless of their age, gender, race, ethnicity, religion have values that they desire outcomes from in their lives.

What exactly are core values? Core values refer to those values which form the foundation on which all people perform work and conduct themselves, for instance; respect for, appreciative of, honesty and so forth. So the values that make up personal values are core values of life which are cross cutting, however are manifested varying in different people.

According to a study by Schwartz (1992) he presented ten motivationally distinct types of values as listed below. These values have been researched in many countries and have been found to be universal in cross-cultural applications.

Schwartz Theory of Basic Values



(physiopedia.2020)

Values	Examples
1. Self-direction	Freedom, creativity
2. Stimulation	Exciting life, daring
3. Hedonism	Pleasure, self-indulgent
4. Achievement	Ambitious, successful
5. Power	Wealth, authority
6. Security	Social order, family security, cleanliness
7. Conformity	Politeness, self-discipline, respect
8. Tradition	Respect for traditions, modest, humble, devout
9. Benevolence	Loyal, responsible, helpful, forgiving
10. Universalism	Equality, wisdom, world of peace, social justice, protecting the environment.

Lists of personal values can be indefinite but research has shown that, a value will generally fit into one of those ten types. There is no set of ideal values and everyone will have their own list of values with unique importance assigned to each one.

Impact of personal core values on personal behaviour

The varying manifestation of the personal core values that one holds can be referred to as personal behaviour. Personal behaviour is referred to as an individual's actions as a result of their beliefs and values.

Personal values may or may not correlate with a person's behaviour. Some values may be practiced by an individual and executed in their daily life. A personal value may be important to someone, but this value may not be implemented in their daily life. On the other hand, an individual may have a set of personal values that is not in line with their behaviour. (physiopedia.com. 2020)

For instance, if a student believes in peace then he or she will value peace which means, he or she sees peace as very important thus does anything to maintain peace in his or her life. They extend this through advocacy to those around them; their friends, colleagues, family, community and the society they live in through public rally on such issues like gender equality by using slogans such as '*Noken-paitim meri-itambu*'. Others may share the same belief but do not express themselves clearly.

Performance Assessment: Teachers can set activities that will require students to observe, conduct and demonstrate individual personal core values that stimulate positive behaviours in them using a checklist.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Mintz, S. (2018, August 08). *What are values?* Ethics Sage. Retrieved March 9, 2021, from <https://www.ethicssage.com/2018/08/what-are-values.html>.
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Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.1.2: Reflect upon personal core values, appreciate them, and become committed to them.

Topic: Appreciating Personal Core Values

Essential Questions

- How do we appreciate and become committed to imposing positive personal core values?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Being appreciative and committed to personal core values.
Skills	Critical Thinking Skills - Use analytical skills of reflecting Critical Thinking Skills - Use synthetical skill of reflecting
Attitudes	Appreciative, caring and concern, participatory
Values	Self-esteem, principle morality

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

- Relate personal core values to personal behaviours;
- Appreciate and demonstrate personal core values in all walks of life.

Content background

Imposing positive personal core values

As studied in the first topic, personal core values determine the type of behaviour a person portrays. Values, attitudes, behaviours and beliefs are cornerstones of who a person is and how he or she does things. They form the basis of how the person sees him or herself as an individual, how he or she sees others, and how he or she interprets the world in general.

Core personal values are guiding principles that dictate behaviours and actions. It enables a person to distinguish right from wrong. Personal values are important to a person as they give rise to the characteristics and behaviours that motivate that person and guide his or her decisions. For example, a person who values honesty demonstrates this value whenever and wherever possible. All positive core values replicate that and so is the demonstration of positive values on those who promote it.

According to Stemmle (2019), having personal core values is important for personal development because they help individuals make intelligent decisions that are going to work in their favour through their strengths, wants, and needs.

When individuals look at their path toward personal development, they have to keep their personal core values in mind to help them achieve their goals. Without reflecting upon their values, they will simply react to circumstances by making careless decisions that will hold them back in the long run.

For example, let's say someone gets offered a job two hours' drive away from home and he or she immediately takes it because it will result in a salary increase. He or she may have not considered any other factors or implications; but just assumed that a salary increase meant a better life.

However, three months into the job, the individual realises the cost of living in the new city is much higher, the commute is twice as long, and the individual really misses seeing his or her family throughout the week. Without stopping to really consider his or her personal core values before accepting the job offer, this has unintentionally caused a big step backward in terms of his or her personal development.

When individuals are aware of their core values, the road to personal development will be much easier because they will innately (naturally) know what factors in their life they want to focus on in order to be fulfilled. Their goals will be clear because they will recognise their passions and what makes them happy, and they will align their actions with their skills in order to ultimately be successful.

However, as mentioned, their personal core values are something that they discover, not something that they choose. So, how are individuals supposed to know what these are and therefore live accordingly?

They may think that their values should be obvious to them, but the truth is, most people do not just automatically know their core values without doing some self-discovery. Rather, people assume that whatever their society or culture values pretty much sums up what is important to them as well. If the norm is to graduate from college, get married, have a baby, and live happily ever after is what people just do, that *must* be what an individual may want to do then too...right? It is easy to come up with a list of things that one *should* value. But actually discovering what they truly value takes some effort.

How individuals can discover their Core Values and promote positivity in their lives

Step 1: Do some self-reflection

Reading lists of values can be helpful if individuals look for ideas regarding the things in life that other people consider to be their core values. While they will not be able to choose their favourite five out of ten (for example) and call them their own, they will notice some values that stand out from the others and resonate with them.

As they are doing some self-reflection, they think about some moments in their life that have been especially meaningful to them or experiences that they consider to be a highlight of their lives. What was going on during those times, who were they with, and what were they doing?

Alternatively, they should think about the exact opposite that is the times in their lives where they were angry or frustrated. What was causing the frustration? Was a value being suppressed? For example, have they been miserable in a job where they were micromanaged and monitored constantly? This may help them realise that they value autonomy and a sense of freedom. Finally, what gives them a sense of fulfilment in their life? Being creative? Going on adventures? Learning new things? These would be things that are of particular value to them.

Step 2: Consolidate

Individuals must identify themes from the large list of values that they just created and create some groups. For example, if they have loyalty, commitment, and honesty all listed, they group them together to create a core value of “human relationships”. Or, if they have optimism, motivation, and inspiration all on their list, they can call that something such as “progress”.

Step 3: Identifying principal core values

There are a few things that an individual can then consider in order to reduce his or her list even further. Which values that they have listed are a fundamental part of their life? Which ones define their everyday actions and long term goals?

Because everyone is unique, their personal core values truly only matter to them. They know their strengths and weaknesses and how their priorities play into supporting the areas of their lives in which they excel.

Only five core values should be chosen off from their list. If they have too few, their unique core values will not define their individuality. However, if they have too many, they will not put the amount of focus on any of them that is needed in order to leverage (influence) their personal development.

Step 4: Rank them

Individuals must choose the value that is of most importance to them and work their way down from there. Once they have ranked these values, they then wait a few days and relook the list. They must check to see if they still like what they have ranked is the ultimate core value and is in the right order, or take some time again to relook at the list. This may take several tries before they feel absolutely confident.

They must treat this list as a living document. They can always revisit their values and analyse how these values make them feel. While some of their values may be very consistent with the person they are today, that may change over a period of time. They should always be sure that their values feel personal and unique to their identity.

To ensure that they are living in line with their personal core values, they should refer to the list that they have created every month and rate themselves on how well they are honouring each value on an everyday basis. If their level of satisfaction with one of their values declines over time, they should consider some changes that they could make to improve.

How can individuals demonstrate the positive personal core values?

Positive personal core values are demonstrated through such means;

Family	Risk-taking	Rest	Commitment
Creativity	Imagination	Punctuality	Independence
Communication	Intelligence	Professionalism	Inclusiveness
Achievement	Approachability	Frugality	Accuracy
Competition	Original	Stillness	Altruism
Self-confidence	Growth	Objectivity	Calmness
Structure	Compliance	Bravery	Talent
Decision-making	Inner Peace	Patience	Tradition
Education	Fitness	Composure	Persistence
Congruence	Collaboration	Wealth	Unity
Tradition	Self-Awareness	Adventure	Tolerance
Trusting Relationships	Wisdom	Playfulness	Authenticity
Service	Fairness	Assertion	Challenge
Responsibility	Sincerity	Novelty	Recognition
Perseverance	Justice	Generosity	Security
Consistency	Conservation	Determination	Self-Respect
Humour	Community	Orderliness	Moderation
Freedom	Consideration	Honesty	Continuous Learning
Confidence	Modesty	Acceptance	Restraint
Diversity	Passion	Environmental Sustainability	Preparedness
Resilience	Confidence	Patriotism	Versatility
Simplicity	A Positive Mindset	Efficiency	Partnership
Faith	Open-Mindedness	Courage	Responsiveness
Balance	Candor	Respect	Grace
Happiness	Longevity		Innovation

(developgoodhabits.org. 2021)

From these topic students should be able to understand why values are important in all people's lives. With the right values instilled within them, they can overcome challenges of life and live meaningful and prosperous lives within their society.

Performance Assessment: Teachers can set activities that will require students get to demonstrate personal core values that promote peace and harmony within their family, school and the community on a daily basis.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Fuller S. (2018). *A Core Values Leadership Case Study*. Virginia, Fuller Publishing Inc. USA. Retrieved January 6, 2021, from <https://www.stevenfulmer.com/a-core-values-case-study>.
- Mathers, C. (2019). *Personal core values List: 100 examples of values to live by*. Retrieved January 6, 2021, from <https://www.developgoodhabits.com/core-values/?nonitro=1>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.1.3: Identify and explore the values that have influenced family attitudes and behaviours for a long time.

Topic: Values Influencing Family Attitudes and Behaviours Overtime

Essential Questions

- What are the family values that have influenced family attitudes and behaviours overtime?
- How does family values influence attitudes and behaviours of individual family members?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Values that have influenced family attitudes and behaviours overtime
Skills	Critical Thinking Skills - Use analytical skills of identifying and exploring
Attitudes	Appreciative, caring and concern, participatory
Values	Self-esteem, principle morality

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

- Identify values that have influenced family attitudes and behaviours overtime;
- Recognise and demonstrate family values that have influenced family attitudes and behaviours overtime.

Content background

Family values involve all the ideas of how an individual anticipates his or her family to live. These values are often passed down from previous generations. They can help define individuals' behaviour in various situations, help them to make good choices, and solidify the bond that their family has. If their family does not already have these values in place, they should know that it is never too late to make a list of these values and practice them.

(familylove toknow.com.2020.)

Types of values that have influenced family attitudes and behaviours overtime

Social values

Social values include peace, justice, freedom, equality, and bettering a community. Examples of social values include:

- Not hurting others and also standing up for those who cannot stand up for themselves
- Individuals being respectful and courteous in their interactions

- Volunteering time and skills in the community
- Being generous and content with what they have
- Being honest with others
- Participating in teamwork whenever possible

Political values

Although being a liberal, conservative, or moderate may determine one's opinion on how the government should run and what laws should be enacted, there are certain political values that remain constant across political parties. For example;

- Exceptionalism - that countries for example America is a land of limitless opportunities, as such, has a duty to act as an example to other countries
- Capitalism and private ownership of property
- Patriotism
- Treating everyone equally, regardless of ethnicity, race, religion, or sexual orientation
- Being open-minded to new things
- Following the law and respecting those who enforce it
- Working hard for success

Religious values

Religious values center around the expectations that people have about themselves and others based on the beliefs of their faith. Although each faith has its beliefs, there are common values that many faiths tend to share. Examples of religious values include:

- Showing compassion to those in need
- Treating others as one would like to be treated
- Continually learning and growing both spiritually and intellectually
- Being modest in one's relations with others
- Being respectful and nonviolent when interacting with others

Work values

Work values include such things as a person's philosophy about his or her job and finance, and how he or she spends his or her money. For children, these values include how they should approach school and their education as a whole. Examples of work values include:

- An individual always doing his or her best work
- Working in a team collaboratively
- Saving a portion of his or her salary/allowance
- Finding opportunities to express his or her ideas and creativity
- Being proud of his or her achievements
- Making education a priority
- Keeping in mind the part that his or her job plays in the society
- Treating co-workers, fellow students, customers, and authority figure the way that they want to be treated

Moral values

Moral values are values about what a person thinks is right and wrong. Moral values provide the foundation from which he or she makes a decision. People learn values from their parents and from their own experiences. Examples of moral values include:

- Being honest and trustworthy
- Being courageous
- Never giving up
- Adding value to the world
- Being patient
- Taking personal responsibility

Recreational values

Recreational values refer to anything that involves fun and play. Recreation is important in the family because it fosters closeness in the family, opportunities for learning, creating memories, improving social skills, and developing empathy. Examples of recreational values include:

- Providing unstructured play time
- Having family game nights
- Allowing and encouraging each family member to pursue interests
- Taking vacations together
- Spending time together outside playing

(familylovetoknow.com. 2020)

By the end of this topic students should know the importance of belonging to a family and greatly appreciate the families they are part of. Understanding their family values will help them manage challenges within their homes and be able to do so for their own families later on in life.

Performance Assessment: Teachers can set assessment that will require students to write a report about the values their families uphold and how this has influenced their upbringing. They then compare each other's family values and suggest better strategies for their friends to action as a family member in a small way.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Guertin A. (2020). *List of Family Values*. Family and Relationships. Retrieved January 6, 2021, from <https://family.lovetoknow.com/list-family-values>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.1.4: Analyse the impacts (consequences) of family values that have influenced family behaviours and attitudes.

Topic: Impacts of Family Values that have Influenced Family Behaviours and Attitudes

Essential Questions

- What are the impacts of family values that have influenced family behaviours and attitude?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impacts (consequences) of family values that have influenced family behaviours and attitudes.
Skills	Critical Thinking Skills - Use analytical skills of analysing
Attitudes	Appreciative, caring and concern, responsible
Values	Trust, mutuality, solidarity

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

- Discuss the consequences of family values that have influenced family behaviours and attitudes;
- Compare the behaviours and attitudes of families in different contexts.

Content background

Core values guide and direct individuals to live a peaceful life with family members. A family is the foundation and the backbone of an individual regardless of cultural, social, political and economic status in the surrounding community and elsewhere. When families embrace and apply core values daily within their lives, this leads to positive behaviours and attitudes instilled within them and creates social harmony among all people.

- Respect for self, family members, elders, leaders and others
- Respect for the environment/property
- Respect for other's rights
- Respect for the rule of law (rules at home)
- Being responsible
- Being considerate
- Being wise
- Being tolerant and avoid conflict in the family, locality and the state
- Peaceful family, community and nation
- Order in the family, community and the state

Family values tend to be reflective of the culture and time period and can be seen shifting throughout history depending on the environment. Traditional values tend to emphasise the extended family unit when more families were living and working together. With modernisation, family values can be seen shifting to an emphasis on independence and development versus togetherness.

As society becomes more technologically advanced, family values will change to reflect that on a cultural level. For instance; when families worked together prior to the industrial revolution, there was more shared time together and most likely extended family lived with each other or very close by to make their work life more convenient. In the post industrial revolution era, families had the option to be more spread out and independent from each other thus shifting the emphasis on the extended family system unit and welcoming the nuclear family dynamic.

Traditional versus modern gender roles is clearly reflected in many societies and have impacted family values. Many women were once encouraged to stay at home and raise families while men went out into the workforce. This notion has drastically shifted as both men and women, regardless of having children, are able to have jobs since most societies have normalised women earning paid jobs and being part of the workforce.

During the rise of the nuclear family, men and women were encouraged to raise children that reflected the perfect nuclear family. Television, advertisements, and consumer products reflected this societal drive. This atmosphere put a strict adherence on gender roles and rigid sexuality. Gender fluidity and sexual fluidity is much more accepted in society today and the culture and family values may reflect that. Although not a perfect system, creating family values based upon acceptance with an emphasis on learning can help create a more open and loving familial environment where everyone feels accepted, whereas the nuclear family era certainly did not encourage that on a large scale. For instance, males can stay at home and mind their children or the family can be made up of individual's make-up of gays, lesbians, transgender or intersexual as performing motherly or fatherly roles.

The behaviours and attitudes of families are influenced by many factors, such as, their religious and cultural beliefs, the geographical settings and the political ideologies, therefore may not be the same everywhere. For instance, the values and the attitudes and behaviour of families in Afghanistan may be different from those in Papua New Guinea.

Performance Assessment: Teachers can set assessment that will require students to choose a country in the developed world and compare the behaviours of families in these two countries such as PNG, and the Philippines. Or compare family values of two PNG families.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Love to know. (2021). *All About Family Values*. Family & Relationships. Retrieved January 6, 2021, from <https://family.lovetoknow.com/list-family-values>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.1.5: Reflect on ways of improving family values to enhance relationships.

Topic: Ways of Improving Family Values to enhance Relationships

Essential Questions

- How can family values be improved to enhance relationships?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Ways of improving family values to enhance relationships
Skills	Critical Thinking Skills - Use analytical skills of reflecting Critical Thinking Skills - Use synthetical skill of reflecting
Attitudes	Appreciative, caring and concern, responsible
Values	Trust, mutuality, solidarity

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

- Identify and discuss ways family values can be improved to enhance relationships.

Content background

Updating family values

Family values can be changed at any time, especially if the goal is to create an environment of inclusivity. Family values can be selected by the parent or parents, or children can also be included in making decisions if they are old enough to participate. Because the family values are supposed to be reflective of the family as a unit, it is a good idea to encourage the younger family members to participate in these discussions so the values mean something to everyone in the family, not just the adults.

How can family values be improved to enhance relationships?

- Collective decision-making (involve children if possible)
- Regular family meetings
- Share family responsibilities
- Time management – balance family time with work and other commitment
- Keep up to date and inform family members with current issues that may affect the family

An individual's family value list should be unique to his or her family. If he or she has a spiritual family, his or her list should be more spiritual. If he or she has an informal, fun-loving family, then his or her list should reflect that. If part of his or her family's greatest moments involves random dancing in pyjamas, then random pyjama dancing or general goof-battery may be a part of the list. Anything that is important to the health and well-being of his or her family should be a part of the family's value list, no matter the activity or the language used to describe it.

Therefore, students must appreciate the families that they belong to. They should understand the reasons why their family is made up in such a way. Having this on mind they should be in a better position to understand how other families carry themselves the way they do.

Performance Assessment: CSD teachers are to collaboratively work with CCVE teachers to set an activity where students are required to observe how their family values influence the behaviours and attitudes of their family members.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Love to know. (2021). *All About Family Values*. Family & Relationships. Retrieved January 6, 2021, from <https://family.lovetoknow.com/list-family-values>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.1.6: Replace existing family values with alternatives and evaluate the consequences.

Topic: Consequences of Adopting Alternative Family Values

Essential Questions

- How will adopting alternative values have an effect on existing family values?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Consequences of adopting alternative family values
Skills	Critical Thinking Skills - Use analytical skills of differentiating Creative Thinking Skills - Use synthetical skill of hypothesis
Attitudes	Appreciative, caring and concern, responsible
Values	Trust, mutuality, solidarity

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

- Differentiate between alternative family values and existing family values;
- Assess the effects (consequences) of adapting alternative family values on existing family values.

Content background

The concept of alternative family values encompasses those models of family life that differ from the so called traditional, or nuclear family, that is, a family comprised of a husband and wife and their children.

Family should consist of a husband and wife living together with their children. The father should be the head of the family, earn the family's income, and give his name to his wife and children. The mother's main tasks were to support and facilitate her husband's career, guide her children's development, look after the home, and set a moral tone for the family. Marriage was an enduring obligation for better or worse. The husband and wife jointly coped with stresses. Sexual activity was to be kept within the marriage. As parents, they have an overriding responsibility for the well-being of their children during the early years until their children entered school; they are solely responsible. Even later, it is the parents who have the primary duty of guiding their children's education and discipline.

Similarly, according to James S. Coleman (1988), families are the financial, human, and social capital of children, and these facets determine and influence a child's quality of life.

However, alternative family values are now becoming a norm in many societies around the world including Papua New Guinea. An alternative family is not like the traditional one where the man performs fatherly roles and woman does so for motherly role and live together and raise their children.

What then is an alternative family? An alternative family is a family made up of a single parent or both parents are lesbians/gays. This type of family will definitely affect family values whereby children raised in these homes may have one sided view of life. For instance, they have a more masculine or feminine view of life. Because they have been raised by only one parent that is the father or mother and so their behaviours are attributed by that. (familylovetoknow.2021)

Therefore, students at this stage must become aware of the importance of having a normal family and so raise their children to live and enjoy life and have families that uphold values that seek respect, honesty, trust, and peace and harmony for all.

Performance Assessment: CSD teachers to work collaboratively with CCVE teachers to set activities where students are required to plan oral assessments such as debates, persuasive speeches and awareness on issues of alternate families to the traditional family.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Coleman, J. S. (1988). *Social Capital in the Creation of Human Capital*. The American Journal of Sociology 94, S95-S120 Retrieved January 6, 2021, from <https://www.socialcapitalgateway.org/content/paper/coleman-j-s-1988-social-capital-creation-human-capital-american-journal-sociology-94-s>.
- 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.
- Zitzman, B. (nd). *What are Family Values?* Family Values. Retrieved January 6, 2021, from <https://www.beliefnet.com/love-family/family-values.aspx>.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.2.1: Analyse community needs in the larger community, analyse effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement.

Topic: Meeting Community Needs

Essential Questions

- What are community needs?
- What are some ways in which community needs can be met?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Personal and community involvement on community needs in the larger community
Skills	Critical Thinking Skills - Use analysis skills of analysing and critiquing Creative Thinking Skills - Use creative skills of designing and developing
Attitudes	Caring and concern, responsible
Values	Trust, mutuality, solidarity

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

- Examine what community needs are;
- Discuss how individuals and others can help meet their community's need in the larger community;
- Participate in community activities to meet community needs.

Content background

What is a “community?”

Communities are typically defined by a geographic area; however, they can also be based on shared interests or characteristics such as religion, race, age, or occupation. People within a community come from different backgrounds and have unique cultures, customs, and values. Utilising this wide range of ideas and wisdom is critical to assessing the community needs and strategising areas for improvement. Before a community needs assessment can be conducted one should have a clear understanding of the different cultural groups within that community and develop better strategies to work with the community to solve their problems or issues.

What are community needs?

Community needs are general needs of a community. Needs can be defined as the gap between what is and what should be. A need can be felt by an individual, a group or an entire community. It can be concrete for instance, the need for food and water or as abstract as, improved community cohesiveness. An obvious example might be the need for public transportation in a community where older adults have no means of getting around town.

It may be helpful to categorise needs based on four types of community needs;

1. perceive needs,
2. expressed needs,
3. absolute needs and
4. relative needs.

1. Perceive needs are based on what the individuals feel their needs are. Perceive needs are very subjective, and the standard may change based on each point of view. However, it is important not to dismiss perceived needs as just opinion. Taking into account the feelings and concerns of community members as essential components of the assessment.

2. Expressed needs are defined by the number of individuals who sought help. Expressed needs are defined by what individuals have already voiced as a need. For instance, community members may have complained to the local officials about broken street lights. These complaints are expressed needs and can help guide them to accomplish these needs.

3. Absolute needs are needs deemed universal, including those for survival (food, water, safety and clothing). If community members do not have clean running water this absolute need should be a top priority to consider.

4. Relative needs are needs 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 is not necessary. But with digital literacy now so important to education, the lack of computers might be deemed as a relative need.

How can community needs be met?

A community's needs can be identified and met by doing a community needs assessment. A community needs assessment provides community leaders with a snapshot of local policy, systems, and environmental change strategies currently in place and helps to identify areas for improvement. A community needs assessment identifies the strengths and resources available in the community to meet the needs of everyone.

A community's needs and resources are assessed in order to gain a deeper understanding of the community as each community is unique and has its own needs, assets as well as its own culture and social structure.

Assessments are performed prior to taking action and are used to determine current situations and identify issues for action. Needs assessments establish the essential foundation for vital planning.

Below are the steps to follow when planning a community needs assessment.

Step 1: Scope the needs assessment

Clarify the purpose of the needs assessment, determine the approach, and agree on who will make assessment decisions.

There are several questions that need to be addressed before beginning a needs assessment.

(a.) What is the purpose of the needs assessment?

A needs assessment can be conducted for many different reasons: it may be to inform future activities within a program, to explore whether a program or suite of programs are meeting community needs, or it might be to determine the focus of future policy.

(b.) What is the scope?

What and who will be included and excluded from the needs assessment?

The scope of a needs assessment can vary immensely. A small needs assessment may be used to inform the activities of a single program for the next year, or a larger needs assessment may be used to inform regional or national service delivery or the activities of a whole agency over a period of years.

At the scoping stage, it is also helpful to record any other pre-existing priorities or limitations (Example; funding limitations, geographic boundaries and et cetera).

The scope should describe the characteristics of the population of interest: is it the whole population in a geographic area or the funding is to work specifically with families who have certain characteristics.

It can be useful to write a list or table of what is in scope and what is out of scope for needs assessment.

(c.) Who are the users and how will results be communicated?

A needs assessment can have different users. The primary users may be community members who are planning community development projects, or they may be senior leaders of a network of agencies and government departments who want to improve outcomes for families in a particular region.

Identifying the users of the needs assessment and how it will be used influences the format and the way results will be communicated to stakeholders. It is useful to think about this at the beginning of a needs assessment process because it has implications for data collection.

(d.) What resources are available?

A large needs assessment can be a significant resource investment, and a more modest needs assessment may be more suitable if resources are limited. They should consider the resources at their disposal; in particular, it is important to be realistic about the money, staff time and staff skills that are available to invest in the process. It can be beneficial to map out the steps in the process and ensure time is allocated to each task, to ensure that the needs assessment has adequate time for analysis of data, and discussion and prioritisation of needs.

(e.) How will the community be involved?

Engaging community members with lived experience.

It is good practice to include the community in the needs assessment process. A needs assessment that engages community members will have a more comprehensive understanding of community needs and assets and can build the skills, knowledge, networks and confidence of community members. It can strengthen relationships between community members and service providers. People with lived experience of social issues are rich sources of expertise about how those social issues are experienced. In saying this, the social issues that people experience can make it difficult to engage in processes such as a needs assessment. Agencies who wish to engage community members who are experiencing vulnerability or are disadvantaged should consider the barriers people face in terms of inclusion, and how it can be addressed. Partnerships, providing support for people to participate, and flexible and responsive facilitation can promote participation.

(f.) Identifying and building community readiness

Community engagement can bring to light the degree of momentum (energy) or community readiness to address particular issues. For example, the needs assessment may show that early literacy is only one of several areas of need within a community but there may be a great deal of momentum and support to address early literacy that is not present for other issues. Having momentum or 'readiness' in the community to address an issue enhances 'buy-in' for interventions and increases the chance that a need can be successfully addressed. The process of conducting a needs assessment can also build momentum to address a particular social issue, resulting in increased buy-in for programs or activities. The assessment can also indicate how much effort might be required to build community support and momentum to address needs that are important but where there is currently no momentum.

There are a number of factors to take into consideration when conducting community engagement or consultation. When done properly, community engagement will be genuinely consultative and community members views will have a clear influence on the outcomes of the needs assessment.

(g.) Who has the final say on what needs are prioritised and selected for action?

Criteria for decision making is discussed in Step 2, but during the scoping phase, it is important to consider who will be involved in decision making, and how they will be involved.

There are three different approaches to needs definition and decision-making. Who is represented in discussions and who has authority over decision-making is vitally important, as this has a significant influence over which needs are prioritised. Decision makers could be senior agency staff, community members, funders, program staff or a combination of different people. Often committees or steering groups are developed to work on a needs assessment. If this is the case, there may be senior leaders in each agency who will also be expected to have input into decisions. It is critical to establish and document expectations during this scoping phase of the needs assessment.

How decisions will be made, and how data will be used to make decisions should be communicated during data collection. It is particularly important to be transparent with community members and partner agencies about what influence their input will have on the process.

Step 2: Determine assessment criteria. A list of criteria should be developed that is meaningful for the context.

These criteria will enable the members to evaluate and prioritise needs.

A clear set of criteria will enable them to systematically and effectively evaluate different needs in order to determine which ones should be prioritised (*Rabinowitz, 2017*).

Assessment criteria are factors that members will use to judge the needs which are considered the highest in priority and those needs which can or should be addressed. A needs assessment is likely to identify a range of social issues, and there are different and sometimes conflicting ways to determine the order in which they should be addressed. For example, an issue could be deemed a high priority based on how many people are affected by it or it could be deemed a high priority because of its impact on people's lives. Issues that are not being addressed by other agencies may be prioritised, or, it might be the opposite - issues that are currently 'hot topics' in the community might be prioritised. Criteria should be determined and agreed on before data is collected.

Those involved will also need to have a plan for how the criteria will be applied. Developing and applying criteria legitimises decision-making processes (Barnett, 2012) and makes the process rigorous and transparent. Table 1 outlines some sample criteria (Rabinowitz 2017; Witkin & Altschud, 1995). Not all of these criteria will be applicable to all needs assessments, and there may be others that are important in their context and for their needs assessment. Selecting and agreeing on relevant criteria, and the process for assessment, before data is collected and analysed will focus on the needs assessment, shape the data collection and analysis, and simplify the prioritisation and selection process.

Table 1: Sample criteria for assessing needs	
Criteria	Description
About the issue itself	
Equity	Who the issue is affecting. Whether different groups are being affected differently or disproportionately by the issue
The long-term impact of the issue	The impact of the issue on individuals and the community if the issue remains unaddressed
The feasibility affecting the issue	How complex the issue is, and how amenable the issue is to change
The severity of the issue	How people are affected as individuals, how the community is affected, the financial and social cost of the issue
The frequency of the issue	How many people are affected and how often
How the issue intersects with other issues	The effect on other issues, or other parts of a system. The potential for unintended consequences when taking action on the issue
About the context and community	
Other related work	Whether other groups or agencies are working to address the need. Opportunities for collaboration and shared funding
Public and political support to address	Is the issue of interest to the community, or conversely, is it an issue that is being

the issue	overlooked?
Agency, regional or national goals and priorities	How the issue aligns with existing goals and priorities
About the agency and resources	
Staff expertise	Whether there are existing skills and experience among the agency workforce to address the issue
Managerial support	The presence of support from senior leaders to address the issue
The resources required to address the need	The scope and scale of the issue and resources that would be required to address it. The availability of funding or other resources (e.g. community assets) that can be used to address the issue
The existence of programs or interventions to address the issue	The presence of interventions that are known to be effective to address the issue. Example; NGO's like ChildFund

Step 3: Plan for data collection

- i. Identify the data that will be needed whether it is collected through qualitative, quantitative or mixed methods?
- ii. Identify any existing sources of data.
- iii. Develop a plan for collecting and analysing data.

There are many different methods for collecting data. As with all forms of research and evaluation, the best method of data collection depends on the:

- purpose of the needs assessment
- available resources.

Needs assessment frequently collect both qualitative and quantitative data (this is often referred to as 'mixed methods'). Although there are challenges in bringing together different types of data, using mixed methods is a good option because it combines the best of qualitative and quantitative methods.

So what is quantitative and qualitative data?

Quantitative data is about numbers and counting and are likely to include population-level and administrative data such as demographic data on the local area and community. For example, population size; number of children and families; employment data; languages spoken; people with disability; and socio-economic information. Information on crime, education, personal safety, health or community attitudes may also be available and relevant. This data can be compared with that of other regions in order to assess the relative scale or importance of social issues. For example, rates of school attendance may be lower than in comparable regions, so this could be a potential issue requiring attention. To ensure equity, it is useful to disaggregate this data - to understand how life experiences and outcomes differ by geographic location, gender, ethnicity, religion, and other factors.

Qualitative data focuses on participants' perspectives and experiences. Stakeholder consultation is often a central part of a needs assessment. Data can be collected from community members,

community leaders, practitioners and service providers. As described in section one, data on lived experience is a key element of an evidence-informed approach and a good quality needs assessment, so data should be collected from people who experience issues of interest or who belong to population groups of interest. Engaging people with lived experience in the needs assessment process more broadly, rather than simply as a source of data, may be preferable (Rabinowitz 2017; Witkin & Altschud, 1995).

Commonly used methods in qualitative research and evaluation are interviews, focus groups and observation. These can be rigorous methods and can produce rich data but they require considerable time and skill. Other methods that can be used to collect rich data on community views include community forums or consultations and activities such as visioning workshops.

In the use of quantitative and qualitative methods of data collection, the data collected can be categorised into primary or secondary data.

What are these two data types?

Primary and secondary data

Primary data is data that is collected for the purpose of a needs assessment. Primary data will therefore be up-to-date and can address the questions one wants to explore in needs assessment. However, it will be time consuming to plan and collect data that requires specific skills. One should also consider the burden on respondents (the people they are collecting data from), particularly if they are from a frequently researched population group. Primary data could be qualitative or quantitative, for example, from a survey or interviews developed and conducted that needs assessment.

Secondary data are data that have already been collected by someone else and can be analysed for one's needs assessment. Using secondary data is a more cost-effective method of data collection; however, there are many considerations in using secondary data - are they recent enough to be meaningful, can you track trends over time, and are they from a reputable source? It is important to examine the sample (how many people data were collected from, and who was and was not represented) and the methodology (how data were collected).

Choosing data collection methods

The data collection methods an individual chooses for his or her needs assessment will depend on a range of factors unique to his or her context and purpose. The process for data collection and analysis very much depends on the scale and approach of the needs assessment as well as the amount of data collected. A community development approach or an approach with a high level of community engagement will include community members in the collection and analysis process, whereas a project using a large amount of qualitative or quantitative data is likely to require specialist analysis skills.

The key is to plan for how the individual will collect and analyse data before he or she starts. He or she must consider the following;

- Who has the skills and capacity to collect data?
- Who has the skills and capacity to analyse data?
- How will the data be analysed and presented?
- What information is needed in order to apply the criteria and make decisions about prioritising needs?

Regardless of the type of data that is collected and the methods used, it is important to have a documented plan describing what data will be collected, from who, and how it will be analysed.

Step 4: Collect, analyse and present data

From the plan developed data collection and analysis can now be undertaken. Those involved must prepare for flexibility That is;

- it may turn out that no one turns up for the community meeting which means some more outreach or community engagement is required or that the community needs to adapt to the method used to collect data from them.
- perhaps during the data collection or analysis process researchers realise that they do not know enough about a specific population group, or a new issue emerges so they might need to collect further data.

From the data that has been collected a list of different needs and/or assets would have been identified. It is likely that there will be a large list of different issues which needs to be collated and those that are similar needs to be grouped together so a manageable amount of data is presented. One way of doing this is to group needs into domains. For example, children's' needs may be in the areas of literacy, language, and peer relationships, and these could be grouped into a 'school readiness' domain. If the undertaking of the needs assessment is at a high degree of community engagement, there must be consideration on how community members can lead or participate in this analysis. Although it depends on the scale of the needs assessment, presenting and assessing more than ten or fifteen needs is likely to be very time consuming and unwieldy, so it is better to consolidate needs during this step. Needs that have been identified through multiple sources of evidence should be noted here as well; this is important information to present as part of the decision-making process.

The final stage in this step - presenting these data - will change depending on how decisions are being made in the needs assessment, particularly the scale of the needs assessment and the number of people involved in decision-making. For example, in a large needs assessment with a steering group, each need that has been identified should be put together, with a description of these need and a summary of the findings. In a smaller needs assessment, it is likely that there will be less information and fewer stakeholders, which means a less formal meeting will be held to present the findings. The format for presenting the identified needs depends on the audience.

Step 5: Apply the criteria and prioritise needs

- Determine the decision-making strategy.
- Conduct meeting with the decision-making group and apply the criteria.
- Prioritise needs.

Now that a set of community needs through data collection and analysis has been identified and presented, it needs the steering group or the people who will be making decisions to assess it. It is highly likely that there may be a list of competing needs. In this step, these needs must be assessed. That is, the criteria identified in Step 2 must now be applied in order to prioritise the needs for action. This is essentially a decision-making process therefore different decision-making strategies can be employed. Smaller projects could use consensus decision-making (link is external) processes whereas needs assessments with larger groups of stakeholders will have to employ other strategies.

Rating and ranking strategies are commonly used. For example, Witkin and Altschuld (1995) suggest rating each identified need as high, medium or low against the criteria and then prioritising the need/s that rank the highest. Rabinowitz (2017) suggests a more detailed process that could be undertaken with a steering committee or stakeholder group. They are as follows;

- i. Review the criteria to make sure that everyone understands and continues to agree on them.
- ii. Discuss the issues that have been identified through the needs assessment and make sure that everyone understands the issues and their implications.
- iii. Discuss each issue: Is it feasible to address this issue? What are the larger implications of addressing it? Does this issue tie in to other issues and strategies that are currently employed or planned? Will there be other benefits to addressing this issue?
- iv. Individually or in small groups, rate each issue in terms of its importance and the feasibility of having an effect on it.
- v. Discuss the ratings as a group, examining whether any issues can be eliminated or consolidated (by addressing two issues together).
- vi. Rank the issues according to the agreed criteria, and select the highest issues for action.

There are many other decision-making and prioritisation processes that can be used.

The scale of the needs assessment undertaken and the data sources used will influence the degree to which results can be generalised to the broader population. Generally, the greater the number of people used to collect data from, and the more diverse they are, the more the findings would apply to the wider community. Similarly, if mixed methods were used and different sources of data have returned similar findings, then the needs identified can be confidently shared across the community. Smaller-scale needs assessments are still useful, but may be better used to inform specific program delivery or development rather than large-scale policy or program development.

Step 6: Identify next steps and report back

- Identify issues for the prioritised needs; risk/protective factors, causes and consequences.
- Explore the evidence for effective interventions/approaches.
- Report the findings to stakeholders.

The aim of this step is to work towards selecting interventions to address the issue. Step 5 may have prioritised a single issue or a few key issues but it is likely that further exploration is required in order to build a deeper understanding of the identified issues. This may include gathering further information about an issue and reviewing the evidence for different interventions - for example, if the needs assessment identified school readiness as a priority issue, then it would be necessary to review the literature on school readiness and examine the evidence for effective interventions. The type of approaches and intervention designs should be considered for effectiveness (example; co-design or collaborative approaches).

Questions that might be asked at this stage:

- What are the risk and protective factors associated with the issue?
- What are the causes and consequences of the issue?
- Who should be the target group for interventions?
- What evidence exists about effective interventions to address the issue?
- What evidence exists about effective approaches to this issue and with this target group?

It is vital at this stage not to lose momentum. A needs assessment can build community readiness for action, so it is important that this final stage of evidence gathering and decision-making happens relatively quickly.

If research or consultation were done with community members or other stakeholders, it is good practice to report back what was found and what was intended to be done as a result of the needs assessment. It is important to outline to people how their data collected has contributed to information for the needs assessment, it is also important to outline this again for feedback results. This is particularly important if there were issues that resonated strongly with a particular group (example; practitioners or a segment of the community) that were not prioritised for action. The reasons why issues were prioritised and the criteria that were used to select these issues should be communicated clearly and transparently to the stakeholders. Respectful and transparent communication will ensure that people can see tangible results from their participation, help build support for interventions and ensure that community members feel valued and respected (and so be more likely to participate in future research, evaluation or community consultation).

Conclusion

Needs assessment is a systematic and reproducible process of determining and prioritising needs in a community for the purpose of taking action. There are many benefits associated with undertaking a needs assessment, including building more relevant and effective programs and services and enabling a more systematic and transparent distribution of resources.

Needs assessments can be small or large, and the scope and methods of a needs assessment depends on the purpose and the available resources. It is important to develop a plan and have clear criteria for assessing needs before data are collected. While this resource has presented a set of steps that can be followed, in practice a needs assessment may not always be structured, as a linear process as presented here; the process is likely to be more iterative and flexible to reflect the complexities of working on the ground (Royse & Badger, 2015).

Performance Assessment: Teachers can set project-based assessment where students are required to carry out based on the schools needs assessment. For example, School related gender violence.

Suggested Resources

- Barnett, K. (2012). *Best practices for community health needs assessment and implementation strategy development: A review of scientific methods, current practices, and future potential. Report of proceedings from a public forum and interviews of experts.* Oakland, CA: The Public Health Institute. Retrieved January 14, 2021, from <https://nnphi.org/wp-content/uploads/2015/08/2011-CDC-Public-Forum-Materials-Links.pdf>.
- Centres for Disease control & Prevention. (2013). *Community needs Assessments.* Centres for Disease control & Prevention (CDC): Atlanta. GA: Retrieved January 14, 2021, from https://www.cdc.gov/globalhealth/healthprotection/fetp/training_modules/15/community-needs_pw_final_9252013.pdf.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships.* PNG.
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- Witkin, R.B. & Altschuld, J.W. (1995). *Planning and Conducting Needs Assessments: A Practical Guide*. Thousand Oaks. California: Sage publications, Inc.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.2.2: Analyse ethical dilemmas in content areas and/or daily experiences.

Topic: Ethical Dilemmas

Essential Questions

- What are ethical dilemmas?
- How does ethical dilemma affect one's experience?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Ethical dilemmas
Skills	Critical Thinking Skills - Use analytical skills of analysing
Attitudes	Appreciative, caring and concern, responsible
Values	Peace and harmony, common good

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

- Examine ethical dilemmas;
- Explain how ethical dilemmas affect daily experiences;
- Discuss how individuals and others can help each other to address or solve ethical dilemmas in their community;
- Participate in community activities to address ethical dilemmas in the community.

Content background

What is an ethical dilemma?

An ethical dilemma is a problem in a decision-making process between two possible options neither of which is absolutely acceptable from an ethical perspective. Although people face many ethical and moral problems in their lives most of them come up with relatively straightforward solutions.

On the other hand, ethical dilemmas are extremely complicated challenges and cannot be easily solved. Therefore, the ability to find the optimal solutions in such situations is critical to everyone. Every person may encounter an ethical dilemma in almost every aspect of their life, including personal, social, and professional.

How to solve an ethical dilemma?

The biggest challenge of an ethical dilemma is that it does not offer an obvious solution that would comply with ethics and norms. Throughout the history of humanity, people have faced such dilemmas, and many philosophers have aimed to work to find solutions to them.

The following are approaches to solve an ethical dilemma

- Refute the paradox (dilemma): The situation must be carefully analysed. In some cases, the existence of the dilemma can be logically refuted.
- Value theory approach: Choose the alternative that offers the greater good or the lesser evil.
- Find alternative solutions: In some cases, the problem can be reconsidered, and new alternative solutions may arise

Examples

Some examples of ethical dilemma include:

- Taking credit for others' work
- Offering a client, a worse product for their own profit
- Utilising inside knowledge for their own profit

Every child should be educated and the United Nations has made it one of the fundamental human rights of every child, recognising the harm in having uneducated persons and the importance of an educated citizenry. Unfortunately, there are some barriers to effective learning that receivers and givers of education have dealt with since time memorial, and some of these barriers are rooted in peoples' ethics. The list of unethical issues in education that sometimes act as stumbling blocks to effective learning can be said to be endless. However, some of the common ethical issues in education faced by stakeholders in the education sector are as follows:

- **Choice of instructor /or teacher**

One of the commonest ethical issues in education is the choice of teacher, a particular child or set of children will have in the following year. Such issues usually ensue between the principal, school administration and parents of the children. Two predictable outcomes usually result from such an issue – the principal either reluctantly concurs to the parents' request or he makes a blanket statement stating the policy against honouring parents' opinion as regards the choice of teachers for a particular class.

- **Issues of discipline**

The notion of zero tolerance policy against the give-them-another chance policy cannot work across the board. Some groups, especially parents and guardians might be against the zero tolerance policy for reasons best known to them, others support the idea. Both concepts can be applied simultaneously in all educational institutes. While the zero tolerance policy is used for aggressive and anti-social and behavioural in-disciplinary actions like carrying firearms in the school and bullying, the second chance policy can be used for the encouragement of better academic performance. The second chance policy does not necessarily mean one should spare the rod and spoil the child.

- **Ethnic and social diversity**

Schools are continuously faced with the issue of diversity stemming from students having different social and ethnic backgrounds. Public schools in particular, have had to deal with issues relating to racial inequality and ethnic differences. All educational institutes, particularly the public ones, need

to address the issue of diversity by modifying the curriculum. Ethnic sports and multicultural festivals should be organised at schools, helping to bring together students of diverse backgrounds and helping to promote unity amongst them. The inclusion of prominent historical issues from different ethnicities would also help students to get familiar with one another's cultural, ethnic, racial, and even religious differences.

- **Grading**

It has often been argued that examinations are not a true test of knowledge, as some students suffer from what is sometimes referred to as “examination fever”, where even a brilliant student finds it difficult to pass the simplest examination. On a serious note, the argument of how students should be graded and the parameters guiding such grades are always questionable. On the other hand, who takes the blame for the failure of the student(s) – the rather incompetent teacher or the lazy student. In addition to the ethical issues affecting learning mentioned above, other issues worth noting include flexibility in the curriculum development, teaching strategy, continuous assessments, knowledge transfer and best practices across the board. Each of the issues mentioned requires deep understanding and careful scrutiny to proffer effective solutions and enhance the educational system.

Performance Assessment: CSD teachers to collaboratively plan with the CCVE teachers and set assessment where students are required to ~~will~~ identify an ethical dilemma concerning their friendship with their peers and write a short brief report of how this dilemma can be solved.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Ireland International Conference on Education (IICE) Blog. (2017). *Ethical Issues in Education – Barriers to Learning in Schools*. Retrieved January 14, 2021, <https://www.iicedu.org/blog>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.2.3: Hold self and others accountable for demonstrating behaviours of good character throughout all school activities and in the community.

Topic: Behaviours of Good Character

Essential Questions

- What are behaviours of good characters?
- How can behaviours of good characters be demonstrated throughout the school activities and in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Holding self and others accountable for demonstrating behaviours of good character throughout all school activities and in the community
Skills	Critical Thinking Skills - Use analytical skill of explaining - Use evaluation skill of explanation and demonstration Creative Thinking Skills - Use synthetical skill of explaining
Attitudes	Appreciative, caring and concern, responsible
Values	Peace and harmony, common good

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

- Identify behaviours of good characters;
- Assess the impacts of displaying behaviours of good characters throughout all school activities and in the community by students;
- Participate in activities that portray-behaviours of good characters.

Content background

What is good character?

Good character is not something one is born with. Developing good character begins at an early age and develops as the child grows. It is essential that parents and teachers prioritise teaching positive character.

Impacts of displaying behaviours of good character

A person with **good character chooses to do the right thing** because he or she believes it is morally right to do so.

What are some examples/traits of good character?

Below are some traits of a good character.

1. Integrity Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's action. Integrity is the most important principle of leadership because it demands truthfulness and honesty. Integrity means telling the truth even if the truth is ugly. Integrity is a personal trait that has strong moral principles and core values for one to conduct his or her life and it also acts as a guide to their life. When an individual has integrity, he or she maintains his or her adherence to it whether or not other people are watching.	14. Politeness This character trait is knowledgeable of basic good manners, common courtesies, and etiquette, and is willing to apply these to all people they encounter. They desire to learn the personal skills of politeness in order to enhance their relationships and self-esteem.
2. Honesty Honesty is a good trait that is more than just telling the truth. It is living the truth. It is when a person is straightforward and trustworthy in all of their interactions, relationships, and thoughts. Being honest requires self-honesty and authenticity.	15. Kindness Kindness is a positive attribute of being considerate, helpful, and benevolent to others. This virtuous trait is motivated by a positive disposition and the desire for warm and pleasant interactions.
3. Loyalty Loyalty is an ethical trait of faithfulness and devotion to a person's loved one, his or her friends, and anyone with whom he or she have a trusted relationship with. Loyalty is a good quality that can also extend to a person's employer, organisation or where he or she belongs to, their community, and their country.	16. Lovingness This character trait has the ability to show love toward others. This means he or she showing them love through his or her words, actions, and also expresses deeply he or she care about them. It includes the willingness to be open and vulnerable.
4. Respectfulness With this character attribute, one can treat him or herself and others with courtesy, kindness, deference, dignity, and civility. He or she offers basic respect as a sign of his or her value for the worth of all people and his or her ability to accept the inherent flaws people possess.	17. Optimism Optimism is a virtuous example of having a sense of hopefulness and confidence about the future. It involves a positive mental attitude in which a person interprets life events, people, and situations in a promising light.
5. Responsibility This exceptional quality accepts personal, relational, career, community, and societal obligations even when they are difficult or uncomfortable. This personal trait follows through on commitments and proactively creates or accepts accountability for his or her behaviour and choices.	18. Reliability This character can be consistently depended upon to follow through on commitments, actions, and decisions. He or she does what he or she says to do.
6. Humility A person has a lot of confidence yet has modest opinion of his or her own self. A person does not have to see him or herself as "too good" for other people or situations. With this	19. Conscientiousness This character attribute has the desire to do things well or to the best of his or her ability. He or she is thorough, careful, efficient, organised, and vigilant in his or her efforts, based on his or her own principle

honourable trait he or she should have a learning and growth mindset and the desire to express and experience gratitude for what he or she has, rather than expecting to deserve more.	or sense of what is right.
7. Compassion This character trait feels deep sympathy and pity for the suffering and misfortune of others, and have a desire to do something to alleviate suffering.	20. Self-disciplined With this good character trait, he or she is able, through good habits or willpower, to overcome his or her desires or feelings in order to follow the best course of action or to rise to his or her commitments or principles. The person has a strong sense of self-control in order to reach a desired goal. Developing these traits of good character can be difficult to foster and maintain, but they afford so many positive benefits to improve the quality of his or her life.
8. Fairness Using discernment, compassion, and integrity, this character trait strives to make decisions and take actions based on what he or she considers the ultimate best course or outcome for all involved.	21. Ambitiousness When a person has ambitiousness as a character, he or she possess a keen desire to achieve his or her goals. Whether he or she is seeking to make more money, build a business, excel in his or her career, or find the love of his or her life, his or her ambition gives him or her the motivation to make it happen. This character trait is positive as long as his or her ambition does not overshadow his or her values or force him or her to compromise other positive character traits.
9. Forgiveness A person makes conscious, intentional decisions to let go of resentment and anger toward someone for an offense whether or not forgiveness is sought by the offender. Forgiveness may or may not include pardoning, restoration, or reconciliation. It extends both to others and to one's self.	22. Encouraging When a person has encouraging trait, he or she offers hope, strength, and positive reinforcement to others. He or she goes out of his or her way to give someone support and confidence. This is an excellent trait as it reveals his or her ability to understand and care for others in an emotionally intelligent way. Because of his or her encouraging nature, others are naturally attracted to him or her.
10. Authenticity With this virtuous attribute a person is real and true to him or herself, without pretensions, posturing, or insincerity. He or she is capable of showing appropriate vulnerability and self-awareness.	23. Forgiving The ability to forgive oneself and others reveals that the person has a balanced perspective of human nature and the flaws inherent in all people. He or she is able to let go of grudges and resentment which in turn frees him or her and anyone who might have offended them. It is an advanced trait that is an act of courage and commitment.
11. Generosity This good quality is willing to offer time, energy, efforts, emotions, words, or assets without the expectation of something in return. This character trait offers these freely and often joyously.	24. Considerate When one possesses the trait of being considerate, he or she shows an ability to think of other people as well as him or herself. He or she shows care to others and seek to understand how they might feel in certain situations and adjust his or her behaviour accordingly. To be considerate also means being polite and respectful even of those at a different station in life from him or her.
12. Perseverance	25. Thoroughness

Perseverance is a character trait steadfast persistence and determination to continue on with a course of action, belief, or purpose, even if it's difficult or uncomfortable in order to reach a higher goal or outcome.	When a person is thorough, he or she is willing to put in the extra effort to ensure things are done completely and correctly. Others can count on him or her to fulfill his or her commitments with great care and attention to detail. His or her ability to be thorough and consistent in his or her efforts mean he or she can expect more success and respect in his or her personal and professional life.

Therefore, teachers should ensure that students are taught and instilled these important values for positive living. Such values bring out the best of an individual person and aims to create peace and harmonious living for all people within the community.

Performance Assessment: CSD teachers can work collaboratively with the CCVE teachers to plan assessment where students are required to observe and demonstrate a good character each day for a week.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.2.4: Reflect, analyse, and receive feedback on responsible actions using academic and behaviour skills.

Topic: Moral and Ethical Behaviours based on Life-long Learning Skills

Essential Questions

- What are moral and ethical behaviours?
- What are the impacts of enforcing life-long learning skills on students especially adolescents?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Moral and ethical behaviours based on life-long learning skills for responsible actions How to analyse feedback on responsible actions
Skills	Critical Thinking Skills - Use analytical skills of analysing - Use evaluation skill of reflecting Creative Thinking Skills - Use creative skills of demonstrating and reflecting
Attitudes	• Cooperative, responsible
Values	• Common good

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

- Explain what moral and ethical behaviours mean;
- Discuss how they can develop acceptable moral and ethical behaviours;
- Participate in community activities that demonstrate moral and ethical behaviours;
- Examine and evaluate the impacts of developing acceptable moral and ethical behaviours.

Content background

Moral and ethical behaviours

What is moral behaviour?

Moral behaviour refers to an act by an individual according to his or her moral values and standards. A moral precept is an idea or opinion that is driven by a desire to be good. Moral refers mainly to guiding principles. A person's idea of morals tends to be shaped by their surrounding environment and sometimes their belief systems. Moral values shape a person's ideas about right and wrong. Morals emphasise the widely shared communal or societal norms about right and wrong.

Examples of moral behaviours:

- Always tell the truth
- Do not destroy property
- Have courage
- Keeping promises
- Not to cheat
- Treat others as they want to be treated
- Should not judge
- Be dependable

What is ethics?

Ethics is a broad field of philosophy that is concerned with the principles dictating how people behave and interact. Ethics seeks to define actions that are morally right and those that are morally wrong. An ethical code is a set of rules that defines allowable actions or correct behaviour. Ethics leans towards decisions based upon individual character and the more subjective understanding of right and wrong by individuals.

Examples of ethical behaviours:

- Honesty
- Integrity
- Fairness
- Make things better
- Treat others fairly
- Consider the consequences of own actions
- Respect the rights of others

Developing acceptable behaviours in adolescence

1. Take time to actively listen

Actively listening means paying close attention to what a child is saying and feeling, rather than thinking of what an adult wants to say next. This shows a child that adults such as their parents care for them and are also interested in them.

2. Set clear rules about behaviour

Family rules set expectations about behaviour clearly. All members of the family should be involved in this discussion. The rules must be kept positive as much as possible. For example, instead of saying 'Do not be disrespectful,' it could be said as, 'Speak to each other with respect'.

3. Broken rules: follow up calmly, firmly and consistently

This can be achieved by parents agreeing in advance before setting a brief and fair consequence on themselves and their child. It helps if they link the consequence to the broken rule – for example, 'Because you didn't come home at the agreed time, you'll need to stay home this weekend'. This also helps them communicate their expectations about future behaviour.

4. Encourage self-reflection

If parents need to use a consequence, they must explain why they are doing it. This gives their child the chance to reflect on what he or she could change to stop the problem coming up again. For example, they could say something like, 'Gemma, I get worried when you stay out late without telling me what you're doing. Next time, I'll pick you up at 10 pm. What could you do differently next

time so you don't get a consequence?' Follow up by asking their child what a fair consequence would be if it happens again.

5. Try to be a positive role model

Children (even teenagers) do as their parents do, so being a role model for their child is a powerful and positive way to guide their child's behaviour. For example, when their child sees them following the family rules themselves, he or she gets a powerful example.

6. Choosing the battle

Before a parent gets into conflict over his or her child's behaviour, they should ask themselves, 'Does this really matter?' and 'Is this really worth fighting about?' Less negative feedback means fewer opportunities for conflict and bad feelings.

7. Take children seriously

A child is an individual and he or she needs to know that he or she is valued, accepted, and respected for who he or she is. One way to do this is by taking his or her developing ideas and opinions seriously, even if he or she does not necessarily agree with them.

8. Give children responsibilities

Learning to handle responsibilities is one of the biggest challenges of adolescence, and an important step towards becoming an adult. Giving their child responsibility in certain areas like letting him or her choose his or her own clothes or hairstyle can help increase autonomy and independence. It can also help him or her avoid battles over the little things.

9. Tackle problems in a positive way

Whether it is an argument with their child or a disagreement with their partner, using positive problem-solving skills to sort things out helps to keep parents calm. It also gives their child a great example to follow.

10. Praise your child

Descriptive praise and encouragement are powerful motivators. Teenagers might seem self-sufficient, but their child still wants and needs their approval. When parents notice and comment on their child's responsible choices and positive behaviour, they are encouraging him or her to keep behaving in that way. Parents must remember that teenagers often prefer their parents praising them privately rather than in front of their friends.

11. Plan ahead for difficult conversations

When parents wish to have challenging or difficult conversations, it is a good idea for them to think ahead about what they will say and how their child might feel. This can help them avoid conflict. Arranging a time and place where they can have some privacy also helps. For example, 'Izzy, I'd like to make a time to talk with you about some things that are happening around the house. We can talk about it over pizza on Saturday night. OK?'

12. Keep 'topping up' the relationship

It might help for parents to think of their relationship with their child as a sort of bank account. Spending time together, having fun and giving help and support are 'deposits', but arguments, blaming and criticism are 'withdrawals'. The trick is to keep the account balanced.

13. Share feelings

Parents should tell their child honestly how his or her behaviour affects them and can help their relationship. 'I' statements can be a big help here. For example, saying 'I am always worried when you don't come home on time' will probably get a better response than 'You know you're supposed to ring me after school!'

14. Learn to live with mistakes

Everybody makes mistakes, and nobody's perfect. It is all about how parents deal with mistakes – both their own and their child's when these mistakes happen. Taking responsibility for mistakes is a good first step, and then working out what they can do to make things better might be their next move. Saying sorry to their child when they make a mistake helps to keep their relationship going well.

15. Look for ways to stay connected

Parents can stay connected with their child by spending special and enjoyable time together. The great thing is that sometimes the best moments are casual and unplanned, like when their child decides to tell them about his or her day at school over the washing up. When these moments happen, they must try to stop what they are doing and give their child their full attention. This sends the message, 'You're important to me and I love you'.

16. Respect the child's need for privacy

Teenagers crave some privacy and a space of their own. Asking for their child's permission to enter his or her room, and not going through his or her phone or belongings, are ways to show this respect. Another way might be to think about what they really need to know, and what can be left as private between their child and his or her friends.

17. Encourage a sense of belonging

Family rituals can give their child a sense of stability and belonging at a time when lots of other things around him or her and inside him or her might be changing. Some families might choose to have Friday family pizza nights, pancakes for breakfast on Sundays, or particular traditions for celebrating birthdays.

18. Keep promises

When a parent follows through on promises, good or bad, their child learns to trust and respect them. They must be clear and consistent, and promise only what they know they can deliver as a parent.

19. Have realistic expectations

Just as they might do, their child will probably slip up and break the rules sometimes. Since teenager's brains are still developing they are still working out who they are. Testing boundaries is all part of the process, so parents must be realistic about their child's behaviour.

20. Look for the funny side of things

Laughing or cracking jokes can help diffuse tension and possible conflict, and stop them and their child taking things too personally. They can also sometimes use a joke or a laugh to kick off a difficult conversation.

In this period of growth for students physically, socially and emotionally it can be quite challenging as they try to accept and adapt to these changes. It can also be a difficult time for parents and the

teachers to get to understand the decisions that their children and students make. It is important that students, their teachers and parents establish a mutual relationship where they are able to communicate freely and with ease and attend to each other's needs without disputes.

Performance Assessment: Teachers can set assessment where students are required to demonstrate through role play or simulation how to conduct themselves morally and ethical to enhance their relationship with their families and their friends.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Raising Children Network (Australia) Limited. (n.d). *Encouraging good behaviour in teenagers: 20 tips*. Encourage Good Behaviour. Retrieved March 9, 2021, from <https://raisingchildren.net.au/pre-teens/behaviour/encouraging-good-behaviour/encouraging-good-behaviour-teens>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.3.1: Evaluate characteristics of a caring relationship and a hurtful relationship.

Topic: Characteristics of a Caring Relationship and a Hurtful Relationship

Essential Questions

- What are caring and hurtful relationships?
- What is the difference between a caring and a hurtful relationship?
- What are the characteristics of caring and a hurtful relationship?
- How important are caring relationships?
- How will a hurtful relationship affect an individual?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Characteristics of a caring relationship and a hurtful relationship
Skills	Critical Thinking Skills - Use analytical skills of identifying and discussing - Use evaluation skill of evaluating Creative Thinking Skills - Use synthetical thinking skills of discussing
Attitudes	Caring and concern, open-minded
Values	Love, mutuality

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

- Identify and explain types of relationships;
- Examine the characteristics of a caring/healthy relationship;
- Examine the characteristics of a hurtful or unhealthy relationship;
- Discuss ways of developing healthy/caring relationships in the community;
- Analyse ways to solve problems associated with hurtful relationship;
- Participate in community activities that build a healthy/caring relationship.

Content background

Types of relationships

All relationships fall under two main categories. It is either a healthy relationship or an unhealthy relationship. The type of relationship one has depends on the behaviour and attitude of individuals involved in the relationship.

In healthy relationships, people can feel safe, respected and accepted for who they are. In unhealthy relationships, people may feel anxious, confused, uncertain and even unsafe. Knowing these differences can help a person make choices about the friends or even partners he or she chooses to have.

Characteristics of a caring or healthy relationship:**1. Mutual Respect**

Respect means each person respects who the other is and understands the other person's boundaries.

2. Trust

Partners should place trust in the other and give each other the benefit of doubt.

3. Honesty

Honesty builds trust and strengthens the relationship

4. Compromise

In relationships each person does not get his or her way. Each should acknowledge different points of view.

5. Individuality

Neither partner should compromise on who he or she is and his or her identity should not be based on a partner's choice or decision.

6. Communication

Good communication is a necessary quality of a healthy relationship

Below is a diagram showing examples of positive characteristics in a relationship.



(engage.youth.gov.2020)

Characteristics of a hurtful or an unhealthy relationship

1. Control

A controlling behaviour is when one person expects, compels or requires others to cater to their own needs-even at other's expense. The controlling person targets an individual and dominates them in an unhealthy, self- serving manner.

2. Hostility

Hostility in a relationship happens when an individual is in a situation of apparent peace and all of a sudden a friend or family member or someone covertly declares war. Hostility in a relationship manifests as an attitude of contempt with a conscious to hurt or do harm.

3. Dishonesty

Dishonesty erodes trust, causes distance between partners and ultimately leads to the breakdown of the relationship. Every relationship is built on mutual trust whether that relationship is romantic or not. Lying quickly erodes that trust hurting both parties in the process. Whether it is keeping secrets or telling a little white lie, lying destroys one of the fundamental pillars of a healthy relationship. A relationship without honesty is a relationship that is bound to fail.

4. Disrespect

Being open and honest with one another is one of the building blocks to any healthy relationship. So being dishonest, shows a lack of respect for one another.

5. Intimidation

Is defined as the action of frightening or threatening someone usually in order to persuade them to do as they want them to.

6. Physical Violence

Physical abuse or violence occurs when physical force is used against someone in a way that injures or endangers someone. Physical violence is a crime whether it occurs inside or outside a family. The police have the power to protect anyone from physical attack.

7. Sexual Violence

Any situation in which someone is forced to participate in or degrading sexual activity is sexual abuse. Forced sex even by a spouse or intimate partner with whom one also has consensual sex is an act of aggression and sexual violence. Furthermore, people who experience physical and sexual violence are at risk of being seriously injured or killed.

Developing healthy/caring relationships

Relationships are made on stronger connections and bonds. However, their foundations are laid on these important virtues in a relationship;

- accept and celebrate differences
- communication/speak up/effective listening/express emotions
- compromise
- commitment/trust
- show attention and appreciation
- manage mobile technology and be aware of its pitfalls.
- create a foundation of respect
- have quality time together

Handling hurtful relationships

How can people start handling hurtful relationships? Many people assume that toxic or unhealthy relationships are doomed, but that isn't always the case. Repairing a toxic relationship will take time, patience, and diligence.

Given below are some things that can be done to work things out in a hurtful relationship.

- Display an attitude of openness and willingness to invest in making the relationship better.
- Recognising the past behaviours that have harmed the relationship is vital on both ends and reflects on self-awareness and self-responsibility. This means identifying and taking responsibility for his or her own actions in the relationship.
- Shift from blaming to understanding by communicating effectively.
- Seek help from outside sources to get things back on track, either through individual or couples counselling.
- Don't dwell on the past.
- It should not be forgotten that things won't change overnight so working together on flexible mode and patient with each other as you grow.

From studying these topic students should be able to know how to control situations that cause a healthy relationship to an unhealthy one. Mutual understanding must be established between parties in a relationship to maintain its healthy state for all people to live together harmoniously.

Performance Assessment: CSD teachers can work collaboratively with the CCVE teachers to set assessment that will require students to investigate a hurtful relationship within their community and suggest better ways to help solve this problem at their level.

Suggested Resources

- Engage Youth. (2020). *Characteristics of Healthy & Unhealthy Relationships*. Retrieved January 14, 2021, from engage.youth.gov.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rohn, J. (2016, October 9). *6 Essential Traits of Good Character*.
- 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.
- Ruskin, R. (2011). *Active Outcomes-Second Edition*. John Wiley & Sons: Queensland. Australia.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.3.2: Manage personal behaviour in family, school and community that contributes to caring relationships.

Topic: Managing Personal Behaviour that Contribute to Caring Relationships

Essential Questions

- What are examples of personal behaviours that contribute to caring relationship at homes, schools and in the community?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Managing personal behaviour in family, school and community that contributes to caring relationships
Skills	Critical Thinking Skills - Use evaluation skill of managing
Attitudes	Caring and concern, responsible
Values	Love, kindness

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

- Identify and describe personal behaviours that contribute to caring relationships at home (family), school and the community;
- Discuss how individuals can develop a caring relationship and its impacts on those around them.

Content background

What is a caring relationship?

Respect for oneself and for others is a key characteristic of caring or healthy relationships.

To care means to have a strong love and affection for someone or something. It means to be interested or be concerned about someone or something, to cherish someone or something.

To care for someone means to be concerned about their wellbeing. On some occasions you may not know the person you care for but you may greatly like and respect them.

The difference between love and care is that, love can only be felt towards someone special. For example, parents and children, husband and wife, boyfriend and girlfriend, best friends, siblings and family members. It takes time and effort and patience to build a caring relationship. Positive and supportive relationships will help us to be healthier, happier and more satisfied with our lives.

How to manage personal behaviours to enhance caring relationships

Here are some measures to help one develop more positive and healthy relationship in all areas of his or her life.

1. Accept and celebrate differences.
One of the biggest challenges we experience in relationships is that we are all different. When we perceive the world in many different ways we try to understand and create a rapport so we accept people just the way they are and we celebrate the differences they come with into a relationship.
2. Listen effectively.
Listening is a crucial skill in boosting another person's self-esteem. Listening and understanding what others communicate to us is the most important skill of successful interaction and vice versa. Active listening is the single most important and useful skill. In active listening we also are genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means.
3. Give people their time.
Giving people time is also a huge gift. The connection we make with other people is the very touchstone of our existence and devoting time, energy and effort to developing and building relationships is one of the most valuable skills in life.
4. Developing communication skills.
Communication occurs when someone understands the other individual, not just when he or she speaks. One of the biggest dangers with communication is that people can work on the assumption that the other person has understood the message they are trying to get across. Poor communication can lead to the culture of back stabbing and blame which in turn can affect people's stress levels, especially when they do not understand something or feel they have been misled.
5. Learn to trust more.
A relationship will go a long way if people can earn other people's trust.
6. Develop empathy.
Empathy and understanding builds connection between people. It is a state of perceiving and relating to another person's feelings and needs without blaming, giving advice or trying to fix the situation. Empathy also means reading another person's inner state and interpreting it in a way that will help the other person offer support and develop mutual trust.

Students must develop these skills and be instilled with it. They must appreciate the different types of people for who and what they are. Understanding them will pave way for greater cooperation and allow for peace to prevail in their community.

Performance Assessment: Teachers can set assessment where are required to demonstrate through role play or simulations of how to behaviour to promote caring relationship or write an essay on caring relationships in the family and community.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Freifeld, L. (2013, March 21). *8 Tips for Developing Positive Relationships*. Training. Retrieved January 14, 2021, from <https://trainingmag.com/8-tips-for-developing-positive-relationships/>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.3.3: Analyse citizenship values and principles that contribute to caring relationships.

Topic: Citizenship Values and Principles Promoting Caring Relationships

Essential Questions

- What are citizenship values and principles?
- What are examples of citizenship values and principles that contribute to caring relationships?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Citizenship values and principles that contribute to caring relationships
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitudes	Caring and concern, responsible
Values	Love, kindness, trust

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

- Explain citizenship values and principles;
- Identify and explain examples of citizenship values and principles that contribute to caring relationships.

Content background

What are citizenship values and principles?

In this sense, citizenship values pertain (refer to) to belonging and being loyal to one's homeland, as well as all beliefs and behaviours involved in the performance of duties, rights, social participation, and public values. Citizenship requires people doing their share for their community, and country.

Traditionally, there are two principles of citizenship;

- The right to belong by descent and
- The right to belong by place of birth.

A citizen is a person who by birth, nationality of one or both parents, or naturalisation is granted full rights and responsibilities as a member of a nation or political community or country.

Citizenship concepts include: democracy, government, law, justice, rights and responsibilities, participation, community, equality, identities and diversity.

What are good citizenship values?

Good citizenship values can be derived from the preamble of the Constitution:

• Faith in God	• Respect for Law and Government	• Equality
• Unity	• Truth	• Peace
• Patriotism	• Justice	• Promotion of the Common Good
• Work	• Freedom	• Concern for the Family and future Generations
• Respect for life	• Love	

Whilst, all citizenship values are very important and emphasis on: freedom, political liberty, religious freedom, economic opportunity and escape persecution are regarded necessary for world peace.

Citizenship values can be fairly defined at different levels:

- Home, School, Community, Province, Country

For example;

- In school – students should be engaged in age-appropriate program hosts to help them understand the five (5) pillars of good school citizenship (being respectful of other people and their property, being respectful of school property, following school rules, displaying good character of being responsible, honest, good listener & kind) and being able to respect others' opinions and beliefs.

What are values?

“Value” is attached to a myriad (countless) of concepts. However, in this context, it can be defined as the way people believe that some things are important and other things are less important. For example, cultural values are the core principles and ideals upon which an entire community exists. This is made up of several parts: customs, which are traditions and rituals; values, which are beliefs and culture, which are group guiding values.

What are the characteristics of values?

- For people to freely choose their values
- They must believe each value is important
- They must act on each of their values

How are good citizenship values demonstrated?

The demonstration of good citizenship values can be seen through the aspiration to be good and the following evidences shown.

1. Honesty. That is to tell the truth
2. Integrity. To be morally upright
3. Responsible. Be accountable for oneself and one's actions
4. Respectfulness. Treat others on how they want to be treated

Examples of the benefits of citizenship:

1. Family reunification
2. Eligibility for government jobs
3. Freedom to travel
4. Ability to vote

Examples of citizenship values and principles that contribute to caring relationship

The citizenship values and principles that contribute to a caring relationship can be discussed as social values which relate to those principles and beliefs that influence the quality of interpersonal relationship. The pre-existing values that can affect an individual's judgments or action can be a set of qualities, or values, that shape peoples' thoughts, actions, reactions and feelings.

People with strong character of good citizenship pose the following

- Show compassion
- Are honest and fair
- Display self-discipline in setting and meeting goals
- Make good judgments
- Show respect to others
- Show courage in standing up for beliefs
- Have a strong sense of responsibility
- Are good citizens who are concerned for their community and
- Maintain self-respect

A caring relationship can be demonstrated through modelling. The following qualities of good citizenship values and principles are; honesty, integrity, responsibility and respectfulness at home, school, community, province and country.

Key rights and responsibilities of citizens:

- Support and defend the constitution
- Stay informed of the issues affecting their community
- Participate in the democratic process
- Respect and obey constitutional laws
- Respect the rights, beliefs and opinions of others
- Participate in their local community

Therefore, students must value and appreciate their status as citizens of PNG. Being patriotic for their country will encourage them to do great things. For instance, volunteer to help their fellow country men or women who are affected during natural disaster, war and et cetera.

Performance Assessment: Teachers can set assessment that will require students to volunteer to assist those who are in need, not only during emergency time but also to those who needed genuine help for instance, homeless, physically disabled, in poverty, et cetera.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: Character Formation

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

Benchmark 9.1.3.4: Evaluate values and characteristics of caring relationships demonstrated in different contexts (for example, in sports, in treating vulnerable people, in dealing with victims of conflict and violence, etc.)

Topic: Impacts of Demonstrating Caring Relationships in different Contexts

Essential Questions

- What are the impacts of demonstrating caring relationships in different contexts?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Values and characteristics of caring relationships demonstrated in different contexts
Skills	Critical Thinking Skills - Use analytical skill of examining - Use evaluation skill of evaluating
Attitudes	Caring and concern, open-minded
Values	Love, kindness

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

- Analyse and evaluate the impacts of caring for others in different contexts (for example, in sports, in treating vulnerable people, in dealing with victims of conflict and violence, et cetera.)

Content background

People should all aspire to be good. To demonstrate good citizenship values in the different contexts for example: sports, the treatment of vulnerable people and in dealing with victims of conflict and violence, et cetera. Citizens must learn to feel, think and act with respect for self and for others.

The values of honesty (tell the truth), integrity (be morally upright), responsibility (be accountable for self and his or her actions) and respectfulness (treat others how one wants them to treat him or her) are very important in demonstrating caring relationship in different social environment.

All citizens have rights to be treated equally and with respect.

“Intelligence is not enough. Intelligence plus character’, that is the goal of true education.”

- Martin Luther King Jr.

Impacts of caring relationship in sports environment

All citizens regardless of gender orientation or any form of disability should not be denied and deprived the right to participate and be involved. Those that may need special care and attention should be supported in every way possible to achieve their goals and to contribute to the development of sports in the country.

All citizenship values and principles must be emphasized in all sport environments. One element of citizenship gives the right of 'individual freedom' and equal participation. Every citizen has the responsibility to be open to differences, for example; promoting equal gender participation and promoting equal participation of people with disability, et cetera in sports.

'A quality education provides citizens with the tools to participate fully in their society.'

Impacts of caring relationship in treating vulnerable people

Vulnerable means being exposed to the possibility of being attacked or harmed, either physically or emotionally.

Vulnerable people can refer to any person or group however; children, women and girls, the elderly and persons living with disability have become the targeted group. Perhaps an undeniable factor is the physical stature and the ability to defend oneself has made these vulnerable groups to be an easy target for perpetrators. Therefore, the emphasis for equality, respect for life and freedom should be practiced and developed.

Every citizen must learn to respect one another. 'We have a social responsibility, a constitutional opportunity and moral obligations to help, respect and protect others'.

The most important thing citizens can do for the young generation is to help them acquire values and skills that they can rely on throughout their lives. In doing so, they will have the best chance to lead good lives as individuals and as citizens of their communities and of Papua New Guinea.

Victims or survivors can be directed to source help and services provided by the government and any Non-Government Organizations (NGO) for counselling and recovery from any physical or psychological effects as a result of a negative experience. For example: Meri Safe House or Family & Sexual Violence Section of the Royal PNG Constabulary, et cetera.

Stand up for yourself is a part of self-respect and is not to tolerate mistreatment by others.

Impacts of caring relationship in dealing with victims or survivors of conflict and violence

What is conflict?

Conflict refers to a struggle or clash between opposing forces. It can lead into violence

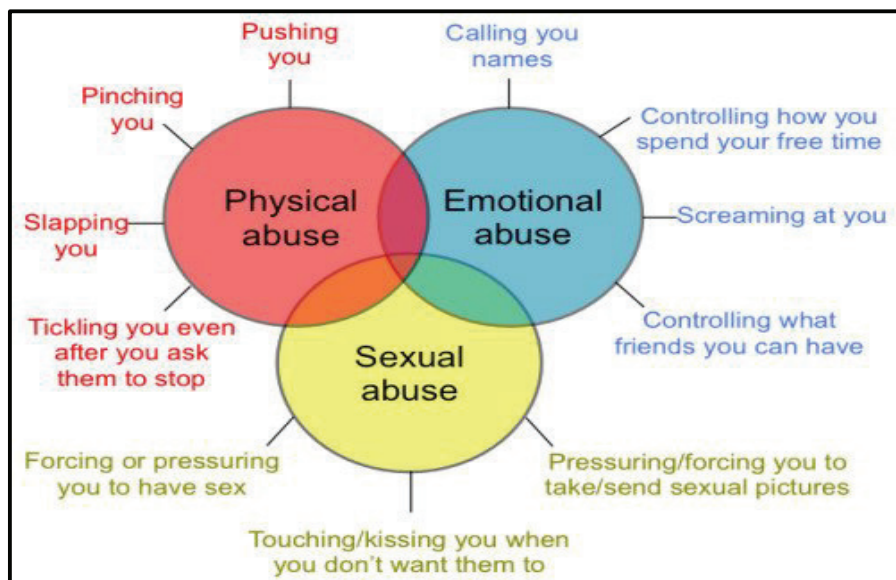
What is violence? This is doing harm to others in the pursuit of one's own preferences. There are four modes in which violence may be inflicted; physical, sexual, psychological attack, and deprivation. It further divides the general definition of violence into three sub-types according to the victim or survivor and perpetrator relationship.

Types of violence:

- Physical
- Sexual
- Psychological

- Spiritual
- Cultural
- Verbal abuse
- Financial abuse
- Emotional

The diagram below shows examples of the types of abuse that can lead to violence.



(google. 2021)

The other form of violence is Gender-Based Violence (GBV). Following are examples of GBV;

1. Violence Against Women and Girls (VAWG)
2. Violence Against Lesbian Gay Bisexuals Transgender Intersex and Queer(LGBTIQ)
3. Intimate Partner Violence (IPV)
4. Domestic Violence (DV)
5. Sexual Violence (SV)
6. Indirect (structural) Violence

These groups of people will need 'compassion' or 'empathy'. These values provide the emotional root for caring for other people. It allows people to be understanding and tolerant of different points of views and beliefs, it makes them aware of the suffering of others and it allows them to empathise with the victims or survivors.

Therefore, it is important that students know about these types of violence and should be able to identify those that are prevalent in PNG. They should assist victims or survivors of violent relationship seek help from appropriate authorities before something drastic happens that can change their lives forever.

Performance Assessment: Teachers can set assignments that will require students to write essay on assessing the positive characteristics of caring relationships in different contexts sports, vulnerable people and victims of conflict and common types of conflict and common types of violence.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: 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 9.1.4.1: Communicate respectfully and effectively in diverse environments.

Topic: How to Communicate Respectfully and Effectively in Diverse Environments/Cultures

Essential Questions

- What is diverse environment or culture?
- How can strategies for respectful and effective communication be developed in the diversified cultures?
- How can these strategies build a safe and supportive culture including mutual respect?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to develop respectful and effective communication strategies in order to communicate respectfully and effectively in diverse environment or culture
Skills	Critical Thinking Skills - Use analytical skill of identifying - Use evaluation skill of evaluating Creative Thinking Skills - Use synthetical skills of discussing - Use synthetical skill of developing
Attitudes	Caring and concern, open-minded
Values	Modesty

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

- Explain what diverse environment is and list examples;
- Develop strategies for respectful and effective communication taking into consideration the diversified cultures;
- Critique the impact of people communicating respectfully and effectively in this diverse environment or culture.

Content background

What is a diverse environment/culture?

It is a society that is made up of many different groups with different interests, skills, talents and needs. It also means that an individual recognises that people in society have communication skills that are different to him or her.

Learning about other cultures helps people understand different perspectives within the world in which they live. It helps dispel negative stereotypes and personal biases about different groups. In addition, diverse culture helps people recognise and respect “ways of being” that are not necessarily their own.

Though culture can be tied to a specific racial or ethnic group, it can also encompass broader groups of people.

Diversity in culture can be managed through:

- Teamwork. It is important to have an open mind towards new culture and embrace the different dynamic on shared teamwork rather than focus on individual differences
- Modeling the right behaviours
- Awareness
- Communication

What are examples of diverse cultures?

Cultural diversity takes into account; language, religion, race, sexual orientation, gender, age and ethnicity. Cultural diversity is the existence of a variety of cultural groups within a society. Cultural groups can share many different characteristics in terms of culture, religion, ethnicity, language, nationality, sexual orientation, class, gender, age, disability, health differences, geographic location and lots of other things.

Approaches to communicate respectfully and effectively in diverse cultures

1. Maintain etiquette (manners). Many cultures have specific etiquette around the way they communicate
2. Avoid slangs. Be open and inclusive of other cultures.
3. Speak slowly.
4. Keep it simple. Ensure the language is clear, concise and straightforward
5. Practice active listening. Practice reflective listening or paraphrasing
6. Take turns to talk.
7. Write information down.
8. Avoid closed questions.

Impact of communicating respectfully and effectively in diverse culture

Putting into practice these approaches help individuals fit into and blend with people of diverse cultures. They are able to reason, accept and appreciate the way other people live their lives.

So, it is important for students to take into account the importance of communicating respectfully. That is, listening attentively and with direct eye contact when the other person is talking. This encourages the person talking to respond the same when being talked to and ensures messages or information delivered is the correct one and actions displayed are also correct. This allows effective communication among people of diverse cultures to work and live together harmoniously.

Performance Assessment: Teachers can set activities that will require and/or engage students in respectful and effective communication in various environment/culture.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: 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 9.1.4.2: Evaluate active listening skills of all parties involved before, after and during conversations.

Topic: Impact of Applying Active Listening Skills in a Conversation

Essential Questions

- What is active listening?
- What are active listening skills?
- What are the impacts of active listening in a conversation?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Active listening skills of all parties involved before and after and during conversations
Skills	Critical Thinking Skills - Use analytical skill of examining - Use evaluation skill of evaluating
Attitudes	Caring and concern, open-minded
Values	Common good, peace and harmony

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

- Investigate the impacts of applying active listening skills in a conversation.

Content background

What is active listening?

Active listening means being deeply engaged in a conversation and attentive to what the speaker is saying. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. It requires far more listening than talking. Active listening is a skill that can be acquired and developed with practice.

Active listening skills/techniques:

- Paraphrase: Is to summarise the main points of the message the speaker shared to show the person fully understands their meaning
- Ask open-ended questions
- Use short verbal affirmations
- Display empathy
- Share similar experiences
- Recall previously shared information

There are five (5) key techniques to active listening;

- pay attention
- show that one is listening
- provide feedback
- defer judgment
- respond appropriately

Three components to active listening are;

- **Comprehend:** When the listener pays attention to the speaker's verbal and non-verbal language to fully understand what they are trying to communicate.
- **Retain:** When the listener tries to remember key points of the speaker's message using his or her memory or via note-taking.
- **Respond:** When the listeners respond, and acts accordingly.

What are the impacts of active listening in a conversation?

Active listening helps an individual build connection. It helps many people feel comfortable sharing information with him or her. When he or she demonstrates his or her ability to sincerely listen to what others have to say, people will be interested in communicating with him or her on a regular basis.

The positive impacts of active listening;

- Show respect to the speaker. Listening intently shows respect to the speaker and genuinely wants the listener to understand his or her viewpoint.
- It helps to develop a good relationship between the speaker and the listener.

Positive listening involves paying attention not just to the words spoken, but to those that are left unsaid. It also means listening with the eyes as well as ears.

Poor listening leads to assumptions and misunderstandings. These lead to errors, ineffective decisions, and/or costly mistakes. On a personal level, poor listening leads to hurt feelings and a loss of team interrelation. This deteriorates trust and weakens communication even further.

Five barriers to effective listening:

1. Being preoccupied and distracted. When a person is preoccupied, his or her mind wanders.
2. Communicating in a noisy environment
3. Individuals personal mind set
4. Interrupting the other person
5. The individuals physical state

Apart from the barriers to effective listening that may be present in the environment or emanate or come from our bodies, cognitive limitations such as, lack of listening preparation, difficult or disorganised messages and prejudices can interfere with listening.

It is important that students know and apply active listening skills for effective communication. Active listening allows communication to flow easily and encourages greater collaboration and team work among people. For instance, for impact projects in the community to be effective, leaders must listen attentively to each other and respond correctly ensuring these projects (community safety and security) reach everyone without misunderstandings or disputes.

Performance Assessment: Teachers can set assessments that will require students to demonstrate active listening skills during conversation using checklist.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Mind Tools Content Team. (n.d). *Active listening. Mind Tools*. Retrieved January 14, 2021, from <https://www.mindtools.com/CommSkll/ActiveListening.htm>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: 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 9.1.4.3: Analyse ways to respond to ethical issues in life as they appear in the curriculum

Topic: Ways to Respond to Ethical Issues in Life

Essential Questions

- What are ethical issues?
- What are examples of ethical issues in life currently faced here in PNG?
- How can these ethical issues be solved?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Developing strategies to respond to ethical issues in life as they appear in the curriculum such as discrimination, stigmatization and stereotyping
Skills	Critical Thinking Skills - Use analytical skill of analysing and examining Creative Thinking Skills - Use creative thinking skill of developing
Attitudes	Caring and concern, open-minded
Values	Common good, peace and harmony

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

- Examine ethical issues;
- Discuss strategies to solve ethical issues;
- Asses the impacts of using these strategies to solve ethical problems.

Content background

What are ethical issues?

Ethical issues occur when a given decision, scenario or activity creates a conflict with a society's moral principles. Ethical issues are challenging because they are difficult to deal with if no guidelines or precedents are known.

An ethical dilemma describes a conflict between two morally correct courses of action. There is a conflict between values and principles. The dilemma is that an individual would be doing something right and wrong at same time, and by taking one right course he or she will negate or deny the other right course.

What are some examples of ethical issues in life currently faced here in PNG?

Five common ethical issues are:

1. Unethical leadership. Having a personal issue with the boss is one thing, but reporting to a person who is behaving unethically is another;
2. Toxic workplace culture. Relates to employment practices and ethics. Example; nepotism (wantok system);
3. Discrimination and harassment;
4. Unrealistic and conflicting goals;
5. Questionable use of company technology.

Strategies to solve ethical issues

When considering an ethical issue, the following strategies can be followed to resolve an ethical issue.

1. Recognise that there is an issue and identify the problem/issue as seen.
2. Identify the problem and whoever is involved, investigate or find out and get the story straight as well as gather relevant data/details.
3. Individuals should consider the relevant facts, laws and principles and question whether the problem is a regulatory issue or a process issue related to regulatory requirements.
4. Analyse and determine possible courses of action and compare the issue to a specific rule in the Code of Ethics.
5. Implement the solution which may require one to identify who has the power and control in the situation.

Impact of using these strategies

Applying these strategies to solve ethical issues in their various localities will ensure peace and harmony is maintained for all. This will promote greater prosperity for individuals as persons, for their family, community and the nation as a whole.

Students should become aware of these strategies and apply them as best as they can to solve ethical issues to achieve greater stability within their community. This would mean peace and harmonious living for all within their community, society and the nation as a whole.

Performance Assessment: Teachers can set activities that will engage students in responding positively to ethical issues.

Suggested Resources

- Blake, D. (n.d). *What are the Most Common Ethics Issues?* Info Bloom. Retrieved January 14, 2021, from <https://www.infobloom.com/what-are-the-most-common-ethics-issues.htm>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 1: 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 9.1.4.4: Utilise multiple - media and technologies ethically and respectfully, evaluate its effectiveness, and assess its impact.

Topic: Utilising Multiple-media Technologies Ethically and Respectfully

Essential Questions

- What are multiple-media technologies?
- How can the multiple-media be utilised ethically and respectfully?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Ways to respond to ethical issues in life as they appear in the curriculum
Skills	Critical Thinking Skill - Use analytical skill of examine Creative Thinking Skills - Use creativity skill of utilising
Attitudes	Caring and concern, open-minded
Values	Common good, peace and harmony

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

- Examine how multiple-media technologies can be utilized ethically and respectfully.

Content background

What are multiple-media technologies?

The definition of multimedia technology includes interactive, computer-based applications that allow people to communicate ideas and information with digital and print elements. Professionals in the field use computer software to develop and manage online graphics and content.

Multimedia is a broad term for combining multiple media formats. Whenever text, audio, still images, animation, video and interactivity are combined together, the result is multimedia. Slides, for example, are multimedia as they combine text and images and sometimes video and other types.

What are examples of multiple-media technologies?

Popular examples of multimedia include video podcasts, audio slideshows, animated shows and movies; including social-media that are intended for communication purposes.

How can multiple-media be utilised ethically and respectfully?

Ethical use of media is each person's responsibility whether one is a student or a professional. As a student or faculty member they may use media for academic course assignments, teaching and personal research without seeking permission. Multimedia is often used to deliver information which is more powerful than printed learning resources such as printed text book.

How can students promote ethical use of media and information?

To promote ethical use of media and information, a student would have to start with himself or herself. One has to analyse the information being taken in and patronizes and promote those that they regard as truthful. An individual must maintain his or her citizenship values of; honesty, integrity, responsibility and respectfulness in the use of media too.

What is responsible use of technology?

Responsible users are thoughtful and intentional. They do not let technology interfere with face to face social interactions or conversations. They manage their own habits around the use of media technologies and turn devices off or redirect their attention away from the screen when appropriate.

Positive impacts of the use of multiple-media technology

- Enhances learning
- Foster problem-solving skills
- Develops future technological leaders

Negative impacts of the use of multiple-media technology

- It has interfered with peoples' work.
- A person is losing sleep or skipping physical activities due to technology use.
- It is causing one to stress or develop anxiety or he or she is noticing physical side effects, such as; tension headaches, eye strain, muscle pain, or overuse injuries.
- Use of this technology cannot stop if not monitored well (addiction).
- Diminishes relationships and social skills.

What are the negative effects of technology on children?

Children sometimes overuse technology which obviously affects their learning process in a negative way. Plagiarism and cheating have increased while analysis and critical thinking have declined. This puts the young generation's thinking abilities in jeopardy.

Multimedia technology can be used ethically and respectfully by doing the following:

- Take care of technological equipment
- Explore appropriate and safe sites for learning and research
- Enforce copyright laws, Fair Use Act and Creative Commons matter
- Help prevent cyber bullying
- Maintain self-image which is important
- Make use of netiquette
- Always give credit to original sources

Students must know and understand the consequences of unethical uses of multimedia technologies. The knowledge acquired on the appropriate usage of these technologies should

empower them to reach out to others informing them of how best to use these technologies as well as how to address issues that arise from using these technologies.

Performance Assessment: Teachers can set assessment that will require students to utilise multiple-media and technology in an ethical and respectful manner.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Parents Australia Rich Out. (n.d) *Teaching responsible use of technology*. Using technology responsibly. Retrieved October 06, 2021 from <https://parents.au.reachout.com/skills-to-build/wellbeing/things-to-try-technology/using-technology-responsibly>.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.5: Students will be able to identify and analyze 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 9.1.5.1: Assess lessons learnt from experiences and mistakes.

Topic: Lessons Learnt from Personal Experiences at Home or School

Essential Questions

- What is personal decision-making?
- What are factors that influence personal decision-making at home and at school?
- What are some lessons learnt from personal experiences you have encountered from some of the decisions you made at home or at school?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Factors that influence personal decision-making and lessons learned from experiences and mistakes at home or at school
Skills	Critical Thinking Skills - Use analytical skills of identifying and discussing - Use evaluation skills of assessing Creative Thinking Skills - Use synthetical skills of discussing and assessing
Attitudes	Be responsible and open minded
Values	Perseverance

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

- Identify and discuss factors that influence personal decision-making at home or at school;
- Analyse mistakes honestly and accurately;
- Assess mistakes and find ways to rectify them.

Content Background

What is decision-making?

Every person has the right to make their choices. Whatever decisions that a person make today determine his or her future. Therefore, it is very important that proper decision is made now to avoid regrets later. Careful planning will lead to appropriate decisions made. Decision-making is the ability to make choices that are good. The ability to understand oneself that is, his or her actions, how these actions affect others, and what is socially acceptable should enable the individual to make informed and appropriate decisions for their own good.

Factors that affect personal decision-making

In order to be good decision makers, people need to learn about several factors that influence decision-making. Factors like; behaviour style, courage and personal values. Personal decisions are influenced daily by internal as well as external factors.

The table below gives a list of factors that influence personal decision-making.

Internal Factors	External Factors
- Physical and emotional status - Personal characteristics and values - Past experience and interest - Knowledge and attitude - Self-awareness and courage - Energy and creativity - Sensitivity and flexibility	- Cultural setting - Social background - Time - Cooperation - Poor communication - Coordination

**"A smart man makes a mistake, learns from it, and never makes that mistake again."
Roy H. Williams (1958), U.S. author and marketing expert.**

The following are the factors that influence decision-making at home or at school;

- past experiences (Juliussan, Karlsson, & Gärling, 2005),
- cognitive biases (Stanovich & West, 2008),
- age and individual differences (Bruin, Parker, & Fischhoff, 2007),
- belief in personal relevance (Acevedo, & Krueger, 2004), and
- an escalation of commitment, influence what choices people make.

Understanding the factors that influence decision making process is important in understanding the types of decisions that are made. That is, the factors that influence the process impacts the outcomes. Students as individuals should think back to the last mistake they made at school. Even if it was a minor one, like spilling water on a document seconds before they were due to present it, they will likely have felt a rush of panic and then had the inconvenience of putting things right.

When people do not learn from their mistakes, they inflict unnecessary stress on themselves and on others, and they risk losing people's confidence and trust in them. This topic looks at ways to learn from mistakes, and using these mistakes as a lesson to learn from.

Learning from mistakes

Here are five steps to help one learn from his or her mistakes, and to put what he or she discover into practice.

1. Own their mistakes

A person cannot learn anything from a mistake until they admit that they have made it. They should admit to themselves, and then take ownership of it. They should inform those who need to know, **to them**, and tell them that they are working on a solution.

Saying "sorry" takes courage, but it is far better to come clean than to hide their error or, worse, to **blame** others for it. In the long run, people will remember their courage and integrity long after they have forgotten the original mistake.

If, however, people hear of it from another source, that person's reputation will suffer and he or she may not get another opportunity to learn.

2. Reframe the error

How an individual person views their mistakes determines the way they react to them, and what they will do next. Chances are; that person will view his or her error in a purely negative way for as long as it persists. But, if they can **reframe their mistake** as an opportunity to learn, they will **motivate** themselves to become more knowledgeable and resilient.

When they have acknowledged their mistake, they should think about what they could do to prevent it from happening again. For example, instead of reporting the matter (girl's gossips) to the class matron he or she reported the matter straight to the principal.

So, they should stop thinking too much about their mistake, pause for a moment to reflect, and start thinking about how they can gain from the situation. A tip for reframing errors;

A person's mindset plays a significant role in how they view their mistakes and, importantly, is how they react to these mistakes. If they have a "growth" mindset, they are likely to see mistakes as an opportunity to improve, and not as something that they are doomed to repeat because their mindset is "fixed" on the belief that they cannot improve.

3. Analyse their mistake

Next, a person needs to analyse their mistakes honestly and objectively. They should ask themselves the following questions:

- What was I trying to do?
- What went wrong?
- Where did it go wrong?
- Why did it go wrong?

4. Put lessons learnt into practice

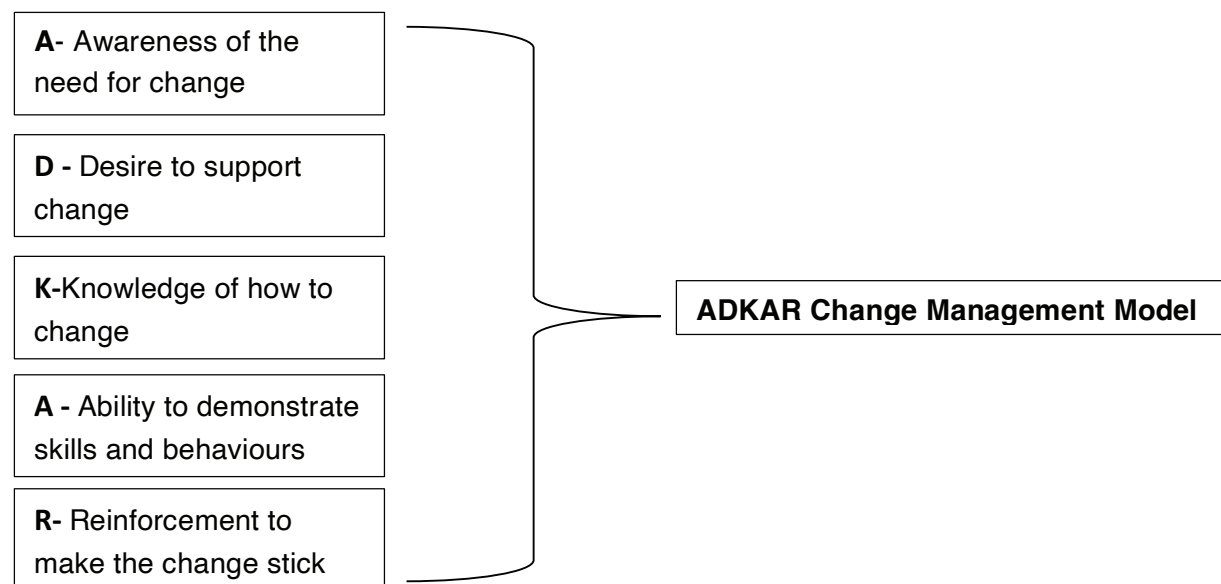
Learning lessons is one thing, but putting them into practice is quite another. Acting on what they have learnt will require discipline and motivation to **change their habits**. Doing so will help them to avoid **self-sabotage** in the future, and will allow them to reap the rewards and benefits of implementing **better work practices**.

So, they need to identify the skills, knowledge, resources, or tools that will keep them from repeating the same mistake. They should do so with care, though, because "quick fixes" will likely lead to further mistakes. Any actions that they take to implement for learning from mistakes needs to be enduring, and something that they can commit themselves to fix for better.

If their mistake was a minor or a personal one, setting **personal goals** and **action plans** will help them correct their mistakes. Having these personal goals and action plans on hand can give them a timescale to work towards, and a list of the tasks that they will need to complete to help them learn from their mistakes.

A tip for putting lessons learnt into practice.

Learning from mistakes, and putting that learning into practice, involves change. If that change will impact other people, the **ADKAR Change Management Model** could help them to get "on board" – and to keep them there. ADKAR is an acronym that represents the five tangible and concrete outcomes that people need to achieve for lasting change: *awareness, desire, knowledge, ability* and *reinforcement*.



(mindtools. 2020)

5. Review their progress

An individual may have to try out several ways to put their learning into practice before they find one that successfully prevents them from repeating past errors. The **Plan-Do-Check-Act** cycle is a great tool for pinpointing the most effective solutions. A tip for reviewing their progress.

They should not be afraid to ask their colleagues or teacher for help if they are unsure which tactic or tool will be the most effective in preventing further mistakes.

Involving other people is a great way to make them feel invested – and it can be particularly important when mistakes are made at a team or organisational level. So, they should foster an environment where people feel comfortable about expressing their ideas.

From there, they should monitor the effectiveness of their chosen tactic by reviewing the number and nature of mistakes that they do or do not or is still made. Asking someone to **hold them accountable** can help them to stay committed to their new course of action.

To error is human, and people do not have to punish themselves for the mistakes they make. There are great opportunities to learn, and to develop on a personal, as well as on an organisational level. People just need to learn from their errors, and to put that into practice.

When an individual, or one of their class members, make a mistake, they must do the following;

- Own up to it. Do not play the "blame game." This is detrimental in the long run, and they will lose the potential for learning.
- Reframe their mistake as an opportunity to learn and develop.
- Review what went wrong, to understand and learn from their mistake.
- Identify the skills, knowledge, resources, or tools that will keep them from repeating the error.
- Review their progress.

Performance Assessment: Teachers can set assessment that will require students to use the ADKAR model discuss and identify their own weaknesses and make change for better.

Suggested Resources

- Bruine, de Bruin, W., Parker, A. M., & Fischhoff. B. (2007). *Individual differences in adult decision-making competence*. *Journal of Personality and Social Psychology*, 92(5), 938–956. <https://doi.org/10.1037/0022-3514.92.5.938>. Retrieved January 14, 2021, from <https://psycnet.apa.org/record/2007-06231-012>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Dietrich, C. (2010). *Decision-making factors that influence decision-making*. Inquires Journal/Student Pulse LLC. ISSN: 2153-5760. Retrieved January 14, 2021, from <http://www.inquiriesjournal.com/articles/180/decision-making-factors-that-influence-decision-making-heuristics-used-and-decision-outcomes>.
- Jullisson, E.A., Karlsson, N., Garling, T. (2005). *Weighing the past and the future in decision making*. *European Journal of Cognitive Psychology*, 17(4), 561-575. DOI: 10.1080/09541440440000159. Retrieved January 14, 2021, from <http://www.inquiriesjournal.com/articles/180/decision-making-factors-that-influence-decision-making-heuristics-used-and-decision-outcomes>.
- Mind tools. (2020). *Dweck's Fixed and Growth Mindsets- Overcoming obstacles and recognizing effort*. Emerald Works. Edinburg, Scotland. Retrieved January 14, 2021, from <https://www.mindtools.com/pages/article/dwecks-mindsets.htm>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
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- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Stanovich, K.E., & West, R.F. (2008). *On the relative independence of thinking biases and cognitive ability*. *Journal of Personality and Social Psychology*, 94(4), 672-695. DOI: 10.1037/0022-3514.94.4.672. Retrieved January 14, 2021, from <http://www.inquiriesjournal.com/articles/180/decision-making-factors-that-influence-decision-making-heuristics-used-and-decision-outcomes>.

Strand 1: Values and Character Development

Unit 2: Responsible Decision-Making

Content Standard 1.5: Students will be able to identify and analyze 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 9.1.5.2: Implement responsible decision-making skills when working towards a goal and assess how these skills lead to goal achievement.

Topic: Responsible Decision-making Skills

Essential Questions

- What are responsible decision-making skills?
- How can responsible decision-making skills help an individual achieve his/her goals at a personal level?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Implementing responsible decision-making skills to achieve goals at the personal level
Skills	Creative Thinking Skills - Use creative skills of developing and implementing Decision-making skills - Use decision making skills to make best or wise choices in life
Attitudes	Responsible
Values	Common good, mutuality

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

- Discuss and identify responsible decision-making skills;
- Assess how personal decision-making skills lead to achieving a goal;
- Develop and implement responsible decision-making skills at personal level to help them achieve their goals.

Content Background

Responsible decision-making

Responsible decision-making can help students achieve their goals and aims in life. It is challenging, however, careful plan of their lives can help them make that sound decision for right choices in life. In making that decision they are able to take into account their wishes and the wishes of others. The ability to understand themselves, their actions, how their actions affect others, and what is socially acceptable all go into the responsible decision-making process. For instance, if their values and focus is on saving humanity, they make decisions that are geared

towards the field of medicine. They become doctors or nurses or engage in any medical profession.

Throughout high school, students become more and more independent until they are ready to leave their household. Essentially, all aspects of a potential decision and its consequences must be considered before a choice is made. To make the most appropriate behavioural choices, they need to learn how to make responsible decisions towards achieving a goal after leaving universities or colleges.

Responsible decision-making skills

In order for students to effectively make responsible decisions, they must develop competency with the following skills:

- **Identify the problem:** Students must be able to accurately acknowledged that they have encountered a problem. Problems can range from difficulty meeting the expectations in a classroom, to choosing whether or not to complete homework, or even deciding to engage in unhealthy behavior, such as lying or using banned substances. It is important that students are able to appropriately acknowledge a problem they face. In this way they appreciate others views to help them solve their problems
- **Analyse the situation:** Once students have succeeded in identifying the problem, they must then learn to analyze the situation from a variety of angles, which includes identifying how and why the problem arose.
- **Solve the problem:** After students have sufficiently identified, analysed, and considered the problem, they then need to develop and trial methods for solving problems. They need to identify possible options and explore the potential consequences of each option.
- **Consider ethical responsibility:** In addition to the natural or identified consequences of a decision, students must also consider any ethical or moral obligations they may feel or be held to. For instance, before a student chooses to look at someone else's test paper, the student will need to consider the potential ethical and moral repercussions of cheating.
- **Evaluate and reflect:** Evaluating and reflecting on what has happened is almost as important as the decision-making process itself. When students take time to evaluate how they have successfully identified, analysed, and solved a problem, they are more likely to appropriately reflect on what went well and what must be improved. This reflection allows students to note any necessary changes and work to incorporate those in their next decision making opportunity.



Therefore, students must know the importance of responsible decision-making. It enables them to prepare ahead of life and so they are able to make appropriate choices that should enable them to achieve their goals and visions they envisage during their years of schooling or as adolescents and youths growing up.

Performance Assessment: Teachers can set assessment that will require students to engage in responsible decision-making skills when working towards a goal (topic related to decision-making) through video/newspaper articles/scenario analysis.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Cooper, B.B. (2018, April 05). *8 Things You Don't Know Are Affecting Our Choices Every Day: The Science of Decision Making*. Buffer Blog. Retrieved January 14, 2021, from <https://buffer.com/resources/decision-making/>.
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- 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 analyze 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 9.1.5.3: Utilise skills and habits of applying standards of behaviour by asking questions about decisions that students or others make, are about to make, or have made.

Topic: Appropriate Standards of Behaviour for Students Decision

Essential Questions

- What are standards of behaviour?
- How can the application of standards of behaviour impact decisions of students at the personal level?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Skills and habits of applying standards of behaviour through questioning students about decisions they make, are about to make, or have made at the personal level.
Skills	Critical Thinking Skills - Use analytical skills of comparing and contrasting - Use evaluation skill of comparing Creative Thinking Skills - Use creative skills of utilizing (developing) Decision-Making Skills: Be firm with the decisions that you make
Attitudes	Emphatic and decisive
Values	Appreciate others point of view

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

- Identify and explain standards of behaviour;
- Assess the impact of application of standards of behaviour by students on their decisions at a personal level.

Content Background

Standards of Behaviour

Standards of behaviour are a set of guidelines to govern individual's actions, speech, attitudes and more. It guides individuals to make appropriate decisions in order for them to achieve their goals. (Cunningham L, *Massage Magazines*)

The Department of Education through the Guidance Division developed a policy document with the aim of guiding school managers or head teachers implement and manage the behaviour of

students and all others who are part and partial of the school. It aims to achieve a conducive learning environment for all. This is the 'Behavioural Management Policy' and the guide titled 'Behavior Management: A guide for schools- Improving student's behaviour and welfare' (Revised 2019).

Schools are advised to use these two documents to assist head teachers to manage student's behaviour. The following are the guiding principles of behavioural management for schools in Papua New Guinea in the Behaviour Management Policy (Revised ed; 2019);

1. Right to education
2. Right to respect, equality and fairness
3. Right to a safe learning environment
4. Right to good quality education
5. Right to fair and consistent rules
6. Rights to a school behaviour management policy
7. Right to access counseling and referral services
8. Best pro-active and cooperation
9. Personal responsibility

Students are recognized and given the right to education in Papua New Guinea, however they must learn to accept and appreciate these rights by being responsible. According the Behaviour Management Policy (2009), effective behaviour management requires the cooperation of the whole school. It is important to remember that students have responsibilities and that there are clear expectations about how students will behaviour in school. Students need encouragement and guidance into how to meet these responsibilities and expectations.

Department of Education expects all students to:

1. Do their best in school;
2. Treat peers in a caring and friendly way regardless of their gender, sexuality, health, disability, religion, race or cultural background;
3. Solve problems and conflicts in a peaceful way;
4. Value school property and respect the properties of others;
5. Cooperate with fellow students, teachers and school authorities;
6. Actively contribute to decision making in the school and the Student Representative Council;
7. Try to be good role model for others and encourage peers to behave well;
8. Be honest;
9. Report incidents of disruption, bullying, violence and any form of harassment;
10. Ask for help if they need and help others;
11. Dress neatly in line with the school rules;
12. Come to school (don't truant) and attend lessons on time.

(Behaviour Management Policy revised version 2019, p 13)

Performance Assessment: Teachers can set assessment that will require students to investigate and present a report on the effectiveness of the use of the **School Behavioural Management Policy** by the school administration.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Cunningham, L. (2020). *Standards of behaviour for effective workplace*. Massage magazine. Florida, US. Retrieved January 14, 2021, from <https://www.massagemag.com/standards-of-behavior-for-effective-workplace-communication-39839/>.
- Miller, J. S. (2020). *Responsible Decision-making*. Retrieved January 14, 2021, from <https://confidentparentsconfidentkids.org/2014/02/28/responsible-decision-making/>.
- 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 1.6: 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 9.1.6.1: Utilise time and materials to complete personal assignments on schedule.

Topic: Time and Resource Management for Personal Assignment

Essential Questions

- What is time and resource management?
- Why is time and resource (materials) management important for students?
- How can students learn to manage time and use available resources (materials) more effectively?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Using strategies to organise and utilise time and materials (resources) to complete personal tasks
Skills	Creative Thinking Skills - Use creative skills of utilising (developing) and organising Decision-Making Skills: Be able to use time and resources effectively
Attitudes	Being responsible
Values	Self-cultivation

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

- Examine the concept of time management and resources (material) management;
- Assess personal time and resource (materials) management and their effectiveness;
- Develop effective time management schedules to avoid fear and stress.

Content Background

Time management and its importance

Why is time management important for students? Good time management skills help students prioritise tasks so they are able to complete school work and assignments on time. Students are able to plan ahead, set aside the time they need for projects and assignments, and make better use of that time. Becoming better at managing time allows students to become more organised, more confident, and learn more effectively. It can also help students avoid the feared procrastination problem, which can lead to stress, frustration, and poor grades. Effective time management skills are especially important for high school students. As students enter high school, they have to deal with more subjects, assignments, tests, and extracurricular activities. Good time management skills can help keep them on track and reduce stress as they take on more work.

Time management skills

Learning how to manage time effectively is an important skill for students to master. Many students struggle with finding the right time to complete all their assignments, leading to overwhelming feelings of stress and frustration. To guide a student, a list of time management strategies must be created for all age range of students to help them put the days of last-minute project panic and school stress behind them. So how can students learn to manage time more effectively? Given are strategies for students to manage time effectively.

1. Create a master schedule

Students should first and foremost draw up a master schedule to use to block off time to work on assignments. This should help them prioritise projects and provide a structure to help keep them on track to meet due dates. They can use different colours for each subject so they are able to follow the schedule easily.

Given below is a layout of a master time schedule.

Personal Master Time Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
7:00 am						
7:30 am						
8:00 am						
8:30 am						
9:00 am						
9:30 am						
10:00 am						
10:30 am						
11:00 am						
11:30 am						
12:00 pm						
12:30 pm						
1:00 pm						

2. Use an agenda

Students should look ahead to all upcoming assignments and record the due dates in an agenda. They use the agenda to schedule in TV and computer times too. This will help them avoid falling into a trap of wasted hours in front of a screen instead of working on assignments.

3. Eliminate distractions

Between cell phones, social media, and friends, there are a lot of activities that can distract students from doing their school work. When it is time to get down working, they turn off their cell phones and sign out of social media accounts. Any time on the master schedule that is dedicated to working on school work should be cell phone and television-free.

4. Set goals for each study session

Students must set specific goals for each day, like how many pages of a book report to write or how many math questions to complete. The agenda and master schedule will help with planning their daily goals so assignments can be completed on time.

5. Start working on assignments early

Good time management skills mean not leaving assignments until the day before they are due. They must sit down each day to review upcoming assignments and tests and add them to their master schedule and agenda. They must schedule time to start working on them well before the assignments are due so they do not get stressed and scramble to meet the due dates.

6. Make a project plan

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

7. Work on one thing at a time

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

8. Study in shorter bursts

For every 30 minutes of school work, students must schedule a short 10-15 minutes break to recharge. Trying to work on one thing for too long can actually cause their mind to wander off. Taking short breaks is a good way to give their brain a chance to recharge so they can come back more focused.

9. Start early in the day

Students must work on assignments earlier in the day, or right after school. They should look over their agenda and master schedule to find out what needs to be completed that night and get started early. Waiting to start until later in the evening would mean they will have less time (and energy), leading to delayed bedtimes, unfinished assignments, and more stress for everyone.

10. Get 8-10 hours of sleep

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

Resource management and its importance

Resource management is the process of pre-planning, scheduling, and allocating of resources to maximise efficiency. A resource is anything that is needed to execute a task or project. Therefore, students must acquire the necessary skills of managing resources so they are prepared to meet the costs and effectively use the required resources to complete their assigned tasks on time. This will surely help them in the future to manage projects and deliver the outcomes of these projects as expected.

Why is effective resource management important?

Resource management as part of project management is all about doing more with less. Nobody likes waste, especially in business. Resource management is centered around optimisation and efficiency. When students know what they need in order to make a project successful, they can effectively understand how to plan resources in an efficient way thus they develop resource management skills.

What are the advantages to resource management?

1. **Avoids unforeseen hiccups:** By understanding their resources upfront and planning how to use them, they can troubleshoot gaps or problems before these happens.
2. **Prevents burnout:** Effective resource management allows students to avoid “over allocation” or “dependency” of resources by gaining insight into their team’s workload.
3. **Provides a safety net:** Let’s say the project was not successful due to lack of resources (it happens). Resource planning and management establishes that they did everything they could with what they had.
4. **Builds transparency:** Other teams can gain visibility into their team’s bandwidth, and plan accordingly if their team is at maximum capacity or available to take on new projects.
5. **Measures efficiency:** With a high-level understanding of what’s needed to manage and execute an upcoming project, they can effectively plan and measure.

(Source: Gartner)

What are some resource management techniques?

It is important for students to understand what resource management is. The information given below discusses how they can start implementing their resource management techniques across their projects.

1. Resource Allocation

Resource allocation helps them get the most from their available resources. Based on team members’ skills and capacity, resource allocation is the process of tackling projects using the resources they have at their disposal in the most efficient manner possible.

2. Resource Levelling

Another type of resource management is called resource levelling. This technique aims to discover underused or inefficiently used resources within their reach and work them to their advantage.

3. Resource Forecasting

Having a resource management plan is critical to optimising people, materials, and budget efficiency. Resource forecasting allows them to predict their future resource requirements before a project begins.

With these knowledge students can fare well in school. Regardless of the amount of work they are given, being equipped with the right and necessary skills for managing time and resources means they can confidently complete their assigned tasks and have time for extra curricula or social activities.

Performance Assessment: Teachers to set assessment that will require students to utilise time and resources available to complete assessment on time. (Draw personal study timetable/activity log)

Suggested Resources

- Brianna, H. (2018). *What is resource management?* Wrike, Inc. Retrieved March 10, 2021, from <https://www.wrike.com/blog/what-is-resource-management/>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Gartner, C. (2020). *Smart Human Resource Management*. Springer Nature Switzerland. Retrieved March 10, 2021, from <https://link.springer.com/book/10.1007%2F978-3-658-30267-2>.
- 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 1.6. 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 9.1.6.2: Anticipate possible obstacles in completing personal tasks on schedule.

Topic 2: Possible Obstacles in Completing Personal Tasks

Essential Questions

- What do we mean by possible obstacles to accomplishing personal tasks?
- What are some of the possible obstacles to accomplishing personal tasks?
- How can you overcome these obstacles to complete personal tasks?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Possible obstacles in completing personal tasks
Skills	Critical Thinking Skills - Use analytical skills of identifying and examining Creative Thinking Skills - Use creative skills of anticipating Reasoning Skills: To make a logical, just, and rational judgment on addressing obstacles to complete tasks
Attitudes	Being positive
Values	Perseverance

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

- Identify and explain possible obstacles that are hindering completion of personal tasks;
- Discuss and propose possible ways to manage obstacles.

Content Background

Obstacles in completing personal tasks

Time management is not just using a diary to record one's tasks and appointments. It is rather a set of principles, habits, and skills that will help students do their job and be productive. It is the art of dedicating the right amount of time for the right activity. It is how people make most out of their time. However, there are some tasks that will make time management not as easy. By recognising these challenges, students will be able to manage their time more effectively.

Following are examples of obstacles to an effective time management and what students should do to avoid them.

1. Too many tasks on their schedule

Students should admit that there are always more tasks they need to do than they think. They can simply solve this problem by identifying the time required to finish each task before jotting them down on their schedule. Thus, they will be able to distribute the tasks over their schedule as per their time span.

2. Too many interruptions

Students are distracted easily by interruptions such as Facebooking, phone calls and unscheduled visits by friends and homes chores. Working is like driving a car, the more time one spends constantly on a task, the more effective they become. Just like accelerating a car while on a highway, if they come across too many stop signs, turns, and hampers, it takes them more time to get to their destination. They should stop these interruptions while they are working on a task in order to see progress in their work.

3. Lack of priority

Some tasks are important, but they are not urgent. They must prioritise their tasks accordingly. The urgent tasks would be on top of their list, then the important ones. Without having priorities, they might end up consuming their time on something less urgent and less important.

4. Procrastination

This is one of the most common problems of time management. By delaying any of their tasks for tomorrow, they are losing their time of NOW and TOMORROW. When they delay a task, they must remember that they are delaying another task on tomorrow's list. They should start working on their urgent tasks and think about which tasks they are delaying for tomorrow and how they are going to compensate the time for it.

5. Fear of failure

When students think their work is difficult, two problems will occur; first, they tend to delay it, and second, they keep thinking about it which will consume a lot of their energy. There is a golden rule that says: "the tasks that we are supposed to finish but we are not working on them will make us more tired than if we just work on them!". Therefore, they must do that tasks, and do it at the right time.

6. Lack of organisation

This happens when tasks are not properly distributed or the agenda based on urgency is not attended to. Students must rearrange tasks accordingly and prioritise these tasks according to their importance and urgency. The more organised a person is, the more focused they become. The more focus they have, the more they do in each period.

7. Lack of a strategic direction

Lack of a strategic direction can lead to unaccomplished and dissatisfied tasks. When students have any tasks on their list that can be done by someone else, they must delegate it. If there is a task that is not a priority, then they should delay it. If there is a task that is neither urgent nor important, then they should simply delete it from their list.

8. Unable to say 'NO'

Lack of enough courage to say 'NO' to some tasks can present a big problem for an effective time management. In most cultures, saying 'NO' is not a common expected answer. If students keep saying yes to all the needs and wants, they end up getting none of them. The next time they accept a challenge, they should think about how much time they have and where they should fit it in their schedule.

9. Lack of materials needed to complete a task.

Lack of resources would mean delay in completion of work as resources are important tools that aid individuals to achieve their set goals. So, individuals must seek assistants suppose there is need for it.

A person's time may be impacted by external factors imposed by other people and things. They can decrease or eliminate time spent in these activities by implementing some simple tips like:

- Avoiding telephone calls, text messages, email, Facebook, et cetera.
- Tell any visitor politely that they cannot meet them at this time and schedule the visit for a more convenient time.

Students should be cautious of time to avoid unnecessary obstacles of no significance that are likely to hinder completion of their personal tasks including that of school homework, assignments and projects.

Performance Assessment: Teachers can set activity that will require students to discuss and identify ways to overcome possible obstacles in accomplishing personal tasks on time. For example, peer pressure.

Suggested Resources

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

Strand 1: Values and Character Development

Unit 2: Responsible Decision Making

Content Standard 1.6: 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 9.1.6.3: Organize and prioritize personal schedule.

Topic 3: Organise and Prioritise Personal Schedules

Essential Questions

- What is a personal schedule?
- What are the processes and strategies to organise time and prioritize personal schedules?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Organising and prioritising personal schedule
Skills	Critical Thinking Skills - Use analytical skills of identifying, exploring (determining) and prioritising Creative Thinking Skills - Use creative and synthetical skills of organising
Attitudes	Being responsible
Values	Self - discipline

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

- Discuss the importance of organising time and prioritising personal task schedules;
- Design strategies to organise and prioritise personal task schedules.

Content Background

Even though an individual cannot do everything at once, **prioritising** helps them to figure out which tasks are the most important and which tasks can wait.

What is personal schedule?

A schedule is a plan that gives a list of events or tasks and the times at which each one should happen or be done. So a personal schedule is an individual's plan of when to achieve his or her goals. According to Russel (2017), when life is busy and full of distractions, it is easy to lose focus rather than completing the tasks that one need to do. To create and maintain a personal schedule is a good strategy for success in all aspects of students' lives. A personal schedule can keep him or her motivated, ensure that he or she gets essential tasks completed and help them accomplish their goals. Personal schedules are also valuable aids in helping to make time for personal relationships.

Processes and strategies to organise time and prioritise students' personal schedules

It may not be easy for students to prioritise their personal life when everything they have to do feels important. Taking things as they come, without having a strategy, will throw them into chaos, where they run a race against time day after day. This can lead to exhaustion and dramatically affect their lives.

Given are measures or strategies that students can use to help their peers sort out their priorities according to its importance.

1. State their core values

They must write down the most important things in their life – those that they would not give up for anything, no matter the circumstances. A simple way to do that is to write down on a chart priority goals that are the most important in these areas of their lives, that is personal, family and school. They should write down their top three priorities for each area. Once they do that, they must make sure to invest 80% of their time and most of their efforts into accomplishing the items on this chart. The rest of the time should be allocated to completing other tasks that need to be done.

2. Organise their schedule to reflect their values

Students schedules should be kept simple and original and focused on their non-negotiable core values. The amount of time they assign to each of their tasks reflects their true priorities. Very often students as individuals dedicate more time to less important tasks, losing sight of what truly matters.

3. Schedule each day efficiently

One of the easiest strategies for efficient scheduling is the 1-3-5 method. This means that their daily schedule will feature one very important task; three tasks of medium importance; and five little things.

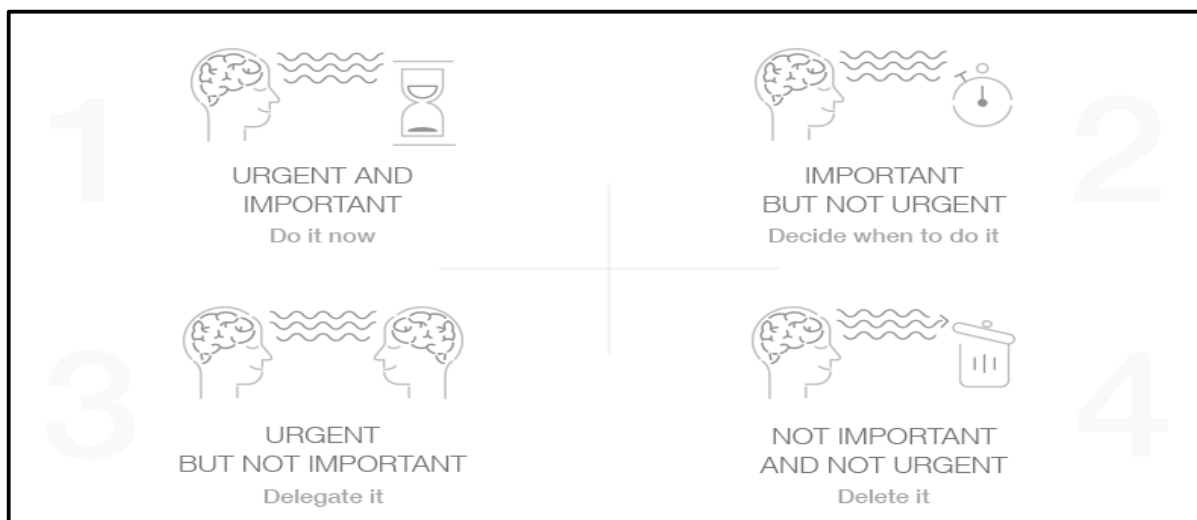
Filling their calendar chaotically will lead to unmanageable and underachieved goals because most often they have accomplished tens of small (unimportant) things, leaving to the end of the week the most important tasks. That will cause them to be frustrated and unhappy, putting them in situations where they have to give up on some areas of their life for the sake of the others. For instance, they end up sacrificing their school life favour of their personal life. Yet, achieving a healthy balanced school-life is the only way to live a happy and fulfilled life.

4. Identify urgent tasks

“I have two kinds of problems: the urgent and the important. The urgent are not important, and the important are never urgent” Dwight Eisenhower, 34th President of United States

Eisenhower inspired productivity experts to create what is called ***The Eisenhower Matrix*** for prioritising tasks. The matrix uses the urgency and important values to make an individual's life easier, as shown in the following page.

The Eisenhower Matrix



(jamesclear.com) jasonbiggs.nz

The Eisenhower Matrix proves that not all tasks that need to be done are important. However, they become important as their urgency becomes pressing. Simple things, such as sending an email or filing some documents should win a place at the top of a person's most important tasks, simply due to the negative consequences of leaving them unsolved. An unsent email could ruin a relationship with a client, which one cannot afford. Therefore, solving the urgent tasks becomes a priority, even when the person has more important things on their plate.

According to the Eisenhower Matrix, tasks that are urgent but not important should be delegated whenever possible. On the other hand, assignments that are both urgent and important should be prioritised over anything else. That leaves a person with those tasks that are important, but do not have a short completion time.

5. Start with what is harder

Students must find the right balance to deal with their tasks to end the chaos in their busy school life. One of the highly recommended strategies is to start with the most important tasks, or the ones that are most likely to deplete their energy. As working hours pass their brain's capacity to focus decreases. Taking advantage of the fresh mind in the morning might be the most productive strategy. Besides that, attending to the most urgent and important tasks as soon as possible will give them the satisfaction and the drive to stay focused in their studies.

6. Learn to say 'NO'

A student's school life is busy as it is, without any extra commitments they would only waste their time and energy. For many students, refusing to help a teammate or a friend can be unbelievably hard. If they are one of those students who always get the job done for the entire team, it is time to stop and change their strategy.

If being radically dismissive makes them too uncomfortable, they should find ways to still be helpful, without doing everything by themselves. One way would be to (re)delegate assignments to other students on the team, who have the know-how. They only take the responsibility to check on the work that has been done and help with the end result.

7. Revisit the priorities of their school life

A student's school life is like a dynamic organism that undergoes continuous transformation. This means that their priorities from five years ago, or even two years ago, might not be the same as their priorities today. They must avoid inactions, and revisit their priorities at least once a year. Adjusting their plans accordingly will help them stay focused and on track.

All in all, students must prioritise their school life as it requires strong discipline, upholding correct values, exercising the power to say **no** and maintaining a daily scheduling system. If they try applying these measures they will regain their productivity, without sacrificing their studies and personal life.

Performance Assessment: Teachers can set activities for students that will require them to analyse and prioritize their personal study schedule and implement for a period of two weeks and then report its effectiveness, challenges faced and suggest ways for improvement.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Clear, J. (n.d). *"How to be more productive and eliminate time wasting activities by using the Eisenhower Box"*. Retrieved March 10, 2021, from <https://jamesclear.com/eisenhower-box>.
- Mckay, B. (2020). *How to be More Productive and Eliminate Time Wasting Activities by Using the "Eisenhower Box"*. Liquid Web Inc. Michigan. USA. Retrieved March 9, 2021, from <https://jamesclear.com/eisenhower-box>.
- 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.
- Robert, R. (2017). *How to Make a Personal Schedule*. Leaf Group Limited. Retrieved March 10, 2021, from <https://careertrend.com/how-6049395-make-personal-schedule.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 9.1.6.4: Advocate for personal needs in accomplishing goals.

Topic: Advocating for Personal Needs

Essential Questions

- What is self-advocacy?
- Why is self-advocate skill important?
- How can self-advocacy help individuals accomplish goals?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Advocating personal needs in accomplishing goals
Skills	Critical Thinking Skills - Use analytical skill of identifying and advocating
Attitudes	Responsible, caring and concern
Values	Self-esteem, self-cultivation

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

- Examine the importance of self-advocacy skills;
- Assess the impacts of the application of self-advocacy skills by individuals in accomplishing their personal goals.

Content Background

Self-advocacy for personal needs

What does it mean to advocate for oneself? Being his or her own advocate means that the person can ask for what they need while respecting the needs of others. For example, if they are at a store and a shop assistant ignores them, they should ask in a polite way to be served. Self-advocacy is asking for what one needs in a direct, respectful manner.

Why is this skill important?

Self-advocacy helps them:

- obtain what they need
- make their own choices
- learn to say no without feeling guilty
- express disagreement respectfully

How to advocate for themselves?

A person becomes a self-advocate by taking the initiative to ask directly and specifically for what they need. They try to be polite as much as possible when questioning. They listen to the other person's response without interrupting. They are patient, knowing that change takes some time. If they feel nothing is changing despite their best attempts, they should ask for help from parents, teachers, or other students.

Here are a few ideas to help them advocate for themselves. They may want to practice these with a friend or family member.

1. Take a deep breath

Deep breathing gives their body lots of oxygen, and oxygen helps them feel calm and think more clearly.

2. Think about what just happened

Before they react to something someone said or did, they should think about it a bit. They should ask themselves questions such as: "Did that person really mean to bump into me, or was it just an accident?" or "Is the shop assistant really ignoring me or is she just very busy? Maybe I need to be more patient."

3. Think about what they expect to happen

Before they talk to the other person, they should make sure what they expect happens. Do they want to be treated differently? Do they want that person to stop doing something?

4. Speak clearly and slowly

Start by saying something like, "I would like to talk with you about..." and then calmly describe how they see the situation.

5. Let the other person speak

Being a self-advocate does not mean they do all the talking. The other person needs a chance to respond to what they are saying. If that person becomes impatient, then they should try to stay calm as much as possible.

6. Do not expect immediate results

Change is not always instant or lasting. Sometimes it takes many conversations with the other person before anything changes.

7. Ask someone to help

There may be times when students and the other person cannot agree or the other person becomes unreasonable. One of the best parts of being their own advocate is that they do not have to solve all the problems on their own. They can and should ask for help. Asking for help is also advocating for oneself.

8. Understand students with disabilities

In schools that promote inclusive learning, the school administration should ensure all those part of the school, teachers, students and board members must be aware on how to deal with this group of students.

In school situations students with disabilities must explain their needs to the schools so the students are aware of these disabilities and help where possible.

Self or personal-advocacy is the process through which children develop awareness and management of their emotions. Important personal and academic goals are achieved through successful application of personal-advocacy and interpersonal skills. Establishing and maintaining a positive relationship, demonstrates decision-making skill and responsible behaviours to achieve success in school and in life.

Performance Assessment: Teachers can set an assessment that will require students to demonstrate their self-advocacy skills through awareness on meeting personal needs in accomplishing goals (use of internet, resource books, school fees, uniforms).

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

Strand 1: Values and Character Development

Unit 2: Responsible Decision Making

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

Benchmark 9.1.7.1: Analyse the purpose and impact of classroom activities, policies, and routines.

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

Essential Questions

- What is the purpose of having classroom activities, policies and routines?
- What are the impacts of having classroom activities, policies and routines?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance or purpose of classroom activities, policies and routines and their impacts
Skills	Critical Thinking Skills - Use analytical skill of recognising, reflecting (explanation) and analysing Creative Thinking Skills - Use synthetical skill of reflecting (explaining)
Attitudes	Responsible, cooperation
Values	Creativity, individuality

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

- Identify and explain the purpose of classroom activities, policies and routines;
- Evaluate the impacts that is the advantages and disadvantages of classroom activities, policies and routines.

Content Background

Classroom physical activity is referred to as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day. For instance, doing breathing exercise before starting the lesson or during lesson where students are asked to do stretches. Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, primary, and high school).

Purpose of physical activities in the classroom

Classroom physical activities help students feel better, work together as a team, reduce anxiety and maintain focus. Physical activity is important for growth, development and general health and boost brain power and academic performance.

Benefits of classroom physical activities

Physical activity has a direct impact on the behaviour and development of the brain. The flow of oxygen to the brain is increased and it supports difficult mental/thinking processes.

Classroom physical activities benefits students by:

- improving their concentration and ability to stay on-task in the classroom.
- reducing disruptive behaviour, such as playing in the classroom.
- improving their motivation and engagement in the learning process.
- helping to improve their academic performance (higher grades and test scores).
- increasing their amount of daily physical activity.
- keep girls and boys equally active and has a positive effect on students of all grade levels.
- promoting lifelong health and well-being and prevents several health conditions, such as high blood pressure, diabetes, and obesity.
- improving students' moods and feelings of self-efficacy and reduce symptoms of depression and anxiety.

Moreover, providing physical activities in the classroom also improves students' cognitive performance. This includes self-regulatory processes such as planning, organisation, abstract problem-solving and working memory. Physical activity can also benefit students who are kinaesthetic learners (those who learn through movement and physical experiences). For example, students who are restless and not able to sit still for long periods of time may be more engaged and learn better while being physically active.

Classroom activities also positively impact student enjoyment of learning, which is an important factor in motivating students to want to learn. Allowing students to collaborate and interact with each other in a fun way and can create conditions for them to feel safe, comfortable, accepted, and happy. Classrooms where students feel connected to their teachers and peers can provide a foundation for students to be more engaged, enjoy learning more, and perform better.

Classroom activities can also benefit teachers. When they are physically active themselves, teachers may experience the same health benefits as students. They can serve as role models for physical activities, encouraging students to be active with them. Teachers can also use classroom physical activities as a behavioural management strategy to help students stay focused and to mitigate off-task behaviour like playing, excessive talking, and gazing off. This approach may help students perform better academically and be more engaged in learning. Higher levels of engagement have positive influence on the classroom and school climate and helps meet school's educational goals.

Classroom policy (rules)

Classroom rules are the foundation for a functional and successful classroom in any setting. Rules vary from procedures as they determine what the classroom looks like, what type of behaviour is acceptable and encouraged, and help students work towards a common goal.

Rules and procedures convey the message that "I'm here to teach and you're here to learn." They give students the structure they need and also help them feel that the classroom is a safe and predictable place.

Students are more likely to follow their rules when they understand the purpose behind them. Rules that seem excessive or unnecessary are more likely to be ignored. For this reason, it is

important for teachers to communicate the reason for establishing certain rules and how those rules will help create effective well run classrooms.

Here are some examples of classroom rules or policies:

- Attendance policies
- Discipline policies
- Homework policies
- Grading policies

Rules or policies are an important aspect of every classroom especially when working with high school students. Teenagers with their budding hormones and complex social lives can be easily distracted, and though many are mature and highly capable, they need structures and rules. Classroom rules provide guidance to students so they know what is expected of them. These rules should be simple, easy to follow and pasted up somewhere for the class to see and use. One of the key focus to writing effective classroom rules is to ensure the rules are general enough to cover a variety of situations but also specific to the students, classroom and school.

Benefits of classroom rules

- Establishes a respectful and disciplined classroom.
- Students know what to expect and they understand the learning tasks better.
- Things in the class run more smoothly with less confusion to enable effective teaching.
- Students have a clearer sense of what it takes to perform.

Classroom routines

Routines are backbone of the daily classroom life. They facilitate teaching and learning. Routines do not just make a student's life easy but they save valuable classroom time. And the most important and efficient routines should be made easier for students to learn and achieve more.

When routines and procedures are carefully taught, modelled and established in the classroom, children know what is expected of them and how to do certain things on their own. Having these predictable patterns in place allows teachers to spend more time in meaningful instruction.

In the Teacher's Corner teachers are encouraged to think about what they do to involve students in the routines and processes listed below. Take few minutes to reflect: if they currently take on all the responsibility for some of these routines and process, how might they involve their students? Also, how might their student's age and maturity levels affect whether these roles are teacher-assigned or chosen by student volunteers? Teacher must not forget to involve students in class routines because these helps them become more invested in the classroom and community and saves time.

Routines allow students to quickly accomplish day-to-day tasks that are required of both the teacher and students. Routines also help to create smoother transitions between activities and therefore allow fewer opportunities for disruptions to occur (Burden, 2003 and Docking, 2002).

General tips of classroom routines;

1. General administrative process

Taking attendance and updating the class calendar or daily agenda.

2. Learning activity process

Leading discussions, recording notes during a group or whole class activity or discussion, monitoring the noise level during group work, keeping track of participation levels during group, et cetera.

3. Classroom maintenance

Cleaning up desks and the floor, wiping and clearing off the board, maintaining bulletin boards, watering plants, opening and closing louvers and curtains etc.

4. Classroom equipment maintenance and operation

Making sure the pencil sharpener is emptied, turning the TV on and controlling the volume when it is in use, turning off lights and computers at the end of the day, accounting for the supplies that are borrowed or taken out of the classroom (example., library or curriculum books, tools), et cetera.

5. Movement process

Leading a line or lines of students from one room to another, holding the door open when others are leaving the classroom, rearranging desks or chairs to support different types of interaction (pair work, group work, testing, using a big open space or a playing field) movement based activities.

Impact of students upholding classroom activities, policies and routines

The nature of students' experiences in school is influenced not only by the quality of instruction but also by the school's policies and practices. Students of all age approach school with a positive spirit and they expect to find success and fulfilment there, so the policies and practices that will affect their learning must be clear, fair and likely to contribute to their learning. Such policies and practices can be firm, but they should also be just and should respect student's interests and motivations. Policies and practices affecting students are powerful devices that help set the tone and direct behaviours in the school. The administrators and teachers involved must ensure that the policies they put in place reinforce their **goals** for students to excel in learning and for the school to be recognised as well administered school.

Routines encourage students to take responsibility to maintain their classrooms. In other words, routines ensure both the teacher and the students are accountable for creating a class environment that runs smoothly and efficiently, thereby maximising everyone's opportunities to learn. To equitably share responsibility for class routines, teachers can assign long or short-term classroom roles to students, or ask students to volunteer to take on certain jobs.

Performance Assessment: Teachers can set assessment that will engage students to use the School Behavior Management Policy to identify and develop in-setting classroom policies, routines and activities and evaluate the benefits of having these policies, routines and activities through awareness to the whole school.

Suggested Resources

- Burden, P. R. (2003). *Classroom management: Creating a successful learning community*. New York: John Wiley & Sons, Inc.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Docking, J. (2002). *Managing behaviour in the primary school*. London: David Fulton Publishers Ltd.
- 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 1.7: Students will be able to recognise and reflect on the various roles they play and the members of their family, school, and community play in school, family and community management.

Benchmark 9.1.7.2: Interpret and evaluate the importance of personal roles and responsibilities in the overall classroom climate.

Topic: Importance of Personal Roles and Responsibilities for a Conducive Classroom Environment

Essential Questions

- How important are personal (individual's) roles and responsibilities of students and teachers in providing a conducive classroom climate (environment)?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of personal roles and responsibilities in providing a conducive classroom climate (environment)
Skills	Critical Thinking Skills - Use analytical skill of interpreting, recognising and reflecting - Use evaluation skill of evaluating
Attitudes	Responsible, cooperative
Values	Self-esteem, self-discipline, perseverance

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

- Compare and contrast personal roles and responsibilities performed by students and teachers in achieving a conducive classroom climate (environment).

Content Background

Every student is responsible for taking ownership of his or her actions in order to build safe and positive classroom environment. Students' accountability encourages learning which helps improve academic performance and achievements.

Student's personal roles and responsibilities in the classroom

The following are roles and responsibilities of students as individuals to perform in their classrooms.

1. Contribute to class culture and accountability

Each class should agree on their classroom norms. When students are invited to provide input in classroom rules, they are more likely to hold each other accountable. For a teacher, that could mean less teacher-to-student directives and more peer-to-peer sequence corrections.

2. Be inquisitiveness (Curious)

Students should be expected to ask questions that nurture their curiosity. Teachers should validate this and allow students' input to influence experimental lessons throughout class. Asking questions benefits everyone.

3. Be an active participant

Students should come to school prepared to participate. Full engagement maximises opportunity for learning and sets the tone for classroom learning. This includes but is not limited to asking and answering questions, completing in-class assignment and consistently aligning behaviours to class norms.

4. Take personal accountability

Students should always acknowledge that they are part of a learning opportunity. Each person is responsible for taking ownership of his or her actions in a way that values building safe and positive classroom student accountability which encourages students learning, and help improve academic performances and achievements.

Teacher can create these opportunities. Naming student's roles and responsibilities should begin when students first arrive at the learning environment. They must encourage students to participate actively in contributing ideas about roles and responsibilities. When teachers invite students to be part of their planning, this encourages students to think strategically like their teachers thus both teachers and students partner to create a conducive learning environment. This builds trust between the teacher and their students and this also affirms the role of teachers in the classroom as strategic planner, thus, enhancing and building his or her confidence in teaching and providing a conducive classroom environment.

Roles and responsibilities of teachers in a classroom

The primary focus of the classroom teacher is planning, preparation and teaching of programs to achieve specific student outcomes. Teachers are known for their role of educating students that are placed in their care. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively teach students and improve their learning.

However, apart from their core role of teaching, there are other vital roles teachers play in the lives of the students in their classrooms. Following are the vital roles teachers play in the lives of the students in the classroom.

1. Teaching knowledge

The most common role a teacher plays in the classroom is to teach knowledge to children.

Teachers are given a curriculum they must follow that meets stated guidelines. This curriculum is followed by the teacher so that throughout the year, all relevant knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

2. Creating classroom environment

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If a teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sensed the teacher is angry, students may react negatively to that and therefore, learning can be impaired. Teachers are responsible for the social behaviour in the classrooms. This behaviour is primarily a reflection of the teacher's actions and the environment she or he sets.

3. Role modelling

Teachers typically do not think of themselves as role models however, unintentionally they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can have positive or negative effect depending on the teacher. Teachers are there not only to teach the children but also to love and care for them. Teachers are typically highly respected by people in the community and therefore, become a role model to students and parents.

4. Mentoring

Mentoring is the natural role taken only by the teachers, whether it is intentional or not. This again can have a positive or a negative effect on a child. Mentoring is a way teachers encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

5. Signs of Trouble

Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviours change or physical signs of absence are noticed, teachers are required to look into the problem. Teachers must follow faculty procedure when it comes to following up on all signs of trouble.

Teachers are highly skilled classroom practioners who continue to spend majority of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise. The focus of a classroom teacher is on classroom management, subject content and teaching practice. They are responsible for teaching their own classes and may assist and participate in policy development and organisation of co-curricular activities.

Students' responsibilities occur when they take active roles in their learning by recognising that they are accountable for their academic success. Students responsibility is demonstrated when they make choices and take actions which lead them towards their educational goals.

Performance Assessment: Teachers can set activities that will engage students in critical analysis of the impact individual students can have on the overall classroom environment given their personal roles and responsibilities by developing pamphlets and brochures.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.

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 9.1.8.1: Identify personal feelings and the feelings of others involved with a school problem and apply appropriate self-control and empathy skills to solve the problem.

Topic: School Problems related to Personal Feelings: Bullying

Essential Questions

- What is a personal feeling?
- What is self-control and empathy?
- How can self-control and empathy skills help solve school problems like bullying?
- How can you apply appropriate self-control and empathy skills to solve the problem?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Applying appropriate self-control and empathy skills to solve school problems: Bullying
Skills	Critical Thinking Skills - Use analytical skill of identifying
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Investigate how personal feelings lead to school problems like bullying;
- Analyse how self-control and empathy skills can be applied to solve school problem like bullying.

Content Background

All topics to be studied in Content Standard 9.1.8 that is from benchmarks 9.1.8.1 to 9.1.8.8 are addressing one of the important life skills, 'problem-solving'. Students will learn this important life skill to address the many social issues occurring within schools that have had adverse impact on their learning. One social problem very rife nowadays among students within and outside of school premises is bullying. The effects of bullying will also affect their lives in the future. What then is bullying? Bullying refers to harming, intimidating or coercion of persons. These acts suppress people's lives thus affect their way of thinking and approaches to life. For instance, constant bullying may cause victims to become bullies themselves, end their lives through suicide or avoid people or social connections with other people.

What is a personal feeling?

A personal feeling simply refers to a person's emotional state or reaction. There are situations and circumstances that influence the way a person feels, and this further influences his/her character and behaviour. Students go through a process of learning and when they experience disagreements and differences that are poorly managed, it subsequently becomes a school problem.

School problems arise when there are conflicting issues that can characterise a student's attitude and behaviour through anger, frustration and other negative feelings. Take for instance, bullying. Negative feelings have a negative impact on a student's morale and it further trickles down to hampering their school work and results.

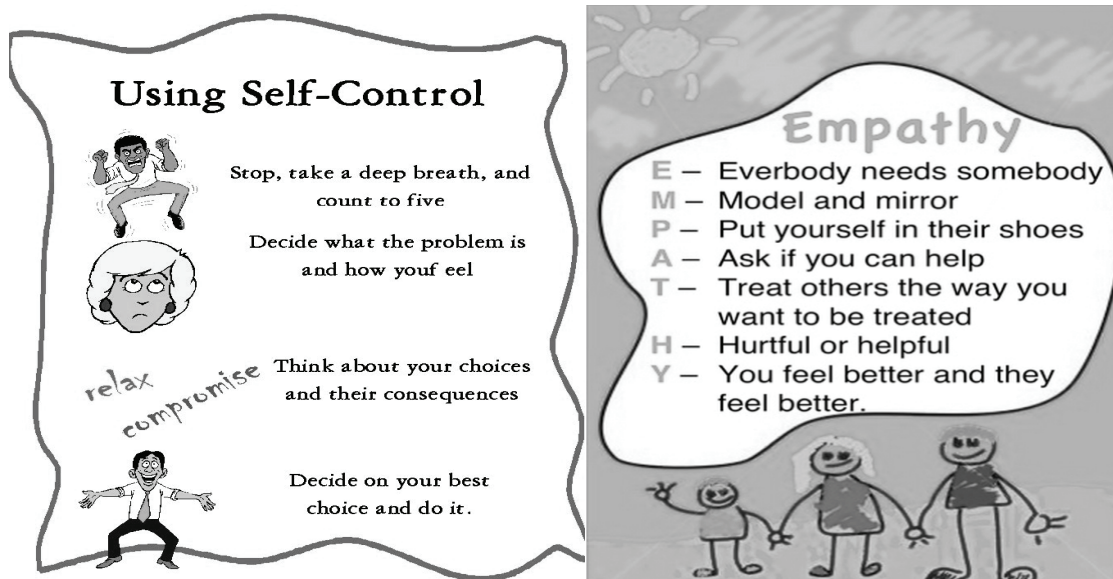
Therefore, students must first define what personal feeling is and indicate various examples. It would help students understand better by creating a scenario where they are involved in a school problem.

Self-control and empathy

To educate students with a sense of awareness, relationship and decision-making skills, appropriate self-control and empathy skills need to be demonstrated to ensure their emotions are appropriately managed and they can be able to make good decisions and build healthy relationships.

What is self-control? According to Kendra (2018), self-control is the ability to regulate and alter one's response in order to avoid undesirable behaviours, increase desirable ones, and achieve long-term goals. She reported that research has shown that possessing self-control can be important for health and well-being. In one experiment, students who exhibited greater self-discipline had better grades, higher test scores, and were more likely to be admitted to a competitive academic program. The study also found that when it came to academic success, self-control was a more important factor than IQ scores. The benefits of self-control are not limited to academic performance. One long-term health study found that people who were rated as having high levels of self-control during childhood continued to have high levels of physical and mental health in adulthood. (verywellmind.com. 2018)

According to management.org empathy is the ability to accurately put yourself "in someone else's shoes"—to understand the other's situation, perceptions and feelings from their point of view – and to be able to communicate that understanding back to the other person.



(pinterest.com.2020)

It is advisable to acknowledge the Behaviour Management Policy (revised 2019) for the Education System of Papua New Guinea, a strategy for changing the way schools manage and respond to students' behaviour. The policy requires students to behave well, respect others and follow school rules.

For this Content Standard (Benchmarks 9.1.8.1 to 9.1.8.8) the school problem that will be taken as a case study is bullying. There are many other problems the schools face.

Performance Assessment: Teachers can set assessment that will require students to be considerate of the feelings of parties involved when solving real problems in school. The assessment should aim to get students to apply the problem-solving skills for self-improvement. (Activity guidelines to be provided by the teacher)

Suggested Resources

- Cherry, K. (2018). *How to improve your self-control*. Dotdash publishing Inc; New York City, US. Retrieved March 12, 2021, from <https://www.verywellmind.com/psychology-of-self-control-4177125>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Jonassen & Grabowski. (1947). *Handbook of Individual Differences, Learning and Instruction*.
- Kendra, C., Leonard, H.D., & Gonzalez, V.M. (2018). *The Relationships among Clinician Self-Report of Empathy*. March 12, 2021, from <https://link.springer.com/article/10.1007/s12671-018-0926-z>.
- McNamara, C. (2020). *How to develop Skills in empathy*. Authenticity Consulting; Minnesota, US. Retrieved March 12, 2021, from <https://managementhelp.org/interpersonal/empathy-skills.htm>.
- Mindfulness and Therapeutic Alliance. *Mindfulness*. 1837–1844 (2018). Retrieved September, 22nd, 2021, from <https://doi.org/10.1007/s12671-018-0926-z>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Your dictionary (2020). *Feeling*. Retrieved March 12, 2021, from <https://www.yourdictionary.com/feeling>.

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

Topic: Using Perspective-taking to Solve the Problem of Bullying

Essential Questions

- Why does bullying occur in school?
- How can perspective-taking help solve the problem of bullying (a social/cultural) issues in school setting?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Applying perspective-taking to solve social/cultural school problems of bullying
Skills	Critical Thinking Skills - Use analytical skill of identifying and analysing
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Examine the different types of bullying in schools;
- Analyse and evaluate the perspectives of those involved in bullying behaviour in the school and how to stop such behaviour from reoccurring.

Content Background

When a conflict between two or more students is not properly address, it subsequently becomes a problem. When a student is faced with issues that distract his or her productivity at school, it becomes a problem. When their determination is lowered, it becomes a problem. When they demonstrate an inappropriate strange behaviour, it becomes a problem. There are so many negative factors that contribute to school problems, therefore, every student in the class should be asked to identify a problem and analyse each of those problems, categorising from the perspective of those who are involved to those who are not involved.

Often there are underlying causes for poor student behaviour, for example, family and relationship problems, experience of violence, peer pressure or abuse. This means that many students who have poor behaviour may require support to make changes in other areas of their lives. It is important for schools to try to understand why the student is behaving in a particular way and use strategies to best help the students to address, change or cope with any underlying issues.

Bullying is a serious issue in school. 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 harm another. Schools should have clear guidelines on how they will respond to bullying.

There are different types of behaviour that can be associated with the bullying behaviour.

Example of bullying behaviour	
- Hitting, kicking, punching or physically hurting in a way. - Name calling. - Teasing. - Taking or inferring 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 - Cyber bullying includes criticizing someone by spreading mean words, lies, and false rumours through e-mails, text messages, and social media posts(Source: https://www.parents.com/kids/problems/bullying/common-types-of-bullying)

(Behaviour Management a guide for school, 2009, revised version October, 2019)

Bullying is prevalent in schools because most students are still learning to control their emotions, make friends and deal with group dynamics and peer pressure. Bullies and victims both require help. Bullies need to be able to see their behaviour as hurtful and be taught appropriate ways to behave towards others. Victims or survivors need to know that they are supported. They will need assistance to increase their confidence and self-esteem and may need help to make friends.

The following are some of the reasons why students bully;

1. Dealing with pressure	6. Anger
2. Given too much authority or responsibility	7. Envy
3. Fears of inferiority	8. Revenge
4. Being bullied themselves	9. To maintain popularity
5. Being coerced into it	10. Untaught on how to communicate their needs

(Patch.com. 2021)

Bullying in schools is an urgent problem that needs immediate attention. It requires everyone's attention and effort to address it. Teachers and school administrators have a mammoth but significant role to identify bullies and victims in their classrooms as well as the school and plan and propose strategies to tackle the problem of bullying. School children must be made aware of bullying and the consequences attached with it.

Encourage students to report to the following people any form of bullying so that the problem can be solved.

If they are being bullied in the school, they must contact;

1. Teachers
2. School counselors
3. School principal

4. School Inspectors
5. Department of Education

Bullying should not be ignored; it is a concern in schools and requires every stakeholder's effort to address it.

Using perspective-taking to solve bullying problems

Perspective-taking refers to the act of perceiving a situation or understanding a concept from an alternative point of view, such as that of another individual. Through perspective-taking students will develop the skill of empathy, a positive attitude which has positive impacts on those facing problems such as bullying. Not only of the victims (bullied) but the perpetrators (bullies) as well. They will be in a better position to help solve problems faced by their peers both the victims and the perpetrators since they are able to holistically gauge views of both parties and make appropriate decisions for these parties to reach a consensus to end their problem once and for all.

Performance Assessment: Teachers can set assessment that will require students to consult the Behaviour Management Policy and identify proactive and reactive strategies that should help combat bullying in schools.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Peck, S. (2014). *4 Types of bullying parents should know about*. Retrieved March 12, 2021, from <https://www.parents.com/kids/problems/bullying/common-types-of-bullying>.
- 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.
- Stomp out bully. (n.d). *Forms of bullying*. Retrieved March 12, 2021, from <https://www.stompoutbullying.org>.
- Tenner, M. (2013, March 1). *10 reasons why students bully*. Patch Inc; Minnesota. US. Retrieved March 12, 2021, from <https://patch.com/minnesota/roseville/bp--10-reasons-why-students-bully->.

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 9.1.8.3: Identify desired outcome and analyse if it is attainable.

Topic: Desired Outcomes of Solving the Problem of Bullying

Essential Questions

- What is desired outcome?
- What is the importance of setting desired outcomes?
- What strategies can be used to reach desired outcomes?
- Suppose the desired outcome of the problem is not attained, what impact will this have on students social/ cultural relationship in the school environment?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Desired outcome for solving bullying problems
Skills	Critical Thinking Skills - Use analytical skill of identifying and analysing - Use evaluation skill of ascertaining (determining)
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Explain desired outcomes;
- Examine the desired outcomes of solving bullying problems;
- Apply strategies that should help combat bullying in schools.

Content Background

Desired outcomes

A desired outcome is a way to make goals more specific. For example, it can target certain attitudes, skills, or actual behaviours in a targeted population, in this case trying to combat bullying in schools. To reach the desired outcome in the fight against bullying, it is wiser for schools to consult the Behaviour Management Policy and the Behaviour Management Guide (2019), developed by the Guidance and Counselling Division of the Department of Education to attain what they desire. In terms of the issue of bullying, the proper policy to guide those addressing this matter are;

- Policy 1: The responsibilities of the students and
- Policy 2: The responsibilities of parents and guardians.

Importance of desired outcomes

It is important to set goals and desired outcomes to ensure that;

- everyone involved “is on the same page” with what the school administration is trying to accomplish. That is, in all schools, there should be no problem of bullying encountered by any students at all.
- there are benchmarks set for them, the school administrators so they know when their program is working as planned. For instance, all schools should have a policy concerning bullying and that any student caught in the act is dealt with accordingly using the reactive strategies.
- there should be collection of the right evaluation data to assess progress toward the schools goals and desired outcomes. Here, the school should be able to keep a record of the number of cases of bullying and note how many have been dealt with through the head teacher, the Board of Governors and the councillor’s and the rate of success in the behaviours of students should clearly improve by then.

Below are strategies to deal with bullying in schools.

Proactive Strategies

- Ensure staff and students know and identify bullying behaviours.
- Ensure adequate supervision of students inside and outside the classroom.
- Ensure staff, students and parents know what to do and who to talk to when they witness bullying.
- Outline procedures for monitoring the school to ensure that danger areas and year groups at risk are identified.
- Use teaching opportunities in the Character and Social Development curriculum to discuss issues around diversity, teach social and emotional skills and build self-esteem and self-confidence, of students.
- Use newsletters, P & C meetings, school’s assemblies to create awareness about bullying.
- Provide students with strategies to prevent bullying and speak out against bullying behaviour.

(Source: Behaviour Management a guide for school, 2019)

Reactive Strategies

- Respond to any bullying behaviour quickly and consistently.
- Establish procedures for contacting all parents of pupils concerned in bullying.
- Refer to school based counselors. They can offer support and assistance in both the bullying and the victim. School based counselors can help students to change their behavior.
- Seek assistance from police if bullying incident constitutes criminal offence which is beyond the capacity of the school to deal with.
- Use NGOs and Guidance Officers for serious and repeated instances of bullying in school to support both staff and students.

(Behaviour Management a guide for school, revised 2019)

Impacts of unattained desired outcomes

If the set desired outcomes of the problem are not attained, students who are part of the bullying problem, the bullies, the victims or survivors and bystanders will face compounding problems. That

is, the bully continues to bully, the victim or survivors are continuously bullied and bystanders look on as if there is no problem or live in fear of being the next victim. Learning standards of students fall and so the overall performance level of the school.

Therefore, when students are aware of the negative impacts of bullying and other associated problems they can make proper decisions choosing not to be part of such behaviours. They should demonstrate positive skills of empathy, cooperation and collaboration to combat this problem. They should have that feeling of urgency to step in and help those who are faced with such problems. All students should aim to promote peace and harmonious living in their respective societies.

Performance Assessment: Teachers can set assessment that will require students to consult the Behaviour Management Policy and identify proactive and reactive strategies that should help combat bullying in schools.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rand Cooperation. (2020). *Objective Analysis - Effective Solutions*. RAND Cooperation California. US. Retrieved March 13, 2021, from <https://www.rand.org/pubs/tools/TL259/step-02.html>.
- 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.
- Your dictionary (2020). *Feeling*. Retrieved March 13, 2021, from <https://www.yourdictionary.com/feeling>.

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

Topic: Possible Solutions to Stop Bullying

Essential Questions

- What are the possible solutions to stop bullying?
- How can possible solutions be developed to stop bullying?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Generating possible solutions to stop bullying
Skills	Creative Thinking Skills - Use creative thinking skills of creativity and innovation Critical thinking skills - Use analytical skill of analysing
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Examine possible solution in relation to available resources, conditions and circumstances and personal principles to reduce bullying.

Content Background

This topic highlights ways to quickly address the problem of bullying before it escalates to something far worse than as expected thus reactive strategies must be used to address this problem.

Reactive Strategies

- Respond to any bullying behaviour quickly and consistently.
- Establish procedures for contacting all parents of pupils concerned in bullying.
- Refer to school based counselors. They can offer support and assistance in both the bullying and the victim. School based counselors can help students to change their behavior.
- Seek assistance from police if bullying incident constitutes criminal offence which is beyond the capacity of the school to deal with.

- Use NGOs and Guidance Officers for serious and repeated instances of bullying in school to support both staff and students.

(Source: Behaviour Management a guide for school, 2019)

Furthermore, research have stated that arts can be a powerful tool for helping young people see situations from different perspectives and can help to combat bullying. Using drama, literature, and the visual arts as a vehicle for conversation, educators can help students understand the negative impact of bullying. (lesleyedu.2021)

Schools are encouraged to have anti-bullying classes or programs as part of the curriculum and provide a framework for addressing bullies and victims. For instance, schools need to have clear policies and procedures around bullying recognition and response which are then properly communicated to the staff, students, parents and the community so that all parties are aware of the consequences of bullying.

Peer mentors are a tool for minimising bullying behaviour. Peer mentor groups should be formed to train them with anti-bullying concepts and get them to lead by example.

(today.com)

Elijah (2016), identified strategies to stop bullying by parents, teachers and the surrounding community through these means.

- Be a role model
Be a positive role model and teach their child good social behaviour from an early age.
- Get educated
Continual training and education is essential to stop bullying in their community. This gives teachers time to talk openly with students about bullying and to get a feel for what the bullying climate is at school. It is also important to educate school staff and other adults. They should understand the nature of bullying and its effects, how to respond to bullying at school, and how to work with others in the community to prevent it.
- Build a community of support
Bullying is a community issue and requires a community solution. Everybody has to be on board to successfully stamp it out. This includes; students, parents, teachers, administrators, counsellors, bus drivers, school nurses, school cleaners, school security guards, school gardeners, et cetera.
- Be consistent
It is important to have a plan on how to deal with bullying. Written policies are a good way to have something that everyone in the community can make reference to. Every child should be treated and dealt with equally and consistently, according to the policies. Emotional bullying should be addressed in the same way as physical bullying.
- Empower bystanders
Often, bystanders feel powerless to help. They may think that getting involved may bring the bully's attacks onto themselves or make them social outcasts. But it is essential to empower bystanders to help. Schools should work to protect bystanders from retaliation and help them understand that silence and inaction can make bullies more powerful.
- Work with the bully
One should not forget that a bully child has issues to deal with as well and also need help from adults. Bullies often engage in bullying behaviours out of a lack of empathy and trust, or as a result of issues at home. Bullies first need to recognise that their behaviour is

bullying. Then, they need to understand that bullying is harmful to others and leads to negative consequences. An individual can put a complete stop to the cause or core of the bullying behaviour by showing them what the consequences of their actions are.

Bullying is a common issue when growing up, but it is an issue that should not be brushed away. Solving it needs action from members of the entire community to address head-on so as to expose its negative impacts and solve it once and for all. Support must be given to those who are bullied, those who witness bullying, and the bullies themselves (Holohan, 2019).

Performance Assessment: Teachers can set assessment that will require students to role play reactive approaches are possible solutions to quickly address the problem of bullying in the school than taking the approach of proactive solutions.

Suggested Resources

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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 9.1.8.5: Identify and ask systematic questions that clarify various points of view and lead to the best solution.

Topic: Use Systematic questions to Solve Bullying Problems

Essential Questions

- How can problem solving skills lead to the best solutions needed to solve the problem of bullying through clarifying various points of view?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to ask systematic questions to clarify various points of view that lead to the best solution in solving the bullying problem
Skills	Critical Thinking Skills - Use analytical skill of identifying and asking
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Examine problem solving skills used to clarify various points of view that lead to the best solutions for the problem of bullying.

Content Background

Solving bullying problem in schools

Borba (2016) noted that children reap greater benefits of working together to solve their problems. She stated, ‘using problem-solving skills is one of the best ways to help kids and teens curb playground battles, deal with friendship tiffs, manage teammate squabbles and handle the social jungle, as well as boost resilience, empathy, academic performance, self-esteem, peacemaking skills, and character’.

The American Psychological Association supported Borba’s claim and said that teaching problem solving prevents bullying and reduce the odds of victimisation. Borba further poised that children, especially boys, who have trouble solving social problems are more at risk of becoming bullies, coming targets of bullying, or both. Cook, further added that, “A typical bully has trouble resolving problems with others, and also has trouble academically.” Cook continued to say that so too does the typical victim who is likely to be aggressive, lack social skills, think negative thoughts, experience difficulties in solving social problems. That applies to the child who is bullied *and* who bullies. This is why problem-solving strategies should be an integral part of every school’s bullying prevention program and school climate initiative.

Most bullying programs aim at merely changing student's knowledge or perceptions or implementing a school-wide approach (SWA) such as posting "anti-bullying rules" or a peer-reporting system. Such approaches alone do not change the bullying behaviour, and so the bullying or victimisation continues. Aggressive habits are learned and they can become entrenched.

According to Cook's findings problem solving are different because they provide insight into not only how to predict who will be more likely to be bullied or victimised, but also how to reduce even prevent the bullying cycle. These must also be taught and learnt and accepted by parents and teachers too. Cook once again reiterated that;

A critical key to success in reducing bullying is to ensure that *all* students learn crucial skills for solving social conflicts, and the sooner the better. Conflict resolution and problem solving should be an integral part of every school's bully-prevention program and safe and caring climate initiative as well in every parent's tool chest.

Borba, in turn gave warnings on problem solving of bullying issues;

Warning: Though problem solving is a valuable social skill that all kids must learn, researchers warn that using Peer Mediation to reconcile bullying could increase bully victimisation keep in mind that the target does not have a conflict with the bully. And the bully's intention is to usurp or seize power over his or her victim by intentionally causing pain. What's more, kids who are targeted generally cannot hold their own, and there is no equality in Peer Mediation.

So schools decide carefully if conflict resolution or peer mediation is the right approach. Teachers must always ask permission of the targeted child. Do they want to be in the conflict resolution process and face their tormentors? Even if they do, be sensitive, tread lightly, preserve confidentiality.

The following are steps that Borba has designed for children in California schools but schools in PNG can implement these in their schools. They are easy to follow and effective.

Step 1: Teaching students to take a STAND

This should be used as a guide to help children learn to solve problems peacefully. Each letter in the acronym, "STAND" represents one of the five steps in conflict resolution and helps students recall the process. Dr Michele Borba has developed the acronym for her special education students and have since taught hundreds of kids (and teachers) the STAND approach. This can be adopted into PNG classroom setting or context coupled with the Behaviour Management Policy and Guide to assist teachers teach this topic and to literally solve bullying problems in their school.

Step 2: Stop, look and listen to your feelings. The first step to solving problems is teaching students to calm down. The reason is simple: it is impossible to think about how to solve a problem when an individual is upset. Once in control, he or she can begin to rationally figure out why he or she is upset and then find an answer to his or her dilemma.

Teach students to take slow deep breaths to calm down or walk away until calm. If emotions are high amongst students, intervene: "I see two angry students who need to calm down so they can figure out how to solve their problem." You might need to separate the students until their anger is under control.

Step 3: Take turns telling the problem. The trick here is to enforce these critical rules: No put downs or name-calling: both students must listen to each other respectfully. No interrupting: Each person must get a chance to talk. The teacher might ask each student to say what happened, summarise each view, and then end with, “What can you do now to solve this problem?” Teacher must make suggestions only when the students really seem stuck.

They must tell students to start their explanations with the word “I” instead of “You” then describe the problem and how they want it resolved. Doing so helps the speaker focus on the conflict without putting the other student down. For instance: “I’m ticked because you never give me a turn. I want to use the computer, too.”

If emotions are high, give students the option of writing or drawing their view of the problem instead of saying it to each other. It is particularly helpful for younger or less verbal students. The goal should be to help each student try and feel what it is like to be in the other student’s shoes. One way to do this is by having each student put into their own words what the other students has told them.

Step 4: List alternatives: Next, students need to think of alternatives so they have ways of finding a resolution. Whether pre-schooler or adolescent, the basic rules of thinking of solutions are the same: They say the first thing that comes into their mind. Nobody’s idea should be put down or challenged. Each one should add onto anyone’s idea. They must come up with ideas that work mutually for both sides.

They should not offer their help unless they really seem stuck. To keep students focused, the students should be told to come up with five different solutions before the teacher return. The teacher must leave for a few minutes then return to solve the problem. Setting an even timer for just three minutes can be a goldmine for students with short attention spans. Depending on the student’s age, problem solving skills time can be stretched.

Step 5: Narrow choices: Options should be narrowed down to a few choices. To help students get closer to resolve the problem these two rules should be taught to them. Eliminate any solutions that are unacceptable to either student because these solutions do not satisfy their needs and eliminate any solutions that are not safe.

Step 6: Decide the best choice and do it. The final step helps students learn how to make the best decision by thinking through the consequences of their choices. Students should be taught how to think about the consequence of their remaining choices. What might happen if I tried that?

Another way to help students decide on the best choice is by helping them weigh the pros and cons of each remaining possibility: What are all the good and bad things that might happen if you chose that? What is the one last change that would make this work better for both of us. Once students decide, the two shake hands on the agreement or take turns saying, “I agree.”

Performance Assessment: Teachers can set assessment that will require students to do group presentation on a particular STAND approach they were tasked to discuss and demonstrate how to stop bullying problem at the school.

Suggested Resources

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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 9.1.8.6: Implement and monitor the solution.

Topic: Implementing and Monitoring Bullying Policy

Essential Questions

- How can the policy dealing with bullying be implemented and monitored?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Implementing and monitoring policies on bullying
Skills	Creative Thinking Skills - Use creativity skill of implementing Critical Thinking Skills - Use evaluation skill of monitoring
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Examine ways to implement and monitor policies on bullying.

Content Background

The onus is now on the school administrators to draw up their school behavioural management policies to combat the everyday school problems students' face at school. They can draw on from the Behaviour Management Policy developed by the Guidance and Counselling Division of the Department of Education.

The following are strategies to teach students to combat bullying in schools;

- Hang out with friends and groups.
- Ignore bullying behaviour if possible.
- Be firm and clear and tell the bully to stop.
- Walk away from bullies and join your friends.
- Inform teachers or the head teacher about bullying.
- Stand up for other students who are being bullied.
- Speak out against bullies and report bullying.
- Ask friends for support and assistance to report bullying to teachers.

- Seek help and support from school based counselor.
- Do not blame yourself for bullying.

(Source: Behaviour Management a guide for schools, 2019)

Performance Assessment: Teachers can set assessment that will require students to draw up their school behavioral management policies to combat the everyday school problems students 'face at school. They can draw on from the Behaviour Management Policy developed by the Guidance and Counselling Division of the Department of Education.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 9.1.8.7: Reflect on the implementation process and the achievement of outcomes.

Topic: Reflection of the Solutions to Bullying

Essential Questions

- How can the implementing process and the achievement of outcomes of the solutions of bullying be reflected upon?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Reflection of the implementation process and the achievement of outcomes
Skills	Thinking Skills - Use evaluation skill of reflections
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Examine how to reflect on the implementing process and the achievement of the outcomes of the solutions of bullying.

Content Background

It is very important that all schools assess and evaluate the impact of the implementation of the solutions of bullying in their schools. In this way they can see the grey areas that need to be worked on and take appropriate measures to solve the bullying problems faced in their schools once and for all.

Performance Assessment: Teachers can set assessment that will require students to reflect on the impact of the implementation process and the achievement of the outcomes of the solutions of bullying.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 9.1.9.1: Appraise and evaluate behaviour as relational aggression and/or bullying.

Topic: Addressing Relational Aggression

Essential Questions

- What is relational aggression?
- How can relational aggressive behaviour be addressed in schools to create a conducive learning environment for all?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Addressing relational aggression and or bullying behaviours
Skills	Critical Thinking Skills - Use analytical skill of recognizing and identifying - Use evaluation skill of appraising and evaluating
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Explain the term relational aggression;
- Assess the strategies or ways used to address such behaviours to ensure conducive learning environment is created for all.

Content Background

What is relational aggression?

Relational aggression (RA) is nonphysical aggression towards another with the purpose of bringing down their reputation or social status or heightening one's own social status. For instance; teenage girls are often in high social competition with each other, there has been a link on them and relational aggression. Relational aggressors are often seen as mean by others, but they are also described as powerful and having leadership qualities. This may be a large motivating factor in what encourages relational aggressors.

Relational aggression is seen mostly during the less-structured time at school: recess, gym, school bus rides, and lunch times. This is when kids have more opportunities to interact and less adult supervision. Relational aggression can deteriorate the victim's self-esteem and confidence and cause a host of mental health problems such as eating disorders, anxiety, depression, and even suicidal ideations. Sometimes, it can cause children to attempt to avoid school.

Relational aggression (RA), also called indirect bullying, is the use of relationships, rather than fists, to hurt another. The term relational aggression was coined by researcher Nicki Crick from the University of Minnesota. RA is quieter, more insidious, and harder to detect than other forms of aggression such as physical violence. Existing on a continuum (purpose), RA includes starting rumours, spreading gossip, teasing, creating or joining cliques, deliberately excluding someone else, and many of the other stereotypical behaviours associated with girls (and women). However, importantly research shows that these behaviours are not reserved for females alone and in fact, recent research show that boys and girls (grade 3 through 8) engage in similar amounts of relationally aggressive behaviour. Given the nature of the subtle and covert behaviour, unfortunately, RA is often missed by adults. If RA is undetected, it can escalate to an ongoing emotional drama, carrying negative side effects that lasts for days, weeks, and even years.

The process of using relationships to hurt another involves **an aggressor** (the bully or tormentor), **a victim** (the target), and often one or more bystanders or **Kids In the Middle (KIM)**. It is not at all unusual for a child who has been victimised to retaliate by becoming aggressive to another child or for a child to play all three roles in different types of relationships. To better understand the dynamics of RA, it is important for both children and adults to recognise the behaviours as well as the motivating factors.

Ironically, **all** children who engage in this dynamic are experiencing some underlying fear and insecurity. The aggressor may be worried about her ability to remain “on top,” so she uses manipulation and control of others to avoid having her own flaws exposed. The victim (or target) often lacks the confidence to stand up for herself and may accept harassment because inside she feels it is deserved or true. Additionally, the child’s fears related to bullying may be so intense, that she or he feels paralysed, and as a result, does nothing. Kids in the middle are also afraid and lack the self-esteem to take a stand; often they may join in the aggression either passively or overtly (openly) to avoid being targeted themselves. In sum, fear grips each child and keeps him or her involved in a destructive cycle of aggression.

Many people can recall an incident of RA in their own past, but the seriousness of these behaviours is reaching new proportions, resulting in criminal charges, school shootings and suicides. Why are today’s children so willing to be this cruel to one another? When a psychologist Mary Pipher wrote her bestselling book *Reviving Ophelia* in the mid-1990s, she suggested that people need to “work together to build a culture that is less complicated and more nurturing, less violent and sexualised, and more growth producing.” If anything, the world of adolescents today is more complicated, violent, and sexualised as well as less nurturing.

Examples of relational aggression

Take a look at a scenario between eighth-graders Elle and Madison to get a better understanding of how relational aggression can manifest. Elle is the bully, and Madison is new to the school.

- **Gossiping:** Refers to people discussing about someone behind their backs. Sometimes gossips can contain true and hurtful facts about the victim, but it can also be in the form of rumors, untrue or fabricated information about a person.

Elle is jealous of Madison, who is the new girl in school. Madison excels at sports, has a laid-back personality, and has many guy friends. Elle told the varsity football's quarterback that Madison was cool, but that she had problems wetting the bed at night. This was a rumour completely fabricated by Elle to make Madison look bad and to make herself look more attractive. This

rumour spread throughout the entire football team. When Madison heard the rumour through a friend, she was completely mortified and embarrassed.

- Being put-down. Gossiping may be more frequent than put-down because it is a less direct way to hurt another person's reputation. **Put-downs** are direct assaults on another person. They can be attacks of another's behaviour, relationships, character, appearance, et cetera.

Elle is the leader (queen bee) in one of the most popular girl group in the eighth grade. She notices that newcomer to the group Madison frequently looks unkempt and sloppy. In order to maintain the group's high status, Elle publicly announces that Madison needs to wear more makeup to be pretty. Madison is, of course, humiliated.

- Exclusion. **Exclusion** can entail denying another attention, friendship or mere acknowledgment. Elle decides that she no longer wants Madison as a part of her popular group at school, so she starts ignoring Madison completely. She does not say hello or respond to Madison's comments or questions.

(study.com. 2020.)

Research on RA has shown that;

- Relationally aggressive behaviour is evident in all age groups from preschool through to adulthood.
- Both boys and girls engage in relationally aggressive behaviour from elementary school onward.
- For students in grades three through to six, relational aggression is a stronger predictor of future social maladjustment than overt or the obvious physical aggression.
- Girls are more likely to use RA within their own friendship circles, in comparison to boys, who tend to aggress outside their friendship circles.
- Girls are more likely to approve of and use relational aggression; boys are more likely to approve of and use physical aggression.
- Relational aggression may be a strong risk factor for future delinquency, crime, and substance abuse as physical aggression.
- Children and adolescents involved with RA have a higher incidence of serious mental health problems such as depression, loneliness, anxiety, suicidal ideation, alienation, emotional distress, and isolation.
- At the college level, prior experience with RA has been associated with bulimic (eating disorder) symptoms.
- Older adolescents with a well-formed identity (young women who are goal-directed) are less likely to be relationally aggressive.
- Older adolescents with a well-developed moral identity (young women who know their values and act consistently with them) are less likely to be relationally aggressive.
- Studies show that RA is linked to physical violence.
- According to a report from the Families and Work Institute it was highlighted that adolescents want to see changes in their culture more than in their parents or schools. They reported that they had to conform to peer and social pressure to protect themselves.

Strategies to stop relational aggression

According to Stadel (2017), the following are simple yet effective strategies that can help victims of relational bullying.

1. Make friendship cool

Modelling by adults is the most powerful way of doing that. They should talk about the great qualities of their friends to their kids. Too often adults complain at their friends' weaknesses instead of verbally celebrating their greatness.

2. Explicitly teach kindness, compassion and empathy. Adults know kids have the capacity for these qualities. They are often evident at home or with people of different ages, but they are not being engaged in their relationships with peers.

3. Explicitly teach emotional intelligence. Help kids recognise who is loyal and who is safe. Talk to them about relational aggression. They should be able to recognise it and name it.

4. Teach kids to be:

- Up standers – These are people who stand up for victims. It has been proven that if kids can stand up to a bully for 8 seconds, they are not likely to back down. Some kids are stronger than others. We need to make it cool to be strong and able to defend others.
- Distracters – It is important that kids be able to recognise when a mean moment is coming and distract participants away from it. It is a skill that adults eventually learn themselves, but if kids are given instruction on how to do this it can be learnt more quickly.
- Supporters – Kids can be encouraged to do something as small as making eye contact with a victim while aggression is happening. That shows the victim that the behaviour is seen and acknowledged. They are not alone.

6. Carefully manage online activity. A lot of relational aggression happens out of school hours, in cyberspace.

7. Kids need a break from their friendship groups.

Create opportunities for children to meet lots of new people outside of school and get to know them well. For instance; School carnivals, debates, speech competition. and many more. Teammates are people they have to understand and communicate with.

8. Adults should learn how to respond to their child's friendship problems in a way that empowers them and helps them to grow, because this will happen more than once.

9. Never say, "That's just girls", or "boys will be boys" for that matter. Adults can do better than that. Or at least they can try.

Children and adolescents need to be educated about RA. As an adult, parents can provide key information. They must use the words relational aggression, but make sure the child understands what that term means—bullying, aggression, meanness, and other hurtful behaviours. They should spell out what RA is, how it hurts children, who is usually involved, and why it happens, and assure the child that this behaviour can be changed. Relational aggression should be talked about early on in preschool when these behaviours is beginning to surface and should share stories or experiences with children so that they know that they are not alone.

(imom.com. 2020)

Performance Assessment: Teachers can set activities that will require students to analyse relational aggressive behaviour (bullying, etc.) for a week and present a report.

Suggested Resources

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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 9.1.9.2: Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside the school setting.

Topic: Appreciation of Personal Rights and the Rights of Others

Essential Questions

- What is a personal right?
- Why is it important to consider the rights of others?
- How can individual's appreciation of personal rights and the rights of others help create a safe and nurturing environment within and outside the school for the students?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Appreciation of personal rights and the rights of others to ensure a safe and nurturing environment is created within and outside the school setting
Skills	Critical Thinking Skills - Use evaluation skill of identifying and justifying
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Identify and explain personal rights and the rights of others;
- Appraise personal rights and the rights of others to create a safe and nurturing environment within and outside the school for the students;
- Demonstrate behaviours that promote equality for a safe and nurturing environment through respecting personal rights and those of others within and outside the school setting.

Content Background

What are personal rights?

Personal rights are some form of freedom. These freedom, sometimes referred to as civil liberties, pertain to the ability of individuals to make decisions about their personal lives and their social relations with family, citizens, and foreigners, free from government interference. Among other things, the sphere of personal rights includes respect for decisions regarding one's place of residence, choice of profession and job, affiliation with voluntary associations, and education. Personal rights also entail the individual's ability to assemble in public places, to express one's views publicly or privately, and to determine their religious beliefs and mode of worship. (The Bush Institute, 2020.)

Importance of personal rights and the rights of others

Individuals have the right to live and enjoy what life can offer for them without compromises and so the enforcement of legal actions on breaches of these rights. The same applies to the rights of others. Personal rights as mentioned refers to the legal rights people have over their own bodies. These rights are protected in both civil and **criminal law**, and in some cases they are included in documents like constitutions and charters. Infringements (breach) upon personal rights can result in penalties like fines, as well as prison time, depending on the type of infringement involved.

The law provides protection for people who are victims of crimes like slander and defamation. Some rights include the right to personal safety; things like assault and battery are considered crimes because they are violations of personal rights. People can extend this to requesting protective orders to keep dangerous people away, legally pursuing people who threaten them without actually causing physical harm, and suing people who endanger their personal safety.

Some nations also consider the right to privacy to be a personal right. Privacy laws surrounding medical and financial records rely on this principle, on the argument that people have a right to reasonably expect privacy when conducting personal business. Disclosure of personal information, even if it does not harm a person's reputation, is a **violation** of the right to privacy. Privacy has also been used as the grounds for protecting the right to access controversial medical procedures.

Different countries have varying approaches to these rights. People like children and prisoners may not enjoy the same protections as law abiding adults. For individuals like children, as well as people deemed legally incompetent, abridgments of rights are deemed necessary for safety, so that guardians can make decisions on their behalf secure in the knowledge that they have all the information they need to make those decisions. In the case of prisoners, personal rights like the freedom to travel and the right to free association are suspended in the interests of being able to legally sentence them to time in jail or prison.

Understanding the scope and limitations of all legal rights in an individual nation can be important for people navigating the legal system. It is important to be aware of how and when these rights apply, so people can take steps to protect and enforce their rights when they are being violated. (Machon. 2020)

The specific characteristics of personal freedom are often thought to encompass several broad categories. The nongovernmental organisation categorises personal rights by freedom of expression and belief (includes religious freedom); freedom of association and organisational rights; rule of law; and personal autonomy and within these groupings, are certain specific rights, as indicated in the following list.

Freedom of expression and belief entails the right to:

- Express opinions freely in public and in private.
- Have access to free and independent media.
- Worship and think freely in public and in private.
- Receive an education that is free from political indoctrination.

Freedom of association and organisational rights includes the freedom to:

- Assemble in or organise a public demonstration.
- Form civic groups, interest groups, and other public associations.

Freedom under the rule of law provides for:

- Due process in administering and adjudicating laws exercised by an independent judiciary
- Equal protection of the rights of all people, including the minority and people requiring particular safeguards (Example, women, children, racial groups, resident aliens, visiting foreign nationals)

Freedom as personal autonomy includes the right to:

- Make decisions about modes of life pursued apart from political action.
- Move and travel without restrictions within the national jurisdiction and to foreign territories.
- Privacy within spheres of activities not properly public
- Immunity from undue surveillance
- Marry, establish a family, and raise children.

(The Bush Institute. 2020.)

Promoting equality for a safe and nurturing environment through respect for children

A diversity and equality approach involves creating a childcare setting where each child feels a sense of belonging. Practitioners should observe and listen to children's play and adult interaction to identify any bias or discrimination, and then develop methods to deal with issues that arise.

Creating a learning environment that respects diversity sets the scene for children fostering children's positive self-concept and attitudes. Such an environment assists children in developing positive ideas about themselves and others, creates the conditions under which children initiate conversations about differences, and provides the setting for introducing activities about differences and creating fair and inclusive communities.

Outlined below are ways to encourage belonging and inclusion to promote safe and nurturing environments

1. Make the surroundings welcoming so it reflects the culture and interests of all. Time should be given to develop positive relationships and be aware of different needs and cater for them wherever possible.
2. Support children's social and emotional skills: Create fun opportunities for social interactions and social play between children that promote respect and empathy. Encourage staff to join in, as modelling social skills helps children learn about them.
3. Implement safety, wellbeing and behaviour policies: Develop policies in collaboration with families. Involve families, children and staff in decisions that affect them.
4. Help families connect: Provide activities for families to connect with each other. One idea is to set up a 'buddy system' to provide support to new families. Supply information about support available in the local community.
5. Communicate clearly and regularly: Provide information in appropriate languages and in ways that cater to individual needs. Share ideas, resources and experiences with other staff members.

(The spoke. 2020)

When children feel included, they accept other students and are sensitive to their needs, and these students feel safer and more secure. Learning best happens when children witness adults uphold values such as care, compassion, respect, understanding and inclusion. An inclusive service is one that understands respects, welcomes, celebrates and honours the diversity of children, families and staff.

In an inclusive community, every face has a place, every voice is valued and everyone has something to contribute. Inclusive services provide rich and positive experiences for young children, which stay with them for life.

Therefore, students after studying this topic should understand what a personal right is and appreciate the rights they have and have respect for the rights of others too. These rights give an individual the freedom to live as human beings and enjoy the privileges of life. Life must not be taken for granted. Individuals must explore and tap into their potentials and use it to the best of their ability and contribute meaningfully to life.

Performance Assessment: Teachers can set activities that will require students to show respect of personal rights and the rights of others both in and out of school through peer teaching. (Teachers to provide scenarios-sports)

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- McMahon, M. (2020). *What Are Personal Rights?* Retrieved March 13, 2021, from <https://www.wisegeek.com/what-are-personal-rights.htm>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
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- The Spoke. (2020). *Five ways families can support belonging and inclusion*. Retrieved March 13, 2021, from <http://thespoke.earlychildhoodaustralia.org.au/children-need-feel-world-safe-place/>.

Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 9.1.9.3: Conclude how to act in accordance with the principles of respect for all human beings.

Topic: Prevention of Cruelty and Violence through Respect

Essential Questions

- What is meant by the term principle?
- What is the principle of respect?
- How can we align our thinking, actions and words to the principle of respect to prevent peer cruelty and violence?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to act in accordance with the principles of respect for all human beings to prevent peer cruelty and violence.
Skills	Critical Thinking Skills - Use analytical skill of concluding Creative Thinking Skill - Use creative thinking skill of devising
Attitudes	• Responsible, empathy, cooperative
Values	• Self-esteem, self-discipline, self-cultivation

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

- Explain the term principle;
- Identify and analyse principles of respect;
- Demonstrate principles of respect for all human beings through thinking, words, perceptions and deeds.

Content Background

What is principle?

Principle refers to an accepted or professed rule of action or conduct.

The importance of principles

Principles guide and help humans to stay focused on what is important and keep them aligned with their values. They give individuals a foundation to stand on so they can say or do the right thing in moments that might be unpopular.

The principle of respect

The principle of respect is the acceptance that every other person is a person just like you. That they are all individuals who are trying to survive and do the best they can with what they have to work with. The principle of respect is to accept that everyone is one of "us" and not just a member of a group of "them". To respect someone is to recognise them as having intrinsic (core) values and to accept all people as individuals and fellow members of humanity.

Respect is also the core of the **vocabulary of peace** and it undermines the **vocabulary of war**. To respect a person is not to agree with them or to give any approval to what they are into. But it does require that others think of them as a fellow human being who is a member of the human community and deserves a chance to establish a peaceful relationship. When a person respects someone they personalise them, recognise their **original virtue** and identify who they are.

The principle of respect does not mean that a person has to show respect for what other people believe in. For instance; much of especially what religions believe comes under what is called the **Brandolini's law** also known as **bullshit asymmetry principle**. This refers to an internet adage (saying) that emphasises the difficulty of debunking or exposing false, factious, or otherwise misleading information which leads to issues such as discrimination and even war.

One of the purposes of the principle of respect is to undermine war. For example; A step to starting a war is to demonise your enemy. "They" are all terrorists, criminals, evil people, who deserve death because they have rejected God, committed unforgivable sins, or have inferior ancestry. "We" are the "chosen ones" who are morally superior and therefore we are legitimate and they are not. They are vermin to be exterminated. They are all alike and even if we kill their innocent children, they would have just grown up to be one of them".

Respect precludes this kind of thinking.

Respect often leads to mutual respect. When people show respect for others then it is only human nature that this people will do the same. Though a person may be thought as an infidel and destined to burn in Hell forever, for being a respectful person this will cause others to still like him or her and learn from that person's attitude, and this should give that particular person the opportunity to learn from them too. It should be a two-way thing.
(churchofreality. 2021)

Every person, must be treated with respect they deserve due to their dignity and values. The value of human beings is different from that of other things around Them. Things have value based on exchange. They are replaceable. Human beings, on the contrary, have unlimited value, because as individuals with a unique identity, capable of knowing and choosing, they are unique and irreplaceable.

These principles should guide people daily on their behaviour in terms of respect toward others.

1. The principle of good will and not ill will

In a person's actions, they should avoid harming others, and always seek their well-being.

2. Principle of double effect

In a person's action, he or she should seek above all a beneficial effect. Assuming that in both their actions and their intentions they treat everyone with respect, they must ensure that there are no foreseeable harmful secondary effects that may go out of proportion to the good that follows from the primary effect of their actions.

3. The principle of integrity

People should behave at all times with the honesty of an authentic professional, making all their decisions with the respect they owe themselves, such that they make themselves worthy of living their profession to its fullness. Being a professional does not mean just exercising a profession; it also means exercising it with professionalism that is to say, with profound knowledge of their field, with total loyalty to ethical norms, and seeking to serve other people and society above any selfish interests.

4. The principle of justice

Treat others as is their due as human beings; be just, treating all people the same way. That is to say, treat each person in a similar way in similar circumstances. The main idea of the principle of justice is to treat people as we should, as corresponds to their equal dignity. This can manifest itself in different ways, since there are different kinds or aspects of justice. These include substantive justice, distributive justice, commutative justice, procedural justice, and retributive justice.

5. The principle of utility

Assuming that in both their actions and their intentions they treat all people with respect, they should always choose that form of action that will produce the greatest benefit for the greatest number of people. The principle of utility places emphasis on the consequences of an action. Nonetheless, it presupposes that they have acted with respect towards all involved. If they have to choose between two morally permissible actions, they chose the one that has a better result for more people.

There is an easy criterion that students can use to determine if they are treating someone with respect: They ask themselves whether or not the action they are going to perform could go both ways. That is to say, would they want someone to do to them what they are planning to do to someone else? This is the fundamental idea contained in the Golden Rule: "Treat others as you would have them treat you." This idea is not unique to Christians; it is common in many religions and cultures (Green, 2018).

Performance Assessment: Teachers can set assessment that will require students to write an essay (explanatory) on the importance act of principles of respect for all human beings.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Church of Reality. (2021). *Wisdom The Sacred Principles-The Principles of Respect*. Retrieved March 13, 2021, from http://www.churchofrealty.org/wisdom/the_sacred_principles/principles/the_principle_of_respect.html#.
- 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.
- Mathew Green. (2018). *6 Ways we can help protect human dignity*. Retrieved March 13, 2021, from <https://aleteia.org/2018/12/15/6-ways-we-can-help-protect-human-dignity/>.

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, analyse their causes, effects, and the strategies for addressing and preventing them.

Benchmark 9.1.10.1: Define sexual abuse/assault (including acquaintance rape, date rape, statutory rape, harassment) and examine its causes.

Topic: Types of Sexual Abuse and their Causes

Essential Questions

- What does the term sex mean?
- What is sexual abuse and assault and what causes sexual abuse and assault?
- What is acquaintance rape and what causes acquaintance rape?
- What is date rape and what causes date rape?
- What is statutory rape and what causes statutory rape?
- What is harassment and what causes harassment?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Sexual abuse and assault, including acquaintance rape, date rape, statutory rape, harassment)
Skills	Critical Thinking Skills - Use analytical skill of identifying
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Explain sex, and sexual abuse or assault;
- Identify and discuss the causes of sexual abuse or assault and other forms of sexual violence.

Content Background

What is sex and sexual abuse?

Sexual intercourse or sex is the most common and overrated terms that is used today. To ask 'what is sex' is necessary though as it can mean different things to different people. If people talked about the process of sex, it is simply an act of love between a male and a female indulging in an intimate session, which include foreplay, cuddling, kissing, hugging and penetration.

Sex is an act of love carried out between the two partners for procreation and for pleasure, it is consensual and both partners enjoy and appreciate this intimate relationship. However, sex can become a crime if either of the partners is 'not' willing to indulge in it, it is not sex, it is rape or sexual abuse. The different forms of rape or sexual abuse includes; acquaintance rape, date rape, statutory rape and sexual harassment. The term rape or sexual abuse is sometimes used interchangeably with the term sexual assault.

Acquaintance rape

Acquaintance rape is a sex crime committed by someone who knows the victim. It could be a friend, a classmate, a relative or a co-worker. As a sex crime, acquaintance rape includes forced, manipulated or coerced sexual contact. Statistics in countries like USA and Papua New Guinea show that more than 70% of the victims knew their attackers, compared to half of all crime victims.

Date rape

Date rape maybe distinguished from acquaintance rape as occurring during a prearranged social engagement, and notably as a result of deliberately ensuring that the partner becomes intoxicated. The term date rape refers to sexual abuse committed by a person who has had some sort of romantic relationship, or was on a date with the victim. Date rape is most rampant among college and high school students, where the frequent overuse of alcohol and drugs create a large pool of people ripe for being taken advantage sexually.

Statutory rape

Statutory rape is defined as sexual contact with an individual who is below the legal age of consent. This sexual activity can be consensual but if the other partner is below the age of consent as set by the country's constitution, it then becomes a sex crime. This law usually refers to adults engaged in sexual activity with minors.

Sexual harassment

Sexual harassment is an unwelcome sexual advance, unwelcome request for sexual favours or unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/ or intimidated, where a reasonable person would anticipate that reaction in the circumstance. Sexual harassment is more frequent in schools and in offices and is now a major issue in Papua New Guinea.

Factor contributing to sexual abuse

Results from numerous research and surveys indicate that alcohol and drug are the factors associated with sexual abuse because sexual abuse occur more in areas where alcohol are consumed. However, alcohol and drug use need to be seen as contributing factors and not a cause of sexual assaults. Alcohol and drug use has an effect of reducing inhibitions, thus leading to clouding judgments in any given situations and impairing the ability to interpret the queues in the environment appropriately. The involvement of young women and girls taking alcohol in such surroundings are most likely to be victims of sexual abuse precisely because they lack power, are more vulnerable and insecure. Perpetrators of sexual abuse use the effect of alcohol to justify their animalistic behaviours.

Therefore, it is very important that students learn how best to protect themselves against sexual acts that are abusive in nature. Students being aware of its causes and knowing the right actions to take to stop these problems are in a better position to help others facing this problem by directing them to appropriate persons or organisations to seek assistance.

Performance Assessment: Teachers can set assessment that will require students to write a definition essay on sexual abuse/assault (including acquaintance rape, date rape, statutory rape., harassment)

Suggested Resources

- Buckner, C.T. (2007, March 1). *Restricted object use in young children with autism: Definition and construct validity*. Retrieved March 13, 2021, from <http://doi.org/10.1177/0886260519888540journals.sagepubs.com>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Church of Reality. (2021). *Wisdom The Sacred Principles-The Principles of Respect*. Retrieved March 13, 2021, from http://www.churchofreality.org/wisdom/the_sacred_principles/principles/the_principle_of_respect.html#.
- Human Rights Library. (2017, April 24). *Human Rights Documents and Materials*. Retrieved March 13, 2021, from <http://hrlibrary.umn.edu/>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
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- Wikipedia. (2020). *Date rape*. Retrieved March 13, 2021, from https://en.wikipedia.org/wiki/Date_rape.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 9.1.10.2: Identify different contexts of sexual abuse/assault and the effects on the victims and their families.

Topic: Different Contexts of Sexual Abuse/Assault and their Effects

Essential Questions

- What are the different contexts sexual abuse occurs?
- What effect does sexual abuse have on the victims and their families?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Different contexts of sexual abuse/assault and the effects on the victims and their families.
Skills	Critical Thinking Skills - Use analytical skill of identifying and in-depth discussions Creative Thinking Skills - Use synthetical skill of in-depth discussions
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Explore the different contexts of sexual abuse;
- Explain the effects of sexual abuse on victims and their families;
- Make awareness on the effects of sexual abuse/assault.

Content Background

It has been revealed that the extent of sexual abuse of different types have covered all societies today. Sexual abuse is now occurring in homes, schools, colleges, Christian institutions, offices, communities, on the street and in conflict areas. In these different contexts, it is the women and young girls who suffer the most, may be because they are in an unsecure position and more vulnerable than men.

Sexual abuse in schools

The sexual abuse of children in the school context is more common than perhaps thought. Principals, peripatetic teachers, caretakers, and other school staff have all been implicated in sexual abuse of school children. This threat still exists notwithstanding the checks that are frequently undertaken to prevent inappropriate individuals having access to children. The *Teachers Code of Ethics* clearly stipulates that no teacher must have any personal relationship with a student.

In the remote primary and high schools in Papua New Guinea, the sexual abuses of female students by predatory male teachers have been more rampant and are still continuing. Victims are too shy to report to authorities as they fear the effects it will have on the family in their cultural setting.

Sexual abuse in Christian institutions

Recent revelations of the extent of sexual abuse in Christian institutions in Germany, United State of America and Australia have once more triggered the debate about sexual abuse by priest and pastors. Those enquiries identify cases that are known to authorities or have been recorded in these institutions. However, to access the full magnitude of the problem, data beyond recorded or known cases are needed as it can be assumed that a vast number of cases are not reported and are hence not included in such file reviews. The aim of the survey was to examine the prevalence of sexual abuse by church clergy which indicated that sexual abuse in Christian institutions was rather severe types in comparison with other context, such as school.

Sexual abuse at home and out-of-home

Childhood sexual abuse at home often occurs alongside other forms of abuse or neglect. In family environments, there may be low family support and/ or high stress such as poverty, low parental care, absent or single parenting, parental substance abuse, domestic violence or polygamy. Children especially girls who are brought up in such hostile environment are at increased risk of sexual abuse.

Out-of-home youth may be particularly at risk for sexual abuse initially as condition that leads to their out-of-home status and later as a consequence of situations such as violent street life. Young girls may be exploited and forced to trade sex for survival needs such as food, shelter and money. In many countries, young street children, especially girls in conflict with the law are at risk from sexual assault with authorities both on the street and in detention.

Young girls and women in conflict and post-conflict environment are at a greater risk of sexual abuse due to the breakdown of normal protective structure or rule of law.

Effects of sexual abuse on victims or survivors and their families

Sexual violence can have psychological, emotional, and physical effects on a victim. These effects include; anxiety, depression, headaches, sleep disorders, shame, lowered self-esteem and sexual dysfunction are not always easy to deal with, but with the right help and support, they can be managed. Though much research has been carried out on the effects of sexual abuse on victims or survivors, comparatively little has been conducted on the caring-parents and family members the 'secondary victims' of abuse. Parents and family members of victims or survivors go through extreme pressure and they also suffer from psychological effects, depression, shock, shame, and anger. This can lead them to confront the abuser, as in the case of PNG culture, a lot of tribal fights have developed from sexual abuse and rape.

Being aware of this type of abuse will enable students to become proactive individuals through advocating for the rights of vulnerable people especially women and girls against this form of abuse. There are laws in place that protects people who are abused and the perpetrators. Students must understand laws and enforce them in the event that they themselves become part of this issue.

Performance Assessment: Teachers can set assessment that will require students to plan and conduct awareness (in the class) on the different contexts of sexual abuse/assault and the effects they have on victims and their families, and relate all these to similar cases in their local communities that they know off.

Suggested Resources

- Buckner, C.T. (2007, March 1). *Restricted object use in young children with autism: Definition and construct validity*. Retrieved March 13, 2021, from <http://doi.org/10.1177/0886260519888540journals.sagepubs.com>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Kenneth Rainin Foundation. (2020). *Effects of sexual violence*. Retrieved March 13, 2021, from www.rainin.org/effects-sexual-violence.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Wikipedia. (2020). *Date rape*. Retrieved March 13, 2021, from https://en.wikipedia.org/wiki/Date_rape.

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, analyse their causes, effects, and the strategies for addressing and preventing them.

Benchmark 9.1.10.3: Analyse existing laws and other strategies for addressing sexual abuse/assault, protecting the victims of sexual abuse/assault, and changing the thinking and behaviour of the perpetrators.

Topic: Addressing Sexual Abuse

Essential Questions

- What are the existing laws that address sexual abuse/assault?
- What are some common strategies that address sexual abuse/assault?
- How do the existing laws and strategies protect victims of sexual abuse/assault?
- How is a perpetrator's thinking and behavior changed considering the existing laws and strategies that protect a victim of sexual abuse and assault?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Existing laws and other strategies for addressing sexual abuse/assault, protecting the victims of sexual abuse/assault, and changing the thinking and behaviour of the perpetrators
Skills	Critical Thinking Skills - Use analytical skill of identifying, analysis and appraise - Use evaluation skill of appraising
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Identify and examine existing laws that address sexual abuse and assault;
- Identify and examine other strategies that address sexual abuse and assault;
- Analyse how the existing laws and other strategies protect a victim;
- Explore different motivational approaches and interactions of changing a perpetrator's mindset using the existing laws and other strategies.

Content Background

Existing laws in PNG that addresses sexual abuse

On the 28th of March, 2002, the National government of Papua New Guinea passed a Criminal Code (Sexual Offence and Crimes Against Children) Act (the new law). Its purpose was to repeal certain sections and amend others of the Criminal Code, Chapter 262 (the Code) dealing with sexual offences against children to reflect more appropriately the change and changing circumstances of sexual violence against children in the country.

The old Criminal Code provisions relating to sexual offences against women and children went under the legislative scalpel (blade) changing completely the landscape of the old provisions with this new enactment. The different provisions contained in the new law dealing with the issue of sexual crimes is done in the context of both legislative reform of out dated criminal laws and PNG's international obligation to safeguard children from all forms of sexual abuse and exploitation, thus, protecting the rights of children. The state now has in-place a criminal law against sexual violence and other gender based violence that gives the women and children adequate protection, respects their integrity and dignity.

However, the reality is that, the perpetrators who search for young women and children to satisfy their evil intent will not stop simply because a set of rule have been introduced. They will still find ways to access vulnerable women and children, become more cunning and manipulative in their pursuits to satisfy their malevolent (wicked) objectives. It is important that all people, including government protective agencies remain vigilant. If there is any concern on the behaviour of an adult, these concerns should be shared with others nearby or most importantly, report the abuse to proper authorities.

Some strategies to address sexual abuse and assault

Gender-based violence must be viewed not only as a law and order issue, but also as a health and economic issue that needs a response from all sectors of society. There needs to be greater investment in psychosocial services for both survivors and perpetrators.

Support must be given to promising local initiatives. Despite the many challenges, there are stories of hope in the work of committed community-based organisations such as Voices for Change, Highlands Human Rights Defenders, Kafe Women's Association, PNG Human Rights Defenders Association and Tribal Foundation. These organisations work tirelessly to address gender-based violence within their communities.

In Jiwaka province, Voice for Change has worked with local leaders and communities to take ownership of gender-based violence, and law and order issues in general, by creating community by-laws. These local initiatives are worth monitoring and supporting as they can be a catalyst for change and provide an example of local ownership of a sensitive but ongoing social problem (Hukula, F. 2020).

Moreover, Mouna Narara (2019), pointed out, that;

- government must encourage the active engagement of the younger generation in learning about, and speaking out against, gender based violence through school, church, sport and music activities.
- apart from learning basic subjects like maths and social science, students must also be taught about issues relating to gender based violence and engage in awareness programs. There are a number of examples where this is already happening, but more is needed. Indeed, a policy is needed that mandates that all schools teach compulsory courses on violence, conflict management, and sexual education.
- children and youth should be actively involved in programs like youth camps, excursions and sport competitions, where individuals are taught to respect the opposite gender and get involved in debates about violence and its impacts on society.
- young people should also be encouraged to compose more songs and poems that speak against violence. If children are taught that violence is bad, these same individuals will grow into decent human beings who will know how to resolve conflicts, in turn minimising the probability of domestic violence.

In conclusion, the practical way to address the problem of violence and abuse against women in PNG is both to support the survivors of violence and to address the root causes and focus on education and awareness to change the mindsets of individuals. This fight requires the commitment and participation of all actors from all sectors and levels.
(devpolicy.org. 2020)

What everyone needs to know.

1. Rape or sexual abuse of any type is a serious crime that can affect the victim for a long time afterwards. Her family or friends must understand it may take months or years before she is back to normal.
2. If a women or girl is sexually abused, her relatives and others must not make her feel that it is her own fault. The law says that people must control their sexual feelings. If a man forces a girl or women to have sex when she does not want to, he is the one who is wrong, even if the victim is a pretty girl or wearing a short skirt. Looking pretty or sexy does not give him the right to force her to have sex against her will.
3. Never help protect a rapist the next victim could be you, your own daughter, sister or wife.

It is important to encourage the victim or survivor to identify the rapist or abuser and get him punished in order to protect the victim or the survivor from persistent sexual abuse. Criminal code s.347 is 15 years' imprisonment for abuser; Criminal code s.348 is 14 years for harassment or attempted rape.

Reporting sexual abuse in schools, communities or in work environment to the police and getting the perpetrator behind bars is the most effective way to reduce sexual abuse and other forms of violence. The perpetrator has to be arrested, charged and put behind bars to teach him a lesson, then he may learn to become a better citizen.

Performance Assessment: Teachers can set assessment that will require students to research and write a cause and effect essay on the related laws and other effective strategies for addressing sexual abuse/assault, protecting the victims and changing the thinking and behaviour of the perpetrators.

Suggested Resources

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- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Devpolicy.org. (2020). *How to address violence and sexual abuse against women in Papua New Guinea*. Retrieved March 13, 2021, from <https://devpolicy.org/how-to-address-violence-and-sexual-abuse-against-women-in-papua-new-guinea-20191107/>.
- Hukula, F. (2020, October 9.) *PNG National Research Institute*. PNG. Retrieved March 13, 2021, from <https://www.eastasiaforum.org/2020/09/10/addressing-gender-based-violence-in-papua-new-guinea/>.
- Ibbclaoms.co.uk. (2020). *Personal Injury and Medical Negligence Solicitors*. Retrieved March 13, 2021, from www.ibbclaims.co.uk.

- Institute of National Affairs. (2020). *Institute of National Affairs – Papua New Guinea’s Independent Think-Tank*. Retrieved March 13, 2021, from www.inapng.com/cimc.
- Kenneth Rainin Foundation. (2020). *Effects-sexual-violence*. Retrieved March 13, 2021, from www.rainin.org/effects-sexual-violence.
- Narara, M. (2019). *Addressing Violence and Sexual Abuse against Women in PNG*. Retrieved March 13, 2021, from <https://devpolicy.org/>.
- National Centre for Biomedical Information. (2020). *The new NIH initiative to end structural racism and achieves racial equity in the biomedical research enterprise*. Retrieved March 13, 2021, from www.ncbi.nih.gov.
- 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.
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Strand 1: Values and Character Development

Unit 3: Problem Solving and Conflict Management

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

Benchmark 9.1.10.4: Explain how respect for human rights, liberty, dignity and integrity, and equality can prevent sexual abuse/assault.

Topic: Domestic Violence and Sexual Abuse: A Women's Human Right

Essential Questions

- What is human rights?
- What is liberty?
- What is dignity?
- What is integrity?
- What is equality?
- What are some examples of human rights, liberty, dignity, integrity and equality?
- How can respect for human rights, liberty, dignity and integrity, and equality prevent sexual abuse/assault?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Respect for Human Rights, liberty, dignity, integrity, equality, sexual abuse and assault
Skills	Critical Thinking Skills - Use analytical skill of concluding and identifying
Attitudes	Responsible, empathy, cooperative
Values	Self-esteem, self-discipline, self-cultivation

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

- Explain the term human rights;
- Examine liberty, dignity, integrity and equality;
- Analyse how respect for human rights can prevent sexual abuse/assault.

Content Background perseverance

Before in-depth study of the topic, teachers must ensure that the key terms mentioned in the essential questions and the learning object is defined before further study of this topic.

Human rights are those rights that all human beings have simply because they are human. They are based on the fundamental principles that all people possess and inherent human dignity, and regardless of sex, race, language, national origin, class, religion, political beliefs, or other distinctions, they are equally entitled to enjoy their human rights and equally responsible for respecting the human rights of others.

The first formal expression of Human Rights in international law is found in the Universal Declaration of Human Rights (UDHR), proclaimed by the United Nations in 1948. The UDHR states that “All human beings are born free and equal in dignity and rights, and that “Recognition of their inherent dignity and of equal and inalienable rights of all members of human family is the foundation of freedom, justice and peace in the world”.

The UDHR has attained the status of customary international law which means that all nations are bound to uphold its principle.

Sexual abuse violates victims or survivors’ human rights to life, health, personal freedom and security and also not to be abused or exposed to other inhuman, cruel or degrading treatment as granted by the Universal Declaration of Human Rights and other international laws.

Women and children are to be treated in ways which respects the special moral status which persons have’. They are to be treated as human beings protected by the international human rights law. Doing this can be understood to mean not using women and children as mere resources, but respect their autonomy, respect their right and respect their choice and make the world a safe place for everyone.

What is liberty?

Liberty is the right to exercise one’s choice or is the ability to do as one pleases. There are no restrictions or strict regulations to control one’s freedom of choice.

The right to liberty is one of the fundamental human rights. It is the right of all persons to freedom of movement and freedom from arbitrary detention by others including rights to life and freedom of thought and expression and equality before the law.

The National Constitution of PNG outlines the rights of Life and freedom.

32. RIGHT TO FREEDOM.

(1) Freedom based on law consists in the least amount of restriction on the activities of individuals that is consistent with the maintenance and development of Papua New Guinea and of society in accordance with this Constitution and, in particular, with the National Goals and Directive Principles and the Basic Social Obligations.

(2) Every person has the right to freedom based on law, and accordingly has a legal right to do anything that;

(a) does not injure or interfere with the rights and freedoms of others; and (b) is not prohibited by law, and no person—

(c) is obliged to do anything that is not required by law; and (d) may be prevented from doing anything that complies with the provisions of paragraphs (a) and (b).

(3) This section is not intended to reflect on the extra-legal existence, nature or effect of social, civic, family or religious obligations, or other obligations of an extra-legal nature, or to prevent such obligations being given effect to by law.

33. OTHER RIGHTS AND FREEDOMS, ETC.

Nothing in this Division derogates the rights and freedoms of the individual under any other law and, in particular, an Organic Law or an Act of the Parliament may provide further guarantees of rights and freedoms and may further restrict the limitations that may be placed on, or on the exercise of, any right to freedom (including the limitations that may be imposed under Section 38 (general qualifications on qualified rights).

(The National Constitution of PNG)

What is dignity?

Dignity is one of the most important things to the human spirit. It means being valued and respected for what and individual is, what he or she believes in, and how he or she lives their lives. Having dignity means being treated with respect and treating others with respect. The quality or state of being worthy of esteem or respect. Dignity is respecting other's views, choices and decisions, not making assumptions about how people want to be treated and working with care and compassion.

What is integrity?

Integrity is the quality of having strong ethical or moral principles and following them at all times, no matter who is watching. A person with integrity acts with honesty, honour, and truthfulness. To have integrity means that a person is self-aware, accountable, responsible, and truthful and that their actions are internally consistent.

What is equality?

Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.

All human beings are born free and equal in dignity and rights and should be treated the same way. An equal and fair society is likely to be safe.

Ending violence against women begins with **RESPECT** and a collective commitment to act today. So what is Respect? Why is it important? How can respect prevent or minimise sexual abuse or assault?

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

When individuals understand the value of respect, they will have self-respect and respect others regardless of gender, race, social and economic status. Respect will then lead to liberty, dignity, integrity and equality in the families, communities, towns, cities and the country that we live in. Respect is fundamental to prevent law and order problems as well as sexual abuse and assault.

The poster on the next page aims to harness the power of bystanders by providing 26 practical actions to challenge gender stereotypes and promote respect.

KNOW YOUR A-Z

Prevent violence against women - challenge gender stereotypes and promote respect.



ASK

women you know about their experiences of sexism and harassment.



BELIEVE

reports of violence and sexual assault. Offer support, not suspicion.



CHANGE

the conversation to talk about who she is, not what she looks like.



DON'T

ask "Why doesn't she leave?", ask "Why is he violent?"



ENCOURAGE

men and boys to talk about their thoughts and emotions.



FIND

ways to support women's choices, whatever they are.



GIVE

women and men equal opportunities and assume they have equal abilities.



HELP

young people understand sexual consent and free agreement.



INSPIRE

boys and girls to be equally strong, thoughtful and compassionate.



JUST

don't laugh at jokes that put women down.



KNOW

that gender inequality hurts men, women and kids.



'LIKE A GIRL'

isn't an insult; don't use it like one.



MAKE

an effort to talk positively about strong and powerful women.



NOTICE

when a woman is interrupted or spoken over, and call it out.



OPPOSE

gender stereotypes - they disadvantage all of us.



PUSH

yourself to parent equally with your partner.



QUESTION

what it means to be a 'good man'.



RELEARN

your history: Google 'women who changed the world'.



SHOW

children examples of women and men doing non-stereotypical jobs.



TALK

about equal pay at work.



UNDERSTAND

that there are many myths about what causes violence.



VALUE

women's voices and opinions; ask them what they think.



WALK

away from mates who don't respect women.



(E)XAMINE

how women are portrayed in popular culture - don't buy into it.



YOU

have a role in ending violence - speak up and act whenever you can.



ZIP-IT

Don't make that sexist joke or demeaning comment.

Domestic Violence Resource Centre Victoria
Preventing violence, promoting respect



Developed by Domestic Violence Resource Centre Victoria and Our Watch, with support from Women's Health in the North, Women's Health West and the Municipal Association of Victoria.

(ourwatch.org, 2021)

Performance Assessment: Teachers can set activities that will engage students in groups to draw an A to Z chart that aims to harness the power of spectators by providing 26 practical actions to challenge gender stereotype and promote respect for human rights, liberty, dignity and integrity, and equality that can prevent sexual abuse/assault.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Ourwatch. (2020). *Preventing violence against women poster*. Retrieved March 14, 2021, from <https://www.ourwatch.org.au/resource/>.
- The National Parliament. (2020). *Constitution of PNG*. Retrieved September, 22, 2021 from <http://www.parliament.gov.pg/constitution-of-the-independent-state-of-papua-new-guinea>.
- Papua New Guinea Department of Education. (2014). *Behaviour Management Policy*. PNG.
- Papua New Guinea Department of Education. (2014). *Behaviour Management – A guide for Schools*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- un.org. (2020). *Universal Declaration of Human Right*. Retrieved March 14, 2021, from <http://www.un.org/en/universal-declaration-human-right>.

Strand 2: Health Behaviours

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 9

Units	Topics
Health Behaviours	9.2.1.1: Effects of Health Behaviours on Body Systems 9.2.1.2: Importance of Early Health Care 9.2.1.3: Significance of Identifying Development during Adolescence
	9.2.2.1: Achieving Growth in Personal Development in line with the National Health Goals and Objectives 9.2.2.2: Relationship of Body Composition to Diet and Fitness 9.2.2.3: Impact of Proper Nutrition on Quality of Life and Disease Prevention 9.2.2.4: Eating Disorders: Causes, Symptoms and Treatment 9.2.2.5: Coping with Death and Grief 9.2.2.6: Health Related Social Issues 9.2.2.7: Strategies for Preventing Suicides 9.2.2.8: Strategies for Managing Stress, Anxiety and Depression 9.2.2.9: Importance of Health Maintenance
	9.2.3.1: Effects of Weather on Individual's Health and Social Relationships with others 9.2.3.2: Ways to Prevent Transmission of Head Lice 9.2.3.3: Delivering and Monitoring Impacts of Health Messages through use of Media and Technology
	9.2.4.1: The Relationship between Health Promotion and Disease Prevention through use of Technology (Internet) 9.2.4.2: Influences of Laws, Policies and Practices on Health Related issues and Disease Prevention 9.2.4.3: Health Care Services 9.2.4.3: Prevention Strategies for Communicable and Non-Communicable Diseases
Health Decision-making	9.2.5.1: Decision-making Skills to Promote Health of Individual, Family and Community 9.2.5.2: Advantages of Seeking Advice and Feedback using Decision-making and Problem-solving Skills

	9.2.6.1: Harmful Effects of alcohol, tobacco, drugs and other substance abuse 9.2.6.2: The Relationship between alcohol, drugs, and other substances and their roles on Adolescents 9.2.6.3: Prevention Strategies for abuse of tobacco, alcohol, drugs and other addictive substances 9.2.6.4: Importance of Alternatives to Drug and Substance Use 9.2.6.5: Strategies for Avoiding Violence, Gangs, Cult groups, Weapons and Drugs 9.2.6.5: Strategies for preventing Deliberate and Accidental Injuries
Interpersonal Relationships and Health	9.2.7.1: Positive Interpersonal Communication Skills 9.2.7.2: Empathy for Others 9.2.7.3: Showing Disapproval of Inconsiderate and Disrespectful Behaviour in Personal Relationships
	9.1.8.1: Use of appropriate Communication Skills in building and maintaining Healthy Relationships 9.1.8.2: Positive and Negative Effects of Relationships on an Individual's Physical and Emotional Health 9.1.8.3: Differences and Similarities between Dating and Marriage 9.1.8.4: Personal Behaviours in a Dating Relationship

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 9.2.1.1: Examine the effects of health behaviours on body systems.

Topic: Effects of Health Behaviours on Body Systems

Essential Questions

- What are health behaviours and body systems?
- What are the effects of health behaviours on body systems?
- What is health promotion?
- How can health promotion improve health behaviours?
- How can health promotion improve health behaviours affecting the body systems and improve social relationships among students in school and community settings?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The effects and impacts of health promotion on health behaviours on the body system and the social relationships among students in a school and community settings
Skills	Critical Thinking Skills - Use analytical skills of examining and describing (defining)
Attitudes	Responsible, cooperative
Values	Self-discipline, betterment of human kind

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

- Explain health promotion, health behaviours and body systems;
- Analyse the effects and impacts of health promotion on health behaviours affecting the body systems and the social relationships among students in school and community settings.

Content Background

What is health promotion?

Health promotion enables people to increase control over their own health. It covers a wide range of social and environmental interventions that are designed to benefit and protect people's health and quality of life by addressing and preventing the root causes of ill health, not just focusing on treatment and cure.

There are three key elements of health promotion:

1. Good governance for health

Health promotion requires policy makers across all government departments to make health a central line of government policy. This means they must factor health implications into all the decisions they take, and prioritise policies that prevent people from becoming ill and protect them from injuries.

These policies must be supported by regulations that match private sector incentives with public health goals. For example, by aligning tax policies on unhealthy or harmful products such as alcohol, tobacco, and food products which are high in salt, sugars and fat with measures to boost trade in other areas. And through legislation that supports healthy urbanisation by creating walkable cities, reducing air and water pollution, enforcing the wearing of seat belts and helmets.

2. Health literacy

People need to acquire the knowledge, skills and information to make healthy choices, for example about the food they eat and healthcare services that they need. They need to have opportunities to make those choices. And they need to be assured of an environment in which people can demand further policy actions to further improve their health.

3. Healthy cities

Cities have a key role to play in promoting good health. Strong leadership and commitment at the municipal (public) level is essential to healthy urban planning and to build up preventive measures in communities and primary health care facilities. From healthy cities evolve healthy countries and, ultimately, a healthier world.

Therefore, health promotion is essential in boosting individual's health behaviours leading to longevity and prosperous social cohesion among people.

What are health behaviours?

Our human body system entirely depends on the behaviours especially on the health aspect for growth and importantly longevity of life. To enjoy life one must be cautious of the status of their health and so take care of it. What is health behaviours? According to Connor (2002), health behaviour is defined as any activity undertaken for the purpose of preventing or detecting disease or for improving health and wellbeing. As also supported by Cockerham (2014), 'It is not limited to healthy people trying to stay healthy, but also includes the physically handicapped and persons with chronic diseases who seek to control, minimise, or contain their affliction through positive forms of health behaviour, such as diet, exercise, and avoid smoking'.

The body systems

The body can live longer suppose individuals take care of their health. What is a body system? According to the website Biology Dictionary body systems refer to groups of organs and tissues that work together to perform important jobs for the body. The following shows the body systems, its functions and the organs.

Body systems, functions, and organs

Body System	Primary Function	Organs Included	
Respiratory	Breathing	• Lungs • Trachea	
Cardiovascular/Circulatory	Blood circulation	• Heart • Arteries • Veins • Blood	
Digestive	Processing food	• Mouth • Pharynx • Esophagus • Stomach • Intestines • Accessory organs: liver, gallbladder, abdomen, appendix	
Endocrine	Hormone production	A number of glands throughout the body, including but not limited to: • Thyroid • Pituitary • Adrenal glands	
Urinary	Waste elimination	• Kidneys • Bladder	
Reproductive	Reproduction	• Uterus • Ovaries • Fallopian tubes	
Nervous/Sensory	Communication between and coordination of all the body systems	Nervous: • Brain • Nerves	Sensory: • Eyes • Ears
Integumentary	Protects against damage	• Skin • Hair • Nails	
Muscular/Skeletal	Provides form, support, stability, and movement to the body	• Muscles • Bones	
Hematopoietic/Lymphatic	Blood production, maintenance of fluid balance, and defense against disease	• Bone marrow • Spleen • Tonsils • Lymph fluid, nodes, ducts, vessels	

(labce.com. 2021)

Thus, the types of health behaviour whether positive or negative that individuals exert on their bodies will definitely affect their wellbeing that is the state of their body itself and the mind.

Effects and impacts of health promotion on health behaviours and social relationships among students in schools and community settings

An individual's health is promoted through a positive behaviour by regularly exercising, eating balanced and nutritious meals, taking enough rests and sleeps, regular medical checks and not engaging in risky behaviours that have drastic impact on one's health such as smoking and consumption of alcohol.

Health impairing (negative) behaviours also termed as health risk behaviours and have harmful effects on an individual's health are smoking, alcohol consumption, poor diet, lack of exercise and ignorance to accessing primary health care services. For instance; substance use (drugs) leads to early onset of sexual practice, violent or suicidal behaviours, antisocial behaviours and disordered eating among others.

There are millions of people living lifestyles which are unhealthy hence, they encounter and increase their chances of getting illnesses, disabilities and even death. Also are common health problems like metabolic diseases, joint and skeletal problems, cardio vascular diseases hypertension and overweight.

Students must be aware of the dangers of risky health behaviours and so they make good decisions later on life to enjoy health and longevity.

Performance Assessment: CSD teachers to plan with PE teachers collaboratively and set an assessment where students are required to research and do class presentation on the effect of health behaviours on the body system.

Suggested Resources

- Biology dictionary. (2020). *Biology Dictionary*. Atlanta, Georgia, US. Retrieved February 24, 2021, from <https://biologydictionary.net/body-systems/>.
- Biology dictionary. (n.d). *Body Systems*. Retrieved February 24, 2021, from <https://biologydictionary.net/body-systems/>.
- Cockerham. W.C. (2014). *Health Behavior*. Hoboken, New Jersey Retrieved February 24, 2021, from <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781118410868.wbehibs296>.
- Conner, M. (2002). Health behaviours. University of Leeds. Retrieved February 24, 2021, from <https://biologydictionary.net/body-systems/>.
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- World Health Organisation. (n.d). *Health behaviours affecting body systems*. World Health Organization. (2016). Health Promotion; Geneva Switzerland. Retrieved February 24, 2021, from www.who.com/health/behaviours/affecting/body/systems.
- World Health Organisation. (n.d). *Health Promotion*. Retrieved February 24, 2021, from <https://www.who.int/news-room/q-a-detail/health-promotion>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 9.2.1.2: Relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care.

Topic: Importance of Early Health Care

Essential Questions

- Why is it important to seek medical health care?
- Why is it important for all people to promote healthy living with early detection and warning signs of illness?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of healthy living with early detection and warning signs of illness that prompt individuals of all ages to seek medical health care
Skills	Creative Thinking Skills - Use synthetical skills of relating and reflecting
Attitudes	Responsible, cooperative
Values	Self-discipline, betterment of human kind

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

- Examine the importance of early detection and warning signs of health problems for individual to seek medical health care;
- Explain the importance of promoting healthy living with early detection and warning signs of illness;
- Advocate (Example; through pamphlets, brochures, et cetera) the importance of early detection and warning signs of health problems for all ages to seek medical health care to promote healthy living.

Content Background

Importance of promoting healthy living with early detection and warning signs to seek medical health care

It is important for people of all ages to seek medical health care for early detection and warning signs of looming health problems. For instance, lifestyle diseases which is adding to the high number of morbidity and mortality in health statistics worldwide. There also are other aspects adding onto health problems such as economic, environmental and social issues. For example, economic boom means the economy is growing and so many people will have access to income earning opportunities thus increase their chances to afford convenience food such as burgers, fries, pizzas, et cetera hence lack of exercise leading to obesity and weight issues with compounding health problems.

Early detection of health problems

So how can one go about detecting early signs of health problems to seek health care? For early detection of a health problem it is wiser to go for screening test for common diseases. What is a screening test? A screening test is done to detect potential health disorders or diseases in people who do not have any symptoms (warning signs) of diseases. The goal is early detection and lifestyle changes or surveillance, to reduce the risk of disease, or to detect it early enough to treat it most effectively. Screening tests are not considered diagnostic, but are used to identify a subset of the population who should have additional testing to determine the presence or absence of disease.

When is a screening test helpful? What makes a screening test valuable is its ability to detect potential problems, while minimising unclear, ambiguous, or confusing results. While screening tests are not 100% accurate in all cases, it is generally more valuable to have the screening tests at the appropriate times, as recommended by your healthcare provider, than to not have them at all. However, some screening tests, when used in people not at high risk for disease, or when testing for very rare diseases, can cause more problems than they can help.

Screening test must be done at the appropriate time and based on the age, overall health, and medical history of the person being screened. The following are some examples of common screening tests:

- Cholesterol measurements
- Fecal occult blood test
- Pap test (also called Pap smears)
- Prostate specific antigen (PSA)
- Mammography
- Colonoscopy
- Diabetes or prediabetes

(hopkinsmedicine.org.2020)

Warning signs to seek medical health care

The following are warning signs that should be a cause for concern.

1. Tearing sensation

A person feels a tearing sensation in his or her back, he or she may think he or she has pulled a muscle. But if he or she has not done any physical activity to cause a muscle injury, this sensation might be much more serious. It could be a rupture of the aorta. An aorta rupture can give the sensation of sudden, severe, stabbing pain in the back. If this type of pain persists for more than 20 minutes and it is accompanied by nausea, seek immediate medical attention.

2. Crushing chest pain

One of the more well-known warning signs is crushing chest pain, which is usually associated with a heart attack. Other heart-woe indicators are tightness, heavy pressure or squeezing in the chest. The pain may also travel to the arm, shoulder, jaw or back.

Even if it is not from a heart attack, the person should not ignore the chest pain. Crushing chest pain with nausea, vomiting and sweating is dangerous. He or she should report to the nearest hospital.

3. Tingling in the arms or other extremities

A tingling sensation in a person's hands, arms, legs or feet is not only uncomfortable but also a cause for concern. Tingling is easy to ignore, but it is a sign from the body of illness.

Tingling is related to circulation problems and diseases such as anemia, diabetes, multiple sclerosis and Buerger's disease - a condition of the arteries and veins. Tingling in the feet may also be a sign of kidney issues. If tingling sensation lasts for more than an hour and is accompanied by other symptoms like dizziness and nausea, then this requires immediate medical help.

4. Dizziness

Dizziness or light-headedness can be caused by disturbances in the brain, the gastrointestinal system, vision or the inner ear. Dizziness is one of the most common symptoms that cause people to seek medical attention.

If a person feels dizzy for more than an hour and develop other symptoms, such as nausea and vomiting, he or she should seek medical attention. Dizziness is also related to several other health issues, including high blood pressure, low blood pressure, diabetes, thyroid disease, anaemia, dehydration and heart conditions.

5. Sweating

Excessive sweating may be caused by a variety of factors, including hot flashes, exercise, stress, excess weight or even spicy food. Heavy sweating may also be a sign of thyroid problems, diabetes or heart issues.

If a person is sweating more than usual, then he or she should seek the advice of a medical physician to rule out a serious underlying medical condition.

6. Numbness

Numbness in the face, arms or legs can be a very serious signal, especially if the feeling is on one side of the body, as this could indicate a stroke. This symptom may be accompanied by sudden confusion, difficulty speaking or understanding, as well as blurred vision.

Numbness is also associated with several other illnesses, including Lyme disease, Guillain-Barre syndrome and diabetes, and a herniated disk. No matter what the cause, numbness should always be investigated, and if it is accompanied by other symptoms of a stroke, an ambulance should be called immediately.

7. Swelling

Swelling is usually due to inflammation or a build-up of fluid and may result from a range of conditions. The most common reason for swollen feet or ankles is poor circulation. In older people, it could mean their blood vessels are weakening. It could also be an indication of a blood clot blocking the veins.

One of the more serious conditions associated with swelling is edema, which happens when an abnormal amount of fluid builds up in the body. Edema can damage the heart, make a person feel weak when walking and cause swollen ankles.

Any type of swelling must be carefully investigated. And if a person experiences swollen ankles, he or she should make an appointment with his or her doctor right away.

Immediate medical care

When serious health symptoms occur, an ambulance is the quickest way to receive immediate attention. Emergency medical technicians can provide immediate care at the scene and in the ambulance. (Bond-Nelms. 2017)

It is important for students to understand the importance of healthy living and the consequences of not practising these lifestyles. They should know how to early detect and read the warning signs of illnesses and so seek medical health care as needed. They are well aware that prevention of other health problems is better than having it cured and so it is wiser to do so to avoid unnecessary deaths adding to statistics. The most common benefits of promoting healthy living is enjoying life and the longevity of it.

Performance Assessment: Teachers can set an assessment where students are required to do a discussion essay based on; (1) the importance of going for early detection for personal health problems; (2) the symptoms of the health problems; (3) the processes of going for early medical attention and during the medical check-ups at the nearest health center or hospital.

Suggested Resources

- Bond-Nelms, C. (2017). *7 Health Warning Signs You Should Not Ignore*. California. US. Retrieved January 15, 2021, from <https://www.aarp.org/health/condition-treatments/information/2017/health-warning-signs-fd.htm>.
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Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.1: Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.

Benchmark 9.2.1.3: Appraise the significance of body changes occurring during adolescence.

Topic: Significance of Identifying Development during Adolescence

Essential Questions

- What is adolescence, and the significance of bodily changes during this period of time in a student's life?
- What is identity development in adolescence?
- What is the significance of identify development during adolescence that will have important consequence for them (students) throughout life?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Significance of identify development and bodily changes occurring during adolescence
Skills	Critical Thinking Skills - Use analytical skill of investigating - Use evaluation skills of appraising
Attitudes	Open-minded, confident
Values	Self-esteem, openness, sensitivity

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

- Explain what adolescence is;
- Examine the development of body changes during adolescence;
- Analyse the significance of identity development during adolescence and the important consequences this will have on the student throughout his or her life.

Content Background

To fully understand the changes that are experienced by individuals throughout their lifetime the important concept of identity development must be clearly understood. These changes refer to an individual's physical (bodily), social and psychological make-up. Before studying the concept of identity development students should get to understand the development of the physical aspect of their lives which is part of identity development.

What is adolescence?

Adolescence is a period of changes which includes physical and psychological changes. Physical changes observed in both girls and boys include growth spurts, increased perspiration, acne problems and appearance of pubic and under arm hair.

The changes that occur during adolescence are;

Changes in girls

1. Changes in body shape and height
2. Breast development
3. Body odor change
4. Growth of pubic and body hair
5. The start of menstruation (periods)

Changes in boys

1. Changes in body shape and height
2. Voice changes
3. Growth of pubic, body and facial hair
4. Growth of the penis and testes (testicles)
5. First erections with ejaculation
6. Body odour change

Psychological changes link to the hormonal and neurodevelopmental changes that are taking place and are psychosocial and emotional changes increasing cognitive and intellectual capacities.

Over the course of the second decade adolescence develop stronger reasoning skills logical and moral thinking and become more capable of abstract thinking and making rational judgments’.

The physical changes observed during adolescence are in most cases the result of hormonal changes as the teenager’s body is transformed from child to adult. This phase is called puberty and starts between the ages of 9 and 16 and usually ends between the ages of 18 to 22. Puberty occurs at different times for everyone. The sexual hormones are responsible for these physical changes; a boy’s body produces more testosterone while a girl’s body produces more estrogen.

What is identity development?

As put forward by the website psychology.iresearchnet.com (2021), identity development refers to the complex process by which people come to develop a sense and understanding of themselves within the context of cultural demands and social norms.

Significance of identity development during adolescence

The important function of identity development is it outlines the transition of a person from dependency in childhood to increasing responsibility for his or her own needs, interest, drives, aspirations and desires in adulthood. The transition involves a cognitive recognition in how they think about themselves in relation to others as they gain physical, social and psychological maturity. However, the societal and historical shifts and them trying to form an identity in the larger transitional cultural context has complicated this process especially in adolescence. For example; bodily changes during puberty can come about quickly as a result of social changes (migration, tribal war) and emotional stress (divorce) on the individual. Likewise, cultural factors such as race, ethnicity, gender, class, and sexual orientation also affects the identity formation that takes place on the way to and through adulthood

Students at this age should develop a sense of understanding of the changes in their physical bodies and appreciate these changes. They should be aware that it is a life cycle where humanity is maintained. What they are experiencing is new to them but every other older person has gone through these stages of development. This knowledge should enhance their understanding of their body growth and changes so they are not stressed out. They are able to manage these stresses.

Performance Assessment: Teachers can set an activity where students are required to keep a personal diary where they write about the impact of the body changes they are experiencing and its effects on their learning. The teacher is to ensure their trust them as this assessment is sensitive. The teacher is to check their diaries once a week. This can provide information for teacher to help students address issues that are commonly being experienced by the students at this age and provide appropriate strategies to help them overcome challenges so they enjoy their learning.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Psychology. (2021). *Counselling*. Retrieved January 15, 2021, from <http://psychology.iresearchnet.com/counseling-psychology/identity-development/>.
- Raising children. (2020). *Teenage development: what to expect*. Raising Children Network (Australia) Limited, Health on the Net, Geneva, Switzerland. Retrieved January 15, 2021, from <https://raisingchildren.net.au/teens/development/understanding-your-teenager/teen->.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.1: Relate the national health goals and objectives to individual, family, and community health.

Topic: Achieving Growth in Personal Development in line with the National Health Goals and Objectives

Essential Questions

- What is the importance of the development of self-concept and self-esteem as part of one's personal development as an individual, within the family and the community in line with the national health goals and objectives?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The importance of the development of self-concept and self-esteem as part of achieving growth in one's personal development as self within the family and in the community in line with the national health goals and objectives
Skills	Critical Thinking Skills - Use analytical skills of in-depth discussion and justifying Creative Thinking Skills - Use synthetical skills of in-depth discussion and relating
Attitudes	Open-minded, caring and concern
Values	Betterment of human kind, right to health

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

- Explain the importance of development of self-concept and self-esteem in achieving growth in personal development;
- Identify and discuss how growth in personal development of individuals and those within families and communities be achieved through the national health goals and objectives.

Content Background

For this topic, teachers must be equipped with a sound knowledge of psychology in order to teach the concept effectively. This means teacher must do proper research using internet or source best possible learning materials available. This will assist them prepare proper teaching and learning strategies reinforcing the concept of psychology on students learning.

What is self-concept and self-esteem in personal development?

Before getting to study what self-concept and self-esteem is about, the term personal development must be clearly understood. According to the website www.skillsyouneedtoknow.com, personal development is a lifelong process. It is a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential. So, in order for that to happen then an individual must know what self-concept is.

Self-concept

A publication by McLeod S (2008), titled 'Self-Concept' states that self-concept is a general term to refer to how someone thinks about, evaluates or perceives themselves. McLeod presents Carl Rogers' (1959) work who believes that the self-concept has three different components:

1. The view you have of yourself (self-image)
2. How much value you place on yourself (self-esteem or self-worth)
3. What you wish you were really like (ideal-self)?

So, self-esteem is one important self-concept that individuals must work on in their lives to achieve growth in their personal development.

Self-esteem

Self-esteem (also known as self-worth) refers to the extent to which a person likes, accepts or values himself or herself.

Self-esteem always involves a degree of evaluation and the person may have either a positive or a negative view of himself or herself.

High self-esteem when a person has a positive view of him or herself) tends to lead to;

- Confidence in their own abilities
- Self-acceptance
- Not worrying about what others think
- Optimism

Low self-esteem (when a person has a negative view of him or herself) tends to lead to;

- Lack of confidence
- Want to be/look like someone else
- Always worrying what others might think
- Pessimism

There are several ways of measuring self-esteem. For example, Harrill Self Esteem Inventory is a questionnaire comprising 15 statements about a range of interests. Another example is the Thematic Apperception Test (TAT), which is a neutral cartoon given to the participant who then has to devise a story about what is going on.

McLeod's publication further states a finding by Argyle (2008) who believes there are 4 major factors that influence self-esteem.

1. The reaction of others

An individual tends to develop a positive self-image when people admire them, flatter with them, seek out their company, listen attentively and agree with them. An individual develops a negative self-image when people avoid them, neglect them, tell them of things about themselves they do or do not want to hear.

2. Comparison with others

When an individual compares him or herself with other people who appear to be more successful, happier, richer, better looking than them they tend to develop a negative self-image. Instead they should look at intrinsic values such as grooming, being nice, kind to their teacher and being helpful which will bring about positivity in their lives.

3. Social Roles

Some social roles carry prestige example; doctor, airline pilot, TV. presenter, premiership footballer promotes self-esteem. Other roles carry a stigma. Example; a prisoner, mental hospital patient, rubbish collector or unemployed person.

4. Identification

Roles are not just “out there.” They also become part of an individual’s personality that is, the individual is identified by the position he or she occupies, the roles he or she plays and the groups he or she belongs to. Just as important as these factors are the influence of parents.

The government of PNG through The National Department of Health has policies in place that it tries to provide best healthcare for its people. In providing this it plans to achieve citizens of sound mind who should contribute meaningfully as a human being and to the best of their ability. As can be seen in the first objective the government aims to improve the quality of life through prevention and treatment of diseases including mental health. It provides social services, mental hospice and others. For instance, there are organisation available like Laloki Mental Hospital and counselling services like Life Line, et cetera, to provide psychological help to those who need it.

It is aimed that Papua New Guinea’s should have a population who can understand psychology to develop themselves for better.

National health goals and objectives

The main objectives of public health are;

- To improve the quality of life through prevention and treatment of disease including mental health.
- To develop and implement multicultural public policies for health.
- Integrate gender and age sensitive approaches that facilitate community empowerment together with actions for health promotion.
- Self-care for health protection throughout the life course in cooperation with relevant national and international partners for health promotion.
- Attain high quality longer lives, free of preventable disease, disability, injury and premature death.
- Achieve health equity, eliminate disparities and improve the health of all groups.
- Create social and physical environment that promote good health for all.

The following are policies and strategies of Papua New Guinea’s National Department of Health for its people;

- National Health Plan 2011-2020 Volume 1 Policies and Strategies
- National Health Plan 2011-2020 Volume 2 (Part A)
- National Health Plan 2011-2020 Volume 2 (Part B)
- National Health Annual Planner for PNG National Department of Health
- National Policy on Health Promotion
- National Department of Health Corporate Plan 2013-2015
- National Cancer Control Policy
- National Drug Policy for Papua New Guinea
- National Medicines Policy
- NSRHP Cover

- National Sexual Reproductive Policy
- National Research Agenda for HIV and AIDS, Papua New Guinea. 2008 - 2013
- Newborn Policy

Students must know these policies. It should help them understand how health issues are addressed from the hierarchy in the health sector to the general population. With this knowledge they should be in a better position to seek assistance not only for themselves but those around them who are in need of basic health services to approach appropriate sections and divisions within the health sector.

Performance Assessment: Teachers can create an assessment task where students are required to investigate and write a summary on how the health policies address the health issues in their community. Students do oral presentation on whether it is achieved or not.

Suggested Resources

- Argyle, M. (2008). Social encounters: *Contributions to social interaction*. Retrieved March 8, 2021, from <https://www.simplypsychology.org/self-concept.html>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rogers', C. (1959). *A theory of therapy, personality, and interpersonal relationships, as developed in the client-centered framework*. Retrieved March 8, 2021, from <https://chester-counselling.co.uk/wp-content/uploads/2018/08/rogers-1959.pdf>.
- McLeod, S. (2008). Self-concept. Retrieved March 8, 2021, from www.simplypsychology.org/self-concept.html.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
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- The Government of Papua New Guinea. (2010). *National Health Plan 2011–2020- Policies and Strategies*. Volume 1. Retrieved March 8, 2021, from <https://hiip.wpro.who.int/portal/Reportspublications/TabId/83/ArtMID/1151/ArticleID/155/National-Health-Plan-2011-2020.aspx>.
- The Government of Papua New Guinea. (2010). *National Health Plan 2011–2020- Part A*. Volume 2 (A). Retrieved March 8, 2021, from <https://hiip.wpro.who.int/portal/Reportspublications/TabId/83/ArtMID/1151/ArticleID/155/National-Health-Plan-2011-2020.aspx>.
- The Government of Papua New Guinea. (2010). *National Health Plan 2011–2020- Policies and Strategies*. Volume 2 (B). Retrieved March 8, 2021, from <https://hiip.wpro.who.int/portal/Reportspublications/TabId/83/ArtMID/1151/ArticleID/155/National-Health-Plan-2011-2020.aspx>.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.2: Examine the relationship among body composition, diet, and fitness.

Topic: Relationship of Body Composition to Diet and Fitness

Essential Questions

- What is body composition, diet and fitness?
- How can body image or composition have an impact on students' academic self-concept and school performance?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Relationship among body composition, diet, and fitness to student's academic self-concept and school performance
Skills	Critical Thinking Skills - Use analytical skills of examining and in-depth discussion
Attitudes	Appreciative, open-minded, caring and concern
Values	Betterment of human kind, sustainability

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

- Explain body composition, dieting and fitness;
- Examine the relationship between diet and fitness to body composition to students' academic self-concept and school performance.

Content Background

The composition of the body is important and depends very much on the type of diet people consume and how fit they are in terms of physical fitness. One can enjoy health and live long when they take good care of their health. So what is body composition?

Body composition

In physical fitness body composition is used to describe the percentage of fat, bone, water and muscle in human bodies. Because muscular tissue takes up less space in the body than fat tissue, body composition, as well as weight, determines leanness. Two people of the same sex and body weight look completely different because they have a different body composition.

(Wikipedia.org. 2020)

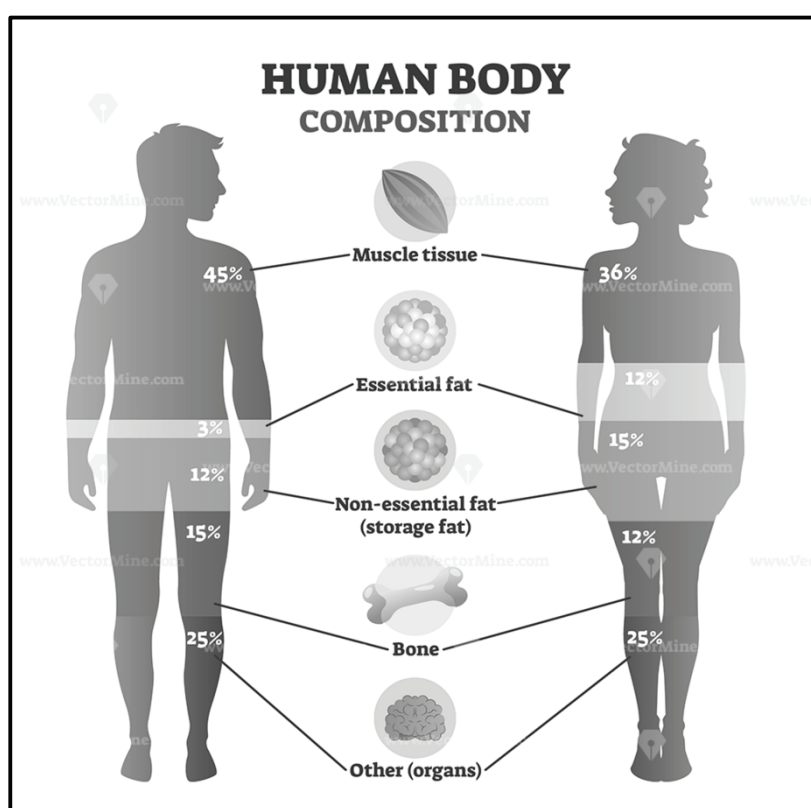
How does dieting and body composition affect the body composition?

Many factors influence body composition, including gender, age, diet activity level and genes. Men tend to have more muscle mass than women whilst women tend to have more fat mass than men.

Dieting refers to regulating one's intake of food for the purpose of improving one's physical condition, especially for the purpose of reducing obesity, or what is conceived to be excess body fat. Fitness refers to being in a good physical shape or being suitable for a specific task or purpose. An example of fitness is the status of a person's physical health. So, when he or she is active his or her body uses energy to move helping to burn the calories from the food he or she has consumed.

An eating plan including moderate fat can help with body weight and maintenance of lean muscle mass. In addition, aerobic exercise decreases fat mass while strength training increases lean body mass also helping to maintain optimal body composition.

Deficiency or excess in the diet, obesity and eating disorder and chronic diseases such as cardiovascular disease, hypertension, cancer and diabetes mellitus causes illness in human leading to unhealthy body compositions



(google.images. 2021)

Impacts of dieting and fitness on student's self-concept and school performance

Students should be made aware of the importance of physical fitness and diet and its impacts on their bodies. Proper diet incorporated with fitness will surely improve the learning and performance of students in school.

According to Kom, L. et al (2013), one way to encourage positive health practices is through community settings. This research found out that in a study conducted in three American universities concluded that the physical education departments in higher education facilities should model healthy lifestyles through community activities, both in schools and in other facilities, in order to promote overall wellness including regular physical activity, good nutrition and positive health practice. Kom et al, supports author Kicklighter and others work that students reported increased knowledge of food portions, eating a healthier breakfast and making better snacking choices, as

well as exhibiting a desire for information to integrate into a healthier lifestyle, in response to community nutrition modules. The aim of Kom et al's study was to examine the effect of different variables on undergraduate students in Israel and through this to propose appropriate interventions for improving positive health behaviours and reducing risk behaviours among this population.

The study also aimed at evaluating health perceptions, self and body image, and physical activity and nutritional habits among undergraduate students of schools in Israel, as well as to explore the impact of gender on these variables and to study the associations between them among various academic disciplines. They hypothesised that:

1. Female students demonstrate a lower self and body image than males and engage in less physical exercise, yet keep a sensitive diet in higher frequency than male students.
2. Positive relationships will be observed between engaging in physical exercise, healthy nutrition a positive self-image and health perceptions.
3. Nutrition and physiotherapy students will report healthier nutritional habits and more physical exercise compared with students from other disciplines.

PNG through the health and education department can use this study to enhance the health status of its population especially of school age, the adolescents to become a physically fit and healthy population.

Therefore, students should take proper care of their bodies not only eating the right types of food or taking care of their bodies as in washing and grooming but must include physical exercise as part and partial of maintaining a healthy body and lifestyle. Physical exercise is very important in that it keeps the body fit, flexible and the mind alert at all times.

Performance Assessment: CSD teachers can work collaboratively with the Physical Education teachers to set an assessment where students write a response journal on the the impact of eating a balance meal and exercising daily on their bodies for two weeks.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Go ask Alice. (2020). *What is the relationship between body composition and caloric need?* Trustees of the Columbia University, New York City, USA. Retrieved March 8, 2021, from <https://goaskalice.columbia.edu/answered-questions/what-relationship>.
- Human Body Composition Infographic. (2020). Vector Illustration Diagram. Retrieved March 8, 2021, from www.dreamstime.com.
- Kom, L. Gonen, E., Shaked, Y., and Golan, M. (2013). *Health Perceptions, Self- and Body Image, Physical Activity and Nutrition among Undergraduate Students in Israel*. Retrieved March 8, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3597731/>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- Wikipedia. (2020). *Human Body Composition*. Retrieved March 8, 2021, from https://en.wikipedia.org/wiki/Body_composition.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.3: Explain the difference between nutrition, quality of life and disease.

Topic: Impact of Proper Nutrition on Quality of Life and Disease Prevention

Essential Questions

- What is nutrition and quality of life?
- What are the impacts of proper nutrition on the quality of life, disease prevention and promotion of social harmony?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The impacts of proper nutrition on the quality of life, disease prevention and promotion of social harmony
Skills	Critical Thinking Skills - Use analytical and evaluation skills of identifying and explaining
Attitudes	Open-minded, caring and concern
Values	Betterment of human kind, sustainability

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

- Explain nutrition, quality of life and disease;
- Evaluate the impacts of proper nutrition on quality of life and disease and promotion of social harmony.

Content Background

What is nutrition, and quality of life?

According to the oxford dictionary, nutrition refers to the process of providing the food necessary for health and growth. Having a good nutrition is part of having a good quality of life and it prevents the occurrence of diseases increasing life expectancy and reduce mortality and morbidity.

What exactly is quality of life? Research presented by Wikipedia explains **Quality of life (QOL)** as the general well-being of individuals and societies, outlining negative and positive features of life. It consists of the expectations of an individual or society for a good life. These expectations are guided by the values, goals and socio-cultural context in which an individual life. This is supported by World Health Organisations (WHO) defined as, 'the individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals'.

Impact of proper nutrition on quality of life, disease prevention and promotion of social harmony

Quality of life includes everything from physical health, family, education, employment, wealth, safety, security to freedom, religious beliefs, and the environment. QOL has a wide range of contexts, including the fields of international development, healthcare, politics and employment. Health Related QOL (HRQOL) is an evaluation of QOL and its relationship with health. Quality of life should not be confused with the concept of standard of living, which is based primarily on income.

Standard indicators of the quality of life include not only wealth and employment but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging.

Case Study: Relationship between nutrition and changes in quality of life in older adults

Age-associated changes that affect quality of life

The relationships between nutrition, aging, and quality of life are recursive. Aging-caused or aging-associated factors alter certain aspects of nutrition, such as the sense of smell and taste, ability to chew and swallow, and gastrointestinal and bowel function, and these in turn may influence quality of life. At the same time, poor nutrition and lack of physical activity can lead to lack of appetite, inability to perform simple tasks, changes in quality of life, morbidity, and mortality.

Poor nutrition causes many of the changes in functional status that take place during aging. Therefore, it is important to assess diet and nutritional status when evaluating Health Related Quality Of Life (HRQoL) and to alter poor nutritional status whenever it is possible to do so. It is also important to tap into other dimensions of experience associated with dietary behaviors, such as taste, enjoyment, and social aspects of an elderly person's eating experiences. There is therefore a need to measure functional status and HRQoL, in addition to nutritional status.

Benefits of food and nutrition on quality of Life

Good nutrition improves HRQoL by promoting health, preventing dietary deficiency disease, and ameliorating or averting secondary malnutrition that is caused by or associated with other disease. Food and nutrition are essential components of “the good life.” Good food is a sensory and psychological pleasure in its own right. Meals may also add a sense of security, meaning, order, and structure to an elderly person's day; imbue or instill that person with feelings of independence, control, and sense of mastery over his or her environment; and provide opportunities for making food choices. Eating with others may increase social interactions. When the social aspects of eating are attended to, food consumption may increase, thereby improving nutritional status. The positive psychological and social aspects of eating are important pleasures of life, which can persist into old age. They have potent contributions to well-being that must not be forgotten.

The sequel (consequences) of malnutrition includes physical, mental, and social disability. If inadequate dietary intake continues for a long time (example; weeks or months), undernutrition results. If undernutrition is extreme, it results in diminished muscle mass and vigour, functional impairment, and decreased HRQOL. Malnutrition also causes lack of enjoyment in eating and anorexia, which may generate psychological, medical, and social problems. The associations between malnutrition and disability can operate in both directions. Malnourished individuals are likely to be disabled.

Therefore, there is a need to measure functional status and HRQoL, in addition to nutritional status individuals are at greater risk for nutritional problems because of their greater dependence on others. Under nutrition can also cause stigmatization of the afflicted elderly person by others. For example, very thin, cachectic individuals are viewed as being ill and are often singled out by healthier elderly individuals as being “old and sick”. Excessive dietary intake and insufficient physical activity also may pose health and mental health problems, especially when they result in obesity.

The consequences of obesity include increased risk of diabetes, cancer, cardiovascular disease, and premature death. Excessive intake of alcohol also has a well-known toxic effect on mental health, social interaction, physical health and well-being, and HRQoL. Both inadequate and excessive intakes of some vitamins and minerals may also cause health and mental problems in older individuals.

(academic.oup.com. 2020)

Students must become committed to maintaining a healthy diet and lifestyle because their quality of life depends on it. To enhance quality of life which deteriorates as they age students must make it their business to eat healthy food, have good rest and as do physical activities to maintain physical fitness to enhance longevity of life.

Performance Assessment: Teachers can set activity where students are required to get to prepare healthy lunch for a week. They check their peer’s lunch and keep a record. At the end of the week they write a report on how eating healthy lunch has impacted their learning in the classroom for a week.

Suggested Resources

- Amarantos, E., Martinez, A. & Dwyer, J. (2001). *Nutrition and Quality Of Life in Older Adults. The Journals of Gerontology: Series A. Volume 56. Issue Supplementary 2. Pages 54-64.* Retrieved February 24, 2021, from [https://doi.org/10.1093/56.SUPP\)2.54](https://doi.org/10.1093/56.SUPP)2.54).
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- Shlisky, J., Bloom, d., Beaudreault, A.R., Tucker, K. L., Keller, H. H., Freund-Levi, Y., Feilding. R.A., Cheung, F.W., Jensen, G.L., Wu, D., & Meydani, S.N. (2017, January). *Nutritional Considerations for Healthy Aging and Reduction in Age-Related Chronic. Disease. Advances in Nutrition, Volume 8, Issue 1, Pages 17–26,* Retrieved February 24, 2021 from <https://doi.org/10.3945/an.116.013474>.
- Wikipedia free encyclopedia. (nd) *Quality Of Life.* New York, USA. Retrieved February 24, 2021, from https://en.wikipedia.org/wiki/Quality_of_life.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.4: Describe the causes, symptoms, and treatment for eating disorders.

Topic: Eating Disorders: Causes, Symptoms and Treatment

Essential Questions

- What is eating disorder?
- What are the causes and symptoms of eating disorders?
- How can eating disorders be treated?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The causes, symptoms, and treatment for diabetes and eating disorders
Skills	Critical Thinking Skills - Use analytical skills of describing, examining and investigating Creative Thinking Skills - Use creative skill of designing
Attitudes	Appreciative, open-minded, caring and concern
Values	Self-esteem, self- cultivation, betterment of humankind

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

- Investigate eating disorders;
- Advocate and develop strategies to manage this problem.

Content Background

Growing health concerns of both diabetes and eating disorders which deals with body states, weight management and control of food is on the rise among children of adolescent age. These issues are definitely affecting their studies and social relations with those around them. According to the website www.diabetes.org, research suggests that eating disorders are probably more common among women with diabetes than women who do not have diabetes. However, those with type 1 are twice as likely to suffer from disordered eating patterns. There is no data on eating disorders in men and boys with type 1 diabetes. However, disordered eating does occur among men and boys in the general population, so warning signs should not be ignored.

What is eating disorder?

Eating disorders is described as illness that is characterized by irregular eating habits and distress or concern about body weight or shape.

Eating disturbances may include inadequate or excessive food intake which can ultimately damage an individual's wellbeing. The most common forms of eating disorders include anorexia, bulimia, nervosas and binge eating disorder in both females and males.

1. **Anorexia Nervosa:** People suffering from this will typically have fear of gaining weight or refusal to maintain a healthy body weight and unrealistic perception of body image. Many people with Anorexia Nervosa will fiercely limit the quantity they consume and view themselves as overweight even if they are clearly underweight. Anorexia can have damaging health effects such as brain damage, multi-organ failure, bone loss, heart difficulties and infertility. The risk of death is the highest in individuals with this disease.
2. **Bulimia Nervosa:** This eating disorder is characterised by repeated binge eating followed by behaviors that compensate for the overeating such as forced vomiting, excessive exercise or extreme use of laxatives. Men and women who suffer from Bulimia may fear weight gain and feel severely unhappy with their body size and shape. Bulimia can have injury effects such as gastrointestinal problems, severe dehydration or heart difficulties resulting from an electrolyte imbalance.
3. **Binge Eating Disorder:** Individuals who suffer from Binge Eating Disorder will frequently lose control over his/her eating.

How are these illnesses treated?

It is important to seek treatment early for eating disorders. People with eating disorders are at higher risk for suicide and medical complications. People with eating disorders can often have other mental disorders (such as depression or anxiety) or problems with substance use. Complete recovery is possible.

Treatment plans are tailored to individual needs and may include one or more of the following:

- Individual, group, and/or family psychotherapy
- Medical care and monitoring
- Nutritional counselling
- Medications

(nimh.nih.gov. 2020)

Students at this age should be aware of the importance of maintaining a healthy diet. Though they may be stressed about the changes in their bodies during this growth period they must appreciate these changes to their bodies. Trying to compare their bodies or self-image will only lead to more problems such as eating disorders attracting other life threatening diseases. This will affect their general being and their studies in the long run.

Performance Assessment: Teacher can set assessment where students are required to carry out awareness using posters that describes the causes and symptoms of eating disorders and also discuss the benefits of maintaining healthy diet.

Suggested Resources

- National Institute of Mental Health. (2020). Eating Disorders, National Institute of Mental Health; Bethesda, Maryland, USA. Retrieved February 24, 2021, from <https://www.nimh.nih.gov/health/topics/eating-disorders/index.shtml>.
- Types of eating disorders, mental health. (2021). Merrifield, VA. Retrieved February 24, 2021, from <https://www.diabetes.org/healthy-living/mental-health/eating-disorders>.
- Wikipedia. (2020). *Diabetes management*. Retrieved February 24, 2021, from https://en.wikipedia.org/wiki/Diabetes_management.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.5: Examine issues related to death and grieving.

Topic: Coping with Death and Grief

Essential Questions

- What is grief (grieving)?
- How can death and grief affect a person's health?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Designing strategies for issues relating to death and grieving
Skills	Critical Thinking Skills - Use analytical skills of examining and investigating Creative Thinking Skills - Use creative skill of designing
Attitudes	Caring and concern, empathetic
Values	Benevolence

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

- Examine the effects of death and grieving on a person's health.

Content Background

Effect of death and grieving on personal health

People grieve when a loved one dies and the despair seems unbearable. Grieving refers to the feeling of intense sorrow someone has for their loved ones who have passed on. It is a natural response to loss and also where the healing process begins.

According to research by Johnson (2007), death is inevitable, yet the loss of a close friend or family member always showers one with a range of emotions. Sometimes a person might desperately try to avoid the pain, anxiety and feelings of helplessness he or she feels when a loved one dies. Other days, he or she might feel like life has returned to normal-at least until he or she realises that his or her life has changed. Despite the range of emotions, he or she feels, grieving for a loved one can help him or her cope and heal. The intense, heart-breaking anguish indicates that a deep connection has been severed. Without a doubt, grieving is painful. But it is also necessary. Going forward does not mean forgetting about the loved one who died. Enjoying life again does not imply that the person is no longer missed. Piecing together his or her shattered emotions does not mean he or she, somehow, betrays a friend or family member. It simply means

that his or her grief has run its course. While no single pathway through grief exists, people do share common responses. Patricia's writing makes reference to a psychiatrist named Elisabeth Kübler-Ross in 1969 on grieving stating this particular psychiatrist introduced what became known as the "five stages of grief," which represent feelings of those who have faced death and tragedy. As sourced from Elisabeth Kübler-Ross, M.D. (1969) *On Death and Dying*. New York: Macmillian, p. 45-60, Patricia states that Kübler-Ross's study is based on years of working with terminal cancer patients, Kübler-Ross proposed the following pattern of phases many people experience:

1. Denial: "This can't be happening to me."
2. Anger: "Why is this happening? Who is to blame?"
3. Bargaining: "Make this not happen, and in return I will ____."
4. Depression: "I'm too sad to do anything."
5. Acceptance: "I'm at peace with what has happened."

Although these are common responses to loss, there is no structure or timetable for the grieving process. That said, understanding grief and its common symptoms are helpful when grieving. Recognizing the difference between trauma and depression is also beneficial. Besides understanding how stress can take a toll on an individual physically, emotionally and spiritually, he or she needs to understand the practical guidelines to ease the process. These include taking care of his or her body, spending time with others and reaching out to the church community. Finally, there will come a time when someone close to us experiences a significant loss. Knowing how to respond to a grieving friend is a good first step in acting as a reliable companion. The death of a loved one is a shattering experience with far-reaching implications. As difficult as the loss may be, it is possible to move forward with hope for the future.

Knowing these facts help students as individuals overcome loss of loved ones and move on with their lives.

Performance Assessment: Teachers can set activity where students are required to interview elders on ways that they used on how to overcome grieving when they lose their loved ones whilst at school. They do an oral presentation on their findings in class.

Suggested Resources

- Johnson P. (2007). *Focus on the Family-Coping with death and grief*. Columba, USA. Retrieved February 24, 2021, from <https://www.focusonthefamily.com/get-help/coping-with-death>.
- Kübler-Ross, E. (1969). *On death and dying*. New York, NY: Touchstone.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.6: Discuss health related social issues such as organ donation and homelessness.

Topic: Health Related Social Issues

Essential Questions

- What are health related social issues?
- What are the impacts of health related social issues on a person's health?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Impact of health related social issues such as COVID-19, mental health, prostitution, organ donations and homelessness on a person's health
Skills	Critical Thinking Skills - Use analytical investigating and in-depth discussion Creative Thinking Skills - Use synthetical skill of discussing,
Attitudes	Caring and concern, open-minded
Values	Love, kindness

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

- Explain health related social issues;
- Analyze and evaluate the impacts of health related social issues such as homelessness and organ donations on the health of the organs donor and the recipient;
- Investigate the effects of other health related social issues such as COVID-19, mental health, prostitution and homelessness on the health a person.

Content Background

The content provided in this topic will discuss the health related social issue of homelessness. The other health related social issues can be given as research for students to do inquiry on within their local community and suggest better ways to solve these issues.

What is homelessness?

According to Wikipedia.org (2021), homelessness is defined as living in housing that is below the minimum standard or lacks secure tenure. People can be categorized as homeless if they are: living on the streets (primary homelessness); moving between temporary shelters, including houses of friends, family and emergency accommodation (secondary homelessness); living in

private boarding houses without a private bathroom or security of tenure (tertiary homelessness).



The legal definition of *homeless* varies from country to country, or among different jurisdictions in the same country or region. People who are homeless are most often unable to acquire and maintain regular, safe, secure and adequate housing due to income that is inconsistent or lacking altogether. Homelessness and poverty are interrelated.

In 2005, an estimated 100 million (one in 65 at the time) people worldwide were homeless and as many

as one billion people live as squatters, refugees or in temporary shelter, all lacking adequate housing.

When compared to the general population, people who are homeless experience higher rates of adverse physical and mental health outcomes. Chronic disease severity, respiratory conditions, rates of mental health illnesses and substance use are all often greater in homeless populations than the general population. Homelessness is also associated with a high risk of suicide attempts. People experiencing homelessness have limited access to resources and are often disengaged from health services, making them that much more susceptible to extreme weather events (e.g., extreme cold or heat) and ozone levels. These disparities often result in increased morbidity and mortality in the homeless population.

There are a number of organizations who provide help for homeless people. Most countries provide a variety of services to assist homeless people. These services often provide food, shelter (beds) and clothing and may be organized and run by community organizations (often with the help of volunteers) or by government departments or agencies. These programs may be supported by the government, charities, churches and individual donors. Many cities also have street newspapers, which are publications designed to provide employment opportunity to homeless people. While some homeless people have jobs, some must seek other methods to make a living. Begging or panhandling is one option, but is becoming increasingly illegal in many cities. People who are homeless may have additional conditions, such as physical or mental health issues or substance addiction; these issues make resolving homelessness a challenging policy issue.

Case Study: Homelessness in PNG

Life of homeless children

According to the Life PNG Care Director Collin Pake, there were around 5,000 homeless children in Port Moresby, the capital of Papua New Guinea, in 2018. Many of them migrated from the rural areas of PNG looking for cleaning jobs as a way to help their families, while others received encouragement to go to the capital in search of their dreams. Additionally, others left home after experiencing abandonment from their families or ran away because of abuse or losing their family to illness.

Housing crisis

But no matter their reasons, when coming to the capital they encounter many obstacles that do not let them prosper. Since the beginning of the 21st century, the employment per ratio population in Papua New Guinea has considerably dropped from 69% to 46%. It is not news that finding well-paid employment in the capital is hard. For that reason, many young people engage in informal jobs to subsist, as well as many live out in the streets due to the high rent.

According to a research by PNG National Research Institute, rent around the capital is too high for low-income families; often an apartment listing can go for around \$300-600 USD a week, which represents rent stress for many families living in Port Moresby. In this way, many either become homeless, recur to ask for money from other family members or live in the outskirts of the city in informal houses.

How life PNG care improves the lives of homeless children

In an effort to reduce homelessness in Papua New Guinea, Pake and his wife started Life PNG Care 12 years ago. In 2018, it granted shelter, food and care to around 54 children. It even offers an education program that caters to 100 children.

Life PNG Care offers accommodation, education and advocates for child protection. They run three main education programs: The Strongim Pikinini program, Home School education program and Mobile Education program. Furthermore, efforts of NCD Food Bank volunteers have resulted in the preparation of food bags for the homeless, street kids, people with disabilities and those who are experiencing food poverty in Port Moresby. This work has been especially important during the COVID-19 lockdown.

Yet, the problem still continues unless more results come from the government. Indeed, a way to not let the youth become an obstacle for the economy is supporting them in every way possible with better access to education, health and employment. This youth with guidance can become quite an exceptional asset for the economy and in ending homelessness in Papua New Guinea.

The following are government responses to this problem including others.

Government responses

- National Office of Child and Family Service (NOCFS) is tasked with providing a response to homelessness.

Legislation

- *Lukautim Pikinini (Child) Act 2009*

The students should know that some or most of the social issues leads to healthy problems in one's life.

Performance Assessment: Teachers can set activity for where students are required to plan and conduct an outreach program for disadvantaged/marginalized students and others within the school and the nearby community. Teacher has to provide activity guideline.

Suggested Resources

- American Transplant Foundation. (2019). *Benefits and risks of becoming a living organ donor*. American Transplant Foundation Inc; Denver. Colorado. USA. February 25, 2021, from <https://www.americantransplantfoundation.org/about-transplant/living-donation/about-living->
- Milano A. (2021). *Homelessness in PNG*. Borgen project.PNG.
- Share. (2015). *The impact of one organ donor*. UPMC Health beat; Pittsburgh, Pennsylvania. February 25, 2021, from <https://share.upmc.com/2015/04/the-impact-of-one-organ-donor/>.
- Wikipedia. (2020). *Organ donation*. February 25, 2021, from https://en.wikipedia.org/wiki/Organ_donation.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.7: Analyse strategies for preventing suicides.

Topic: Strategies for Preventing Suicides

Essential Questions

- What is suicide?
- What strategies can be used to prevent suicides especially between boy and girl relationship?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Designing an awareness program on strategies for preventing suicides due to boy/girl relationships.
Skills	Critical Thinking Skills - Use analytical skills of analysing, investigate and in-depth discussion Creative Thinking Skills - Use creative skill designing
Attitudes	• Caring and concern, open-minded
Values	• Love, kindness

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

- Investigate the issue of suicide;
- Propose strategies for preventing suicides especially between boy and girl relationship.

Content Background

What is suicide?

Suicide means someone ending his or her own life. It is sometimes a way for people to escape pain or suffering. When someone ends his or her own life, we say that they "died by suicide." A "suicide attempt" means that someone tried to end his or her life, but did not die.

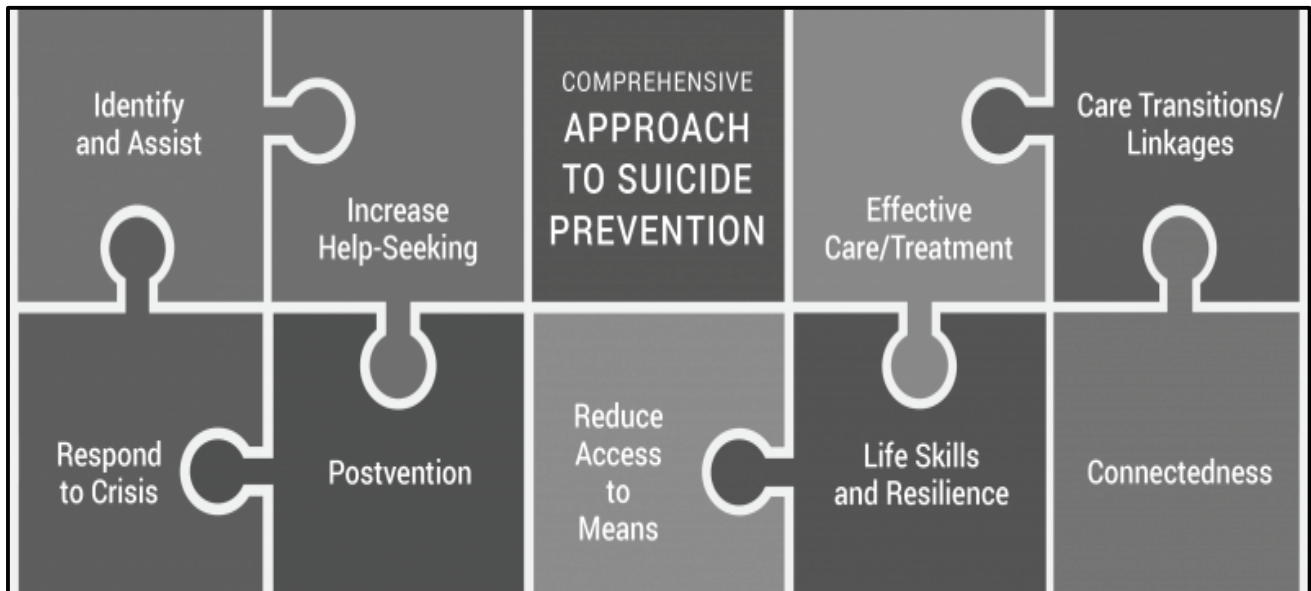
What are warning signs of suicide?

Some people talk openly about thoughts of suicide, but many people keep their feelings secret. There are warning signs to show that someone needs help. Here are some warning signs. The person;

- talks about wanting to kill themselves.
- uses more drugs or alcohol than usual.
- says they have no reason to live.
- seems very scared or worried.

- says that they feel like there is no way out of a situation.
- cannot see hope for the future.
- does not want to spend time with others.
- has a hard time controlling their anger.
- does things that may be dangerous and does not think about what might happen.
- and his or her mood changes in a big way.

A comprehensive approach to suicide prevention



Strategies, programs, and practices to consider

Effective suicide prevention is comprehensive: it requires a combination of efforts that work together to address different aspects of the problem.

The model above shows nine strategies that form a comprehensive approach to suicide prevention and mental health promotion. Each strategy is a broad goal that can be advanced through an array of possible activities (i.e., programs, policies, practices, and services). Papua New Guinea can draw on from this information to help its citizens deal with suicidal problems such as issues of boy girl relationship which is on the rise and others like loneliness through orphanage and LGBTQ (Lesbian Gay Bisexual and Transgender Queer Youth)

1. Identify and assist persons at risk

Many people in distress do not seek help or support on their own. Identifying people at risk for suicide can ensure the right people reach those in the greatest need and connect them to care and support. Examples of activities in this strategy include gatekeeper training, suicide screening, and teaching warning signs.

2. Increase help-seeking

By teaching people to recognise when they need support and helping them to find it. This can enable them to reduce their suicide risk. Self-help tools and outreach campaigns are examples of ways to lower an individual's barriers to obtaining help, such as not knowing what services exist or believing that help will not be effective. Other interventions might address the social and structural environment, for example, fostering peer norms that support help-seeking or making services more convenient and culturally appropriate.

3. Ensure access to effective mental health and suicide care and treatment

A key element of suicide prevention is ensuring that individuals with suicide risk like a break-up in boy girl relationship have timely access to evidence-based treatments, suicide prevention interventions, and coordinated systems of care. Suicide prevention interventions such as safety planning and evidence-based treatments and therapies delivered by trained providers can lead to significant improvement and recovery. Reducing financial, cultural, and logistical barriers to care is another important strategy for ensuring access to effective mental health and suicide care treatment.

4. Support safe care transitions and create organisational linkages

A patients' suicidal risks can be reduced by ensuring that they have an uninterrupted transition of care and by facilitating the exchange of information among the various individuals and organisations that contribute to their care. Individuals at risk for suicide and their support networks (Example' families) must also be part of the communication process. Tools and practices that support continuity of care include formal referral protocols, interagency agreements, cross-training, follow-up contacts, rapid referrals, and patient and family education.

5. Respond effectively to individuals in crisis

Individuals in schools, organisation, or community who are experiencing severe emotional distress may need a range of services. A full continuum (range) of care includes not only hotlines and helplines but also mobile crisis teams, walk-in crisis clinics, hospital-based psychiatric emergency services, and peer-support programs. Crisis services directly address suicide risk by providing evaluation, stabilisation, and referrals to ongoing care.

6. Provide for immediate and long-term postvention

A postvention plan is a set of protocols to help organisations or communities respond effectively and compassionately to a suicide death. Immediate responses focus on supporting those affected by the suicide death and reducing risk to other vulnerable individuals. Postvention efforts should also include intermediate and long-term supports for people bereaved by suicide.

7. Reduce access to means of suicide

One important way to reduce the risk of death by suicide is to prevent individuals in suicidal crisis from obtaining and using lethal methods of self-harm. Examples of actions to reduce access to lethal means include educating the families of those in crisis about safely storing medications and firearms, distributing gun safety locks, changing medication packaging, and installing barriers on bridges.

8. Enhance life skills and resilience

By helping people build life skills, such as critical thinking, stress management, and coping, this can already prepare them to safely address challenges such as break-ups (boy-girl relationships), divorce, physical illness, aging and even economic stress. Resilience-the ability to cope with adversity and adapt to change-is a protective factor against suicide risk. While it has some overlap with life skills, resilience also encompasses other attributes such as optimism, positive self-concept, and the ability to remain hopeful. Skills training, mobile apps, and self-help materials are examples of ways to increase life skills and build resilience.

9. Promote social connectedness and support

Supportive relationships and community connectedness can help protect individuals against suicide despite the presence of risk factors in their lives. Connectedness can be enhanced through social programs for specific population groups (such as older adults or LGBT (Lesbian Gay Bisexual and Transgender Queer youth) and through other activities that reduce isolation, promote a sense of belonging, and foster emotionally supportive relationships.

(Suicide Prevention Resource Centre.org 2020)

It is important that students are aware of the signs of suicidal behaviours. Equipped with the knowledge of suicidal behaviours they can provide advice through peer education to combat this problem.

Performance Assessment: Teachers can set activity where students are required to do group discussion on the signs of suicidal behaviours and identify ways to combat suicide.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Here to Help. (2012). *Mental Health-What is suicide?* Canadian Mental Health Association, British Columbia; Canada. Retrieved February 23, 2021, from <https://www.heretohelp.bc.ca/infosheet/what-is- suicide#s>.
- Here to Help. (2013). *Mental Health and substance use information you can trust*. Canadian Health Association; British Columbia, Canada. Retrieved February 23, 2021, from <https://www.heretohelp.bc.ca/sites/default/files/suicide.pdf>.
- Suicide Prevention Resource Centre. (2020). *Effective prevention*. Education Development Centre Inc; Waltham, Massachusetts. Retrieved February 23, 2021, from <https://www.sprc.org/effective- prevention/comprehensive>.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.8: Examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression.

Topic: Strategies for Managing Stress, Anxiety and Depression

Essential Questions

- What is stress, anxiety and depression?
- What are the causes and effects of these problems?
- What strategies are in place to combat these problems?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies for managing stress and coping with anxiety and depression
Skills	Critical Thinking Skills - Use analytical skills of examining, investigating and in-depth discussions Creative Thinking Skills - Use creative skill of developing
Attitudes	Caring and concern, open-minded
Values	Self-esteem

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

- Explain stress, anxiety and depression;
- Examine the causes and the effects of stress, anxiety and depression;
- Assess the strategies of reducing the problems of stress, anxiety and depression;
- Carry out advocacy on how to overcome stress, anxiety and depression in adolescence.

Content Background

Anxiety, depression and stress are emotions that just about everyone feels at some time in their lives. All are common reactions to life's challenges, from losing a loved one to going through a divorce or break-up. On the surface they can look a lot alike, but there are distinct differences.

What is stress?

Stress refers to the response to daily pressures or a threatening situation. Anxiety is a reaction to the stress.

Causes of stress

Anything that brings on feelings of stress is called a stressor. Today, people often face many stressors. When individuals are faced with stress, certain chemicals (hormones) in their body are released. These hormones trigger many changes in their body. For instance, their;

- blood pressure may rise
- heart may pound
- muscles may tighten
- stomach may become tense
- concentration may get worse
- forgetfulness may get worse

Things that cause people to stress are called stressors. Stressors may include:

- Adapting to constant, rapid change
- Worrying about finances and the economy
- Handling a major life event, such as changing jobs or moving to a new home
- Handling more than one major life event at the same time, for instance, dealing with a family illness while changing jobs
- Juggling many roles and responsibilities, such as spouse or life partner, parent, friend, employee, and caregiver for aging parents
- Going from one challenging situation to the next without taking time to relax
- Being overwhelmed by technology such as, keeping up with cell phone messages, e-mails, and text messages

Most people are often under stress and they need to learn to manage it well. Stress can affect one's well-being. Over time, they may show some of these symptoms of being stressed.

- Physical: Frequent colds or flu, headaches, trouble sleeping, muscle tension, skin problems, trouble with digestion
- Mental: Poor concentration, forgetfulness, learning problems, frequent negative thoughts, speech problems
- Emotional: Anxiety, depression, anger, irritability, feelings of helplessness, lack of purpose, relationship troubles
- Behavioural: Eating poorly, driving recklessly, abusing alcohol or drugs, being accident prone, showing aggression

If an individual does not believe he or she is successfully managing the stressors in their life, they should get help from their healthcare provider or a mental health professional. There are many effective strategies that can help them adjust their environment and get their stress level under better control.

Coping strategies

Strategies that can help when feeling anxious or stressed.

- Take a time-out: Practice yoga, listen to music, meditate, get a massage, or learn relaxation techniques. Stepping back from the problem helps clear one's head.
- Eat well-balanced meals: Do not skip any meals. Do keep healthful, energy-boosting snacks on hand.
- Limit alcohol and caffeine, which can aggravate anxiety and trigger panic attacks.
- Get enough sleep: When stressed, the body needs additional sleep and rest.

- Exercising daily helps one feel good and maintains his or her health. For instance;
 - Take deep breaths: Inhale and exhale slowly.
 - Count to 10 slowly: Repeat, and count to 20 if necessary.
- Do the best possible: Instead of aiming for perfection, which is not possible, individuals should be content of whoever close they can get to.
- Accept that they cannot control everything: Individuals must put their stress in perspective: Is it really as bad as they think?
- Welcome humour: A good laugh goes a long way.
- Maintain a positive attitude: Make an effort to replace negative thoughts with positive ones.
- Get involved: Volunteer or find another way to be active in their community, which creates a support network and gives them a break from everyday stress.
- Learn what triggers their anxiety: Is it work, family, school, or something else they can identify? Write in a journal when they are feeling stressed or anxious, and look for a pattern.
- Talk to someone: They can tell friends and family that they are feeling overwhelmed, and need their help. They should talk to a physician or therapist for professional help.

Fitness Tips: Stay Healthy, Manage Stress

For the biggest benefits of exercise, try to include at least 2½ hours of moderate-intensity physical activity (e.g. brisk walking) each week, 1¼ hours of a vigorous-intensity activity (such as jogging or swimming laps), or a combination of the two.

- 5 X 30: Jog, walk, bike, or dance three to five times a week for 30 minutes.
- Set small daily goals and aim for daily consistency rather than perfect workouts. It is better to walk every day for 15-20 minutes than to wait until the weekend for a three-hour fitness marathon. Lots of scientific data suggests that frequency is most important.
- Find forms of exercise that are fun or enjoyable. Extroverted people often like classes and group activities. People who are more introverted often prefer solo pursuits.
- Distract themselves with an iPod or other portable media player to download audiobooks, podcasts, or music. Many people find it's more fun to exercise while listening to something they enjoy.
- Recruit an "exercise buddy." It is often easier to stick to an exercise routine when they have to stay committed to a friend, partner, or colleague.
- Be patient when starting a new exercise program. Most sedentary people require about four to eight weeks to feel coordinated and sufficiently in shape so that exercise feels easier.

(Premier Health.com.2021)

Is it anxiety or depression?

If someone often feels anxious or depressed for no apparent reason, they may have an anxiety disorder, depression, or both. It is not unusual for someone to suffer from both conditions at the same time. In fact, just about half of those diagnosed with depression are also diagnosed with an anxiety disorder.

Depression and anxiety are serious but treatable illnesses. The same medications may be used to ease symptoms of each condition. The two also share similar symptoms, like nervousness, irritability, insomnia and problems concentrating, but each has its own causes.

Anxiety: If an individual has an anxiety disorder, he or she may experience:

- Fear, panic or anxiety in situations where most people would not feel anxious or threatened
- A constant nagging worry or anxiousness
- Sudden panic or anxiety attacks without any clear trigger

Untreated, these disorders can limit one's ability to work, maintain relationships or even leave the house.

Depression: When an individual is depressed, it affects just about everything in their life-how they think, feel, behave and function. They may experience one or more of these symptoms:

- Discouragement
- Sadness
- Hopelessness
- Anger
- Lack of motivation or interest in life in general
- Low energy level
- Insomnia
- Feeling overwhelmed by daily tasks and personal interactions

If these feelings last longer than two weeks, and interfere with daily activities like spending time with friends, caring for their family or going to work, most likely they are experiencing a major depressive episode. In fact, just about half of those diagnosed with depression are also diagnosed with an anxiety disorder.

The goal of managing depression and anxiety is to create a series of treatment options that can all work together to help, to some degree, whenever people need to use them.

1. Allow themselves to feel what they are feeling -and know that it is not their fault.
2. Do something that they have control over, like making their bed or taking out the trash.
3. They could also create a morning, evening, or even daily routine.
4. Do their best to stick to a sleep schedule.
5. Try to eat something nutritious, like an apple or some nuts, at least once a day.
6. If they are up for it, go for a walk around the block.
7. Do something that they know brings them comfort, such as watching a favourite movie or flipping through a magazine.
8. If they have not left the house in a while, they should consider doing something they find soothing, like getting their nails done or getting a massage.
9. Reach out to someone they are comfortable talking to and talk about whatever they feel like, whether that is how they are feeling or something they saw on Facebook.

Knowing these facts will help prepare students on how best to address stress, anxiety and depression now and in the future. They are able to protect their health and those around them.

Performance Assessment: Teacher can design an assessable task where students are required to identify ways on how they will manage stress, anxiety and depression in their lives through a portfolio.

Suggested Resources

- Anxiety and Depression Association of America. (2020). *Tips to manage anxiety and stress*. Anxiety and Depression Association of America Inc; Silver spring, Maryland. Retrieved February 23, 2021, from <https://adaa.org/tips>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Fair View. (2020). *Patient Education- causes and effects of stress*. The StayWell Company; Yardley, Pennsylvania, USA. Retrieved February 23, 2021, from <https://www.fairview.org/patient-education/85163>.
- Holland K. (2018). *Depression and Anxiety: how to identify and treat coexisting symptoms*. Health Line Media. Retrieved February 23, 2021, from <https://www.healthline.com/health/mental-health/depression->.
- Premier Health. (2017). *Anxiety, depression, stress: Why the difference matter*. Premier Health. Dayton. Ohio. USA. Retrieved February 23, 2021, from <https://www.premierhealth.com/your-health/articles/women>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 1: Health Behaviours

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

Benchmark 9.2.2.9: Describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.

Topic: Importance of Health Maintenance

Essential Questions

- What is health maintenance?
- Why is it important to take responsibility in establishing and implementing health maintenance for individuals and family members of all ages?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages in the community
Skills	Critical Thinking Skills - Use analytical skills of describing, investigating and in-depth discussion
Attitudes	Caring and concern, open-minded
Values	Betterment of human kind

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

- Explain health maintenance;
- Discuss the importance of taking responsibility in establishing and implementing health maintenance for individuals and family members of all ages in the community.

Content Background

Health maintenance and its importance

Health maintenance refers to a guiding principle in health care that emphasizes health promotion and disease prevention rather than the management of symptoms and illness. It includes the full array of counselling, screening, and other preventive services designed to minimise the risk of premature sickness and death and to assure optimal physical, mental, and emotional health throughout the natural life cycle. The organisation of medical care to encourage health maintenance includes; removing financial, physical, and psychological barriers to obtaining health promotion and disease prevention services in clinical settings; the use of media to deliver health education messages; and advocacy of health policies that reduce the risk of injury; that reduce exposure to toxins in the water, air, and workplace; and that ensure the availability of recreational facilities.

Having these services available enables individuals and family members of all ages to enjoy quality of life avoiding diseases and living long knowing their health is well taken care of.

Performance Assessment: Teachers can invite a health educator to give a short talk on the importance of how individuals in the community can take responsibility in advocating for establishing and implementing health maintenance for individuals and family members of all ages in the community while students take roles and have class discussions.

Suggested Resources

- Lawrence, R.L. (2019). *Health Maintenance*. Encyclopedia.com. Retrieved February 23, 2021, from <https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/health-maintenance>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.3: Students will be able to analyse the influence of family, peers, culture, media, technology, and other factors on health behaviours.

Benchmark 9.2.3.1: Examine how weather affects individual health such as dressing for warmth, protecting the skin from the sun, and keeping classrooms and homes warm and cool.

Topic: Effects of Weather on Individual's Health and Social Relationships with others

Essential Questions

- How can weather affect individual's health and his or her social relationship with others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Effects of weather on individual's health and on his or her social relations
Skills	Critical Thinking Skills - Use analytical skills of examining and describing (explain) - Use evaluation skill of describing(explain) Creative Thinking Skills - Use synthetical skill of describing (explain)
Attitudes	Caring and concern, open-minded
Values	Common good

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

- Analyzes and assess the effects of weather on an individual's health and his or her social relations with others.

Content Background

Effects of weather on health

The impacts of climate change include warming temperatures, changes in precipitation, increases in the frequency or intensity of some extreme weather events, and rising sea levels. These impacts threaten our health by affecting the food we eat, the water we drink, the air we breathe, and the weather we experience.

The severity of these health risks will depend on the ability of public health and safety systems to address or prepare for these changing threats, as well as factors such as an individual's behaviour, age, gender, and economic status. Impacts will vary based on where a person lives, how sensitive they are to health threats, how much they are exposed to climate change impacts, and how well they and their community are able to adapt to change.

People in developing countries may be the most vulnerable to health risks globally, but climate change poses significant threats to health even in wealthy nations such as the United States. Certain populations, such as children, pregnant women, older adults, and people with low incomes, face increased risks.

Populations of concern

Some groups of people are more vulnerable than others to health risks from climate change. Three factors contribute to vulnerability: *sensitivity*, which refers to the degree to which people or groups are affected by a stress or such as higher temperatures; *exposure*, which refers to physical contact between a person and a stressor; and *adaptive capacity*, which refers to an ability to adjust to or avoid potential hazards. For example, while older adults are sensitive to extreme heat, an older person living in an air-conditioned apartment won't be exposed 'heat' as long as they stay indoors, and as long as they can afford to pay for the electricity to run the air conditioner. Their ability to take these actions is a measure of their adaptive capacity.

Some populations are especially vulnerable to climate health risks due to particular sensitivities, high likelihood of exposure, low adaptive capacity, or combinations of these factors.

- Communities of colour (including indigenous communities as well as specific racial and ethnic groups), low income, immigrants, and limited English proficiency face disproportionate vulnerabilities due to a wide variety of factors, such as higher risk of exposure, socioeconomic and educational factors that affect their adaptive capacity, and a higher prevalence of medical conditions that affect their sensitivity.
- Children are vulnerable to many health risks due to biological sensitivities and more opportunities for exposure (due to activities such as playing outdoors). Pregnant women are vulnerable to heat waves and other extreme events, like flooding.
- Older adults are vulnerable to many of the impacts of climate change. They may have greater sensitivity to heat and contaminants, a higher prevalence of disability or pre-existing medical conditions, or limited financial resources that make it difficult to adapt to impacts.
- Occupational groups, such as outdoor workers, paramedics, firefighters, and transportation workers, as well as workers in hot indoor work environments, will be especially vulnerable to extreme heat and exposure to vector borne diseases (diseases spread by parasites).
- People with disabilities can be very vulnerable during extreme weather events, unless communities ensure that their emergency response plans specifically accommodate them.
- People with chronic medical conditions are typically vulnerable to extreme heat, especially if they are taking medications that make it difficult to regulate body temperature. Power outages can be particularly threatening for people reliant on certain medical equipment.

Other Health Impacts

Other linkages exist between climate change and human health. For example, changes in temperature and precipitation, as well as droughts and floods, will affect agricultural yields and production. In some regions of the world, these impacts may compromise food security and threaten human health through malnutrition, the spread of infectious diseases, and food poisoning. The worst of these effects are projected to occur in developing countries, among vulnerable populations. Declines in human health in other countries can affect bigger economies like the United States through trade, migration, immigration thus has implications for national security.

The impacts of climate change have the potential to affect human health around the world, but there are a lot people can do to prepare for and adapt to these changes, such as establishing early warning systems for heat waves and other extreme events, taking steps to reduce vulnerabilities among populations of concern, raising awareness among healthcare professionals, and ensuring that infrastructure is built to accommodate anticipated future changes in climate. Understanding the threats that climate change poses to human health is the first step in working together to lower

risks and be prepared. So actions such as the implementation of policies of Kyoto Protocol are some ways forward where people work together as global citizens to reduce problems of such. (snapshot.epa.gov.2017)

Performance Assessment: Teachers can create an assessment task where students are required to model appropriate dressing for weather and explain how these dressings protects their health.

Suggested Resources

- eLimu elearning. (2015). *Weather Changes*. elimu elearning Company Ltd; Nairobi, Kenya. Retrieved February 22, 2021, from <https://learn.e-limu.org/topic/view/?t=30&c=446>.
- 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.
- snapshot.epa.gov. (2017). *Climate Impact on Human Health*; Florida. United States. Retrieved February 22, 2021, from <https://snapshot.epa.gov/climate->.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.3: Students will be able to analyse the influence of family, peers, culture, media, technology, and other factors on health behaviours.

Benchmark 9.2.3.2: Identify ways to prevent the transmission of head lice such as sharing hair brushes, combs, and caps.

Topic: Ways to Prevent Transmission of Head Lice

Essential Questions

- How are head lice transmitted?
- How can head lice be prevented from being transmitted from one person's head to another?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Ways to prevent the transmission of head lice such as sharing hair brushes, combs, and caps
Skills	Critical Thinking Skills - Use analytical skills of identifying and investigate Creative Thinking Skills - Use creative skill of designing
Attitudes	Caring and concern, adaptable to change
Values	Common good, betterment of human kind

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

- Explore how head lice are transmitted;
- Identify and explain ways to prevent the spread of head lice.

Content Background

How are head lice transmitted?

Head-to-head contact with an already infested person is the most common way to get head lice. Head-to-head contact is common during play at school, at home, and elsewhere (sports activities, playground, sleep overs, and camp).

Although uncommon, head lice can be spread by sharing clothing or belongings. This happens when lice crawl, or nits attached to shed hair hatch, and get on the shared clothing or belongings. Examples include:

- sharing clothing (hats, scarves, coats, sports uniforms) or articles (hair ribbons, hair pins, combs, brushes, towels, stuffed animals) recently worn or used by an infested person;
- or lying on a bed, couch, pillow, or carpet that has recently been in contact with an infested person.

Dogs, cats, and other pets do not play a role in the spread of head lice.

Where are head lice most commonly found?

Head lice and nits are found almost exclusively on the scalp, particularly around and behind the ears and near the neckline at the back of the head. Head lice and the nits sometimes are found on the eyelashes or eyebrows but this is uncommon. Head lice hold tightly to hair with hook-like claws at the end of each of their six legs. The nits are cemented firmly to the hair shaft and can be difficult to remove even after the nymphs hatch and empty casings remain.

What are the signs and symptoms of head lice infestation?

- Tickling feeling of something moving in the hair.
- Itching, caused by an allergic reaction to the bites of the head louse.
- Irritability and difficulty sleeping; head lice are most active in the dark.
- Sores on the head caused by scratching. These sores can sometimes become infected with bacteria found on the person's skin.

How can head lice be prevented from spreading?

General Guidelines

Treatment for head lice is recommended for persons diagnosed with an active infestation. All household members and other close contacts should be checked; those persons with evidence of an active infestation should be treated. Some experts believe prophylactic treatment is prudent for persons who share the same bed with actively-infested individuals. All infested persons (household members and close contacts) and their bed mates should be treated at the same time.

Some pediculicides (medicines that kill lice) have an ovicidal effect (kill eggs). For pediculicides that are only weakly ovicidal or not ovicidal, routine retreatment is recommended. For those that are more strongly ovicidal, retreatment is recommended only if live (crawling) lice are still present several days after treatment (see recommendation for each medication). To be most effective, retreatment should occur after all eggs have hatched but before new eggs are produced.

When treating head lice, supplemental measures can be combined with recommended medicine (pharmacologic treatment); however, such additional (non-pharmacologic) measures generally are not required to eliminate a head lice infestation. For example, hats, scarves, pillow cases, bedding, clothing, and towels worn or used by the infested person in the 2-day period just before treatment is started can be machine washed and dried using the hot water and hot air cycles because lice and eggs are killed by exposure for 5 minutes to temperatures greater than 53.5°C (128.3°F). Items that cannot be laundered may be dry-cleaned or sealed in a plastic bag for two weeks. Items such as hats, grooming aids, and towels that come in contact with the hair of an infested person should not be shared. Vacuuming furniture and floors can remove an infested person's hairs that might have viable nits attached.

Treat the infested person(s): Requires using an Over-the-counter (OTC) or prescription medication. Follow these treatment steps:

1. Before applying treatment, it may be helpful to remove clothing that can become wet or stained during treatment.
2. Apply lice medicine, also called pediculicide, according to the instructions contained in the box or printed on the label. If the infested person has very long hair (longer than shoulder length), it may be necessary to use a second bottle. Pay special attention to instructions on

the label or in the box regarding how long the medication should be left on the hair and how it should be washed out.

Warning:

Do not use a combination shampoo/conditioner, or conditioner before using lice medicine. Do not re-wash the hair for 1–2 days after the lice medicine is removed.

- Have the infested person put on clean clothing after treatment.
- If a few live lice are still found 8–12 hours after treatment, but are moving more slowly than before, do not retreat. The medicine may take longer to kill all the lice. Comb dead and any remaining live lice out of the hair using a fine-toothed nit comb.
- If, after 8–12 hours of treatment, no dead lice are found and lice seem as active as before, the medicine may not be working. Do not retreat until speaking with your health care provider; a different pediculicide may be necessary. If your health care provider recommends a different pediculicide, carefully follow the treatment instructions contained in the box or printed on the label.
- Nit (head lice egg) combs, often found in lice medicine packages, should be used to comb nits and lice from the hair shaft. Many flea combs made for cats and dogs are also effective.
- After each treatment, checking the hair and combing with a nit comb to remove nits and lice every 2–3 days may decrease the chance of self-reinfestation. Continue to check for 2–3 weeks to be sure all lice and nits are gone. Nit removal is not needed when treating with spinosad topical suspension.
- Retreatment is meant to kill any surviving hatched lice before they produce new eggs. For some drugs, retreatment is recommended routinely about a week after the first treatment (7–9 days, depending on the drug) and for others only if crawling lice are seen during this period. Retreatment with lindane shampoo is not recommended.

Supplemental Measures: Head lice do not survive long if they fall off a person and cannot feed. You do not need to spend a lot of time or money on housecleaning activities. Follow these steps to help avoid re-infestation by lice that have recently fallen off the hair or crawled onto clothing or furniture.

- Machine wash and dry clothing, bed linens, and other items that the infested person wore or used during the 2 days before treatment using the hot water (130°F) laundry cycle and the high heat drying cycle. Clothing and items that are not washable can be dry-cleaned or sealed in a plastic bag and stored for 2 weeks.
- Soak combs and brushes in hot water for 5–10 minutes.
- Vacuum the floor and furniture, particularly where the infested person sat or lay. However, the risk of getting infested by a louse that has fallen onto a rug or carpet or furniture is very small. Head lice survive less than 1–2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not kept at the same temperature as that found close to the human scalp. Spending much time and money on housecleaning activities is not necessary to avoid reinfestation by lice or nits that may have fallen off the head or crawled onto furniture or clothing.
- Do not use fumigant sprays; they can be toxic if inhaled or absorbed through the skin.

(cdc.gov. 2020)

As students take care of themselves, grooming is one important aspect of their self-image which head lice can be a nuisance. So simply by brushing and combing and washing their hair or keeping it short should stop the spread of lice. Also they should be mindful of sharing brush, combs, towels, hat and even pillows.

Performance Assessment: Teachers can prepare activity where students are required to identify and provide home remedies to treat head lice and skin diseases (scabies, grille, or heat rash).

Suggested Resources

- Centres for Disease Control. (2019). *Frequently Asked Questions-What are head lice?* Centres for Disease Control and Prevention Inc; Atlanta, Georgia, USA. Retrieved February 22, 2021, from <https://www.cdc.gov/parasites/lice/head/treatment.html>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.3: Students will be able to analyse the influence of family, peers, culture, media, technology, and other factors on health behaviours.

Benchmark 9.2.3.3: Analyse the health messages delivered through media and technology.

Topic: Delivering and Monitoring Impacts of Health Messages through use of Media and Technology

Essential Questions

- What are the impacts of health messages delivered through use of media and technology on the behaviours of those targeted?
- What forms and types of technology can be used to deliver health messages?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Health messages delivered through use of media and technology and its impact on the behaviour of those targeted
Skills	Critical Thinking Skills - Use evaluation skill of monitoring
Attitudes	Open-minded, responsible
Values	Common good, betterment of human kind

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

- Examine and assess the effectiveness of health messages delivered through use of media and technology especially on the behaviours of the target population.

Content Background

Importance of health information

The gap between the health we have and the health we could have is not primarily a failure of knowledge. It is a failure to share that knowledge effectively, and to translate it into action, which means that we fail to realise the potential of our collective intelligence. As a result, lives are cut short where cures are known; suffering persists where relief is possible; and ill health holds back individuals, families and societies from achieving their potential.

Whether we want to maintain and improve health, contain immediate public health crises or respond appropriately to ill health, the messages we send and receive are critical to creating better health for us all. While effective communication alone is no panacea (solution) for our many intractable (stubborn) health challenges, knowledge and skills in communicating effectively are essential prerequisites (basis) for those who wish to bridge the gap between what we know, what we say, and what we do in health policy and health delivery.

Communicating such messages effectively is not an easy task. While the health challenges we face are great, we have more tools and more knowledge at our fingertips than ever before. The early 21st century has already seen technology fundamentally transform the nature of communication, and that pace of change will continue to accelerate. Policymakers and those who would harness the power of communication need to be equally swift and innovative in their response. (Suggs et al, 2015)

Changing Technology and media in delivering health information

According to Melstrad (2018), the ever-changing landscape of technology that is tribal, worksite, community, school, and healthcare sectors rely upon various types of media to access health information. Traditional forms of media used by public health professionals have included print, radio and/or television. However, over time media outlets and technology have advanced and become a critical component to deliver public health information and impact chronic disease prevention and control. Social media, patient portal, webinars, e-mail, phone applications, and websites are all platforms utilized more and more to provide health information to populations, focused on affecting health knowledge, attitudes, and practices. Strategies to effectively reach populations to encourage behaviour change are changing to meet the evolving technology boom and social media presence.

Due to various factors, such as rural geography, organisation policies, competing interests/activities, and competency in technology use, it is necessary to deliver public health information in various formats to reach diverse populations and support coordinated chronic disease prevention and health promotion. For those who do not even utilise technology, simple delivering of health education face-to-face may be the method utilised to effectively reach priority populations.

For instance, many older Papua New Guinean citizens who own phones may be limited to only receiving and return calls. They should be made aware on how to access health information using their phone mainly to enhance their health and promote longevity. Thus, it would be better and effective when health workers make them aware or assist them on how to access health information from their phone

Technological innovation is driving rapid change

Information and communication technologies have facilitated a profound transformation in roles and expectations for healthcare providers, patients, consumers, and policymakers – and will continue to do so in the future. These technologies include health websites, online support groups, telehealth programs, electronic health records, social media, mobile and implantable devices. Spurred in part by the extensive growth of social and new media, there are vastly more opportunities for people to rapidly distribute, share, debate and challenge information on a global scale.

These developments have many positive effects for health communicators, such as the distribution of messages at a scale and speed that would have been unthinkable in the past. The internet allows for more segmented, targeted, and tailored approaches, using web analytics and direct-to-consumer marketing techniques.

The rise of these new forms of technology has, however, increased complexity in many ways:

- Technology allows the dissemination and diffusion of clinical communication without checks and balances, peer review and fact checking, spreading reasons to mistrust faster than ever before.

- Not all sources provide accurate information although there is variability across different health areas.
- The internet has enabled a profound shift in the power dynamics between people and services. For instance, social networking sites such as Facebook, whatsapp and google services to enable individuals to generate and publish their own content, and facilitate peer-to-peer interaction.
- The distribution and freedom of online commentary has led to increased public fragmentation in terms of health beliefs and behaviours.

Such technology does not change everything about communication, but it is enabling faster and broader communication that moves beyond the town square and out into the wider world at the click of a button (Sugss, et al, 2015).

Being aware of the importance of the use of technology in health should pave way for students to reach out to the population who lack health information and who needs the basic of health services through the use of their mobile phones. They download health application like checking heartbeats or body temperature and share it with those who need. If students don't have access to such technology they can help conduct awareness in their locality using the basic or traditional means of communicating information.

Performance Assessment: Teachers can create assessment where students are required to interview community members' popular media they use to access health information and its effects and present their findings in class oral presentation.

Suggested Resources

- Melstad, S. (2018). *Environmental Scan Report. Utilizing Technology to Deliver Public Health Messaging to Enhance Coordinated Chronic Disease Prevention and Health Promotion: An Environmental Scan of Community, School, Tribal, Worksite, and Healthcare Sectors in South Dakota*. South Dakota Department of Health; South Dakota, USA. Retrieved February 22, 2021, from <http://goodandhealthysd.org/wpcontent/uploads/2018/10/EnvironmentalScanRepor>.
- 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.
- Suggs, S. L., McIntyre, C., Warburton, W., Henderson, S., and Howitt. P. (2015). *Communicating Health Messages. A Framework To Increase The Effectiveness Of Health Communication Globally- Report Of The Wish Communicating Complex*. Health Messages Forum. Retrieved February 22, 2021, from https://www.wish.org.qa/wpcontent/uploads/2018/01/WISH_CCHM_Forum_Report_08.01.15.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to access and evaluate health information, products, and services.

Benchmark 9.2.4.1: Analyse the relationship between health promotion and disease prevention.

Topic: The Relationship between Health Promotion and Disease Prevention through use of Technology (Internet)

Essential Questions

- What is health promotion and disease prevention?
- How can the use of technology (internet) determine the relationship between health promotion and disease prevention?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Relationship between health promotion and disease prevention
Skills	Critical Thinking Skills - Use analytical skills of analysing, assessing and appraising - Use evaluation skill of appraising
Attitudes	Caring and concern
Values	Common good, betterment of human kind

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

- Explain health promotion and disease prevention;
- Investigate the relationship between health promotion and disease prevention through the use of technology (Internet).

Content Background

What is health promotion and disease prevention?

According to World Health Organisation (WHO) (2016), health promotion is the process of enabling people to increase control over their own health. Health promotion covers a wide range of social and environmental interventions (ways or methods) that are designed to benefit and protect individual health and quality of life by addressing and preventing the root causes of ill health. The common health issues arising from possible ill health factors include;

- Physical Activity and Nutrition
- Overweight and Obesity
- Tobacco
- Substance Abuse
- HIV/AIDS

- Mental Health
- Injury and Violence
- Environmental Quality
- Immunisation
- Access to Health Care

(urmc.rochester.edu. 2021)

Relationship between health promotion and disease prevention

Disease prevention refers to a procedure through which individuals, particularly those with risk factors for a disease, are treated in order to prevent a disease from occurring. Treatment normally begins either before signs and symptoms of the disease occurring, or shortly thereafter. Treatment can include patient education, lifestyle modification, and drugs.

When people's health is taken care of, this already boosts their health status thus diseases are prevented from occurring.

How can the use of technology (Internet) promote health and prevent diseases?

According to Dr. Viswanath, (2021), a professor of health communication at the Harvard T.H. Chan School of Public Health, a connection to the Internet is a powerful tool, linking people to just about all of the knowledge in the world. People can use that tool to help improve their health. He further said, "Our research shows that many older adults aren't taking advantage of that. It's not for everyone, but it's a valuable resource, and I'm cautiously optimistic that it will make a difference for most people."

If people don't already spend a lot of time online, it may seem overwhelming to use such a gigantic information source. Or maybe they have a hard time pressing buttons, using a mouse, or reading text. Dr. Viswanath added that, it may help to enlarge the type or words on screens and have computer-savvy friends set up shortcuts to useful websites on their device. They should then give it a try, and see what the Internet can offer for them. Following are ways the use of internet can help promote and prevent diseases.

1. A resource for health topics

For example, people can learn about the symptoms and treatments of particular illnesses, look up how often they need routine health screenings, watch videos showing how procedures are performed, read medical studies, and find information about medication side effects and interactions.

To obtain appropriate and accurate content on the Internet would be to note a website's source and that is by looking at the end of the website address. **An address ending in .com is a commercial website, so its content is likely to be designed to promote or sell a product. Organisation websites end in .org, education websites end in .edu, and government websites end in .gov are genuine and trusted sources for research and et cetera.**

2. A way to connect socially

People who stay in touch with friends and family tend to have better health. The Internet makes it easier to communicate with loved ones: it has email; social media websites like Facebook that allow them to post photos and updates about their life, and view the posts of their friends and family; and live video applications like Skype allows them and another person see each other as they talk. Joining online support groups enables people to share similar experiences with other people.

3. A link to health care providers

Doctors, hospitals, or insurance companies may offer a portal, a portion of a website that enables people to look at their personal information in a secured way. A portal gives them access to their medical records and test results and provides a means to ask for prescription refills and send questions to doctors. According to Dr. Viswanath, "Privacy is a big issue, and accessing one's records requires that their institution have an extremely secure website," But he cautions that while the portal may be secure, their own computers or tablets might not be. They must have a program on their computer that protects it from viruses and from spyware—programs that secretly steal their information.

4. A source for diet and nutrition information

Find expert advice about how to eat healthier, as well as recipes, nutritional content of foods, and eating plans. These are useful tools to help them control weight and avoid chronic disease. People can also watch cooking videos, look up restaurant menus and nutrition data, and even get tips on growing their own vegetables. They should also be able to use the websites that allow them track what they eat and how many calories they are consuming.

5. A helpful exercise resource

Most people need 150 minutes of moderate-intensity exercise every week. They should use the Internet to help them to look at lists of suggested workouts, watch exercise videos, find out how to do an exercise properly, or locate exercise classes in their area. They should discover exercises such as yoga or tai chi, plot out walking paths, and read reviews of wearable exercise trackers or exercise equipment. There are also websites that can help them keep track of their activities and suggests when they need to increase their exercise or change their routines.

So, students must be well versed by now about the importance of the internet and how to use the application in this age of technological advancement and so improve their own health as well as promote health to prevent diseases. As they have learnt in the earlier part of this topic health promotion and disease prevention complements each other. There is no way one can prevent disease without being healthy.

Performance Assessment: Teachers can create assessment where students are required to work in groups to draw up awareness poster on different common health issues, possible health factors and possible prevention strategies to protect and promote individual health and improve quality of life.

Suggested Resources

- Nature. (2020). *Disease prevention*. Springer Nature Limited. Retrieved February 23, 2021, from <https://www.nature.com/subjects/disease-prevention>.
- 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.
- University of Rochester Medical Medical Center. (2021). *Top 10 Most Common Health Issues*. Retrieved February 23, 2021, from <https://www.urmc.rochester.edu/senior-health/common-issues/top-ten.aspx>.
- Viswanath. (2021). *5 ways the internet can help you boost your health*. Harvard Health Publishing. Harvard University; US. Retrieved February 23, 2021, from <https://www.health.harvard.edu/staying-healthy/5-ways-the-internet-can-help-you-boost-your-health>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to access and evaluate health information, products, and services.

Benchmark 9.2.4.2: Analyse the influence of laws, policies, and practices on health-related issues including those related to health promotion and disease prevention.

Topic: Influences of Laws, Policies and Practices on Health-Related issues and Disease Prevention

Essential Questions

- What laws, policies and practices have been developed to influence health related issues on disease prevention and promotion on personal and social relationships for effective interpersonal relations?
- How can these laws, policies and practices influence health related issues on disease prevention and promotion on personal and social relationships and effective interpersonal relations?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Laws, policies and practices on health-related issues including those related to disease prevention and promotion on personal and social relationships to promote effective interpersonal relations.
Skills	Critical Thinking Skills - Use analytical skills of analysing, investigation and inferences
Attitudes	Caring and concern
Values	Sustainability, betterment of human kind, respectability

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

- Examine laws, policies and practices that influence health related issues on disease prevention and promotion on personal and social relationships for effective interpersonal relations;
- Critique the impacts of enforcing these laws, policies and practices that influence health related issues on disease prevention and on personal and social relationships for effective interpersonal relations.

Content Background

Health laws, policies and practises for disease prevention and promotion of effective interpersonal relations

Health laws, policies and practises are important government documents that aimed to set regulations for the health sector and industries. In general, these health outlines are purposely for improving the population's health and safety. Both these documents are important for the health system to function well and for disease prevention to be effective in the home and in the community

The difference between these documents are;

- Health Policies are decisions, plans and actions that serve the health care goals within a society.
- Health laws are legally bound enforced regulations that mandate standards and come with consequences if not implemented.

The health policies outline goals to achieve for a period of 5-10 years but usually government makes the choices of when to achieve them. On the other hand, health laws have specific starting date with an open end and can be over ruled with a new law.

Both of these documents should contain health promotion, disease prevention, treatment norms and action plans. They should outline the stakeholders who are involved in a regulation and set a monitoring mechanism body to implement and achieve them.

The PNG National Department of Health have drawn up policies and standards in line with those of the WHO through the following;

- Life style illness
- Pandemics
- Climate Change
- Agriculture and extractive industries

(The National Health Plan 2011-2020 Volume 1 Policies and Strategies, Nation Department of Health, PNG)

The policies and strategies of the National Department of Health of PNG are;

- National Health Plan 2011-2020 Volume 1 Policies and Strategies
- National Health Plan 2011-2020 Volume 2 (Part A)
- National Health Plan 2011-2020 Volume 2 (Part B)
- National Health Annual Planner for PNG National Department of Health
- National Policy on Health Promotion
- National Department of Health Corporate Plan 2013-2015
- National Cancer Control Policy
- National Drug Policy for Papua New Guinea
- National Medicines Policy
- NSRHP Cover
- National Sexual Reproductive Policy
- National Research Agenda for HIV and AIDS, Papua New Guinea. 2008 - 2013
- Newborn Policy

It is important that students are made aware of the laws and policies concerning not only their health and wellbeing but of those around them too and so participate in any way possible to improve PNG's health standards. These laws and policies not only prevent diseases but are also aimed at improving the personal and social relations of people for effective interpersonal relations. These laws and policies aim at addressing issues of dire concerns PNG citizens are faced dealing with break down in people relations. For instance, the provision of the psychiatric services at Laloki outside of Port Moresby, a hospital for treating the mentally ill; Rehabilitation centres like City

Mission attempts to rehabilitate youths with behaviour and attitude problems and care givers and counsellors for Domestic Violence or Gender Based Violence and those stigmatised by HIV /AIDS like House Ruth and Anglicare. It is the aim of the PNG government to provide the best for its citizens who can contribute meaning fully as healthy citizens who are of sound mind.

Performance Assessment: Teachers can create assessment where students are required to write a paper presentation stating the aims of the health laws and policies or can do needs assessment and write an abstract on how effective the health laws and policies promote individual health and improve quality of life in the communities.

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.
- The Government of Papua New Guinea. (2010). Volume 1. 2(A) & 2 (B). *National Health Plan 2011–2020- Policies and Strategies*. Retrieved February 23, 2021, from <https://hiip.wpro.who.int/portal/Reportspublications/TabId/83/ArtMID/1151/ArticleID/155/Nationa>.

Strand 2: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to access and evaluate health information, products, and services.

Benchmark 9.2.4.3: Examine and evaluate available health related services (health care services) in the community that relate to disease prevention and health promotion.

Topic: Health Care Services

Essential Questions

- What is health related services?
- How can health care services address disease prevention and promote health in the community and promote personal and social development for all?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Available health related services (health care services) in the community that relate to disease prevention and health promotion and in promoting personal and social development
Skills	Critical Thinking Skills - Use analytical skills of examining, identifying and describing (explaining) - Use evaluating skills of evaluating and describing (explaining) Creative Thinking Skills - Use synthetical skill of describing (explaining)
Attitudes	• Caring and concern, responsible
Values	• Sustainability, common good

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

- Explain health related services;
- Explore types of health related services that are available in the community that relates to disease prevention and health promotion and promotes personal and social development for all;
- Assess the impacts of this health related services that address disease prevention and health promotion.

Content Background

What are health services?

Health services consist of medical professionals, organisations, and ancillary health care workers who provide medical care to those in need. Health services serve patients, families, communities, and populations. They cover emergency, preventative, rehabilitative, long-term, hospital, diagnostic, primary, palliative, and home care. These services are centered around making health

care accessible, high quality, and patient-centered. Many different types of care and providers are necessary in order to offer successful health services.

Take for instance this case; Gary did not realise how many health services options have been around him. He usually uses his primary care physician, who is a medical doctor, for his medical needs. He's a young and healthy man, so he hasn't had to deal with other, more involved health services. However, he does have a brother in a psychiatric centre he visits every couple of weeks. Through his visits to his brother, and the guidance counsellor continues explaining of the different types of health services that are available, he came to realize that he is surrounded with many different types of health services.

Types of Services

Health services cover many different types of medical issues. Many people think of **primary care**, **outpatient care**, and **emergency care** when they need medical help, or are generally not feeling well. However, there are more health services that are dedicated to certain illnesses or issues.

These health services include:

- Mental health care
- Dental care
- Laboratory and diagnostic care
- Substance abuse treatment
- Preventative care
- Physical and occupational therapy
- Nutritional support
- Pharmaceutical care
- Transportation
- Prenatal care

Not everyone will need all health services; others may need several in order to have their health care needs met. Gary thinks about what services he has used in the past. He uses his primary care physician, he has also been to an outpatient urgent care walk-in center, the emergency room, and the dentist. He understands why the other health care services are also important.

Gary is now interested to see what he can do in the health services field. He has asked his counsellor what type of training college can offer the training in the field he is interested in.

Types of Providers

There are many different types of health services providers, such as primary care providers, nurses, specialists, and pharmacists.

Primary care providers include:

- Generalists, such as **medical doctors (MD)** and doctors of **osteopathic medicine (DO)**, who focus on family practice, internal medicine, or pediatrics
- **Obstetricians/gynecologists (OB/GYN)**, focus on pregnancy, women's health, and prenatal care
- **Physician assistants (PA)**, work in partnership with an MD or DO
- **Nurse practitioners (NP)**, work as primary care providers and prescribe medication. They focus on women's health, family medicine (FNP), adult care (ANP), pediatrics (PNP), or geriatrics (GNP).

Access to health care may vary across countries, communities, and individuals, influenced by social and economic conditions as well as health policies. Providing health care services means "the timely use of personal health services to achieve the best possible health outcomes". Factors to consider in terms of healthcare access include financial limitations (such as insurance coverage), geographic barriers (such as additional transportation costs, the possibility to take paid time off of work to use such services), and personal limitations (lack of ability to communicate with healthcare providers, poor health literacy, low income). Limitations to health care services affects negatively the use of medical services, the efficacy of treatments, and overall outcome (well-being, mortality rates).

Health care systems are organisations established to meet the health needs of targeted populations. According to the WHO, a well-functioning health care system requires a financing mechanism, a well-trained and adequately paid workforce, reliable information on which to base decisions and policies, and well maintained health facilities to deliver quality medicines and technologies.

An efficient health care system can contribute to a significant part of a country's economy, development, and industrialisation. Health care is conventionally regarded as an important determinant in promoting the general physical and mental health and well-being of people around the world. An example of this was the worldwide eradication of smallpox in 1980, declared by the WHO as the first disease in human history to be completely eliminated by deliberate health care interventions. (Wikipedia.com.2020) or another example, is COVID 19 case which affect the health of the population and eventually affected the economy of the country, the development/ progress of the country and et cetera.

In PNG there are health related services that enhances and carry out health care services for the general population in need of special and specific health services. One such group available is Anglicare Stop AIDS. This is a non-government organisation that supports the public health system and provides the service of counselling for specific groups of people who needs special attention, that is, those infected with the disease HIV/AIDS or those stigmatised by the disease.

Performance Assessment: Teachers can create assessment where students are required to visit the nearest health centre or aid post and write a report about the types of health services they provide.

Suggested Resources

- Oregon Laws. (2020). *Definition of Health care services*. Oregon Law. Rog; Organ, USA. Retrieved February 25, 2021, from https://www.oregonlaws.org/glossary/definition/health_care_services.
- 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.
- Study. (2021). *Health Services*. Retrieved February 25, 2021, from <https://study.com/academy/lesson/health-services-definition-types-providers.html>.
- Wikipedia. (2020). *Health care*. Wikimedia Foundation Inc; San Francisco, California. Retrieved February 25, 2021, from https://en.wikipedia.org/wiki/Health_care.

Strand 1: Social Development

Unit 1: Health Behaviours

Content Standard 2.4: Students will be able to access and evaluate health information, products, and services.

Benchmark 9.2.4.4: Analyse and develop strategies related to prevention of communicable and non-communicable diseases.

Topic: Prevention Strategies for Communicable and Non-Communicable Diseases

Essential Questions

- What is communicable and non-communicable disease?
- What strategies can be used to combat communicable and non-communicable diseases in the school and community to develop a sense of belonging and improve the overall attitudes towards encouraging healthy living?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies related to prevention of communicable and non-communicable diseases in schools and community to develop a sense of belonging and improve the overall attitudes toward encouraging healthy living.
Skills	Critical Thinking Skills - Use analytical skills of analysing Creative Thinking Skills - Use creative thinking skills of developing
Attitudes	Caring and concern
Values	Sustainability, betterment of human kind

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

- Explain communicable and non-communicable disease;
- Identify and develop strategies to combat communicable and non-communicable diseases;
- Critique on the impacts of the strategies to combat communicable and non-communicable diseases on the lives of people in order to improve their overall attitudes toward encouraging healthy living.

Content Background

What are communicable and non-communicable diseases?

A communicable disease is a disease that is transmitted directly from one person to another. It can be caught from another person, or animal. These diseases are usually caused by viruses or bacteria and are passed through the air, through contact with contaminated surfaces, or contact with bodily fluid. These includes; Ebola, Influenza, Mumps, Nor virus, Pertussis, Tuberculosis, colds, HIV and Coronavirus.

A non-communicable disease is a disease that is not transmitted directly from one person to another includes; Parkinson's disease, autoimmune disease, stroke, most heart diseases, cancer, diabetes, chronic kidney diseases, osteoarthritis, osteoporosis, Alzheimer's diseases, cataracts and others.

Preventing the spread of communicable diseases

An individual can reduce his or her risk of infecting him or herself or others by;

1. Washing hands often
2. Get vaccination
3. Use antibiotics sensibly
4. If a person has signs and symptoms of an infection, he or she should stay at home
5. Be smart about food preparation
6. Disinfect the hot zones in your residence
7. Practice safe sex
8. Do not share personal items
9. Travel wisely

Prevention and control of non-communicable diseases

The following ways look at how health policies, NGO's, multi-sectoral partners and the law can work together to prevent and control non-communicable diseases through the World Health Organisation in PNG and other countries in the Western Pacific Region to address promotion of health and disease prevention.

- Raise the priority accorded to Non-Communicable Diseases (NCDs) through international cooperation and advocacy.
 - Strengthen national capacity, governance, multi-sectoral action, and partnerships.
 - Reduce the major modifiable risk factors, such as tobacco use, harmful use of alcohol, unhealthy diets, and physical inactivity.
 - Develop and implement effective legal frameworks.
 - Orient health systems through people-centred health care and universal health coverage.
 - Promote high-quality research and development.
 - Monitor trends, determinants and progress to achieve global, regional and national targets through evidence-based interventions.
- (WHO. 2021)

Performance Assessment: Teachers can prepare assessment where students are required to conduct a research on how WHO is helping communities in rural PNG to prevent communicable and non-communicable diseases and promote health through World Vision and other international donors.

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.
- Sapkota A. (2020). *17 differences between communicable and non-communicable diseases*. Microbe Notes. Retrieved February 25, 2021, from <https://microbenotes.com/communicable-vs-non-communicable-diseases/>.
- WHO. (2021). *Addressing noncommunicable diseases in the Pacific islands*. Retrieved February 25, 2021, from <https://www.who.int/westernpacific/activities/addressing-ncds-in-the-pacific>.

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 9.2.5.1: Identify decision making skills that promote individual, family and community health.

Topic: Decision-making Skills to Promote Health of Individual, Family and Community

Essential Questions

- What are decision making skills?
- How do decision making skills promote individual, family, and community health?
- What makes a decision necessary?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Decision-making skills promoting health
Skills	Critical Thinking Skills - Use analytical skills of reflecting, identifying, and comparing and contrasting Decision-making Skills
Attitudes	Care and concern for good health
Values	Justice, peace

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

- Examine the importance of decision-making skills and processes to enhance and promote individual, family and community health;
- Apply decision-making skills and processes to promote individual, family and community health concern.

Content Background

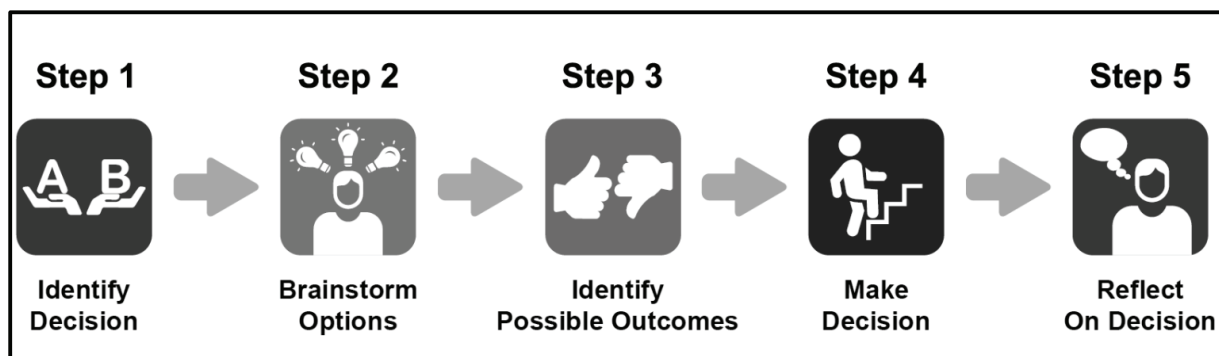
Personal and family health

Everyone is confronted with various decisions they have make on a daily basis. Some are small and of minor consequence, while others are huge and potentially life changing.

Decision-making and problem-solving skills is one of the important life skills that should be used to help students make informed decisions when faced with problems or issues concerning their life and health.

The aim of this topic is to teach students the skills to make effective decisions and solve problems. These skills are useful for students to learn, as it will assist them to consider all the options that are available to them and the related consequences of each option when they are making decisions or solving potential problems.

The model below shows the five basic steps involved in decision-making. It involves identifying a decision, looking at all options, then looking at each option and listing negative and positive options. After identifying the options then decisions can be made. It is important to follow these set of processes and reflect on it before making a decision.



Five steps to making good decisions

1. Individual should identify the decision they will make as well as the objectives or outcome they want to achieve.
2. They must gather as many facts and as much information as they can to assess the options. They must brainstorm and come up with several possible choices. They then determine if the options are compatible with their values, interests and abilities.
3. They should weigh the probabilities or possible outcomes. In other words, they should ask the following questions; “what is the worst that can happen? What will happen if I do A, B or C and can I live with the consequences?”
4. They make a list of the pros and cons. Prioritise considerations which are very important to them, and which are less so. Sometimes when they matched the pros against the cons they may find them dramatically lopsided. They should solicit opinions and obtain feedback from those they trust or have had a similar situation to contend with. There may be some aspects they have not thought about.
5. They then make the decision and monitor their results. They must make sure they obtain the desired outcomes.

Points to consider on decision-making skills

- There are no guarantees: Certainly an individual can never know in advance whether a decision will be correct, therefore, he or she must be prepared to take risks.
- Look for the opportunities: If he or she make a mistake, he or she should view it as an opportunity to learn what didn't work and why. Many times decisions are reversible and he or she can change his or her mind.
- Reflections: On certain occasions, one might often reflect that may have affected their decision had they known about them earlier. This is normal and typical but should not stall their decision-making process.
- Do not get stuck and do nothing: If he or she has done everything he or she can do to make a good decision and still cannot make up his or her mind, they must not delay making an important decision for fear that they do not know enough or will make the wrong choices.
- Fear should not stop the progress: Sometimes people become so paralysed with the fear of making a wrong decision that they panic and lose sight of what they are trying to accomplish. This hinders any decision-making.

- **No second-guess:** In the end, second-guessing undermines what a person is trying to accomplish. Once he or she makes the decision, let the chips fall where they may. At the very least, he or she will have learnt important lessons.

When all is said and done, all an individual can do is give the best with what he or she has to work with. Incidentally, individuals should not underestimate the power of intuition, or having gut feelings. After all the facts are weighed and evaluated, it can be the final determinant. Quite often it may be all he or she have to go by.

Family health

Like every other person, every family comes across many problems that affect their well-being. The decisions on what to eat, when to sleep and others are very important in fostering a healthy life.

Healthy communities

School communities are increasingly becoming places where healthy habits can flourish. The responsibility for teaching students' healthy habits does not fall only on teachers though. A healthy school community involves all partners and reinforce students the same message in the home, school, and community. Students who attend a healthy school can make informed and healthy decisions that will affect their own lives and the lives of their families.

It does not take a lot to create a healthier school. Some changes could include:

- Incorporating healthy eating and physical activity across the curriculum in fun and creative ways
- Creating partnerships with the broader community, for example local food growers, sporting clubs, library and et cetera.
- Providing professional development opportunities for teachers and other support staff to teach and promote healthy eating and being active.

To make your school a healthy school, you need to encourage students to make choices that should assist them and should be easy for all of these young people to follow. Healthy communities are what we want to learn, work, eat, play and shop; and resources, ideas, tools and programs are available to help staff and volunteers make local places within their community healthier.

Whether you are a council, community group or centre, service club, sporting club, hospitality business, food outlet, large or small business, there are plenty of ways you can boost your community's health and vibrancy through healthy eating and physical activity.

Better health equals better development and learning

There are many health promotion activities schools can apply to promote better health for instance;

- participate in school-related efforts to address health-risk behaviors;
- develop a plan to participate in community efforts to address health-risk behaviors.

Performance Assessment: Teachers can set activity where students are required to demonstrate through role play decision making skills for better health practices (personal hygiene, sexual reproductive health, nutrition, WaSH).

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

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 9.2.5.2: Summarises the advantages of seeking advice and feedback regarding the use of decision making and problem solving skills.

Topic: Advantages of Seeking Advice and Feedback using Decision-making and Problem-solving Skills

Essential Questions

- What are the possible ways requiring in getting advice and getting fair feedback?
- What are the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Advantages of seeking advice and feedback regarding the use of decision making and problem solving skills
Skills	Critical Thinking Skills - Use analytical skill of discussing (other analysis verbs can be used) - Use evaluation skill of summarising
Attitudes	Cooperative, responsible and adaptable to change, listening, open-mindedness
Values	Sensitivity, rationalise

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

- Discuss advantages of seeking advice and feedback regarding the use of decision making and problem solving skills.

Content Background

Seeking advice and feedback

There are good decisions and there are bad decisions. There are some decisions that are never even made. Each decision one makes involves selecting from two (2) or more choices. When there are several choices there is often conflict. Making a decision does not always relieve this conflict, since you have rejected potentially useful or attractive choices still there is often pressure to relieve this conflict.

As teenagers and adolescents try to find their own identity, they make choices that affect their health, both now and in the future. There are going to be times when these young adults will need the input of others to come to a decision.

For adolescents, friends are usually the source of new information, providing positive feedback and giving them a sense of personal freedom. Very often, its friends who know them better and are

willing to listen to their problems and stand by them when faced with tensions at home. Most times advice received from peers are often not right and will sometimes have negative impact.

Providing accurate information about how to make decisions involving risky behaviours therefore the guidance from adults is important. Encourage them to independently practice decision-making skills whenever possible, with you watching on the sideline. No one is expected to get things right all of the time. We often don't. But, having some idea of what to do will help to make the big choices and decisions easier. Good decision-making is one of the most important life skills to possess.

Performance Assessment: Teachers to invite the school counsellor/chaplain to give a short talk on the advantages and disadvantages of advice and feedback regarding the use of decision making and problem solving skills.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Student will be able to practice and evaluate health-enhancing and risk avoiding behaviors.

Benchmark 9.2.6.1: Analyse the harmful effects of alcohol, tobacco and drugs on an individual's health such as physical, mental, social and legal consequences.

Topic: Harmful Effects of alcohol, tobacco, drugs and other substance abuse

Essential Questions

- What are the harmful effects of alcohol, tobacco and drug and other substance abuse on an individual's physical, mental, and social health?
- What are the legal consequences of the abuse of alcohol, tobacco and drug and other substance abuse on an individual's physical, mental, and social health?
- How will a person avoid such risky behaviours of consuming alcohol and abuse of other drugs?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	The harmful effects of alcohol, tobacco and drugs and other substance abuse on an individual's physical, mental and social health. The legal consequences of the abuse of alcohol, tobacco and drugs and other substance abuse on an individual's physical, mental and social health on one's social relationships with others.
Skills	Critical Thinking Skills Use analytical skills to analyse and reflecting
Attitudes	Demonstrate self-control (temperament), self-discipline, self-consciousness
Values	Betterment of human kind and common good for all, respect, peace, rule of law

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

- Identify and explain the harmful effects of alcohol abuse on an individual's physical, mental and social health;
- Discuss ways to avoid using tobacco, alcohol and other substance.

Content Background

Harmful effects of the use of drugs and tobacco

There are many drugs that people use or abuse recreationally. Some are legal, others illegal. The most common one is alcohol (in beer, wine, or liquor). Others include marijuana (pot), cocaine (including crack), heroin, amphetamines (speed), and ecstasy. Any chemical that changes the way the mind or body functions is defined as a drug. Substance abuse includes the use of illicit drugs, such as prescription drugs or the use of recreational or illegal drugs. Drugs that have not been approved by a physician for medical use are characterised as recreational or illegal drugs.

Many drugs, including alcohol, reduce inhibitions and impair judgment. As a result, alcohol may encourage risky behaviours, such as unprotected sex and sex with multiple partners. The actions of taking or abuse substance can lead to increased risk. This is true for nearly all substance abuse. Anything that impairs judgment also increases risk.

According to the Tobacco Atlas (2021), tobacco harms the health, the treasury, and the spirit of Papua New Guinea. Every year, more than 12800 people are killed by tobacco-caused disease. Still, more than 25000 children (10-14 years old) and 1265000 adults (15+ years old) continue to use tobacco each day. Complacency in the face of the tobacco epidemic protects the tobacco industry in Papua New Guinea and ensures that tobacco's death toll will grow every year. Tobacco control advocates must reach out to other communities and resources to strengthen their efforts and create change. This is same for other countries, for instance tobacco smoking is responsible for 120 000 excess deaths each year in Britain, 46 000 from cancers, 34 000 from chronic respiratory disorders, and 40 000 from diseases of the heart and circulation.

The following are the health effects of smoking. If a person smokes, he or she:

- reduce his or her life expectancy and his or her quality of life
- increase his or her risk of many conditions and diseases as well as of dying prematurely.

It can be a long time before smokers get a smoking-related condition or disease. Because of this, some people believe it won't happen to them.

In fact, up to $\frac{3}{4}$ of long term smokers will:

- die of a smoking-related disease
- have their life cut short by about 10 years on average, compared to non-smokers.

There is also growing evidence to suggest that smoking has a negative impact on mental health. For example, some studies show that smoking is associated with increased rates of anxiety, panic attacks, depression, suicide attempts and schizophrenia.

Train young people in strategies to help them avoid dangerous situations

Teach youths to avoid circumstances in which they will need to make an immediate, risky choice. For instance, encourage them to stay away from situations where alcohol and drugs may be present.

Strategy: Support and strengthen family functioning

Teach parents how to cope with stress, communicate clear expectations, eliminate coercive parenting, and rewarding positive behaviours appears to prevent and deter children and youth from engaging in risky behaviour.

Strategy: Make communities safe and supportive for children and youth

Children and youth who live in safe, supportive communities are less likely to use drugs, exhibit aggressive behaviour, commit crimes, and drop out of school.

Encourage students to understand that their decisions determine the way their lives evolve. Taking responsibility of the decisions and behaviours that affect their well-being is important and avoid taking alcohol, drug, and et cetera.

Performance Assessment: Teachers can set assessment where students are required to identify the harmful effects of alcohol, tobacco and drugs on an individual's health (physical, mental, social) and the legal consequences through peer teaching. Teacher organize students into groups and each group is assigned to work on;

- physical,
- mental
- social and
- legal consequences.

Suggested Resources

- Australian Health Government (n.d). *What are the effects of smoking and tobacco?* Retrieved February 15, 2021, from <https://www.health.gov.au/health-topics/smoking-and-tobacco/about-smoking-and-tobacco/what-are-the-effects-of-smoking-and-tobacco>.
- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Henry, A. J. (2003). *Comparing cannabis with tobacco*, National Centre for Biotechnological Information, U.S. National Library of Medicine, Bethesda, U.S. BMJ. 2003 May 3; 326(7396): 942–943. doi: 10.1136/bmj.326.7396.942 Retrieved from; Comparing cannabis with tobacco. Retrieved February 15, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1125867/>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- The Tobacco Atlas. (2021). Papua New Guinea. Retrieved February 15, 2021, from <https://tobaccoatlas.org/country/papua-new-guinea/>.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Student will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 9.2.6.2: Explain the relationship between alcohol, tobacco, drugs and other substances used by adolescents and the role these substances play in unsafe situations such as HIV, STI, unplanned pregnancies and motor vehicle accidents.

Topic: The Relationship between alcohol, drugs, and other substances and their roles on Adolescents

Essential Questions

- What is the relationship between alcohol, tobacco, drugs and other substances on adolescents?
- What are the negative consequences adolescence face in unsafe situations such as HIV, STI, unplanned pregnancies and motor vehicle accidents?
- How can these negative consequences be avoided to maintain adolescent's relationship with others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Relationship between the abuse of alcohol, tobacco, drugs and other substances by adolescents and the negative consequences faced by adolescent in unsafe situations such as HIV, STI, unplanned pregnancies and how these negative consequences affects one's relationship with others.
Skills	Critical Thinking Skills - Use analytical and evaluation skills of explaining Creative Thinking Skills - Use synthetical skill of discussing
Attitudes	Responsible and open-minded,
Values	Sensitivity, self-discipline, fitness, rule of law

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

- Examine the relationship of alcohol, drug, etc., used by adolescents which is contributing to unsafe situations such as HIV, STI, unplanned pregnancy and motor vehicle accidents.

Content Background

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. Continuous abuse of these substance lead to behaviours that puts mainly youths at risk of HIV, STIs, and pregnancy.

Substance use and sexual risk behaviours share some common underlying factors that may influence youth to get involved with these behaviours. Because substance use clusters with other risk behaviours, it is important to identify these signs early to help identify youth who are most at risk.

Primary prevention approaches that are most effective are those that address common risk factors. Prevention programs for substance use and sexual risk behaviours should include a focus on individuals, peers, families, schools, and communities. When students' school environments are supportive and their parents are engaged in their lives, they are less likely to use alcohol and drugs and engage in sexual behaviours that put them at risk for HIV, STDs, or pregnancy.

Common risk factors for substance use and sexual risk behaviours include:

- Extreme economic deprivation (poverty, over-crowding)
- Family history of the problem behaviour, family conflict, and family management problems
- Favorable parental attitudes towards the problem behavior and/or parental involvement in the problem behavior
- Lack of positive parent engagement
- Association with substance using peers
- Alienation and rebelliousness
- Lack of school connectedness

For primary prevention activities targeting substance use and sexual risk behaviours to be effective, they should include:

- School-based programs that promote social and emotional competence
- Peer-led drug and alcohol resistance programs
- Parenting skills training
- Parent engagement
- Family support programs

Performance Assessment: Teacher can set an activity where they invite a health representative from the community health centre or a representative from the NGO's such as Childfund or YWCA to give health talks on health issues adolescents' face and how to combat these problems. Students take notes and write individual summary presentation on the topic presented by the guest speaker.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.
- World Health Organisation. (2020). *Substance Abuse*. Geneva, Sweden. Retrieved February 12, 2021, from www.who.int/topics/substance-abus.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Student will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 9.2.6.3: Develop strategies for preventing the use of tobacco, alcohol, drugs, and other addictive substances.

Topic: Prevention Strategies for abuse of tobacco, alcohol, drugs and other addictive substances

Essential Questions

- What are some strategies for preventing the use and abuse of tobacco, alcohol, drugs, and other addictive substances by young people?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies for preventing the use and abuse of tobacco, alcohol, drugs, and other addictive substances
Skills	Creative Thinking Skills - Use creative skills of developing
Attitudes	Responsible, cooperative and creative
Values	Self-discipline and self-esteem

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

- Discuss and explain how to prevent the use or abuse of tobacco, alcohol, and other addictive substances;
- Develop awareness strategies for preventing the use of and abuse of tobacco, alcohol, and other addictive substances.

Content Background

When people of all works of life especially adolescence and youths abuse alcohol, tobacco, drugs and other addictive substance they are putting their lives at risk and this in our study is referred to as health-risk behaviours. Health-risk behaviours also cover other unhealthy behaviours which include eating disorders, overweight and lack of exercise. Substance use is associated with behaviours that puts youth at risk for HIV, STDs, and unwanted pregnancy.

Adolescents take more risks than individuals at other stages of development. The risky behaviour during adolescence often includes substance use, risky sexual behaviours, and delinquency, all of which can imperil physical wellbeing.

First, bombarding youth with the facts will not help them make better decisions, and may actually encourage a less mature, riskier form of reasoning. Interventions should instead encourage less deliberative, more categorical thinking about risk. Second, because adolescents' brains are not yet mature, exposure to major risks should be limited as much as possible.

However, interventions that help young people learn to make better choices can be an effective component of a larger commitment to youth development and healthy communities.

The following strategies can be used by teachers, parents, youth professionals, and communities to keep young people safe and help them make better choices: (Reyna & Farley, 2006)

- Do not assume that adolescents think they are immortal-they don't. Research clearly shows that young people are well aware that they live in a world full of perils (dangers).
- Help adolescents see *benefits* differently, not just risks. Risks will have less appeal if young people perceive greater benefit from alternative, safer courses of action. For younger adolescents, highlight short-term benefits and risks, as these are most significant.
- Use positive images or models of healthy behaviours and negative images of unhealthy ones. Positive, emotionally suggested images-such as those in the media, films, or fiction-can assist meaning-based thinking and serve as reminders of the benefits of safer behavior.
- Use similarities to steer adolescents away from deliberative calculation toward more categorical possible payoff of risky behaviour is worth risking death, ask questions like "Would you play Russian Roulette for one million dollars?"
- Develop emotional and personal cues. The most salient cues to making mature decisions are simple, visceral, and personal. A sexual health intervention could personalise risk by having young people write answers to questions like "What would happen if you were diagnosed with HIV? Who would you tell? How would it change your life?"
- Give adolescents practice at recognising environmental signs of danger. Teach kids about "red and yellow alerts" that indicate the possibility of various risks. For example, being at home after school with a boyfriend or girlfriend (and no parents or other adults) as a signal of the possibility of unwanted or unsafe sex.

Have them practice finding such alerts in various scenarios so that they can avoid such risks and, if the risks cannot be avoided, thinking through actions they could use to extricate themselves.

- Teach self-efficacy; provide opportunities to practice concrete skills. Giving young people real-world tasks and concrete strategies helps them become responsible and capable. For example, young teens who are not ready for sex can practice refusal skills; repeated practice leads to better self-confidence in using these skills when they are needed, often in situations involving high emotion that can disrupt thinking. A well-practiced skill can be used automatically, without requiring a lot of thinking.
- Limit adolescents' exposure to risky substances and situations. For example, limit the number of peers in automobiles; avoid exposing minors to addictive substances (rather than exposing young people to alcohol to teach them to drink responsibly, which has been shown to be ineffective and in fact is associated with higher rates of binge drinking and other bad outcomes (Grube, 2005).
- Monitor and supervise younger adolescents.
Rather than rely on reasoned choices, remove younger teens' opportunity to engage in risk taking by occupying their time with positive activities.
- Train young people in strategies to help them avoid dangerous situations. Teach youth to avoid circumstances in which they will need to make an immediate, risky choice. For instance, encourage them to stay away from situations where alcohol and drugs may be present.

Therefore, students must make appropriate decisions so they do not compromise their health and studies. As young as they are they can make right choices knowing the dangers of being indulged in health risk behaviours.

Performance Assessment: Teachers can set assessment where are required to develop awareness poster with pictures and strategies for preventing use of and abuse of alcohol, tobacco, and other addictive substances.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Grube, J. (2005, May). *Youth drinking rates and problems: A comparison of European countries and the United States*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Retrieved February 15, 2021, from http://www.actforyouth.net/resources/rf/rf_risk_0907.cfm.
- Reyna & Farley. (2006). *Adolescents and Risk: Helping Young People Make Better Choices. Research Facts and Findings*. September 2007. A publication of the ACT for Youth Centre of Excellence by Eric Wargo. Retrieved February 15, 2021, from http://www.actforyouth.net/resources/rf/rf_risk_0907.cfm.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Student will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 9.2.6.4: Analyse the importance of alternatives to drug and substance use.

Topic: Importance of Alternatives to Drug and Substance Use

Essential Questions

- What are some alternatives to drug and substance use?
- How can the use of alternative to drugs and substances impact one's social relationship with peers and adults?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Importance of alternatives to drug and substance use
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitudes	Responsible and cooperative
Values	Self-esteem, self-discipline, self-respect

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

- Explore ways to practice health enhancing behaviours and avoid drug and substance abuse;
- Demonstrate health enhancing behaviours as other alternative to drug and substance use.

Content Background

Alternative to drugs and substance use

There are many reasons why a young person may turn to drugs or alcohol initially, including using mind-altering substances as coping peer pressure, stress, difficult emotions, physical ailments, and other issues. Drugs and alcohol can provide a temporary relief from reality and everyday life.

There are many healthy alternatives to using drugs, alcohol and substance abuse. These alternatives can be used to minimise the use of drugs, alcohol and substance abuse before it becomes entrenched and difficult to change. They include:

- Exercise: Healthy doses of exercise release endorphins and help to reduce tensions, stabilize moods, and improve self-esteem and sleep habits, thus working as an optimal coping mechanism for stress, according to the Anxiety and Depression Association of America (ADAA). Staying physically active can boost both emotional and physical health and manage stress, therefore helping to control cravings and prevent setbacks.

- Mindfulness meditation: Yoga, meditation, and mindfulness meditation can be useful as coping mechanisms to bring about self-reflection and make people more in tune with their bodies. By learning how the mind, body, and spirit are connected through breathing exercises and meditative techniques, for example, these connections can be strengthened and help to form healthy ways to manage stress and tension.
- Spirituality: For many, finding faith and a connection to a higher power can provide an inner strength and strong foundation for managing difficulties as well as for self-examination.
- Positive reframing: Try to think of things in a positive light instead of a negative one. By thinking of conflicts positively, perspectives can be changed for the better. Resist the urge to see things negatively and instead think of positive alternatives.
- Humor: Humor is considered a healthy coping mechanism, as laughter can help people to see things in a lighter frame of mind.
- Problem-solving: By identifying a problem as it arises, a person can better learn how to handle it and not be overwhelmed by the issue.
- Art, journaling, or creative expression: Creative outlets can provide a way to express oneself in a healthy manner, be it via dance, painting, sculpting, drawing, writing, playing a musical instrument, or composing. Journaling can be a method of expelling negative thoughts, and creative expressions can work to relieve stress.
- Communication and support: Individuals should speak to others about their problems and should not be afraid to ask for help when in need. Healthy communication can be a great outlet for releasing stress, and it can be helpful to have a support group of peers, therapists, family members, friends, and mentors to lean on and talk to on regular basis.
- Giving back: Volunteering for a charity, mentoring others, or putting energy into a positive outlet can be a helpful way of reversing and channeling negative emotions in order to help others.

Some of them may have chosen to abstain from the use, others to postpone it, others either already use them or face situations where relatives or friends do it.

Parents, young people and teachers should interact and communicate effectively in order to put in place a series of mechanisms to ensure all young people have the opportunity to contribute and influence the decisions that may have an impact on their social and emotional wellbeing. This would allow students to benefit from expressing their views and to develop strong social networks, by building their own knowledge and skills to make healthy choices and developing their independence.

Effective prevention does not only entail informing high-risk groups about safe sex and the use of clean needles for drug injection. It calls for an investment in teenagers' positive self-development. Equipping them with a set of essential skills will help prepare them for a healthy life-style that reduces the likelihood of risky behaviour. Psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future, peer pressure and sexual curiosity, are often the driving force for high-risk behaviour. Despite the pull of factual information, however creatively rendered, is ineffective against the overpowering influence of the external environment.

Being aware of the dangers of using drugs and other substance, they should be in a better position to make appropriate decision and choices for their own good.

Performance Assessment: Teachers can set assessment where students are required to work in groups and research alternative ways to avoid taking drug, alcohol etc. and discuss the importance of living their lives (values and meaning). For instance, volunteering in community activities keeps them busy and/or occupied so that they forget their past risky habits and practises.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Student will be able to practice and evaluate health-enhancing and risk avoiding behaviours

Benchmark 9.2.6.5: Analyse and apply strategies for avoiding violence, gangs, cult groups, weapons, and drugs.

Topic: Strategies for Avoiding Violence, Gangs, Cult groups, Weapons and Drugs

Essential Questions

- How can risky behaviours impact one's social relationship with peers and adults?
- What strategies can be applied to avoid these violence, gangs, cult groups, weapons, and drugs.

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies for avoiding violence, gangs, cult groups, weapons, and drugs and how these can impacts one's social relationship with peers and adults
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitudes	Avoid participating in behaviours that places them at risk
Values	Sanctity of life, rationality, dignity, self-discipline, principle morality , non-intimidation

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

- Examine risky behaviours that affect an individual, family and community;
- Discuss and explain strategies to avoid bad behaviors such as violence, gangs, cult groups, weapons, and drugs.

Content Background

Avoiding high-risk behaviours is an important area of focus for health care professionals especially on vulnerable groups like adolescents and youths. For instance, smoking represents one of the most significant behavioural threats to the health of individuals because of the devastating consequences of tobacco use.

Four types of risky behavior among teenagers are;

- tobacco use, smoking, drinking alcohol and drugs consumption.
- unprotected sex.
- violent activity.
- driving at high speed or driving under influence of alcohol.

A risk behaviour is an action on an individual's part that may result in a bad or unwanted consequence. Examples include the following:

- Smoking puts him or her at risk of developing cancer.
- Driving while drunk puts him or her at a much higher risk of a car accident, which can harm or kill, him or herself or others.
- Being overweight puts him or her at risk of a heart attack.
- Breaking the law puts him or her at risk of going to jail.
- Teen sex puts him or her at risk for emotional and physical consequences such as adoption, teen pregnancy, or single parenthood.
- Being careless with personal information on the Internet puts him or her at risk of being scammed, harmed, or having his or her identity stolen.
- Using a cell phone while driving puts him or her at risk of having an accident and possibly killing him or herself or someone else.

Strategies to prevent risky behaviours

Problems associated with violence, gangs, cult groups, weapons, and drugs are growing by day and many governments around the world including Papua New Guinea continue to drafted policies and strategies to curb these problems. The following are some of the strategies developed to minimise these problem;

- Leaders must recognise that gangs are present in the community and that suppression strategies must be complemented by prevention and intervention strategies.
- Community leaders must reach a consensus on the nature of the problem and the critical points for intervention.
- The combined leadership of the justice system and community-based organisations must focus on the mobilisation of political and community resources to address gang problems.
- Leaders must create a mechanism or structure to coordinate communitywide efforts.
- A team comprising representatives from law enforcement, prosecutors, judges, probation, corrections, schools, community-based organisations, grassroots agencies, and other groups must prepare a set of policies and practices for the design and mobilisation of community efforts.

Students at their level must take actions themselves and advocate on combating these problems. Peer education is one powerful tool of aiding to alleviate these problems.

Performance Assessment: Teachers can set assessment where students are required to carry out awareness (posters, pamphlets, etc.) to identify ways they can take to avoid getting involve in violence, gangs, cult groups, weapons, and drugs.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Office of Juvenile Justice and Delinquency Prevention (OJJDP). (n.d). *Reduce Youth involvement with guns, drugs, and gangs*. Retrieved February 15, 2021, from <https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/action/sec3.htm>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 2: Health Decision-Making

Content Standard 2.6: Student will be able to practice and evaluate health-enhancing and risk avoiding behaviours.

Benchmark 9.2.6.6: Analyse strategies for preventing and responding to deliberate and accidental injuries.

Topic: Strategies for preventing Deliberate and Accidental Injuries

Essential Questions

- What are deliberate and accidental injuries?
- What are the strategies for preventing and responding to deliberate and accidental injuries?
- How can these strategies and responses, enhances one's social relationship with peers and adults?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Strategies for preventing and responding to deliberate and accidental injuries and how this impacts ones social relationship with peers and adults
Skills	Critical Thinking Skills - Use analytical skill of analysing
Attitudes	Open-minded, responsible
Values	Honesty, principal morality

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

- Explain deliberate and accidental injuries;
- Identify and explain how deliberate and accidental injuries will affect one's relationship with peers and adults;
- Examine and create strategies for preventing and responding to deliberate and accidental injuries.

Content Background

Deliberate and accidental injuries

As learnt from previous topics health-risk behaviours are very challenging for schools and parents to control especially those who are exposed to it which includes the adolescence mainly made up of students and also the youths. These behaviours cause harm and injuries. These injuries can be deliberate or accidental. So what are deliberate and accidental injuries? The term deliberately or "intentional" is used to refer to injuries resulting from purposeful human action, whether directed at oneself or others. Intentional injuries include self-inflicted and interpersonal acts of violence intended to cause harm. (maine.gov. 2020)

Major risk factors for intentional injuries from interpersonal or self-inflicted violence include:

- Access to firearms,
- History of interpersonal violence,
- Alcohol abuse,
- Mental illness, and
- Poverty.

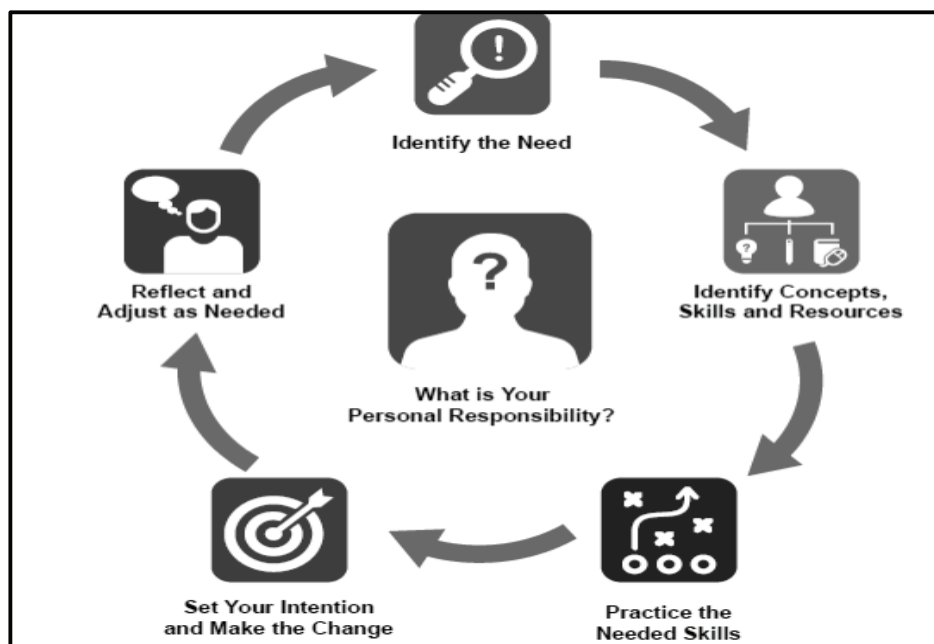
Accidental injuries refer to an injury that could have been prevented. They include;

- Falls
- Poisoning
- Fires and Burns
- Choking and suffocation
- Drowning
- Firearms

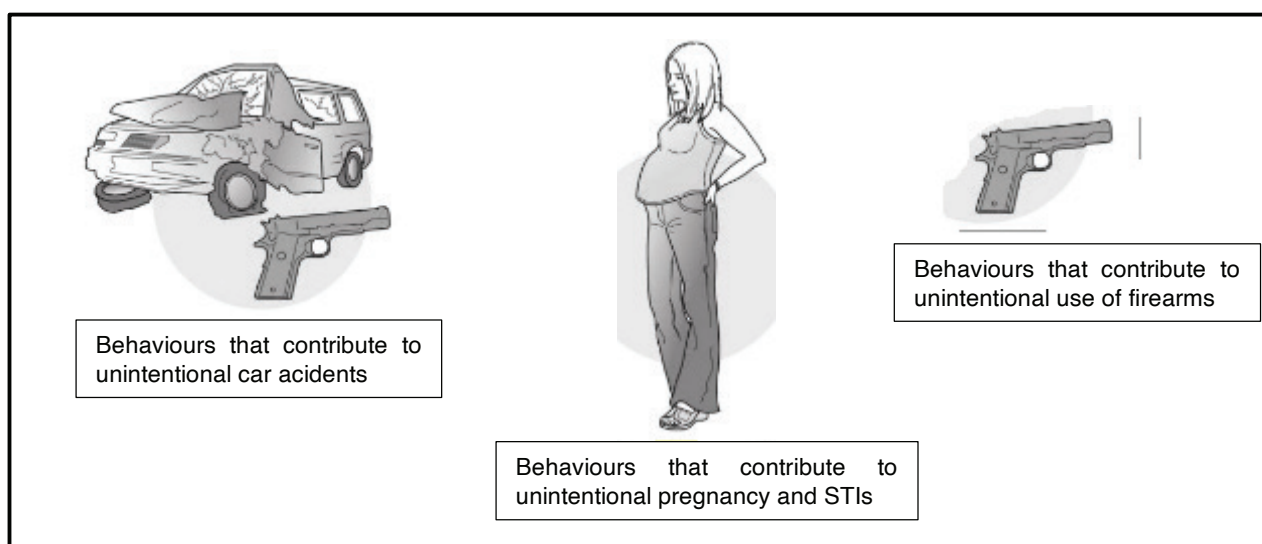
(healthyhomescoalition.org .2018)

Excessive alcohol, drug and substance use can have an immediate effect that increase the risk of many harmful health conditions and deaths. These immediate effects are most often the result of over drinking and substance use.

Strategies to prevent deliberate and accidental injuries



The life skills listed above are essential skills that student can utilise to promote individual, family, and community health and reduce risk factors that contribute to unintentional injuries including; traffic injuries, falls, drowning, burns, unintentional firearm injuries, and unwanted pregnancies.



They focus on teaching young people decision making skills and strengthening the ability to communicate these decision to others who might try to influence them to engage in risk health behaviours.

"If you're not making mistakes, you're not taking risks, and that means you're not going anywhere. The key is to make mistakes faster than the competition, so you have more changes to learn and win."

John W Holt Jr

School health works to promote environments where youths can gain fundamental health knowledge and skills, establish healthy behaviours for a lifetime, connect to health services, and avoid becoming pregnant or infected with HIV or STDs.

The adolescent years are an ideal time to develop healthy behaviors. As a nation, we have a collective responsibility to equip young people with the information and skills they need to be healthy throughout their lifetime. Though youths today are healthy overall, there is still work to do to address disparities in student health. Taking a school-based health promotion and disease prevention approach, we build strategic partnerships with public health and education agencies and national organisations to prepare healthy youths for successful futures.

Performance Assessment: Teacher can set an activity where students are required to research, discuss and do a class presentation on ways to prevent deliberate and accidental injuries.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Healthy homes coalition. (2018). *Accidental Injuries*. Healthy Homes Coalition of West Michigan: Michigan. Retrieved February 15, 2021, from <http://www.healthyhomescoalition.org/accidental-injury>.
- Maine. (2020). *Intentional Injuries*. Maine Department of Health and services. USA. Retrieved February 15, 2021, from: <http://www.maine.gov/dhhs/mecdc/population>.
- They said so. *John W Holt Jr*. Retrieved February 15, 2021, from <https://theysaidso.com/quote/john-w-holt-jr-if-youre-not-making-mistakes-youre-not-taking-risks-and-that-mean>.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 9.2.7.1: Apply communication skills that demonstrate consideration and respect for self, family, and others.

Topic: Positive Interpersonal Communication Skills

Essential Questions

- What are positive communication skills that promote consideration and respect for self, family and others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Positive communication skills that promote consideration skills that illustrate consideration and respect for self, family and others
Skills	Critical Thinking Skills - Use analytical skills of applying Reasoning Skills: Reasoning is a skill used in making a logical, just, and rational judgment about impacts of positive communication
Attitudes	Being considerate and respectful
Values	Trust, respect, self-esteem

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

- Examine the importance of interpersonal communication skills that promote consideration and respect for self, family and others;
- Demonstrate positive communication skills when communicating with family, friends and adults.

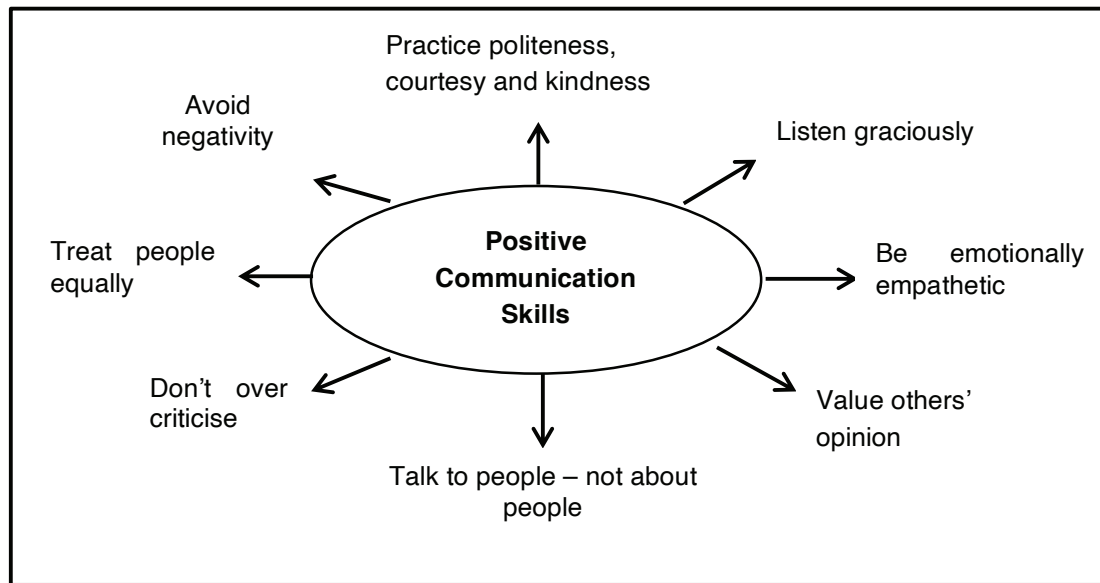
Content Background

What is positive communication?

Positive communication is the ability to convey messages, even negative ones, in a positive manner. Positive communication is an important part of a person's communication skills and has a great impact on his or her career.

Communication is extremely important in peoples' everyday lives however is so easily overlooked. Whether a person is in a conversation with co-workers, with friends and acquaintances, or with his or her family members, practising strong and honest communication is a key player in fostering good relationships. Showing respect through communication is the key to developing relationships, advancing in careers and really making the most of the environment one lives and works in.

The following are some of the ways to help an individual communicate positively.



An important aspect of good communication skills is the ability to communicate positively. Positive communication is any kind of communication that elicits positive response and actions from the intended audience. Positive communication has the power to convert even negative feelings into positive ones and helps an individual create a positive impression for him or herself. So it is important for a person to practice well to develop positive communication habits.

Performance Assessment: Teacher can create an assessment where the students are required to demonstrate communication skills through paired dialogue showing consideration and respect to person one converses with. (Teacher to provide guided topics; -drugs, cult practices, fights, alcohol, homeless, teenage pregnancy, street kids etc.)

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- infor.shine.com. (n.d). *Learning the art of positive communication*. (2014). Retrieved February 12, 2021, from <http://info.shine.com/article/learning-the-art-of-positive-communication/149.html>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 9.2.7.2: Demonstrate empathy towards others.

Topic: Empathy for Others

Essential Questions

- What are the types of empathy skills?
- How can the skill of empathy be demonstrated towards others in different social relationship situations?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	How to identify and demonstrate the skill of empathy to others in different social relationships situations.
Skills	Critical Thinking Skills - Use analysis skills of determining and identifying
Attitudes	Kind, caring, considerate and compassionate
Values	Generosity (benevolence)

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

- Examine the three (3) types of empathy skills;
- Demonstrate the three empathy skills of cognitive, emotional and compassion.

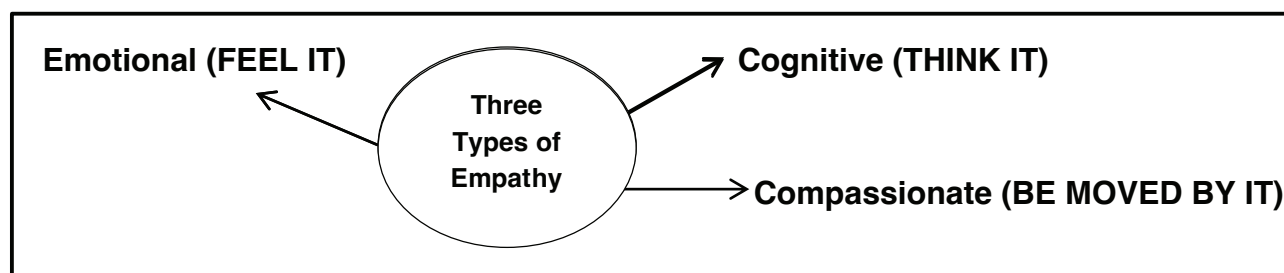
Content Background

What is empathy?

Empathy is the ability to understand and share the feelings of another, that is, the capacity to place oneself in another's position. Empathy allows us to understand and share the feelings of others.

The following are the three types of empathy skills that individuals must acquire in order to pursue peace and harmony with others in different social relationship situations;

1. Cognitive empathy
2. Emotional empathy
3. Compassionate empathy



Cognitive Empathy	Is the ability to understand how a person feels and what they might be thinking. Cognitive empathy ensures the person becomes a better communicator and help him or her relay information in ways that should best reached the other person.
Emotional Empathy (also known as Affective Empathy)	Is the ability to share the feelings of another person. Some have described it as ' <i>your pain in my heart</i> ' this type of empathy helps a person build emotional connections with others.
Compassionate Empathy (also known as Empathic Concern)	This goes beyond simply understanding others and sharing their feelings: it actually moves people to take action, to help however they can.

This is a very important life skill student must have instilled within them. Understanding others and putting themselves into the shoes of those experiencing problems will get them to see the problem better. Thus, they are able to give appropriate advice and help solve the problem of the person in need.

Performance Assessment: Teachers can set activity where students are required to demonstrate through role plays or simulation on the three empathy skills; Emotional feeling, Cognitive and Compassionate.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Bariso. (2018). *EQ Applied: The Real-World Guide to Emotional Intelligence*. Retrieved February 12, 2021, from www.inc.com/justin-bariso/there-are-actually-3-types-of-empathy-heres-how.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.7: Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.

Benchmark 9.2.7.3: Analyse ways to show disapproval of inconsiderate and disrespectful behaviour.

Topic: Showing Disapproval of Inconsiderate and Disrespectful Behaviour in Personal Relationships

Essential Questions

- What is inconsideration and disrespectful behaviour?
- What are some ways to show disapproval of inconsideration and disrespectful behaviour?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Ways to show disapproval of inconsiderate and disrespectful behavior in any personal relationships
Skills	Critical Thinking Skills - Use analytical skills of analysing and outlining Creative Thinking Skills - Use synthetical skill of discussing
Attitudes	Respectful, considerate
Values	Common good

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

- Explain inconsiderate and disrespectful behaviour;
- Examine ways to show disapproval of inconsideration and disrespectful behaviour;
- Demonstrate disapproval of inconsiderate and disrespectful behaviour.

Content Background

‘Inconsideration is thoughtlessly causing hurt or inconvenience to others.’

Why are people being inconsiderate?

The first step in dealing with inconsiderate people is to consider the reasons why they act as they do. While it is easy to watch a rude person in action and quickly assume the worst about him, it is far more challenging to approach the situation with an attitude of empathy and acceptance. There are two types of inconsiderate people – those who know they are exhibiting inconsiderate behaviour and do not care, and those who are simply having a tough day and allowing their stress to come out in their inconsiderate actions. Whichever situation an individual is dealing with; it is pretty clear that the inconsiderate behaviour is not directed at him or her personally. If it is

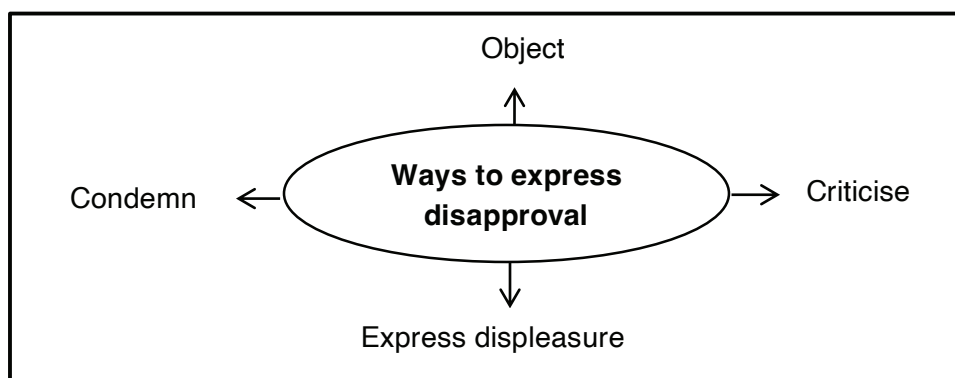
someone who is rude by nature, they are probably like this with most folks they encounter. If it is a person who is simply having a bad day, he may feel remorse regarding his actions later on. Either way, he or she may be on the receiving end of the inconsiderate behaviour but he or she is most definitely not the cause.

However, there are some situations where an individual may provoke the inconsiderate behavior that he or she is encountering by acting in a rude way him or herself. When a person feels attacked in some way, his or her natural defenses will force him or her to behave in a particular manner.

Behaviours showing a lack of respect or courtesy

Disrespectful	Inconsiderate
✓ Rude ✓ Bad-mannered ✓ Ill-mannered ✓ Cheeky	✓ Rude ✓ Inconsiderate ✓ Insensitive ✓ Insensible

Disapproval is the act of disapproving. If a person feels or show disapproval of something or someone, they feel or show that they do not approve of other person.



Students should know the consequences of inconsiderate behaviour. Knowing how to detect this behaviour at start can stop early onset of petty problems that can lead to bigger problems.

Performance Assessment: Teachers can set assessment where students are required to apply appropriate ways to show disapproval of inconsiderate and disrespectful behaviours through a short video or dramatize / mime then provide explanation.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

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 9.2.8.1: Demonstrate communication skills in building and maintaining healthy relationships.

Topic: Use of appropriate Communication Skills in building and maintaining Healthy Relationships

Essential Questions

- What is a healthy relationship?
- How can we build and maintain a healthy relationship through use of appropriate communication skills?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Use of appropriate communication skills in building and maintaining healthy relationships
Skills	Critical Thinking Skills - Use analytical skill of identifying - Use evaluation skill of demonstrating (to determine) Creative Thinking Skill - Use synthetical skill of discussing
Attitudes	Open-minded and adaptable to change
Values	Common good

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

- Explain the concept healthy relationship.
- Examine how appropriate communication build and maintain a healthy relationship.
- Demonstrate effective communication skills when communicating with friends, family and others.

Content Background

Healthy relationship

Open, honest and safe communication is a fundamental part of a healthy relationship. The first step to building a relationship is making sure that both partners in this relationship understand each other's needs and expectations. That means both partners must communicate with each other.

Use of effective communication skill	
1. Become an engaged listener	- Focus fully on the speaker - Prefer using the right ear - Listeners should avoid interrupting or trying to redirect the conversation to their concerns - Show interest in what is being said - Try to set aside judgment - Provide feedback
2. Pay attention to nonverbal signals	- Be aware of individual's differences - Look at nonverbal communication signals as a group - Use nonverbal signals that should match up with spoken words - Nonverbal signals should be clear enough regardless of where the conversation is taking place - Avoid negative body language
3. Keep stress in check	- An individual should use stalling tactics to give him or herself time to think - He or she should pause to collect his or her thoughts - Make one point at a time - Deliver his or her words clearly - Wrap up with a summary
4. Self-assert	- An individual should value themselves and their options - He or she should know his or her needs and wants - Express negative thoughts in a positive way - Receive feedback positively - Learn to say 'no'.

Students must be equipped with these skills as it will help them communicate well with those around them and ensure a healthy relationship is maintained.

Performance Assessment: Teachers can create an assessment where students are required to create a portrait (drawing, painting, drama, short video showing a healthy relationship).

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Robinson, Segal and Smith. (2019). *Help Guide: your trusted guide to mental health & wellness*. Retrieved February 12, 2021, from www.helpguide.org/articles/relationships-communication/effective-communication.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationships.

Benchmark 9.2.8.2: Evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family and friends.

Topic: Positive and Negative Effects of Relationships on an Individual's Physical and Emotional Health

Essential Questions

- What are the positive effects of relationships on an individual?
- What are the negative effects of relationships on an individual?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Positive and negative effects of relationships on an individual physically and emotionally
Skills	Critical Thinking Skills - Use analytical skill of identifying - Use evaluation skills of evaluating and assessing Critical Thinking skill - Use synthetical skill of discussing
Attitudes	Critical and open-minded
Values	Mutuality

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

- Identify and explain positive effects of relationship on the physical and emotional health of individuals;
- List and describe the negative effects of relationship on the physical and emotional health of individuals.

Content Background

Interacting with friends and family is good. Avoiding loneliness increases an individual life expectancy and protects his or her brain, in addition to many other benefits. But spending time and energy on less desirable friends and family members can literally make him or her stressed and less healthy. Individuals should do their best to maximize time spent with friends and family.

Positive effects of various relationships on physical and emotional health	Negative effects of various relationships on physical and emotional health
• Being in a relationship helps to relieve physical pain; • Being in a relationship helps reduce heart attacks; • People in relationships have lower stress and lower rates of depression; • Being in a relationship can positively affect your career; • Married men are happier than single men; • Relationships help people living longer.	Social isolation is linked to inflammation and hypertension. A review of two decades of research, published in 2016, underlined the connection between being socially isolated and the risk of inflammation, comparing isolation to physical inactivity in adolescence. The same study reported that social isolation could be riskier than clinical factors, like diabetes, when it came to hypertension (high blood pressure). Prolonged conflict with other people was strongly associated with lower self-rated health and more health issues, according to a survey of more than 650 adults over two years. Any kind of stress, whether it's due to a lousy relationship with a lousy person or a demanding job, has a remarkable impact on the efficacy of the immune system.

(Martino. 2014.)

Students should be aware of the dangers of living distant or non-interactive anti-social lifestyle. This leads to premature death and other long term health conditions. They should advocate for positive social lifestyle, which creates an environment where they are able communicate freely and enjoy time out together with other people. For instance, fun activities such as the annual Trukai Fun Run, Walk for Life, PNG Sport and so forth.

Performance Assessment: Teachers can create an assessment where students are required to write a compare and contrast essay on the analysis of positive and negative effects of various relationships on physical and emotional health of peers, family and friends where students model a well-known person who is a living example of practicing positive social lifestyle or physical fitness activities for respectful healthy lifestyle.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Martino. (2014). *Collective Evolution: The effects of negative emotions on our health*. Retrieved February 11, 2021, from <https://www.collective-evolution.com/2014/04/11/the-effects-of-negative-emotions-on-our>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationship.

Benchmark 9.2.8.3: Distinguish between a dating relationship and a marriage.

Topic: Differences and Similarities between Dating and Marriage

Essential Questions

- What is dating relationship and marriage?
- How does dating relationship defer from marriage?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Dating relationship and a marriage
Skills	Critical Thinking Skills - Use analytical skills of distinguishing Creative Thinking Skill - Use synthetical skill of discussing - Use creative skill of role-play
Attitudes	Responsible and open-minded, being respectful
Values	Trust, mutuality and interdependence, human dignity

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

- Examine the importance of dating relationship and marriage;
- Explain the differences and the similarities of dating relationship and marriage.

Content Background

Difference and similarities between dating and marriage

Dating is a tryout for marriage. Dating offers one the chance to explore and learn before he or she makes the serious commitment of marriage. The individual can move in with someone and share different aspects of his or her life to test out what marriage would be like with that person. It is not, however, the same as being married. There are different legal aspects of marriage (such as bank accounts, taxes, will's and et cetera.) that he or she cannot experience while dating. This can be good or bad—it depends on his or her specific situation.

Marriage is the ultimate form of commitment. Saying, “I Do” and signing those papers is serious business because the individual is making a public declaration to the world and in the eyes of the law. This means he or she wants to spend the rest of his or her life with one person, and this is the person he or she is willing to face tough times with.

Marriage is worth fighting for. There are some relationships that will come and go while dating. When a person is married, he or she has a strong desire to work through any problems. There is a shift that happens in the mind that makes him or her willing to do whatever it takes to stay together. NOT talks about staying together if there is abuse; but talks about normal relationship.

Students should be able to understand the difference between dating and marriage and so make the right choices and decisions concerning especially marriage. They should be able to appreciate and accept the person they marry so that they live harmoniously with each other to maintain and sustain that relationship.

Performance Assessment: Teachers can set assessment where students are required to discuss write on the importance of dating, marriage and emphasise on the qualities of respectful and healthy relationships.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Constable. (2015). *The good men project: The difference between dating and marriage*. Retrieved February 12, 2021, from <https://goodmenproject.com/featured-content/the-difference-between-dating>.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 9*. Victoria: Oxford University Press.
- Rouse, K. (2010). *Personal Development- Outcomes Edition Grade 10*. Victoria: Oxford University Press.

Strand 2: Social Development

Unit 3: Interpersonal Relationships and Health

Content Standard 2.8: Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationship.

Benchmark 9.2.8.4: Analyse behaviour in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage.

Topic: Personal Behaviours in a Dating Relationship

Essential Questions

- What are the respectful personal behaviours in a dating relationship?
- How can one's personal behavior in a dating relationship enhance dignity, respect and responsibility on oneself and others?

Essential knowledge, skills, attitudes and values	
Knowledge (Concept)	Respectful personal behaviours in a dating relationship Respectful and healthy ways to encourage dignity, respect and responsibility.
Skills	Critical Thinking Skills - Use analytical skills of analysing and researching
Attitudes	Open-minded and responsible
Values	Trust and mutuality and love

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

- Examine respectful personal behaviours in a dating relationship that will enhance dignity, respect, and responsibility relating to marriage.

Content Background

"Most good relationships are built on mutual trust and respect." – Mona Sutphen

Following are behaviours that can build trust quickly;

1. Mistakes must be admitted in the first place

Everyone makes mistakes, but not everyone owns up to them. If a person's objective is to create trust, then admitting the mistake is an option. The saying, "The cover-up is worse than the crime?" This is especially true when the person is seeking to establish a reputation for trustworthiness.

2. DWYSYWD

'Do What You Say You Will Do'. Consistent, dependable and reliable behaviour is one of the most expeditious ways to earn trust if they make a promise, keep their word and follow through to the best of their ability. Most people try, but sometimes things fall through the cracks. Minimising these mistakes should help a person quickly build trust.

3. Give trust

Commitment and trust is a reciprocal action. That is, what one person wants to be and how one person wants others to treat him or her well

4. Listen mindfully

Mindfulness is observation without judgment. To think of the people an individual considers to be the most trustworthy in his or her life can result in that person willing to listen to him or her no matter the individual's state of mind. Mindful (or active) listening is rare nowadays – a fact which makes the practice invaluable for establishing trust.



5. Show interest

Demonstrating interest helps build relationships and reinforce trust. Showing interest is also critical to developing and maintaining rapport. A person shows interest in someone through being inquisitive and curious. Trust is quickly gained if another person senses his or her sincerity.

6. Be self-aware

Self-awareness is defined as “conscious knowledge of one’s own character, feelings, motives, and desires.” Renowned behavioral psychologist Nan S. Russell calls self-awareness “the missing ingredient’ for building trust. “(Too) often people do not realize the messages that their actions send,” says Russell, “You cannot adjust your actions to communicate what you intend without self-awareness,” and one cannot establish trust when the signals he or she sends are the wrong ones.

7. Be prompt

Chronic poor time management should be considered personally inexcusable. It is also certainly viewed as a sign of disrespect by others. The odds are that if a person does not hold him or herself accountable, then someone else will.

8. Communicate openly

Sometimes being open and honest can be a bit uncomfortable. This is especially true if a person is conflict-avoidant, which many people are and that is okay. Open communication is easier when the person defines his or her intentions during the onset, act politely, and listens intently. Effective communication is the most important aspect of developing trust.

9. Resolve conflict swiftly

Conflict, in any form and to any degree, is counterproductive to establishing trust. Thus, it is important to solve any conflicts arising and to do so quickly and efficiently. It is not necessary to approach conflict with a “conflict-like” mindset. Here is an experiment: “the next time someone gets angry with you – it doesn’t matter if it’s in traffic or at the office, smile politely and nod. You’ll be astonished at some of the responses you get (most will be positive)”

10. Be exemplary

There is no better way to establish a culture of trust in a relationship than to exemplify the behavior. If this sounds like a “blanket solution” for reciprocating trust, that is because it is. An individual makes a conscious decision by telling the truth, being sincere, being responsible and refrains from gossip which communicates to others that they can be trusted. In return, others will find it much easier to trust him or her.

For students to enjoy a dating relationship with their partners they must be aware of such behaviour and so be able to prepare themselves well for later life in marriage.

Performance Assessment: Teachers can organise a group discussion that would require students to examine their own dating relationships promoting respectful and healthy relationships to change for the better.

Suggested Resources

- Child Fund PNG. (2018). *Rights, Resilience. Respect- Skills for safe, equitable and respectful Relationships*. PNG.
- Power of positivity. (2015). *Every day is a day to shine: 10 Behaviors That Build Trust In A Relationship*. Retrieved February 12, 2021, from <https://www.powerofpositivity.com/10-behaviors-build-trust-relationship/>.
- 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.
- Sutphen M. *Most good relationships are built on mutual trust and respect*. Retrieved February 12, 2021, from <https://www.agenda-screening.co.uk/most-good-relationships-are-built-on-mutual-trust-and-respect/>.

Standards-Based Lesson Planning

What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that, a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step the teacher must take to help his/her 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 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
Teacher and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;
 - In what areas has the child shown exceptional ability?
 - What are the child's preferred learning styles?
 - What insights do parents and teachers have about the child's strengths and problem areas?
- Help student to plan every activity in the classroom
- Help students set realistic expectations
- Encourage and promote the student's interests and passions
- Help children set short and long-term academic goals
- Talk with them about possible goals
- Ensure that all students are challenged (but not frustrated) by classroom activities
- Always reinforce students to learn

To help teachers plan and teach effective SBC lessons, two lesson samples from the two (2) strands have been provided. Teachers are encouraged to study the layout of the different components of these lesson plans and follow this design to prepare and teach each lesson. Proper planning of lessons helps the teacher maintain a quality standard teaching pattern aimed at achieving the learning objectives of the topic.

Sample of Standards-Based Lesson Plan

To help teachers plan effective lessons, a sample lesson plan has been provided. Teachers are encouraged to study the layout of the different components of this lesson plan and follow this design in their preparation and teaching of lessons. Planning a good lesson helps the teacher in maintaining a standard teaching pattern which should not deviate from students' learning of the concept from the topic.

Sample

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 9.1.1.1: Evaluate personal core values with personal behaviour (including ethical and performance values).

Topic: Effect of personal core values on personal behaviours

Lesson Topic: What are personal core values?

Grade: 09

Length of Lesson: 40 minutes

This lesson topic was derived from the first learning objective

Essential Knowledge, skills, values and attitudes

Knowledge:

- Personal core values

The content to be covered in this lesson

Skill(s): Critical thinking skills: Use evaluation skill of evaluating to assess the effect of personal core values on behaviour.

Attitudes: Be appreciative of peoples' way of thinking and doing things.

Values: Develop a sense of self-esteem and self-respect for prosperity

Material: Handouts on the lesson topic, Behaviour Management Policy and Behaviour Management: A guide for schools.

Instructional (lesson) Objective(s): By the end of the lesson, students will be able to;

- Define the terms; core, values and personal
- Explain what core values and personal values mean
- Identify and describe types of personal values

From one Learning Objective, a number of specific lesson objectives can be written.

Essential Questions:

- What are core values and personal values?
- What are the types of personal values?

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; - Bring photographs of famous people who have contributed to peace and nobility in the world.(Example; Mother Theresa, Martin Luther King, Nelson Mandela, Ben Carson) <u>Question</u> ➤ Can you name some of these people? ➤ What have they done for their people that has impacted the lives of thousands of people around the world through their actions? ➤ Would you want to become great like these people? Then how will you begin as an individual? - Introduce lesson to the students. There are good and bad things we experience in life, but we would want to gain most out of life through good acts. Today's lesson will discuss what we call personal values.	- Listen and answer accordingly. Possible answers: - <i>Mother Theresa, Martin Luther King, Nelson Mandela, Ben Carson, Dalai Lama</i> - <i>They have shown the world through their good deeds that all people are same and deserve each other's respect and trust. Because they promote and hold within themselves good values. Peace for all, equality and just, mutuality, sustainability, dignity and humanity, kindness and love.</i> - <i>Yes, firstly by acknowledging ourselves that is who we are, respecting ourselves then that should apply to persons that we come across regardless of their gender, race, ethnicity and tribe and language etc.</i>
Body (30 minutes)	
Modelling Show a video (if no video, use their stories) of what these great leaders have done for their people and their impact on the world. - Students view the short clip or read the one of the good deeds of these people then give their views of these great people about what caused them to become such good people who promoted and practiced good values in their lives.	- Listen and do accordingly <i>Possible answers;</i> <i>They love and care for all people regardless of these peoples' status</i>
Guided Practise - Ask students what was common about these great people from the video and story just watched and read.	Listen and answer accordingly. Possible answers: - <i>They love and care for all people</i>

Independent Practice - Distribute handouts or readings on core personal values. - Ask students to do the set activities written on the board. They discuss to get their answers <u>Activity 1</u> (i) Define these words; - core, - values, - personal (ii) What are core values? (iii) What are personal core values? (iv) List and describe cross cutting core values that make up an individual's personal core value.	- <i>Receive handouts and work according to the given instructions.</i> <i>Possible answers to the activities:</i> <u>Activity 1</u> (i) - <i>Core: The essential or fundamental thing that makes up something.</i> - <i>Values: Basic fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us.</i> - <i>Personal: Refers to belonging to or affecting a particular person rather than anyone else.</i> (ii) - <i>Core values refer to the basic fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us.</i> (iii) <i>Personal core values refer to the core values that guides self to aspire in life.</i> (iv) <i>Refer to the handout (Schwartz Theory of Basic Values)</i>
Conclusion (5 in minutes)	
- Ask students if they have learnt something new in this lesson. - Challenge students to do something great like those great characters seen earlier in the lesson introduction.	Listen carefully and do accordingly

Assessment, Monitoring and Reporting

What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of **assessing, evaluating, reporting** and **monitoring** students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective or a specific component of a content standard and progression towards the attainment of a benchmark and content standard.

Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives
- ascertain students' attainment or progress towards the attainment of specific component of a content standard
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level
- communicate to parents, guardians, and relevant stakeholders the performance and progress towards the attainment of content standards or its components
- compare students' performances and the performances of other students

Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasizing on tasks that should encourage deeper learning
- be an integral component of a course, unit or topic and not something to add on afterwards
- a good assessment requires clarity of purpose, goals, standards and criteria
- of practices that should use a range of measures allowing students to demonstrate what they know and can do
- based on an understanding of how students learn
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment
- improving performance that involves feedback and reflection
- on-going rather than episodic
- given the required attention to outcomes and processes
- be closely aligned and linked to learning objectives, benchmarks and content standards

Standards-Based Assessment Types

In Standards-Based Assessment, there are three broad assessments types.

1. Formative Assessment

Formative assessment includes ‘assessment *for* and *as*’ and is conducted during the teaching and learning of activities of a topic.

Purposes of assessment for Learning

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning.
- Help teachers to make inferences about student learning to inform their teaching.
- Provide continuous feedback to both students and teachers which enables them to monitor progress, identify and address gaps and errors in learning.

Purposes of assessment as Learning

- Occurs when students reflect on and monitor their progress to inform their future learning goals
- Helps students to continuously evaluate, reflect, and improve their own learning
- Helps students to understand the purpose of their learning and clarify learning goals

2. Summative Assessment

Summative assessment focuses on ‘*assessment of learning*’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of assessment of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for next stage of learning

3. Authentic Assessment

- Is performed in a real life context that approximates as much as possible, the use of a skill or concept in the real world.
- Is based on the development of a meaningful *product, performance or process*
- Students develop and demonstrate the application of their knowledge, skills, values and attitudes in real life situations which promote and support the development of deeper levels of understanding.

Authentic Assessment Criteria

Authentic assessment refers to assessment that:

- Looks at students actively engaged in completing a task that represents the achievement of a learning objective or standard
- Takes place in real life situations
- Asks students to apply their knowledge, skills, values and attitudes in real life situations
- Students are given the criteria against which they are being assessed

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers, then judge the quality of the student's work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

i. Products

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster
- Video a class game or performance and write a broadcast commentary
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
- Write the skill cues for a series of skill photo's
- Create a brochure to be handed out to parents during education week
- Develop an interview for a favourite sportsperson
- Write a review of a dance performance
- Essays
- Projects

ii. Process Focused Tasks

It shows the thinking processes and learning strategies students use as they work such as;

- Survival scenarios
- Problem solving initiative/adventure/ activities
- Decision making such as scenario's related to health issues
- Event tasks such as creating a game, choreographing a dance/gymnastics routine, creating an obstacle course
- Game play analysis
- Peer assessment of skills or performances
- Self-assessment activities
- Goal setting, deciding a strategy and monitoring progress towards achievement

iii. Portfolio

This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress.

iv. Performances

It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” or “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a student’s demonstration or performance must be. They include explanations of how well students must demonstrate the content, explaining how good is good enough.

Performance standards:

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

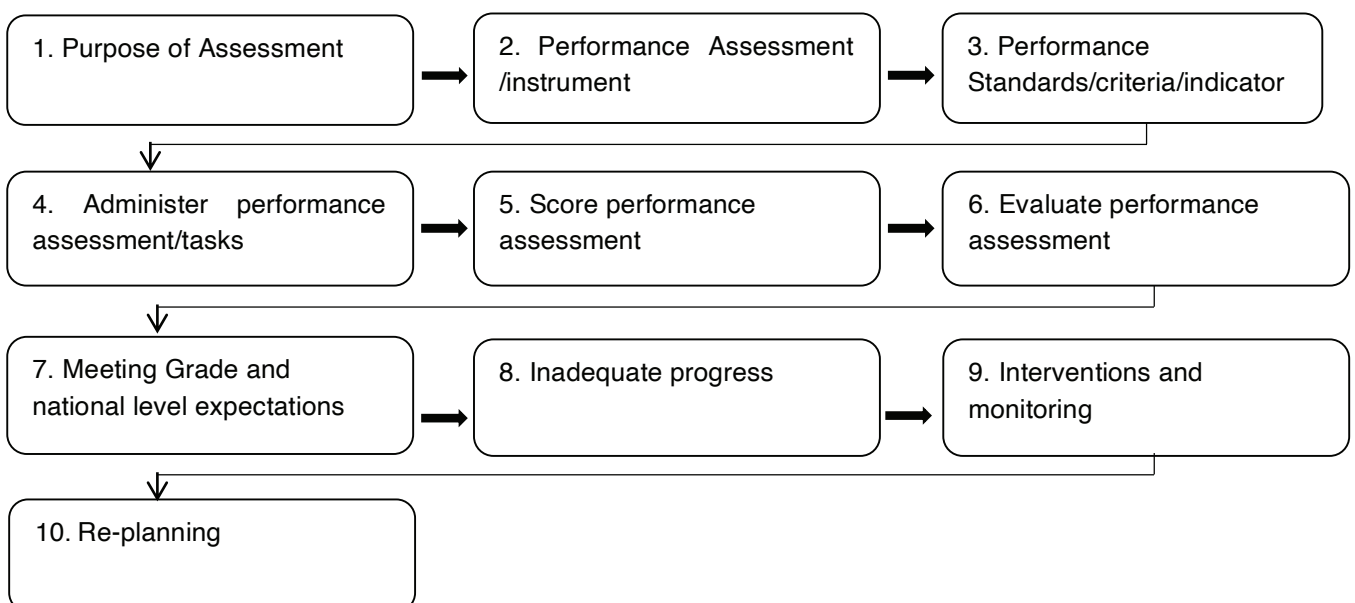
Assessment Strategies

It is important for teachers to know that, assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about student’s strengths and weaknesses. Relying on only one method of assessing will not reflect student’s achievement. Provided in the appendices is a list of suggested strategies you can use to assess student’s performances. These strategies are applicable in all the standards-based assessment types.

Please refer to Appendix 5 to see the suggested strategies.

There are different performance assessment methods and assessment strategies for assessing students’ learning and performance on significant components of content standards.

Standards-Based Assessment Cycle



Scoring Students' Assessment

Assessment scoring methods describe how students' assessment tasks will be scored.

The most commonly used methods of scoring students' assessment are:

- i. Checklists
- ii. Rating Scales
- iii. Rubrics

Students' performance is assessed and scored using:

- i. a set of well-defined criteria
- ii. performance standards or indicators,

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the standards. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the **quality** of the descriptors chosen for assessment.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations and students can use them as self-assessment tools. Teaching students to use descriptive words, such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. Rating scales also give students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

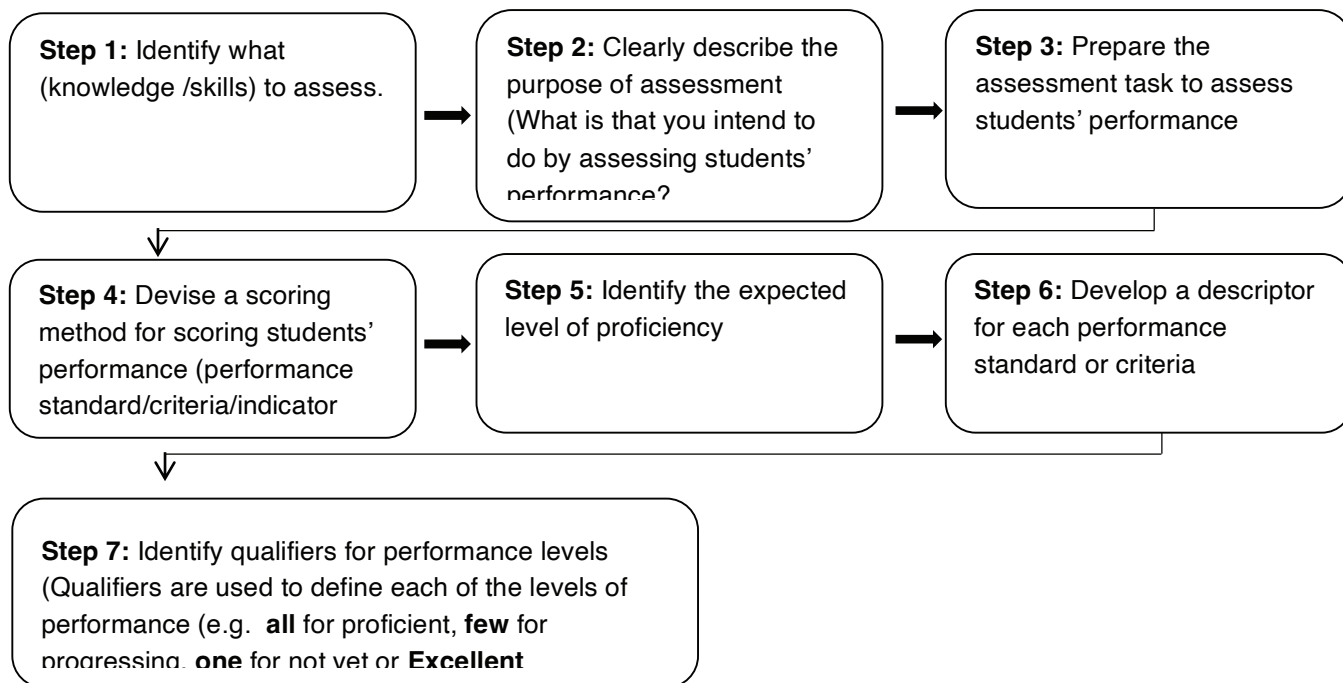
Rubrics are recognized as a way to effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics in a teaching

resource provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

However, regardless of which method is used, students' performance, proficiency, and quality of learning should be meaningfully and effectively measured. This will help ascertain if students are meeting grade-level expectations and progressing towards meeting the content standard.

Standards Based Assessment Process

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student's learning as well as evaluating their progress towards meeting national and grade –level expectations.



There are assessment samples provided here to guide teachers when preparing assessment for students. There are samples of;

- i. formative assessment
- ii. summative assessment
- iii. authentic assessment
- iv. STEAM assessment

Teachers are encouraged to give a variety of assessments using different strategies on one topic to test the understanding and achievement of a content standard and a benchmark by individual student.

Assessment Samples

Formative Assessment Samples

This type of assessment is conducted during students' course of learning hence the results they obtain are used as evidence by teachers to measure their progress of learning. That is whether they are proficient or have mastered the essential knowledge, skills, and values of the content as per the benchmark meeting the content standard.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 9.1.1.1: Evaluate personal core values with personal behaviour (including ethical and performance values).

Topic: Effects of personal core values on personal behaviour

Lesson topic: Personal core values

What is the assessment?

Demonstration of the core values of universalism.

Assessment Task

The students will demonstrate the core values of universalism to others in the school for a week.

What is the purpose of this assessment?

To ensure students promote values of universalism in school which should also be extended to their homes and the community they live in.

Assessment Scoring- Rating

Class: _____ **Date:** _____

Name of student: _____ **Mark:** ____/15

Instruction: Students are to promote personal core values of universalism for a week.

Performance criteria/standard		Always (3)	Usually (2)	Sometimes (1)	Never (0)
Day	Universalism Values				
Monday - Tuesday	Equality and wisdom				
Wednesday	Peace				
Thursday –Friday	Justice and sanctity of life				

Summative Assessment Sample

This type of assessment is given at the end of the study of a topic or at the end of learning for students.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 9.1.1.1- 9.1.1.2: (Assessment will be based this BM's)

Purpose of this assessment

The purpose of this assessment is to measure student's achievement of the benchmark, which is for students to use analysis skills of identifying their personal core values and examine its importance in their lives.

Expected level of proficiency

- Identify personal core values of their lives
- Examine personal core values of their lives and its importance in their lives

Performance Task

Students will write about their personal core values and its importance in their lives.

Assessment Strategy

An essay; Students will write an essay answering the following;

- What kind of value do you possess?
- Why do you promote this value?
- How has this value impacted your life to date?
- How do you think it will impact your life in the future?

This essay will be out of 20 marks.

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 are the analytical rubrics and the holistic rubrics.

Analytical Rubrics Sample

The analytical rubrics take time to create as it assesses in detail the performance tasks given. Given is a sample of the analytical rubrics.

Performance standards/Criteria	Advance (Excellent)	Proficient (Good)	Progressing (Fair)	Not Yet (Beginning)	Score
The importance of having personal core values in their lives. (15 marks)	Explicit and detailed explanations of their personal core values	Good explanation of their personal core values	Fair explanation of their personal core values	Explanation does not make clear connections to the theme	___15
	15	11 - 14	6 - 10	0 – 5	
Have proper title (1 marks)	Exceptional title	Good title	Fair title	Title does not connect to theme of the writing	___/1
	1	0.6 - 0.9	0.3 - 0.5(1/2)	0 - 0.2	
Neatness of work (2marks)	Very neat	Neat	Fair	Needs to be tidy	___/2
	2	0.6 - 1.9	06 - 1	0 - 0.5 (1/2)	
Four to five paragraphs (2 marks)	Kept within the set paragraphs with substance	Has written more	Has written less	No paragraph shown in the essay	___/2
	2	0.6 - 1.9	06 - 1	0 - 0.5 (1/2)	
TOTAL					___/20Marks

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.

Strand 1: Values and Character Development

Unit 1: Values and Character Formation

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

Benchmark 9.1.1.1- 9.1.1.2: (Assessment will be based on this BM's)

Purpose of this assessment

The purpose of this assessment is to measure student's achievement of the benchmark, which is for students to use analysis skills of identifying their personal core values and examine its importance in their lives.

Expected level of proficiency

- Identify personal core values of their lives
- Examine personal core values of their lives and its importance in their lives

Performance Task

Students to carry out a research about great people who have impacted millions of lives around the world through their kind deeds. They then act out and create video which should show the values of this great people.

Assessment Strategy

A project; Students get into groups of 5 and will be given 2 weeks to do this assessment. They will do the following;

1. Do a biography of one of the greatest people who have impacted the lives of millions of people around the world. (Mother Theresa of India, Martin Luther King of USA, Nelson Mandela of South Africa etc...)
2. Act out a part of their life demonstrating their kind act and make a video and present to the class.
3. All students in the group must dress up as actors and they do the skit. The skit should be no more than 10 minutes.
4. One person to summarize the video presented (3 minutes).

This assessment is out of 30 marks.

Analytical Rubrics

Performance standards/Criteria	Advance (Excellent)	Proficient (Good)	Progressing (Fair)	Not Yet (Beginning)	Score
Biography of the leader (15marks)	All details captured with photographs, memoirs and attached	Few details missing but with photographs and other attachments attached	Some details are missing but the photographs and other attachments attached are relevant	A lot of information missing and a attachments are less than 2	____/15
	15	11 - 14	6 - 10	0 - 5	
Video (10 marks)	Outstanding act demonstrating the values of the leader	Good act demonstrating the values of the leader	Satisfactory act demonstrating the values of the leader	Poor act demonstratin g the values of the leader	____/10
	10	7-9	4-6	0-3	
Summary (5 marks)	Spoke within time frame of 3 minutes clearly showing very good knowledge of the values upheld by the great leaders they acted about.	Spoke within time frame of 3 minutes and showed good knowledge of the values upheld by the great leaders they acted about.	Spoke beyond the time frame of 3 minutes showing fair knowledge of the values upheld by the great leaders they acted about.	Spoke beyond the time frame of 3 minutes showing poor knowledge of the values upheld by the great leaders they acted about.	____/5
	5	4	3	0-2	
					____/30 Marks

Holistic Rubrics

The holistic rubrics are used to assess students overall achievement on an activity or item based on predefined achievement levels. It is usually written as a general statement.

Given is a sample of the holistic rubrics.

Sample

Score			Criteria
___/30Marks	%	Grade	
26-30	71-100%	A	The biography gives a detailed description of the leader's life and important contributions they have made for their people and the world. The video shows excellent drama of the values that these leaders promoted and portrayed at all times and the presentation was with confidence.
16-25	51 - 70%	B	The biography gives some description of the leader's life and one important contribution they have made for their people and the world. The video shows good drama performance of the values that these leaders promoted and portrayed at all times however the presentation needed a bit more confidence.
6-15	11 - 50%	C	The biography gives few detailed description of the leader's life and important contributions they have made for their people and the world. The video shows fair drama performance of the values that these leaders promoted and portrayed at all times however the presentation lacked confidence.
0-5	1 – 10%	D	The biography lacked a lot of details of the leader's life and important contributions they have made for their people and the world. The video shows general lack in confidence.

The score is out of 30 marks (points), if the child scores 18 this means the grade awarded will be within the range of 51-70%. To be precise the percentage rating would be calculated as;
 $18/30 \times 100 = 53\%$. The grading would be an B [Say B(-)].

Planning and Programming

Yearly Program Sample

Given is the yearly program for this grade. Teachers must refer to the respective grade syllabus and the Teacher Guide to collaboratively plan and teach these topics.

Strands	Terms	Units	# of topics and Benchmarks
1. VALUES AND CHARACTER DEVELOPMENT	ONE	1. Values and Character Formation	18
	TWO	2.Responsible Decision-making	9
		3.Problem-solving an conflict management	14
			41
2.SOCIAL DEVELOPMENT	THREE	1.Health and well being	18
	FOUR	2.Health Decision-making	10
		3.Interpersonal Relationships and health	7
			35

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>09</u>				Term: <u>01</u>
Strands	Units	Weeks	Topic (Benchmarks)	Assessment
1. Values and Character Development	Values and Character Formation	1	9.1.1.1: Effects of personal core values on personal behaviour 9.1.1.2: Appreciating personal core values	<u>Authentic Assessment:</u> Develop rubrics for this assessment task which they perform a drama on the values demonstrated by great leaders such as PNG's founding father Sir Michael Somare, Martin Luther King of USA, etc. (Use your discretion)
		2	9.1.1.3: Values influencing family attitudes and behaviours 9.1.1.4: Impacts of family values that have influenced family behaviours and attitudes 9.1.1.5: Ways of improving family values to enhance relationships 9.1.1.6: Consequences of adopting alternative family values	<u>Summative:</u> Develop rubrics for this assignment about family values family values for CS 9.1.1.3 – 9.1.1.6.(Use your discretion)
		3	9.1.2.1: Meeting community needs 9.1.2.2: Ethical dilemmas	<u>Summative:</u> Conduct a short Test which should have rubrics (Use your discretion)
		4	9.1.2.3: Behaviours of good character 9.1.2.4: Moral and ethical behaviours based on life-long learning skills	
		5	9.1.3.1: Characteristics of a caring relationship and hurtful relationship 9.1.3.2: Managing personal behaviour that contribute to caring relationships	<u>Formative:</u> Develop rubrics for demonstrating caring relationships and combating hurtful relationship. (Use your discretion)
		6	9.1.3.3: Citizenship values and principles promoting caring relationships 9.1.3.4: Impacts of demonstrating caring relationships in different contexts	
		7	9.1.4.1: How to communicate respectfully and effectively in diverse environment/culture 9.1.4.2: Impact of applying active listening skills in a conversation	<u>Authentic:</u> Develop rubrics for this assessment task which is for students to demonstrate respect in diverse environment. (Use your discretion)

		8	9.1.4.3: Ways to respond to ethical issues in life 9.1.4.4: Utilising multiple-media technologies ethically and respectfully	Summative: Develop rubrics for an assignment which is for students to demonstrate respect on multi-media technology using these Bm's (topic)
		9	9.1.5.1: Assessing lessons learnt from personal experiences: At home or school 9.1.5.2: Developing responsible decision-making skills at personal level	Formative: Use rubrics to assess student's response to awareness by invited stake holders (Police officers, nurse etc.). Students may write a report or answer questionnaires. (Use your discretion)
		10	9.1.5.3: Skills and habits of applying standards of behaviour when enquiring on students decisions	Summative: Conduct a Test (Use your discretion)

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	Evidence outcomes are indicators that indicate students' mastery of essential

Outcomes	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 knowledges, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

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Appendices

Appendix 1: Bloom's Taxonomy

Level of Understanding	Key Verbs
Creating Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesize, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
Evaluating Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritize, provoke, rank, rate, select, support, monitor,
Analyzing Can the student distinguish between the different parts?	Analyzing, characterize, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organize, outline, relate, research, separate, experiment, question, test,
Applying Can the student use the information in a new way	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
Understanding Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
Remembering Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

Appendix 2: 21st Century Skills

Ways of Thinking	Creativity and innovation • Think creatively • Work creatively with others • Implement innovations Critical thinking, problem solving and decision making • Reason effectively and evaluate evidence • Solve problems • Articulate findings Learning to learn and meta-cognition • Self-motivation • Positive appreciation of learning • Adaptability and flexibility
Ways of Working	Communication • Competency in written and oral language • Open minded and preparedness to listen • Sensitivity to cultural differences Collaboration and teamwork • Interact effectively with others • Work effectively in diverse teams • Prioritise, plan and manage projects
Tools for Working	Information literacy • Access and evaluate information • Use and manage information • Apply technology effectively ICT literacy • Open to new ideas, information, tools and ways of thinking • Use ICT accurately, creatively, ethically and legally • Be aware of cultural and social differences • Apply technology appropriately and effectively
Living in the World	Citizenship – global and local • Awareness and understanding of rights and responsibilities as a global citizen • Preparedness to participate in community activities • Respect the values and privacy of others Personal and social responsibility • Communicate constructively in different social situations • Understand different viewpoints and perspectives Life and career • Adapt to change • Manage goals and time • Be a self-directed learner

- Interact effectively with others

Appendix 3: Teaching and Learning Strategies

Strategy	Teacher	Students
Case Study Used to extend students' understanding of real life issues	Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.	Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.
Debate A method used to increase students' interest, involvement and participation	Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/standard to be achieved.	Conduct researches to gather supporting evidence about the selected topic and summarising the points. They are engaged in collaborative learning by delegating and sharing tasks to group members. When debating, they improve their communication skills.
Discussion The purpose of discussion is to educate students about the process of group thinking and collective decision.	The teacher opens a discussion on certain topic by asking essential questions. During the discussion, the teacher reinforces and emphasises on important points from students responses. Teacher guide the direction to motivate students to explore the topic in greater depth and the topic in more detail. Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.	Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.
Games and Simulations Encourages motivation and creates a spirit of competition	Being creative and select appropriate games for the topic of the lesson. Give clear	Go into groups and organize. Follow the instructions and play to

and challenge to enhance learning	instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.	win
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 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	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

collectively		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	Posters are often designed to appeal to peers. The audience of a poster is the people. However, a poster can also be handed in as a standalone. A poster presents the most important information. A poster is a temporary promotion of an idea, product, or event put up in a public space for mass consumption. Typically, posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Wikipedia
Video Analysis	Is the process in which video sequences are analyzed and summarized (according to their visual contents) into still images. Video content analysis or video content analytics (VCA), also known as video analysis or video analytics (VA), is the capability of automatically analyzing video to detect and determine temporal and spatial events.
Reflective Writing	Reflective writing is an analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, or memory and adds a personal reflection on its meaning. Wikipedia Reflective writing is a type of writing where by a person forms a personal response to experiences, situations, events or new information. It is a 'processing' phase where thinking and learning take place. There is neither a right nor a wrong way of reflective thinking, there are just questions to explore. Reflective writing process starts with you. Before you can begin to assess the words and ideas of others, you need to pause and identify and examine your own thoughts. Doing this involves revisiting your prior experience and knowledge of the topic you are exploring. It also involves considering how and why you think the way you do. The examination of your beliefs, values, attitudes and assumptions forms the foundation of your understanding. Reflective thinking demands that you recognise that you bring valuable knowledge to every experience. It helps you therefore to recognise and clarify the important connections between what you already know and what you are learning. It is a way of helping you to become an active, aware and critical learner.
Projects	A project is any undertaking, carried out individually or collaboratively and possibly involving research or design, that is carefully planned to achieve a particular aim. Wikipedia
Observation Reports	The Observation Report is used to provide a summary of the data collected in the Observation Schedule for one complete session. Refer to the Observation Report Notes for tips on completing the Observation Schedule

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