



DEPARTMENT OF EDUCATION

GRADE 9
PERSONAL DEVELOPMENT
UNIT 4



THE PAPUA NEW GUINEA WAY



FLEXIBLE OPEN DISTANCE EDUCATION
PRIVATE MAIL BAG, WAIGANI, NCD
FOR DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA

PERSONAL DEVELOPMENT

GRADE 9

UNIT 4

THE PAPUA NEW GUINEAN WAY

TOPIC 1	PAPUA NEW GUINEA IDENTITY
TOPIC 2	CONFLICT RESOLUTION SKILLS
TOPIC 3	THE SPIRITUAL WORLD AND BELIEFS
TOPIC 4	PAPUA NEW GUINEAN WAY IN THE FUTURE

ACKNOWLEDGEMENTS

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DIANA TEIT AKIS

PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 - 2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



UKE KOMBRA, PhD

Secretary for Education

UNIT INTRODUCTION



Dear Student,

Welcome to Unit 4 of the Grade 9 Personal Development Course. This Unit is called **THE PAPUA NEW GUINEAN WAY**. You will study it, using the steps suggested in the **Study Guide** on the next page.

This Unit is based on the National Department of Education approved Syllabus for conventional high school Personal Development. So you will study at home what High school students study in school.

The four Topics in this unit are:

1. **Papua New Guinea Identity**
2. **Conflict Resolution Skills**
3. **The Spiritual World and Beliefs**
4. **PNG Ways in the Future**

In Topic 1 – **Papua New Guinea Identity** – You will learn about PNG Identity, Symbols of PNG Identity, Social Systems and Ceremonies, Rituals and beliefs.

In Topic 2 – **Conflict Resolution Skills** – You will learn about Managing and Solving Problems, Customary Law, The Court System, Constitutional offices and Rights and Responsibilities in Courts.

In Topic 3 – **The Spiritual World and Beliefs** – You will learn about Myths, Sorcery and Witchcraft, Types of religions and Christianity.

In Topic 4 – **PNG Ways in the Future** – You will learn about PNG Ways in the Past, Contemporary PNG and PNG in the Past, Present and Future.

Each Topic has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Topic. When you complete a Topic, you will then complete the **Topic Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Unit.

We hope you will enjoy studying this Unit for your Personal Development.

STUDY GUIDE

Follow the steps given below and work through the lessons.

- Step 1** Start with Topic1, Lesson 1 and work through it in order.
- Step 2** When you complete Lesson 1, you must do Practice Exercise 1.
- Step 3** After you have completed the exercise, you must correct your work. The answers are given at the end of each Topic.
- Step 4** Then, revise well and correct your mistakes, if any.
- Step 5** When you have completed all these steps, tick the check-box for Lesson 1, on the content page, like this:

☒

Lesson 1: Papua New Guinea identity

Then go on to the next lesson. You are to repeat the same procedure until you complete all the lessons in a Topic.

As you complete each lesson, tick the box for that lesson on the content page, like this <input checked="" type="checkbox"/> This will help you check your progress.

Assignment: Topic Test and Unit Test

When you have completed all the lessons in a Topic, do the Topic Test for that Topic, in your Assignment Booklet. The Unit book tells you when to do this.

Marking:

The Topic Tests in each **Assignment** will be marked by your **Distance Teacher**. The marks you score in each Assignment will count towards the final result. If you score less than 50%, you will have to repeat that Assignment.

Remember, if you score less than 50% in three (3) Assignments, your enrolment will be cancelled. So, you are encouraged to do your work carefully and make sure that you pass all Assignments.

ALL THE BEST IN YOUR STUDIES!

TOPIC 1

PAPUA NEW GUINEA IDENTITY

In This Topic You Will Learn About:

- Papua New Guinea Identity
- Symbols of National Identity
- Social Contract
- Social Systems
- Ceremonies, Rituals & Beliefs

TOPIC 1: Papua New Guinea Identity

In Topic 1 on Papua New Guinea Identity, you will:

- define PNG identity
- identify aspects of PNG identity
- identify own identity
- define symbols
- identify national symbols
- define big-man system
- identify aspects of big-man system
- define ceremonies, rituals & beliefs and
- identify the difference between ceremonies, rituals & beliefs

In doing so, you will learn more about Papua New Guinea Identity.

We hope you will enjoy studying this Topic.

Lesson 1: Papua New Guinea Identity



Welcome to lesson 1 of unit 4. In this lesson you will learn about Papua New Guinea identity.



Your Aims:

- define Papua New Guinea identity
 - identify aspects of PNG identity
 - identify own identity
-

What is identity?

The Mini Oxford Dictionary (2008) says that identity is what identifies somebody or something. In this lesson, we will concentrate on the important characters that identify people. These set of characteristics are essential to the self because individuals recognise as belonging uniquely to himself or herself and constitute his/her individual personality for life. Examples of these characters include family, culture, belief, language, land, etc.

What is Papua New Guinea Identity?

Papua New Guinea is a country with many different kinds of people with 800 plus languages, cultures and traditions. Many of these differences developed because our people were separated by high mountains and valleys, big rivers, swamps and the sea.

However, although there are differences between our people, we still have a lot in common and have a strong sense of identity as Papua New Guineans. This means that our people understand that we all belong to one country and feel proud because we are special. For example, when we see athletes like swimmer Ryan Pini or weightlifter Dika Toua who took part in the Olympic Games in Beijing in 2008, we all felt proud because they represented the whole country and we want other people to know that we can compete with the best athletes in the world. Other athletes that took part in the games were also able to tell that our athletes were from Papua New Guinea just by looking at our flag.

In PNG most people believe in sharing with their *wantoks* and also belief that all people are equal and should have equal opportunities. These are some of the many things that give rise to PNG Identity.

**Activity 1.1****a. Explain what Identity is.**

b. Explain what Papua New Guinea Identity is.

What is an Aspect?

An aspect is a part or piece of something. It could be a feature of or characteristic of something (Oxford English Mini Dictionary, 2008). An aspect of something could be discussed according to its appearance to the eye, from a view or point of view and from the exposure to a particular influence, climate or direction. An aspect is a part of a whole.

Aspects of Papua New Guinea Identity

Aspects of Papua New Guinea identity include all the characteristics that are important to Papua New Guinea as a nation because they constitute its own unique identity. These characteristics are essential to PNG because Papua New Guineans can be recognised as belonging to; this country, a particular cultural group, a language speaking group, a particular geographical location, a particular family or a particular tribe.

For example, Sepik masks are a symbol of the Sepik Basin of Papua New Guinea which displays a rich and varied creative tradition of the Sepik people. Another example of an aspect of identity is your name, which gives you a sense of identity as an individual and you will respond whenever you hear your name being called. You also have an identity as a Papua New Guinean. Some aspects that make our national identity are discussed below.

Some examples of aspects of Papua New Guinea Identity**I. Family**

A family is a group of people who are closely related by birth, marriage or adoption. Everybody belongs to a family and in PNG the extended family is found in most places.

You live with lots of relatives or with two parents or a single parent. Your parents and other carers are able to care for you and help you. They get used to caring for you that it can be hard for them to let you make your own decisions. They also have commitments and responsibilities to other members of your family organization.



In Papua New Guinea the extended family is the most common unit of social organization

II. Kinship

Kinship is a relationship that we have with another people. Kinship includes the relationship or connection in our own family because we come from parents and grandparents, and also includes the relationship we have with other families because people from one family get married to people from other families. It can also include the other relationships that you have with other people in your village such as neighbours, visitors, or friends from neighbouring villages.

Kinship is a relationship that we have with other people.

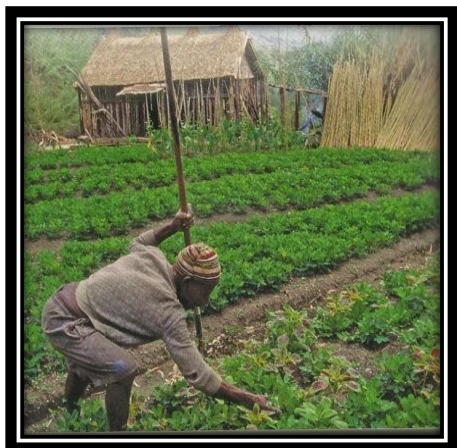


The diagram above shows the various relationships that these women have with each other.



III. Land

In the rural areas the people's most important asset is their land. Nearly all the land in PNG is owned by the people. Most people are subsistence farmers and need land for gardens, hunting and fishing. Land is very valuable and used to grow food for 85 percent of the population. It is expected that people help with the gardens, either clearing the land or growing the plants.



The diagram shows how important land is to the people of Papua New Guinea. Land provides for most all the needs of people.

Communities have their rules about the use of their land and the way that is passed to the next generation. Usually land stays with the same clan and is passed down through the father or mother's family. There is a very strong connection between people and their land.

There is a very strong connection between people and their land



IV. Culture

A group of people who think and behave in a similar way are said to share a culture. Culture is a way of life for a society that is passed down from generation to generation. It includes languages, the way people dress and the way they behave, their beliefs and religion. Most young people belong to a number of different cultures such as family, workplace, school, village, and sporting groups. Your culture is an important part of your life. You have learnt your beliefs, values, traditions, customs and how to live from your parents and relatives since you were a child. It may also determine your language, forms

of communication, non-verbal behaviour, personal grooming, family obligations, foods eaten and work ethics.



The diagram shows storytellers from Goroka, Eastern Highlands, who depict spirit beings, delight in the tales of ancestors and the powers of nature. Their pleasing to the eye culture resounds with vocalizations and exacting impressions reflect life amid dense forests, steamy canyons, and unsteady skies.

Your Culture affects the way you act when you meet people, how you speak to someone, what to think about as man and woman, how to express anger, who you will marry, what you talk about with people and or what you think will happen when you die and so on.

A group of people who think and behave in a similar way are said to share a culture.

V. Spirituality

Spiritual things are those that are concerned with what it means to be a human being and your purpose in the world. Spirituality is also linked to religious belief and to faith, to the path or road that we take in life and what happens to us after we die.

VI. Physical Features

Our physical features such as the people's height, skin colour, type of hair, the colour of eyes, the natural built of Papua New Guineans are some features that identify us as Papua New Guineans. We can easily be distinguished from other people because of our physical features.

Identifying your Identity

Being a Papua New Guinea also requires you to have an individual identity. Your personal identity is also developed from all the aspects that are being discussed earlier in the lesson. While growing up, you develop a personal identity that identifies you as a unique individual. However, this identity also identifies you with your family, your culture, your tribe, your language and your country Papua New Guinea. Your identity as a Papua New Guinean makes you belong to PNG as your home.

In forming your identity as a Papua New Guinean, you probably have adopted some practices, values, attitudes and standards that promote patriotism to your country. An example of such a value is national solidarity that is witnessed during the Independence celebrations. Being able to identify oneself as a Papua New Guinean gives you the confidence that you know your identity.

Personal Identity

An important part of your social development is working out your personal identity. You will determine likes and dislikes, develop an image and lifestyle, you are happy and comfortable with, and decide on beliefs and values you would like to follow,

In forming your personal identity, you will probably adopt some of the values and standards of your parents. You may choose a respected friend, sports man or famous person to act as a model for your behaviour. During adolescence you will undergo many changes and if you are not prepared for them you may find it difficult to cope and do what you believe is right.

Our personal identity is affirmed by aspects such as the traditional jewels that we wear, the tattoos that are engraved or imprinted on the body, carvings and fabrics, the costumes that we wear during cultural performances or singsings, the languages that we speak and the names that we have.



Activity 1.2

- a. List and discuss 2 aspects of Papua New Guinea Identity that you feel comfortable to discuss.

- i. _____

- ii. _____

b. List 6 things that identify you personally as a Papua New Guinean.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____

c. Summary

- Papua New Guinea is a country with many different kinds of people with 800 plus languages, cultures and traditions



- Although there are differences between our people, we still have a lot in common and have a strong sense of identity as Papua New Guineans.
- A family is a group of people who are closely related by birth, marriage or adoption.
- Kinship is a relationship that we have with other people
- A group of people who think and behave in a similar way are said to share a culture.
- Spiritual things are those that are concerned with what it means to be a human being and your purpose in the world
- Being able to identify oneself as a Papua New Guinean gives you the confidence that you know your identity.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE



Practice Exercise 1

Write about your identity as a Papua New Guinean by describing the importance of each aspect for you.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHECK YOUR ANSWERS AT THE END OF THE TOPIC 1,

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 1.1 Sample answer only.

Identity is what identifies somebody or something. It refers to a set of characteristics that are essential to individuals in order to recognise themselves as belonging uniquely to himself or herself and constitute his/her individual personality for life. Examples of these characters include family, culture, belief, language, land, etc.

Aspect is a part or piece, a feature of or a characteristic of something.

Answers to Activity 1.2 Sample answer only

- a. List and discuss 2 aspects of Papua New Guinea Identity that you feel comfortable to discuss.**

Family

A family is a group of people who are closely related by birth, marriage or adoption. Everybody belongs to a family and in PNG the extended family is found in most places. You live with lots of relatives or with two parents or a single parent. Your parents and other carers are able to care for you and help you.

Kinship

Kinship is a relationship that we have with another people. Kinship includes the relationship or connection in our own family because we come from parents and grandparents, and also includes the relationship we have with other families because people from one family get married to people from other families.

Land

In the rural areas the people's most important asset is their land. Land is very important as it provides for almost all the needs of the people. Nearly all the land in PNG is owned by the people. Most people are subsistence farmers and need land for gardens, hunting and fishing. Land is very valuable and used to grow food for 85 percent of the population. It is expected that people help with the gardens, either clearing the land or growing the plants/crops. There is a very strong connection between the people and their land.

Culture

A group of people who think and behave in a similar way are said to share a culture. Culture is a way of life for a society that is passed down from generation to generation. It includes languages, the way people dress and the way they behave, their beliefs and religion. Your culture is an important part of your life.

Spirituality

Spiritual things are those that are concerned with what it means to be a human being and your purpose in the world. Spirituality is also linked to religious belief and to faith, to the path or road that we take in life and what happens to us after we die.

b. List 6 things that identify you personally as a Papua New Guinean.

- i. The language I speak
- ii. The costumes I wear in traditional singsings
- iii. The beliefs, customs/traditions/values I share with my people
- iv. Singing the national anthem and saying the national pledge
- iv. Identifying myself with a surname/family name that is of my origin
- v. Taking part in national events, activities, festivals

Reference

Gr. 9 PD student book – Dianne McInnis

Gr. 9 PD student book – Kenneth Rouse

Internet & others.

Lesson 2: Symbols of National Identity



Welcome to lesson 2 of unit 4. In the last lesson you learnt about Papua New Guinea identity. In this lesson you will learn about symbols of national identity.



Your Aims:

- define symbol
 - identify symbols of national identity
 - identify traditional beliefs
-

What is a Symbol?

A symbol is a thing representing something else. It is also a character with a fixed meaning (Mini Oxford Dictionary, 2008). A symbol is a sign, shape or object which is used to represent something else. An example of a symbol is the bird of paradise on our currency, flag and buildings. Other examples of symbols include shell money, dog's teeth, bird's feathers and some plants and animals that are found only in PNG.

Symbols used to express National Identity

When preparing for special events like Independence or promoting national identity, leaders and people who perform different arts or dances select symbols to show the country's unique cultural and natural diversity, and continuing traditions. The following are a number of different symbols used to express our national identity.

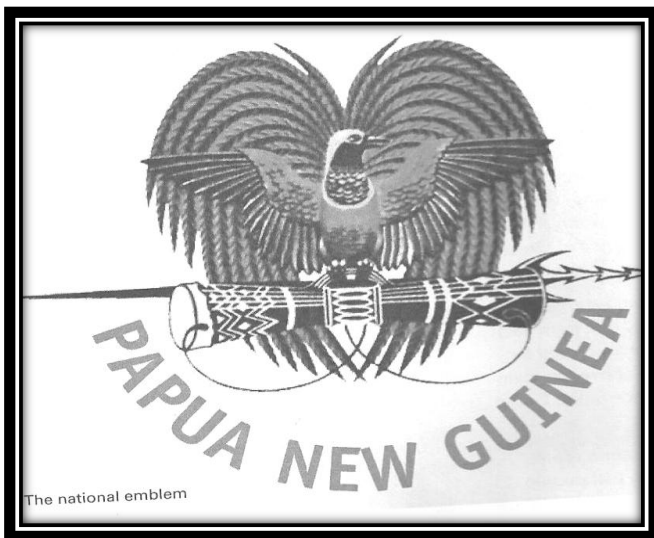
The National Flag



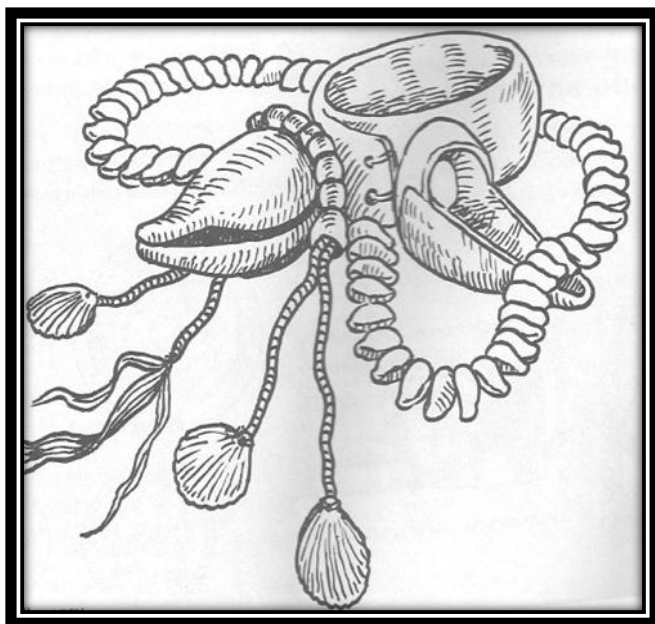
The National/PNG Flag is one of the symbols that are used to show our national identity. The flag is a rectangle divided diagonally from the top left corner to the bottom right. The upper triangle is red with a yellow bird of paradise. This represents Papua New Guinea becoming a country. The lower triangle is

black with five white stars representing the Southern Cross, which symbolizes the country's close relations with other South Pacific countries.

The National Emblem



The National Emblem shows a kundu drum and spear together with a bird of paradise with its wings outstretched. These three things are found in many parts of the country. The emblem can only be used for official purposes. It is found on the cover of the Papua New Guinean passport and it is also used on the letterhead for all government.



The National Currency



The national currency, kina and toea, are named after two types of traditional shell money. These are also items of traditional value. Traditionally, the kina shell is worn around the neck and toea shells on the arms. Before paper and coins money were introduced as permanent forms of money, people used a variety of other objects to serve as money for trading goods. An example of an early form of money was the dogs' teeth.

The National Parliament Haus



The Parliament Haus includes building styles from different parts of Papua New Guinea and also includes carvings and paintings from different provinces. The main building (Block A) is designed in the style of a Sepik Haus Tambaran, and Block B is designed in the style of a Highlands round house. Other symbols that are used in and around the building include:

- The water around the building represents the importance of the sea to PNG.
- Nineteen ancestral marks, one from each province carved in kwila tree above the entrance of the Grand Hall

- The *garamut* drum used to call people together, is carved in the front of the Speaker's desk as a symbol of the work of the Speaker.

The National Anthem

In Papua New Guinea we also show the way we feel about being Papua New Guineans by singing the national song on important occasions or in sports events. The national song reflects a commitment to Christianity its references to the Lord God Almighty.

During important occasions Papua New Guineans will join together to celebrate the events with the national song being sung every time. The national song was written by a bandmaster of the Royal Papua New Guinea Constabulary Band in the 1980's.



**Activity 2.1****a. Explain what a symbol is.**

b. Discuss and list symbols of National Identity

Traditional beliefs as symbols of National Identity

While there are objects that are symbols of national identity, there are other forms of symbols that are very important as well but do not come in the form of objects. Instead, they are in the form of knowledge and beliefs. There are certain traditional beliefs and knowledge that are symbols of national identity to Papua New Guineans. For example, a common belief shared by most Papua New Guineans is a belief that; “when a baby or a small child is taken to new place for the first time, the elders or chiefs of the place sing a song or chant a prayer to the spirits of their ancestors who live and guard this place. By doing this, they are introducing the child to the spirits. Chanting a prayer may mean asking for the recognition and acceptance of the baby as a new member of the tribe. It may also be a gesture to request for the security of the child not to be harmed.

Other traditional beliefs may include the different types of ornaments that people wear around their necks, waists, wrists or ankles as symbols of protection from other bad spirits.

Some examples of traditional beliefs that are symbols of National Identity

i. Characters on carvings, paintings, spears, canoes and buildings

The different characters that are featured on carvings, paintings, spears, canoes, bags, clothing and buildings serve as a national identity because it represents the diversity of this nation, yet united in that one nation. These characters are symbols for protection, pride and identity.

ii. Sacred and protected traditional sites

Sacred and protected traditional sites are another traditional symbol that displays our identity as Papua New Guineans. Every traditional society in Papua New Guinea has several places that are sacred and protected by the people. People believe that these places are sacred because they are home to their spiritual ancestors, or they may be places for special events or special activities. For example, some sacred places are for chanting for a successful hunting or fishing trip. Other places could be for preparing for war and fighting.

IV. Hausman and Hausmeri

This is a traditional practice in most Papua New Guinea societies that is still practiced because of the belief that; knowledge should be passed down from the elderly men to the young men in the Hausman and from elderly women to young women in a Hausmeri. This belief protects the idea of masculinity in the menfolk and femineity in the womenfolk. Although it violates some gender equality issues, it is believed to be a practice that identifies the Melanesian education system; an informal education system that was practiced and used even before the formal education system was introduced.

V. Hunting, Fishing, Singing and Battle grounds

Hunting, fishing, singing and battle grounds are some places that traditional beliefs hold precious. These places are designated specially for these activities because of the environment that is suitable and perfect for such activities.

VI. Traditional knowledge and skills for survival

There are traditional knowledge and skills for survival that are also symbols of national identity. Although, this knowledge and skills may vary from place to

place, the purpose for all these knowledge and skills is survival. Whether it be on land or at sea, during natural disasters or moving into a new environment, the knowledge and skills are always to use their natural surroundings to survive. Papua New Guineans are easily identified by their ability to adopt to any environment and their competency to survive.

VII. Wantokism or Wantok system

Wantokism or the wantok system is traditional practice in PNG (only) that encourages relationships at many different levels and settings. Although it is a Melanesian system of promoting brotherhood and sisterhood, it is sometimes abused in the contemporary Papua New Guinea. The table below describes examples of how the wantok system could be seen at different levels.

No	Levels/Setting	Your wantok could be;
1	Village community	someone who speaks the same language as yourself
2	District	someone who comes from the same village as yourself
3	Provincial	someone who comes from the same district as yourself
4	Regional	someone who comes from the same region as yourself (Highlands, MOMASE, Southern, NGI)
5	National	someone who comes from the same province as yourself or someone you reside with at a residential area in township/ employment site
6	International	someone who comes Papua New Guinea
7	International Regional	someone who comes another Pacific country or a country that Papua New Guinea shares a political border with.

A part from these traditional beliefs, there are other beliefs that are common and shared by most Papua New Guinean Cultures that makes them symbols of National Identity.



Activity 2.2

Identify and describe 1 traditional belief in your area that can be regarded as a symbol of National Identity.

SUMMARY:



You have learnt that:

- A Symbol is a thing representing something else. It is also a character with a fixed meaning.
- When preparing for special events like independence or promoting national identity, leaders and people who perform different arts or dances select symbols to show the country's unique cultural and natural diversity, and continuing traditions.
- The National flag is a rectangle divided diagonally from the top left corner to the bottom right. The upper triangle is red with a yellow bird of paradise. This represents Papua New Guinea becoming a country. The lower triangle is black with five white stars representing the Southern Cross, which symbolizes the country's close relations with other South Pacific countries.
- The national emblem can only be used for official purposes.
- The national currency, kina and toea, are named after two types of traditional shell money
- Parliament Haus includes building styles from different parts of Papua New Guinea. It also includes carvings and paintings from different provinces. The main building (Block A) is designed in the style of a Sepik Haus Tambaran, and Block B is designed in the style of a Highlands round house. The other symbols around the building include the water around the building, the nineteen ancestral marks for each province and the garamut drum.
- The national song reflects a commitment to Christianity, its references to the Lord God almighty.
- There are other forms of symbols that are very important as well but do not come in the form of objects but come in the form of traditional knowledge and beliefs.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE



Practice Exercise 2

Make a list of all the symbols of national identity that you can think of. What other symbols would you add to your list?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

CHECK YOUR ANSWERS AT THE END OF THE TOPIC 1.
--

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 2.1 Sample Answers only

a. Explain what a symbol is.

A symbol is something representing something else. It is also a character with a fixed meaning.

b. Discuss and list symbols of National Identity

- I. **The National Flag** is one of the symbols that is used to show our national identity. The flag is a rectangle divided diagonally from the top left corner to the bottom right. The upper triangle is red with a yellow bird of paradise. This represents Papua New Guinea becoming a country. The lower triangle is black with five white stars representing the Southern Cross, which symbolizes the country's close relations with other South Pacific countries.
- II. **The National Emblem** shows a kundu drum and spear together with a bird of paradise with its wings outstretched. These three things are found in many parts of the country. The emblem can only be used for official purposes. It is found on the cover of the Papua New Guinean passport and it is also used on the letterhead for all government letters.
- III. **The national currency**, kina and toea, are named after two types of traditional shell money. These are also items of traditional exchange. Traditionally, the kina shell is worn around the neck and toea shells on the arms.
- IV. **Parliament Haus** includes building styles from different parts of Papua New Guinea and also includes carvings and paintings from different provinces. The main building (Block A) is designed in the style of a Sepik Haus Tambaran, and Block B is designed in the style of a Highlands round house.
- V. Other symbols that are used in and around the building include the water around the building, which represents the importance of the sea to Papua New Guinea. Nineteen ancestral marks, one from each province, carved in kwila above the main entrance of the Grand Hall. The garamut drum used to call people together, carved in the front of the Speaker's desk as a symbol of the work of the Speaker.
- VI. In Papua New Guinea we also show the way we feel about being Papua New Guineans by singing the **national anthem** on important occasions. The national song reflects a commitment to Christianity and its references to the Lord God almighty.

Answer to Activity 2.2

Individual answers must relate to the examples described in the text.

Reference

Gr. 9 PD student book – Dianne McInnis

Gr. 9 PD student book – Kenneth Rouse

Internet & others

Lesson 3: Social Contract



Welcome to lesson 3 of unit 4. In the last lesson you learnt about symbols of national identity. In this lesson you will learn about social contract.



Your Aims:

- define social contract
 - identify activities that reflect social contract
 - identify common social contracts in PNG
 - identify advantages and disadvantages of social contract
-

What is a social contract?

A social contract is an agreement that is understood by the community that everyone has an obligation to others' wellbeing in the society, for example, when there is a feast everyone contributes to the preparation of the feast.

A social contract can also mean an agreement of social rights and duties. This could involve an agreement among individual people in a society or between the people and their government that outlines the rights and duties of each party. It derives from the ideas of some philosophers who believe that this type of agreement involves people giving up their freedoms and rights in return for benefits such as state protection, human rights and sustaining the environment. Philosophers are social scientists study and try to understand and explain the principles of existence and reality.

Activities that reflect social contract

There are all kinds of activities that reflect social contract in Papua New Guinea. Most activities that reflect social contract in Papua New Guinea are obligations that people willingly or voluntarily take part in while others are forceful. Social contracts that most people agree to and understand why they have to engage in may include preparations for feasts, bride price, festivals, deaths, initiations, traditional singsings and national event celebrations. People freely feel an obligation to other's well-being in such activities as can be seen in the examples discussed below.

a. Examples of activities that reflect social contracts

I. Preparations for feasts, festivals, singsings and celebrations

It is understood by the community that everyone has an obligation to others' wellbeing in the society when it comes to preparation for such occasions. People feel a sense of responsibility to one another when such activities eventuate. They feel that they must participate because it determines their social standing in the community, amongst their families and relatives and also in the jobs or work they could be doing.

II. Preparations for bride price, expenses in deaths (haus-krai), compensation

In such circumstances or activities, people have an obligation to be there for others when they are in need. This is because of the understanding that everyone has their bad times and good times. When one is in trouble, the community feels obliged to give a helping hand. The saying; "What goes around comes around" is a thought that often causes people to help each other in times of need. After all, everyone always encounters some hardships, tragedy, disaster or catastrophe at some point in time.

III. Building or making

Other activities in the community that reflect social contracts may include helping a community member in the building of a new house, canoe, bridge or road. People feel they have to lend a helping hand to someone who is building or making something new for their survival.

IV. Courtesy Visits

here are modern and traditional forms of social contracts

Common social contracts in PNG

Some common social contracts in Papua New Guinea include engaging in relations, signing a contract with the banks or financial institutions, entertaining the wantok system, being a member of any group serving the Public service and being interdependent. Social contracts take many forms but the most common thing in all the social contracts whether big or small is that: there is always some form of agreement or obligation

reached in order to take part in the activity.

Advantages and disadvantages of social contracts

Social contracts have advantages and disadvantages. The table below gives an overview of some advantages and disadvantages of social contracts in Papua New Guinea

Example of Social Contract	Advantage	Disadvantage
Relationships	<ul style="list-style-type: none"> You feel part of a group A feeling of security You know you can get help from your relations in times of need 	<ul style="list-style-type: none"> You feel pressured to help Fear of loss on your part A feeling that there will be no-one around for you when the time comes for you to need their help
Banks/ Financial Institutions	<ul style="list-style-type: none"> People can easily get into a contract with banks or financial institutions when they need large sums of money 	<ul style="list-style-type: none"> Become dependent on banks and financial institutions Feeling of being a slave
Wantok system	<ul style="list-style-type: none"> Feeling of security knowing that wantoks are around to always help Knowing someone can mean easy access to anything 	<ul style="list-style-type: none"> Feel pressured knowing wantoks are around to share your resources with them The feeling of having to return a favour to someone who assisted as a wantok
Public Service /Private oath	<ul style="list-style-type: none"> People receive the service You develop a sense of ownership and responsibility to serve the people of this country 	<ul style="list-style-type: none"> Your life can be dictated by the rules and laws of work Routine jobs become boring
Membership into a group/club	<ul style="list-style-type: none"> You feel part of a group A feeling of security You know you can get help from your group/club members in times of need 	<ul style="list-style-type: none"> You feel pressured to help A feeling that there will be no-one around for you when the time comes for you to need their help Your extra time can be taken up
Interdependence	<ul style="list-style-type: none"> Encourages unity or togetherness Encourages cooperation amongst members 	<ul style="list-style-type: none"> Causes people to rely heavily on each other for assistance and support

Lesson 4: Social Systems- the Big Man Style



Welcome to lesson 4 of unit 4. In the last lesson you learnt about social contract. In this lesson you will learn about social systems-the big man style.



Your Aims:

- define what a Big men system is
 - identify the aspects of a big men system
-

Big men system

The words 'big men' and 'system' have to be explained separately before putting the words together to answer the question- what is a big man system ?



A big man is a traditional leader whom others respect or who holds an important position in a village society

A system is any collection of component elements that work together to perform a task.



A big man system is collection of traditional men who are considered as leaders that work together to perform tasks. These traditional leaders are respected and hold important position in a society.



The "*big man*" concept is a Papua New Guinea concept that is prevalent in the traditional society and is still today (and it is also common in other parts of the world such as some African countries).



The “big man” system is sign of wealth and leadership that is practiced in most parts of Papua New Guinea. The big men is a chief in a village or community setting.



Activity 4.1

Explain what a big man system is.

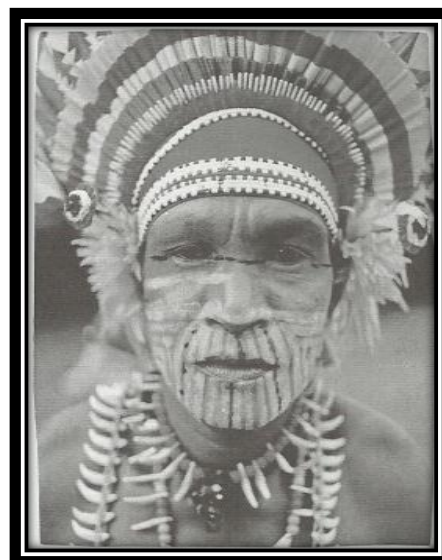


Activity 4.2

Explain why the big man system is important in Papua New Guinea.

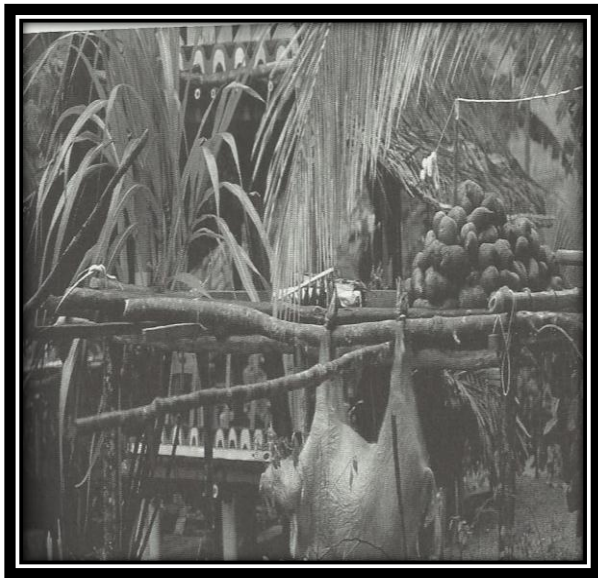
Aspects of a Big men system.

Papua New Guinea is well known for traditional leaders known as big men, who are found in many parts of the country. Traditionally a big man is a leader who demonstrates that they can defend the community, organize the people, and make arrangements and sort out problems. A traditional big man is hardworking, good speaker, intelligent, generous and the husband of more than one wife.



A “Big man” gets their positions by providing feasts, bride price and other exchange needs for their followers. To do this, big men need many wives and followers to raise food and pigs to give away. Hardworking women are men’s most valuable assets. Women work to help to pay back their bride price and help men in raising cash crops.

Wealth



A big man will often work hard for many months to collect together enough wealth from his followers. His tribe may produce enough to exist, but is also saving as much as possible to make their name big among the neighbouring tribes. When he has collected enough, he will give them away to another tribe. If he can give more than the big man of the other tribe, than he has won and the other tribe must provide the next feast. This kind of relationship between people means that people give help to people when they need it and expect other people to help when they need it. In

Papua New Guinea the wealth of a big man is determined by the number of pigs and food and other possessions he has.

Leadership

A big man must have good leadership skills and qualities to lead his people. A good leader must use power in a fair and honest way, sharing knowledge and managing conflict peacefully and fairly.

- Some leaders are born, for example; in many places the position of clan chief is passed from father to son (patrimonial) or mother to daughter (matrimonial). This means the chiefs are leaders by birth. This is called hereditary

- Some leaders are by appointment, for example teachers and principals. This means that if he has good qualities in his community, he can be given the job of a big man.
- When people vote for leaders in a democratic election, they get the opportunity to choose the leader they want, so it's important to choose wisely. When you elect leaders you expect them to be honest, trustworthy people who deserve your respect.

Two of the most important things about a big man are wealth and leadership.



Activity 4.3

Explain the aspects of a big men system.

SUMMARY:



You have learnt that:

- A big man is a traditional leader whom others respect or who holds an important position in a society
- A system is any collection of component elements that work together to perform a task.
- A big man system is a collection of traditional men who are considered as leaders that work together to perform tasks. These traditional men are respected and hold important positions in a society.
- Big man gets their positions by providing feasts, bride price and other exchange needs for their followers. To do this, big men need many wives and followers to raise food and pigs to give away
- In Papua New Guinea the wealth of a big man is determined by the number of pigs and food and other possessions he has.
- A big man must have good leadership to lead his people. A good leader must use power in a fair and honest way.
- Traditional leaders are born (inherit leadership), appointed or elected.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE



Practice Exercise 4

Write about the importance of big man in your area, or in another place that you know. If you don't have big men, then write about the kind of traditional leaders that you have.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

CHECK YOUR ANSWERS AT THE END OF THE TOPIC 1.

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 4.1

A big man is a traditional leader whom others respect or who holds an important position in a society

Answers to Activity 4.2

A Big men system is a collection of traditional men who are considered as leaders that work together to perform tasks. These traditional men are respected and hold important positions in a society.

Answers to Activity 4.3

Type of leadership and wealth

Reference

Gr. 9 PD student book – Dianne McInnis

Gr. 9 PD student book – Kenneth Rouse

Internet & others

Lesson 5 : Ceremonies, Rituals and Beliefs



Welcome to lesson 5 of unit 4. In the last lesson you learnt about social systems-the big man style. In this lesson you will learn about ceremonies, rituals and beliefs.



Your Aims:

- define ceremonies, rituals and beliefs in PNG
 - identify types of ceremonies, rituals and beliefs in PNG
 - identify the difference between ceremonies, rituals and beliefs
-

What is a ceremony?

Ceremonies are an important part of the way of life in Papua New Guinea and help to continue/sustain the culture and develop a feeling of being part of the community. Ceremonies usually take a lot of planning and preparation to make sure that the dance, music, ceremonial objects and food are ready at the right time. A ceremony is a formal activity prescribed by custom, ritual or religious belief.



If ceremonies are prescribed by customs, rituals and beliefs, let us briefly revisit them to help us understand how these aspects can prescribe ceremonies.

What are customs, rituals and beliefs?

A custom is a traditional practice or something that people always do. Or, it could be something that people always do in a particular way by tradition. Some customs become habits as it dictates the way somebody usually or routinely behaves in a particular situation every day of their life. Other customs become traditional laws. This is because they have been long-established and is universal that they have acquired the force of law, for example, a person who kills another person is punished with a death sentence according to laws.

Rituals on the other hand are traditional performances of formal acts. They involve observation of actions or procedures in a set or in a certain order in a ceremonial way. Rituals are formal behaviours of a society that must be observed in a particular pattern or manner that is

established and prescribed formal behaviour for example; in a religious belief, traditional belief or in certain custom.

A **belief** is the general acceptance of something to be true which is usually based on a doctrine, faith, idea, spirits or principle. Unwritten laws (oral rules) that contain directions, instructions and advices that are given to a particular group of people in a society are examples of a belief. **Cultural beliefs** refer to believing certain actions or behaviours of super natural beings like spirits (puripuri in the highlands, sanguma and masalai in the coast) or sorcery and magic.

Customs, rituals and beliefs are all part of ceremonies that all happened together. They can't be separated. They are all a part of each other.

Ceremonies are an important part of the way of life in Papua New Guinea

Traditionally leaders believed that ceremonies strengthened the community. Depending on the reason for the ceremony, people may sing and perform traditional dances, exchange gifts which may include food and pigs, kill pigs, have feast such as mumu etc. In some provinces there may be ceremonial ground, which is a large clearing near the men's house in the village. Musical instruments are usually used, especially drums and flutes. In some places, women believe that the sounds of flutes are the voices of the spirits. Whatever the reason may be, ceremonies are an important part in lives of many Papua New Guineans.



Activity 5.1

State the importance of ceremonies in Papua New Guinea.



Types of ceremonies, rituals and beliefs

i. Bride Price

Bride price is an exchange of goods between the clans of the bride and the groom. The relatives of the groom usually give more goods to the bride's relatives than they receive. The amount a man pays for his wife shows how important he is in the village and the respect he has for his wife and her relatives. Bride price does not have to be money so it can be also called bride wealth. Traditionally, bride price was paid with shell money, pottery, betel nuts, food, pigs and other animals such as cassowaries. There are different bride price ceremonies held in different parts of the country.

Traditional reasons for bride price

- It is a way for a man to obtain wealth, which he can then give away in later exchanges and so increase his importance in the community.
- It helps to take away the sadness of the parents in losing his daughter.
- It compensates the parents for their hard work in bringing up and caring for their daughter until she gets married
- It creates friendship between villages
- It helps to make the marriage last a long time – it is a lot of trouble to return the wealth if the bride leaves the husband.

Bride price is an exchange of goods between the clans of the bride and the groom.

ii. Festivals

Festivals can be held in memory of a past event or as a celebration. Some Annual festivals held in Papua New Guinea are shown in the following table.

Month	Festival	Province
April	Gogodala Canoe Festival	Balimo, Western
May	PNG Coffee Festival and Trade Fair	Goroka, Eastern Highlands
June	Tufi Cultural Show	Tufi, Oro
June	Waghi Cultural Show	Nondugl, Simbu
July	Milamila Yam Festival	Kiriwina Island, Milne Bay

July	Warwargira Provincial Cultural Festival	Rabaul, East New Britian
August	Mount Hagen Cultural Show	Mount Hagen, Western Highlands
August	Enga Cultural Show	Wabag, Enga
September	Goroka Show	Goroka, Eastern Highlands
September	Hiri Moale Festival	Port Moresby, NCD
September	Garamut na Mambi Festival	Wewak, East Sepik
October	Morobe Show	Lae, Morobe
November	Canoe and Kundu Festival	Alotau, Milne Bay

iii. Funerals/Mourning for the death

A funeral is a time when people feel sorrow that they will not see the dead person again. It can also celebrate all the good things in the life of the dead person. There are over many different death ceremonies including carving of a sacred object, wearing body ornaments, honour feasts and rituals of dance and drama. Relatives gather to show sorrow, wailing and sometimes chopping off fingers, pulling teeth, shaving hair or pulling facial hairs.

Funerals and death ceremonies are sometimes to pay off the debts of a person who has died, recognize their accomplishments and or restore friendly relations among the living by exchanging goods. Traditionally, mourning rituals include a feast to help the dead person enjoy the new place. Sometimes the feasts can be held years after the death because special gardens have to be planted and pigs bought and raised.

Some people are sent off to a 'place of spirits' not far from the living on mountain tops or in the forests. Sometimes their spirits are encouraged to stay near their living relatives. In the past a corpse might be burned, thrown in a river or buried at sea, left in a tree to rot. The dry bones could be buried under a house floor to provide protection to the living with the jawbone worn around the neck of a relative or leader. Burial in a cemetery is now common.



Traditional Dances

Traditional sing sings and dances have been performed in the villages for many years. For example; these dancers from the New Ireland Province are wearing their bilas (traditional

with contemporary costumes) painted bodies. Singing and musical instruments such as garamuts or bamboo flutes support the dancing. Because people now move around the country, there are new opportunities to learn new dances from other cultures.

Dancing can express sorrow, happiness, anger and courage. Some cultures copy the dance movements of animals to remember ancestors, help plants grow, make friends, welcome people, demonstrate legends, frighten people, entertain people before trading or bartering and celebrate the ceremonies of bride price, initiation, burials, pig killings, first hunting trip, end of a harvest, building a house, successful raid on an enemy village and ceremonial exchanges.

Rituals

A ritual is a special kind of ceremony that includes actions that are carried out in a particular order. Rituals provide meaning and symbolize value. Rituals help people to understand their roles in society. Rituals in churches remind people of religious teachings. Each ritual is unique and meaningful to its culture. Some rituals are used to observe a person's entry into a new stage of life- a rite of – passage – which marks a new and significant change. Most rites of passage fall in three main phases.

1. **Separation:** you are taken away from your familiar environment and former role and enter a different and sometimes foreign routine that you are forced to adjust to. For example, when you are a baby, your naming marked a significant event of your birth.
2. **Transition:** you learn the correct behaviour for the new stage you are entering. For example, when you move into adolescence and leave your childhood, this is the time when you prepare to be an independent adult.
3. **Incorporation:** you are formally admitted into a new role. For example, after people marry they take on a new and different role, having prepared for it in earlier transition and separation ties.



A ritual is a special kind of ceremony that includes actions that are carried out in a particular order

Examples of types of rituals practiced in Papua New Guinea

- In the Western Province, the Min people are well known for their secret male initiation ritual.
- In the Sepik, young boys are given tattoos on their backs as part of a ritual ceremony

- In the Trobriand Islands of Milne Bay and other parts of PNG, there are female initiation rituals when a girl has her first period.
- Rituals together with traditional medicine, are often used to find out and overcome the cause of sickness and mental illness that people think is caused by sorcery or ghost attacks
- Because of the power of women, men often have rituals to make them strong in the way that they have contact with women.

Initiation

Initiation ceremonies mark the change from being a child to becoming an adult. In some cultures there is not one ceremony, but many ceremonies over a number of years. In many cultures woman are not allowed to be involved in the initiation of boys and men. They are involved in the initiation of girls. Initiation ceremonies focus on getting the help of ancestors and living people.

Initiation ceremonies mark the change from being a child to becoming an adult.

Some of the things that are experienced as part of an initiation ceremony include; the meaning of sacred objects are explained to them, sacred flutes are played, taught special songs and dances, have to pass survival tests, go without food for a certain time, live by themselves in the bush, frightened by masked dancers, given special gifts, have their skin cut to make scars, and wearing of special clothes.

Initiation ceremonies focus on getting the help of ancestors and living people.

Beliefs



A **belief** is a way of thinking, feeling or view of something

Different communities have different beliefs and practices. For example, many communities still believe in sorcery. When something bad happens such a death of a person, then people look for a reason. Many people believe that sorcery explains why bad things happen. As well as their traditional beliefs, many Papua New Guineans now also have beliefs that have been introduced from other cultures. For example, Christianity.

Traditionally the spirit world was important in the belief system of the people of Papua New Guinea. The Spiritual world was a part of the daily life and nature. The spirits of the dead controlled many aspects of life and lived in special places. Many people feared and respected the spirits, who were thought to be more powerful.

It was believed that the spirits controlled the world and everything in it. People gained and passed on the knowledge and skills using rituals. These rituals helped people to gain power from the spirits, who rewarded the people's hard work and effort.



Activity 5.2

List down different types of ceremonies, rituals or beliefs that are found in your area.



Activity 5.3

Now that you have identified the different types of ceremonies, rituals and beliefs, state why they are important.

SUMMARY:



You have learnt that;

- A ceremony is a formal activity prescribed by custom, ritual or religious belief
- Ceremonies are an important part of the way of life in Papua New Guinea.
- Initiation ceremonies mark the change from being a child to becoming an adult.
- Bride price is an exchange of goods between the clans of the bride and the groom.
- Festivals can be held in memory of a past event or as a celebration. A ritual is a special kind of ceremony that includes actions carried out in a particular order
- A funeral is a time when people feel sorrow that they will not see the dead person again.
- Dancing can express sorrow, happiness, anger and courage.
- A ritual is unique and meaningful to its culture.
- A belief is a way of thinking, feeling or view of something.
- Different communities have different beliefs and practices.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE



Practice Exercise 4

1. Matching

Match the following rituals with the areas they are found in. Use arrows to do this exercise.

- | | |
|--|------------------|
| a. Secret male initiation | Milne Bay |
| b. Female initiation when a girl gets her first period | East/ West Sepik |
| c. Tattooing young boys backs | Western Province |

2. Filling in blanks

The following table contains some annual festivals that are held in Papua New Guinea. Complete the table by filling in the blanks indicated with letters A to G with the appropriate words.

Month	Festival	Province
May	A. _____	Goroka, Eastern Highlands
B. _____	National Mask Festival	C. _____
D. _____	Hiri Moale Festival	E. _____
October	F. _____	Lae, Morobe Province
July	G. _____	Kiriwina Island, Milne Bay

3. True or False

Read the following statements and indicate whether it is true or false in the spaces provided.

- One of the reasons for having a ceremony is when a garden is planted.
- When paying bride price the relatives of the bride usually give more goods to the groom's relatives than they receive.
- A ritual ceremony has two stages which include transition and separation.
- Traditional dancing can express sorrow, happiness, anger and courage.
- In the past feasts were held a day after the death because it was practiced by their ancestors.

CHECK YOUR ANSWERS AT THE END OF THE TOPIC 1

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 5.1

Ceremonies are an important part of the way of life in Papua New Guinea. It help to continue/sustain the culture and develop a feeling of being part of the community.

Answers to Activity 5.2

- | | |
|----------------------|-----------------------------------|
| 1. Bride price, | 3. Traditional Dances/ Sing sings |
| 2. Funeral/ Mourning | 4. Rituals, |
| 3. Festivals | 6. Beliefs |
| 4. Initiations | |

Answers to Activity 5.3

1. Bride price

The amount a man pays for his wife shows how important he is in the village and the respect he has for his wife and her relatives.

2. Funeral/ mourning

Funerals and death ceremonies are sometimes to pay off the debts of a person who has died, recognize their accomplishments and or restore friendly relations among the living by exchanging goods.

3. Traditional dances/ sing sings

People gather together to dance and feast in sad and happy times. Dancing can express sorrow, happiness, anger and courage.

4. Festivals are held in memory of a past event or as a celebration

5. Rituals

Rituals provide meaning and symbolize value. Rituals help people to understand their roles in society

6. Initiations

Initiation ceremonies mark the change from being a child to becoming an adult

ANSWERS TO PRACTICE EXERCISES 1 - 4

Answers to Practice Exercise 1

Use the criteria to check your work.

Your answers should have the following.

Areas to assess
1. Able to identify an aspect
2. Define the aspect
3. Give descriptions of aspect underlining the main points
4. Give examples from their own areas

Answers to Practice Exercise 2

You should have the following answers.

1. The National Flag
2. The National Emblem
3. The National Currency
4. The National Anthem
5. Parliament Haus
6. National Plants and animals used on coins, notes and stamps
7. Traditional body tattoos
8. Traditional costumes
9. Names of languages
10. Traditional songs and chants

ANSWERS TO PRACTICE EXERCISE 3

No standard answers. Use the following guide lines to check your answers. Your answers should have the following.

1. Able to define big men and big men system

2. If you don't have big men in your area, write about your traditional leader
3. Identity aspects of a big men or traditional leader
4. Give descriptions of aspect underlining the main points
5. Give examples from their own areas

Answers to Practice Exercise 4

1. Matching

- | | | |
|--|---|------------------|
| a. Secret male initiation | → | Milne Bay |
| b. Female initiation when a girl gets her first period | → | East/ West Sepik |
| c. Tattooing young boys backs | → | Western Province |

2. FILLING IN BLANKS

Month	Festival	Province
May	<u>A. PNG Coffee Festival</u>	Goroka, Eastern Highlands
<u>B. July</u>	National Mask Festival	<u>C. Rabaul, East New Britain</u>
<u>D. September</u>	Hiri Moale Festival	<u>E. Port Moresby, NCD</u>
October	<u>F. Morobe Show</u>	Lae, Morobe Province
July	<u>G. Milamila Yam Festival</u>	Kiriwina Island, Milne Bay

3. TRUE OR FALSE

- a. TRUE
- b. FALSE
- c. FALSE
- d. TRUE
- e. FALSE

TOPIC 2

CONFLICT RESOLUTION SKILLS

In This Topic You Will Learn About:

- Managing and Solving Conflict
- Customary Law
- The Court System
- Constitutional Offices
- Rights and Responsibilities in Court

TOPIC 2: Conflict Resolution Skills

In Topic 2 on Conflict Resolution Skills, you will:

- define mediation and consensus
- identify ways of managing and solving conflict in the past
- define customary law
- identify the importance of customary law.
- identify conflict management strategies
- define the court system
- identify the types of courts in PNG and their functions
- define PNG Constitutional Offices
- identify their roles and functions
- identify constitutional rights and the responsibilities associated with these rights.

In doing so, you will learn to develop conflict resolution skills.

We hope you will enjoy studying this Topic.

Lesson 6: Managing and Solving Conflicts



Welcome to lesson 6 of unit 4. In the last lesson you learnt about ceremonies, rituals and beliefs. In this lesson you will learn about managing and solving conflicts.



Your Aims:

- define mediation and consensus
- identify ways to manage and solve conflicts in the past.

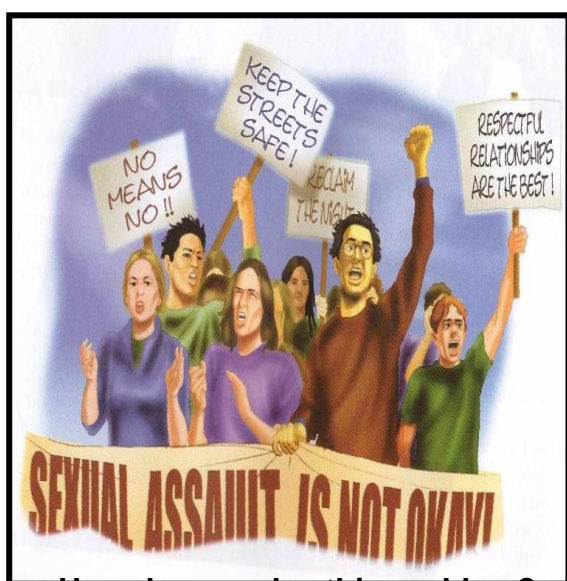
What is Mediation?

Mediation is a way of trying to help two people or two groups of people to reach an agreement. A third person or mediator helps the two people/groups to solve the dispute. Mediators use special techniques and skills to start or improve the talks and to reach an agreement that will have definite results. When an agreement is reached by the two people/groups involved, not forced on them by the mediator.

The mediator must understand the dispute or conflict, but everybody must see the mediator as impartial/neutral – he or she must not favour one person or one group over the other. The purpose of the mediator is to assist so that each person in the conflict is able to understand and appreciate clearly the arguments and needs of the conflicting parties.

Mediation is negotiation carried out through the third person. The mediator's role is to support the two people/groups to a win – win situation. The mediator is the neutral servant of the conflicting parties and also does not have the power to make judgments.

A way of trying help two people or two groups of people to reach an agreement is known as Mediation.



How do we solve this problem?

Win-win is used when two people or two parties are in conflict because they want the same thing or their needs conflict each other. For example, disputes over land, property or children, family differences and differences between churches can be solved by win-win mediation. Win – win simply means both parties have what they want.

In Papua New Guinea, people were allowed to avoid shame and to save face in the eyes of the community. The person who feels that he has failed in the eyes of the community usually tries to find some way of payback. To most Melanesians, a win-lose situation is not possible or acceptable.



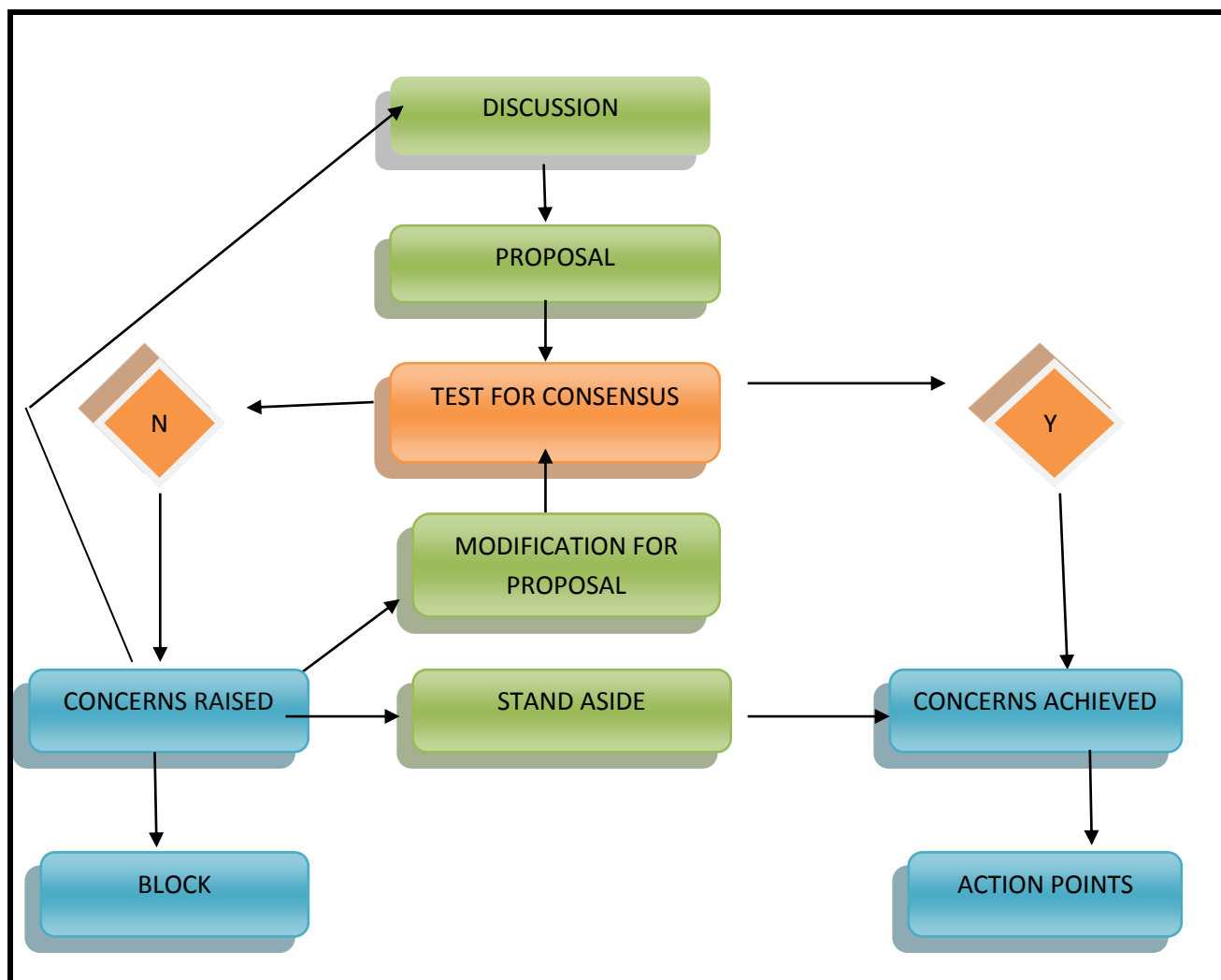
What is Consensus?

A consensus is an opinion or position reached by a group as a whole. People need to talk about the matter, with everyone involved having a chance to say what they think. Then they come to a decision that has some benefits for all.

Have a chance to say what you think

CONSENSUS FLOW CHART

The flow chart below shows the different steps in the process of consensus.



How the flow chart works.

1. Discussion

When a conflict occurs between two or more people or groups the first step is to discuss the conflict. It is better to have all the parties' concerned gather at a suitable and friendly environment and **discuss** the cause of the conflict. For example if there was a fight in the village, what was the cause of the fight? Who was involved? Where did the fight take place? If people are content with them expressing their ideas, then the next step to take is **proposal**

2. Proposal

After establishing the root causes of the problem the people then **propose** or suggest what should be done about the people or parties at fault. Should they be punished or penalized? If yes what kind of penalties should be imposed? If there were damages done who will be responsible for that damage, etc.

3. Test for Consensus

In this step the suggestions of the people will be trailed out. If they agree with their proposals then they have reached an agreement and move to the **Action Points**. This means that people who caused the fight will be responsible for the damages they have caused within certain time frames agreed by the people

If they disagree with the suggestions then move on to **concerns raised**. In here people express their concerns if they do not agree with the penalties proposed. This will lead to more discussions therefore it will go back to the very first step or

4. Go into the next step which is **Modification for proposal**

Making changes to the initially suggested penalties. For example: if people think that cost of damages is too big, then they can suggest that half be paid and so on and find out if all the people agree to it as been fair and just. After having done this step it will go through test for consensus again and the process starts again.

If the concerns raised are not considered the people will have to stand aside and let the people or parties carry out the penalties or in this case action points that they agreed on in the first place.

The more this conflict resolution method is practiced at home, it will prepare you to solve and also help your people solve any conflicts that may arise in your home, village, community and country as a whole.



Activity 6.1 Short Answers

1. Explain what mediation is

2. Explain why mediation is important

SUMMARY:



You have learnt that:

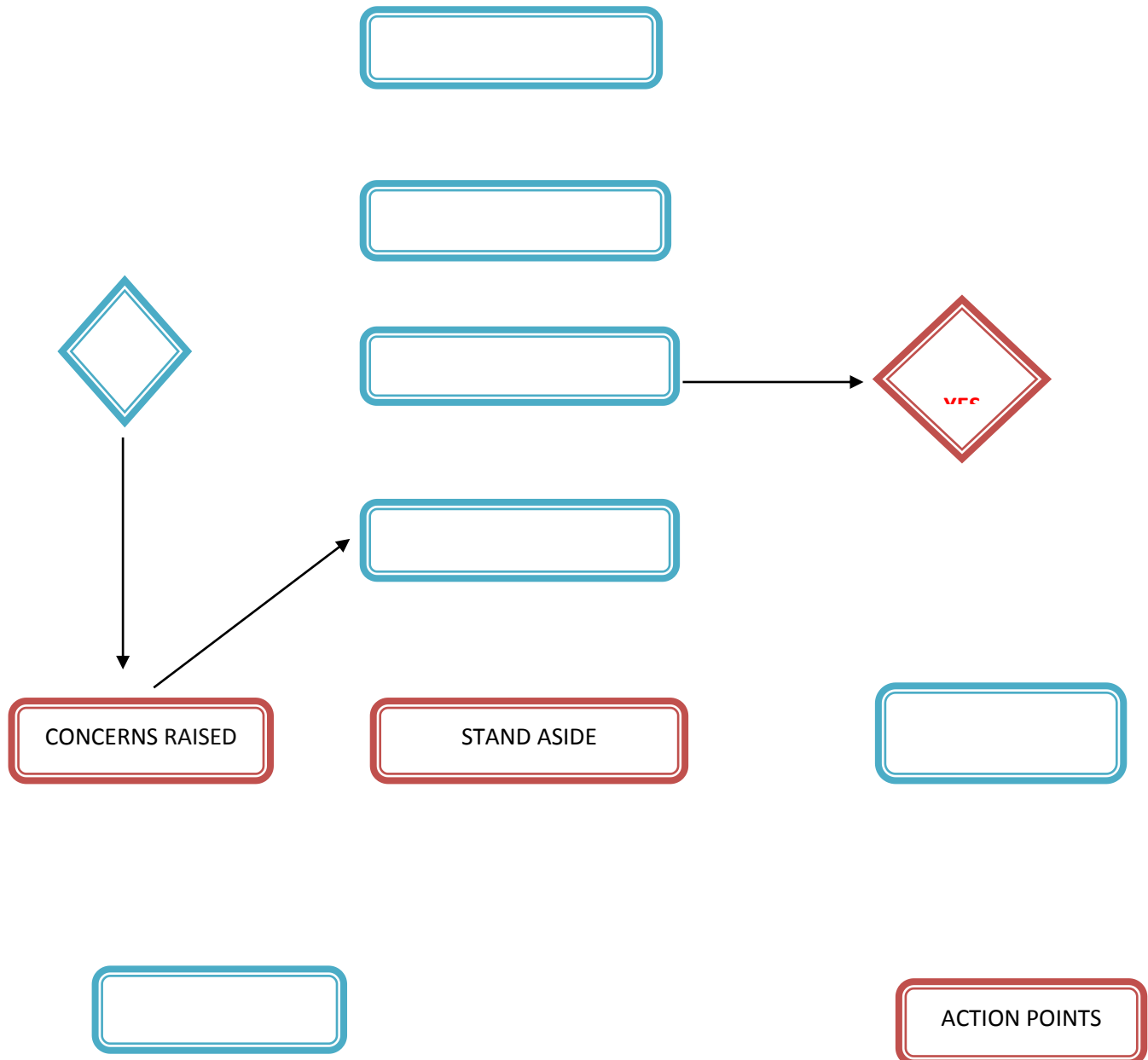
- Customary Law is also known as Restorative Justice. It is a method of dealing with conflicts in communities.
- Customary law tries to mend the broken relationships that brought about the crime and brings a peaceful solution of healing back to the society.
- Customary law is used when one person has committed a crime against another person
- Mediation is a way of trying to help two people or two groups of people to reach an agreement. A third person or mediator helps the two people or groups to solve the dispute.
- Win-win is used when two people or two parties are in conflict because they want the same thing or their needs conflict each other.
- A consensus is an opinion or position reached by a group as a whole.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE



Practice Exercise 6

Copy and complete the flow chart by putting the missing words in the boxes.



ANSWERS TO LESSON ACTIVITIES

Answers to Activity 6.1

1. Mediation is a way of trying to help two people or two groups of people to reach an agreement. A third person or mediator helps the two people or groups to solve the dispute.
2. Students answers may vary

Reference

Gr. 9 PD student book – Dianne McInnis

Gr. 9 PD student book – Kenneth Rouse

Internet & others

CHECK YOUR ANSWERS AT THE END OF THE TOPIC 2

Lesson 7: The Customary Law



Welcome to lesson 7 of unit 4. In the last lesson you learnt about managing and solving conflicts. In this lesson you will learn about the customary law.



Your Aims:

- define customary law
- identify the importance of customary laws
- identify conflict management strategies

What is Customary Law?

Customary Law is also known as Restorative Justice. It is a method of dealing with conflicts in communities. It was the normal processes or practice in Papua New Guinea before the Western Justice System was introduced and recently it has been discovered by the lawful systems in other countries.

The process has two mediators who speak with the family of the offender and the victim separately to explain the process of customary law. The family (support group) of the offender helps him or her to take responsibility for the wrong that he or she has done. The family (support group) of the victim assists him or her to speak out about the harm that he or she has experienced as a result of the offence.

The aim of customary law is to restore, not only the offender but also the community and the victim.



Why is Customary Law Important?

As members in a community it is important that peace and harmony is maintained. Because of this, all parties should be willing to compromise and reach an agreement. Customary law tries to mend the broken relationships that brought about the crime and brings a peaceful solution of healing back to the society. This is done when the offender is made to face up to his action, which has brought harm to others. Facing up to the

action brings shame to the offender so that he/she asks for forgiveness and agrees to make things better. He is reunited with the victim and the community through a ceremony of forgiveness. Customary law is used when one person has committed a crime against another person such as domestic violence, hold up, stealing, adultery, insulting language or gossip. Crimes of a much serious nature, like rape and murder are to be dealt with at a higher court.



Activity 7.1

Write short answers

1. Explain what Customary Law is

2. Name the groups of people that are involved in customary law.

a)

b)

Conflict Management Strategies

There is usually not a best way to deal with conflicts as it depends on the current and seriousness of the issue. However all parties involved must willingly work together, accept and do what the group decides.

If you can develop the skills to resolve conflicts, you will become a confident, responsible and independent person. To resolve a conflict you need to:

- **understand** the problem from each parties point of view
- **avoid making things worse** by taking sides or being insulting
- **work together** and equally with all parties involved
- **find the solution** by putting ideas and suggestions together with the rest of the party

There are three steps to take when solving problems.

1. Identify the issue – what do both sides need or want?



2. Think of the positive options – what could happen to meet both needs that is not harmful to anyone?



3. Choose an option everyone can agree on – what positive solutions can both sides agree on?



Activity 7.2 Answer the following questions

1. What is the responsibility of the two mediators in a customary law court?

2. Give two reasons why customary law is important.

a) _____

b) _____

SUMMARY



You have learnt that:

- Customary Law is also known as Restorative Justice. It is a method of dealing with conflicts in communities.
- Customary law tries to mend the broken relationships that brought about the crime and brings a peaceful solution of healing back to the society.
- Customary law is used when one person has committed a crime against another person
- All parties involved in a settling a conflict must willingly to work together, accept and do what the group decides
- You can follow certain steps when solving a conflict.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE



Practice Exercise 7

Read the story below about a problem in a community.

Over the weekend, a group of boys from the village stole two chickens from a village farmer. They took the chickens into the bush, cooked and ate them. The village farmer found out and reported them to the village counsellor. The counsellor brought the boys and their parents and the village farmer before the mediator – you. The counsellor is the second mediator.

Explain how you would use the three steps in solving this problem.

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 7.1

1. Customary Law is also known as Restorative Justice. It is a method of dealing with conflicts in communities.
2. a) The offender who committed the offence
b) The victim who suffered the offence and

Answers to Activity 7.2

1. A mediator helps the two people or groups to solve the dispute
2. Students answers may vary

Reference

Gr. 9 PD student book – Dianne McInnis

Gr. 9 PD student book – Kenneth Rouse

Internet & others

CHECK YOUR ANSWERS AT THE END OF TOPIC 2

Lesson 8: The Court System



Welcome to our lesson 8 of unit 4. In the last lesson you learnt about the customary law. In this lesson you will learn about the court system.



Your Aims:

- define the court systems
- identify the types of courts in PNG and their functions

What is a court?

A court is an institution that the Government of a country sets up to settle disputes through a legal process. The justice system is the mechanism that upholds the rule of law. Our courts provide a forum to resolve disputes and to test and enforce laws in a fair and rational manner. The courts are an impartial forum, and judges are free to apply the law without regard to the government's wishes or the weight of public opinion. Court decisions are based on what the law says and what the evidence proves; there is no place in the courts for suspicion, bias or favoritism. This is why justice is often symbolized as a blindfolded figure balancing a set of scales, unaware to anything that could detract from the pursuit of an outcome that is just and fair.

When the lawyers present the dispute to the magistrate or Judge this is called a Court Proceedings. After hearing the case the Magistrate or Judge will make a decision based on the laws of the country to settle the dispute.

What roles do courts play in maintaining Law and Order in a country?

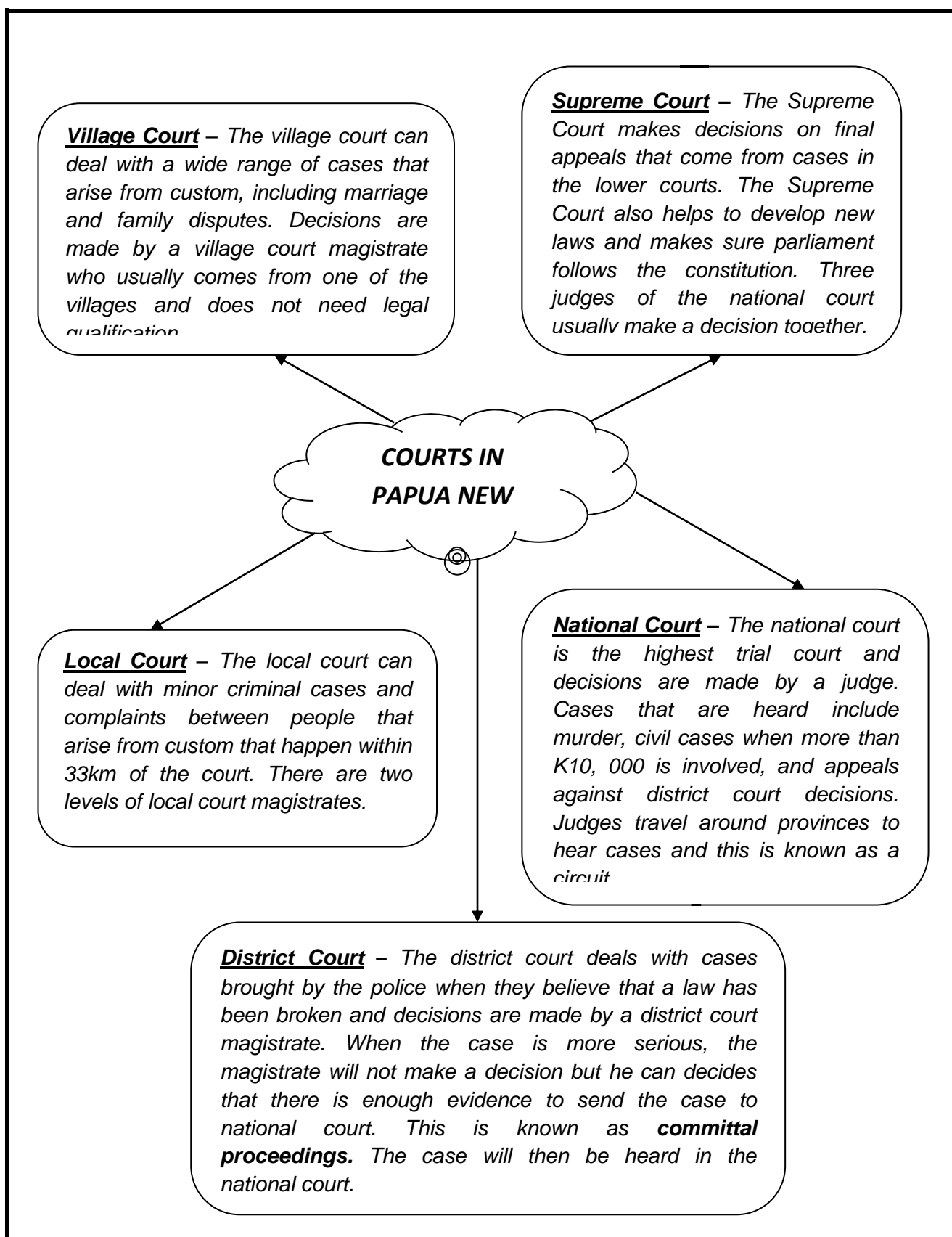
The courts provide the following services to the people in a country:

1. Helps to control and punish law breakers in the community, which in turn helps to keep the communities safe.
2. Helps to maintain order by providing a place where disputes in the community can be heard and resolved peacefully.
3. And lastly the court is a way in which the Government of a country can control and assist the people in the communities to live according to the laws of the country and also to live peacefully side by side with each other.

What is Court System?

The court system is part of the Judicial System, which is the way the law is carried out in the country. The court system in Papua New Guinea is made up of many different types of courts; each court operates to cater to different types of disputes brought forward by different people in different sectors of the country. In other words, the judiciary (also known as the judicial system or court system) is the system of courts that interprets and applies the law in the name of the state. The judiciary also provides a mechanism for the resolution of disputes.

The diagram below shows, the different courts in Papua New Guinea



Types of courts and their functions

**Activity 8.1 Answer the following questions**

1. What is meant by the word 'Court system'?

2. List these different courts in PNG from the lowest to the highest. .

3. What cases does the District Court deals with?

4. What is the role of the Supreme Court?

Criminal and Civil Law

Criminal law is one of two broad categories of law which deals with acts of intentional harm to individuals but which, in a larger sense, are offences against us all. It is a crime to break into a home because the act not only violates the privacy and safety of the home's occupants - it shatters the collective sense that we are secure in our own homes. A crime is a deliberate or reckless act that causes harm to another person or another person's property, and it is also a crime to neglect a duty to protect others from harm.

The ***Criminal Code*** listed hundreds of criminal offences - from vandalism to murder - and stipulates the range of punishment that can be imposed. Since crimes are an offence against society, normally the state or Crown investigates and prosecutes criminal allegations on the victim's behalf. The police gather evidence and, in court, public prosecutors present the case against the person accused of the crime. For someone to be convicted of a crime, it must be proven that a crime was committed and, for most offences, that the person meant to commit the crime. For instance, striking another person is the crime of assault but it is only a crime if the blow was intentional.

Civil law deals with disputes between private parties, or negligent acts that cause harm to others. For example, if individuals or companies disagree over the terms of an agreement, or who owns land or buildings, or whether a person was wrongfully dismissed from their employment, they may file a lawsuit asking the courts to decide who is right. As well, the failure to exercise the degree of caution that an ordinarily prudent person would take in any situation may result in a negligence claim. Depending on the circumstances, a person may be held responsible for any damages or injury that occurs as a result of their negligence. Family law cases involving divorce, parental responsibility for children, spousal support, child support and division of property between spouses or common law couples represent a large portion of the civil law cases presented to the courts. Challenges to decisions of administrative tribunals, allegations of medical malpractice and applications for distribution of the estates of deceased persons are other examples of civil cases. The party who brings the legal action is known as the plaintiff or applicant, while the party being sued is the defendant or respondent. The courts may dismiss a

case, or if it is found to have merit, the courts may order the losing party to take corrective action, although the usual outcome is an order to pay damages - a monetary award designed to make up for the harm inflicted. The state plays no role in civil cases, unless the government launches a lawsuit or is the party being sued. Parties retain a lawyer - or may choose to represent themselves - to gather evidence and present the case in court.

The Sources of Law

Legislation is enacted by every level of government. The national government, the provinces and others forms a major body of law. Our elected representatives introduce and debate proposed laws dealing with matters within their jurisdiction. The national government, for instance is responsible for criminal law, so Parliament makes changes to the *Criminal Code*, the statute that defines crimes and how the courts handle criminal cases. The provinces create laws to regulate public activity in the many areas that are within provincial jurisdiction, including such things as highway traffic matters, education and the use of natural resources. City authorities enforce bylaws and ordinances that deal with local issues, ranging from urban development to dog control. Whatever its source, this legislation forms a large body of written law that governs how people live and work.

The common law, also referred to as case law, is a vast body of law that judges create, case by case, as they make rulings and as they determine the precise meaning of a law or regulation. Judges review the rulings of other judges in search of legal principles that can be applied to the dispute that comes before them. Judges may add refinements of their own pertaining to the specific facts before them, as the common law grows and evolves. Judges are obligated to follow a precedent set by a higher court in their jurisdiction, under a principle known as ***stare decisis*** - a Latin term meaning standing by former decisions. The common law originated centuries ago in Britain and enhances the predictability and fairness of our system of justice. It ensures that cases that raise similar legal issues will be resolved in a similar fashion. The common law and legislation are intertwined. Judges' interpretations of legislation become part of the common law, and legislators often enact laws that incorporate or refine common law principles.

Under the constitution, the national government is responsible for national issues such as defense and foreign policy, while the provinces regulate education, health care and other fields of local importance. If a dispute arises over jurisdiction, the courts may be called upon to interpret the constitution and decide which level of government is responsible for implementing a policy or service.



Activity 7.2 Answer the following questions.

1. Discuss the difference between criminal law and civil law.

2. What does this means: 'Innocent until proven guilty'?

3. What is the difference between legislation and common law?

4. What is a charter right?

Summary



In this lesson you have learnt about

- The topic deals with the courts systems in Papua New Guinea
- We also learned about the criminal law and the civil law. The act of intentional harm to individuals and the dispute between parties.
- We also looked at the evidence provided in a court of law must be beyond reasonable doubt
- We also looked at the legislation and the common law as the source of law
- Towards the end we looked at the court system being charter rights or the rights of the people when taken to court.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE

**Practice Exercise 8**

1. If police use force and intimidation to get information from a suspect, can the court listen to the suspect?

2. What is the difference between National Court and Supreme Court?

3. What is the difference between Village Court and Local Court?

CHECK YOUR ANSWERS AT THE END OF TOPIC 2.

Answers to Activity 8.1

1. What meant by the word 'Court system'?
It is a system of courts that interprets and applies the law in the name of the state. The judiciary also provides a mechanism for the resolution of disputes.
2. List these different courts in PNG from the lowest to the highest.
 - a. Villages court
 - b. Local court
 - c. District court
 - d. National court
 - e. Supreme court
3. What cases does the District Court deals with?
The district court deals with cases brought by the police when they believe that a law has been broken and decisions are made by a district court magistrate.
4. What is the role of the Supreme Court?
The Supreme Court makes decisions on final appeals that come from cases in the lower courts

Answers to Activity 8.2

1. Discuss the difference between criminal law and civil law.
Criminal law, one of two broad categories of law, deals with acts of intentional harm to individuals but which, in a larger sense, are offences against us all. On the other hand, the civil law deals with disputes between private parties, or negligent acts that cause harm to others.
2. What does this means: 'Innocent until proven guilty'?
More evidence is needed to find the accused at fault in criminal cases. It means although the person is arrested, s/he is still innocent until the police can produce enough evidence that the person is the actual person who committed the offence.
.
3. What is the difference between legislation and common law?
Legislation is enacted by every level of government. The national government, the provinces and others forms a major body of law. Our elected representatives introduce and debate proposed laws dealing with matters within their jurisdiction. While, the common law also referred to as case law, is a vast body of law that judges create, case by case, as they make rulings and as they determine the precise meaning of a law or regulation. Judges review the rulings of other judges in search of legal principles that can be applied to the dispute that comes before them.

Reference

Gr. 9 PD student book- Dianne McInnis

Gr. 9 PD student book-Kenneth Rouse

<http://www.pngjudiciary.gov.pg/home/index.php/national-court/court->

Cambridge Advance Learner's Dictionary – 3rd Edition

Lesson 9: Constitutional Offices



Welcome to lesson 9 of unit 4. In the last lesson you learnt about the court system. In this lesson you will learn about constitutional offices.



Your Aims:

- define constitutional office
 - identify the different constitutional offices in PNG
 - identify the roles and responsibilities of constitutional offices in Papua New Guinea
-

What is a Constitutional Office?

A constitutional office is any office or institution that was established or is provided for by the Constitution of Papua New Guinea. This does not include the office of the Prime Minister or National Executive Council

Constitutional Office in Papua New Guinea

The following are a list of Constitutional Offices in Papua New Guinea:

- Office of the Public Solicitor
- Ombudsman Commission
- Electoral Commission
- Office of the Chief Justice - Judges
- Office of the Auditor General
- Office of the Governor General
- Clerk of Parliament

Constitutional Offices are provided for by the constitution, this means that they have specific roles and responsibilities that have been written into the constitution.

Office of the Public Solicitor

This office was created to provide the citizens of the country with free legal assistance. The lawyers who work in this office are called to represent and provide legal advice to people who cannot afford Private lawyers. This office is led by the Public Solicitor General.

Ombudsman Commission

This office is responsible for making sure that the Government and people in authority do not abuse their positions or the rights of citizens. They are led by the Chief Ombudsman.

Electoral Commission

This office is responsible for running all government elections in the country, and is led by the Electoral Commissioner.

Office of the Chief Justice

This office is made up of all the Judges in the country, who make decisions regarding crimes committed by citizens or against citizens by the government. This office is led by the Chief Justice.

The Office of the Auditor General

This office is responsible for making sure that all government monies spent are used correctly, and is led by the Auditor General.

Office of the Governor General

This office is held by the Governor General of Papua New Guinea. The Governor General is the Queens representative in the country.

Clerk of parliament

The clerk of parliament, is responsible for parliamentary records keeping, he/she also ensures that all parliamentarians follow the rules and procedures of Parliament during seating sessions.

By performing their individuals these offices ensure that the Government fully represents and protects the rights of its citizens.

**Activity 9.1 Answer the following questions.**

1. Define Constitutional Office.

2. Define constitutional office holders.

Let use focus more on one constitutional office and that is the Ombudsman. The Ombudsman is a person who investigates complaints about government. When a complaint is made, an Ombudsman decides whether there are good reasons for the complaint, and can make recommendations which try to solve the problem.

The Ombudsman Commission has been set up to;

- guard against wrong use of power by those in the Public sector such as politicians and public servants
- help politicians and public servants to do their jobs effectively and fairly.
- make sure that politicians and public servants are responsible for their actions and punish them when they do wrong.

The commission also has the right to refer a leader to face the Leadership Tribunal on cases of misconduct in office. This tribunal is made up of one National Court Judge and two District Court Magistrates.

All Constitutional office holders play an important role in our country, and they cannot be removed by the government. They are permanent offices, as they were created by the Constitution.

**Activity 9.2 Answer the following questions**

1. What is the main role of the Ombudsman Commission?

2. Why was the ombudsman commission created?

3. What is the Leadership tribunal?

Summary



In this lesson you have learned about

- Constitutional Offices and the different roles and responsibilities they play in the country
- It is important to remember that the Ombudsman Commission, it an example of a constitution office.
- Constitutional offices are put in place to ensure that the Government looks after the need and provides effective leadership for all its citizens.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE

**Practice Exercise 9**

1. Identify and write down in the spaces the responsibilities of each of these Constitutional Offices.

a) Office of the Public Solicitor

b) Electoral Commission

c) Office of the Chief Justice – Judges

d) Office of the Auditor General

e) Office of the Governor General

f) Clerk of Parliament

CHECK YOUR ANSWERS AT THE END OF TOPIC 2

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 9.1

1. Define Constitutional Office.
The Constitutional Office is any office or institution that was established or is provided for by the Constitution of Papua New Guinea.
2. Define Constitutional Office Holders
People who lead Constitutional Offices are called Constitutional office holders
3. Why are Constitutional offices created by the Government
The Constitutional offices were created to make sure that all citizens in a country are protected and their rights are respected by the leaders.
(answers may vary)

Answers to Activity 9.2

1. What is the main role of the Ombudsman commission?
The Ombudsman Commission is responsible for investigating complaints about government.
2. Why was the Ombudsman Commission created?
It was created to:
 - Guard against wrong use of power by those in the Public sector such as politicians and public servants
 - Help politicians and public servants to do their jobs effectively and fairly.
 - Make sure that politicians and public servants are responsible for their actions and punish them when they do wrong.
3. What is the Leadership Tribunal?
Leadership Tribunal deals with cases of misconduct in office. This tribunal is made up of the one National Court Judge and two District Court Magistrates.

References

Outcomes edition for Papua New Guinea, SOCIAL SCIENCE, Grade 9, Stephen Ranck
GRADE 9 -PERSONAL DEVELOPMENT TEXT BOOK, Kenneth Rouse

Lesson 10: Rights and Responsibilities in Courts



Welcome to lesson 10 of unit 4. In the last lesson you learnt about constitutional offices. In this lesson you will learn about rights and responsibilities in courts.



Your Aims:

- define rights and responsibilities
- identify constitutional rights
- identify the our rights and responsibilities as citizens

What is a right?

Rights are certain privileges that have been given to all people as members of a group, community or country. For example; as a member of our families, it is our right to eat dinner, or as citizens of Papua New Guinea it is our right to vote in the National elections. As a citizen, you have the right to defend yourself or be heard.

What is a Responsibility?

Responsibilities are duties we must perform as members of a Group, community or country. For example as a member of our families we have the responsibility to do certain chores, or as citizens of Papua New Guinea it is our responsibility to vote good leaders into parliament.

It is important to remember that Rights are given to us and that responsibilities are duties we must perform on our own.

Right and Responsibilities

All communities have rules and laws that are based on the values of the Community – these are the things that people believe or say are important to all. These rules and laws help us to give us our rights and responsibilities. Without these beliefs and laws we would not have the rights that allow us to enjoy life and be happy.

We have rights and it is our responsibility not to abuse those rights or try to take away the rights of other people we live with.



Activity 10.1 Answer the following questions.

1. Define the following words

a. Right

b. Responsibility

2. Below are a list of Rights, identify their responsibilities and write them down in the spaces provided.

a. It is your right to live in a proper house.

b. It is your right to life.

c. It is your right to be attend church.

Constitutional Rights as Citizens

People in different countries have Rights that depend on the conditions in each country. We say that we have the right to do as we please, as long as we do not take away the rights of other people. When we have the rights we do not always think about them or not even know that we have a right. But if it is taken away then we will feel the loss of that right.

The constitution of the independent state of Papua New Guinea provides for all citizens over 14 pages of rights. We all have these rights as citizens:

- Right to have a name and a nationality – to belong to Papua New Guinea as a citizen
- Right to think for yourself
- Right to speak freely for yourself
- The right to be free from discrimination – so that people will not judge you because of the place you are from, or your beliefs, or church that you belong
- Right to life – so that no one can take your life away
- Right to be healthy and to have health services
- Right to a fair standard of living
- Right to parents who take good care of their children
- Right to have an education
- The right to protection from being treated badly
- The right to choose good leaders and to change those leaders.



Activity 10.2 Write the answers to the following questions.

Identify and write down in the spaces, the two responsibilities of the following people:

1. Teachers

2. A member of parliament

3. A parent

Summary



In the lesson we have learned about:

- As citizens we have rights and responsibilities
- Rights are given to us and responsibilities are duties we have to do
- All communities have laws and rules
- You have rights as a citizen of Papua New Guinea.
- It is important that we remember that we have both rights and responsibilities as citizens and that we also respect the rights of others in our groups, communities and country

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE



Practice Exercise 10

The Practice Exercise 10 consists of short answers.

1. What is the name of the document that provides for the Right of the Citizens of Papua New Guinea?

2. What would happen to you if the following rights were taken away from you?
 - a. The right to an education

 - b. Right to life – so that no one can take your life away

 - c. The right to protection from being treated badly

 - d. Right to be healthy and to have health services

3. Why does the Government give us these Rights?

4. Why should we perform our responsibilities as good citizens of Papua New Guinea?

CHECK YOUR ANSWERS AT THE END OF TOPIC 2

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 10.1

1. Rights are certain privileges that have been given to all people as members of a group, community or country
2. Responsibilities are duties we must perform as members of a Group, community or country.
 - a. It is your right to live in a proper house.
It is your responsibility to take care of that house.
 - b. It is your right to life
It is your responsibility to care for your life, and respect the lives of others.
 - c. It is your right to be attend church
It is your responsibility to go to church on the Sabbath and not force others to join your religion.

Answers to Activity 10.2

Answers may vary.

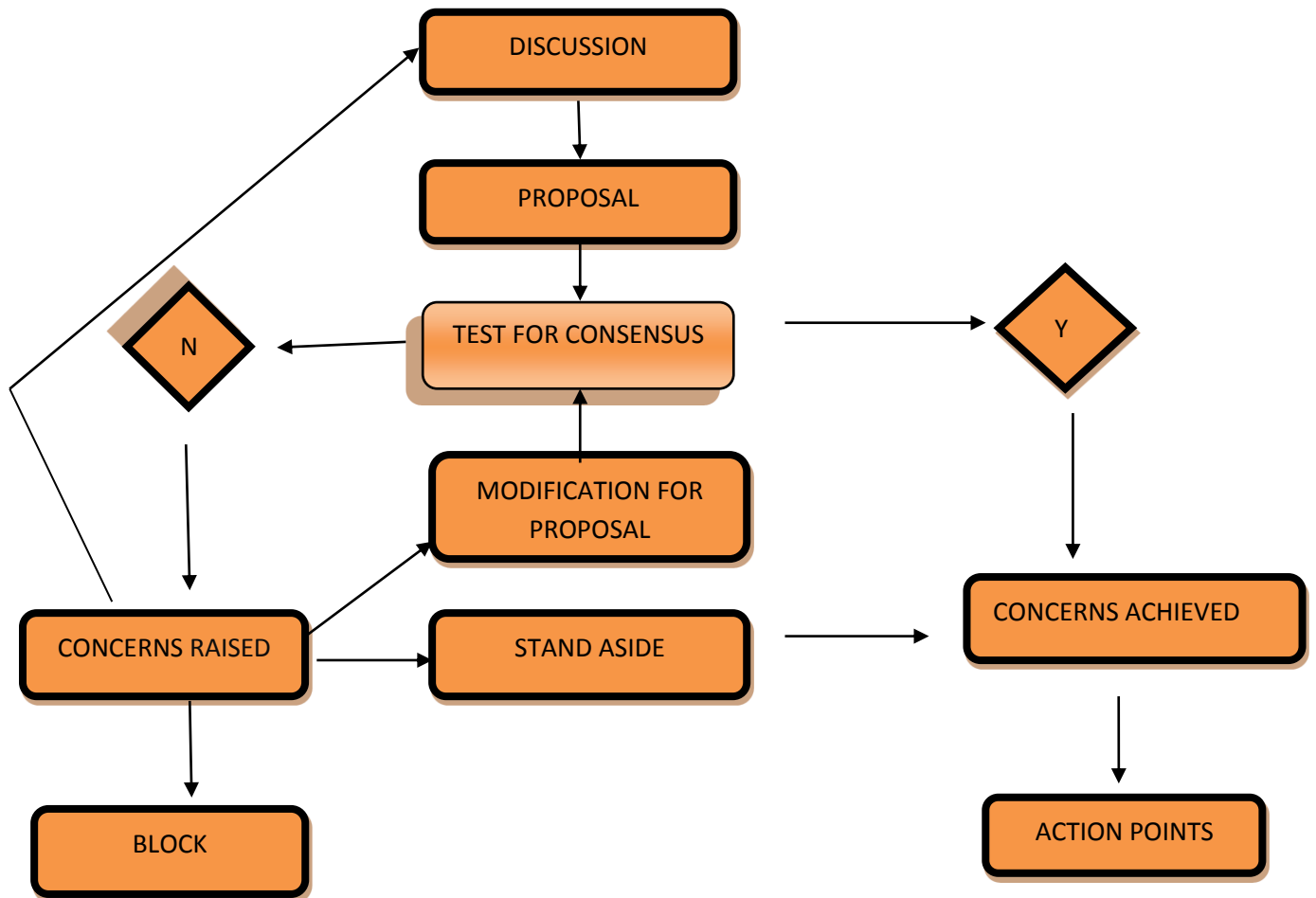
1. Teachers
 - a. Teachers have a responsibility to care for students during school hours.
 - b. Teachers have a responsibility to make sure that all students learn.
2. A member of parliament
 - a. A member of parliament has the responsibility to make sure that all government services in his/her area is working.
 - b. A member of parliament has the responsibility to make sure that his people are taken care of, by the national government
3. A parent
 - a. A parent has the responsibility to make sure that his/her children are allowed to go to school
 - b. A parent has the responsibility to make sure that his/her children are given food.

References

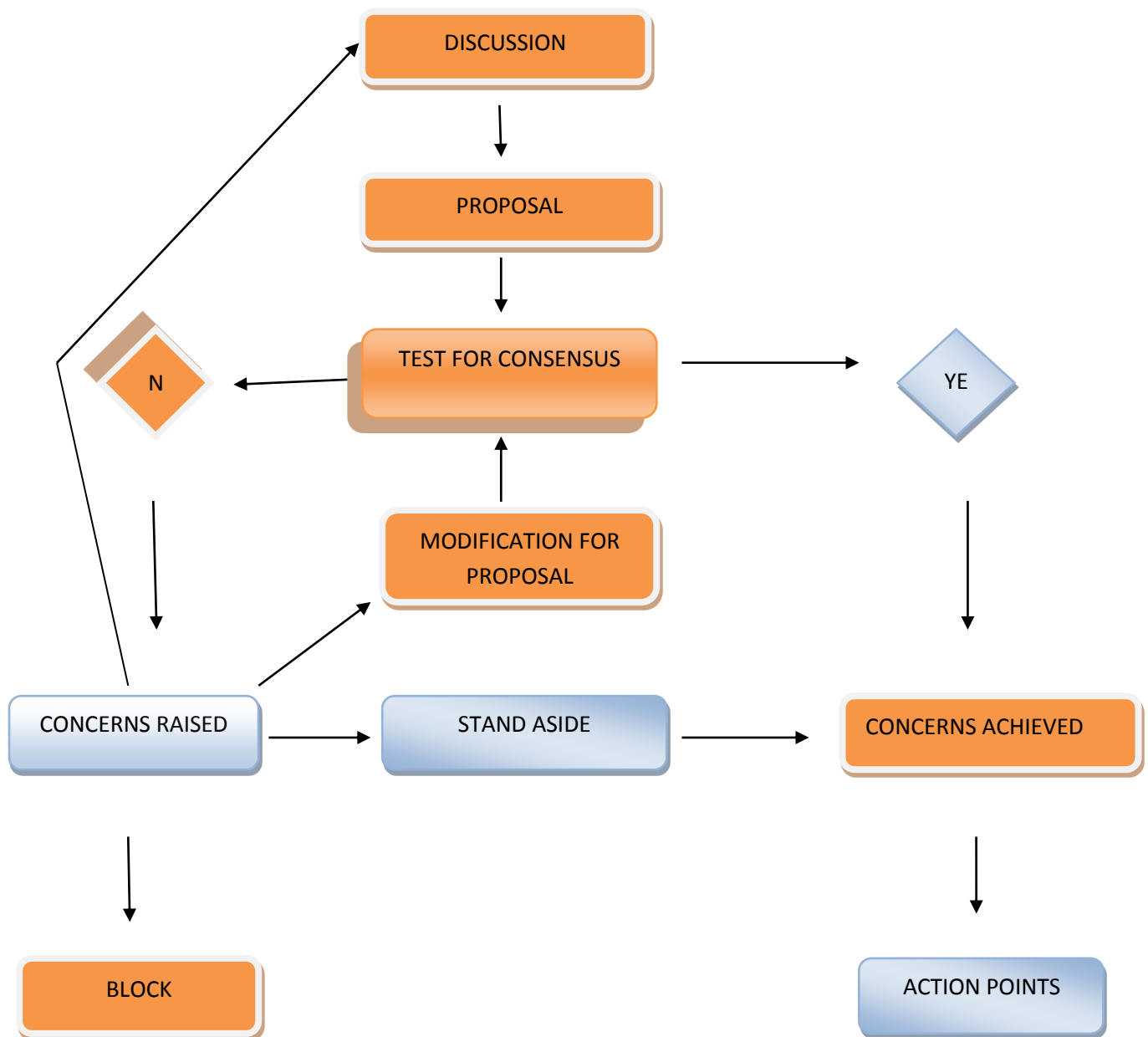
GRADE 9 -PERSONAL DEVELOPMENT TEXT BOOK

ANSWERS TO PRACTICE EXERCISES 5-9

Answers to Practice Exercise 5.



Answers to Practice Exercise 6



Answers to Practice Exercise 7

1. If police use force and intimidation to get information from a suspect, can the court listen to the suspect?

Yes, one of the important practices of the Court is to safe guard the suspect's right and freedom. Should the judge finds that the police use force/violence to extort information from the suspect, s/he can set the suspect free.

2. What is the difference between National Court and Supreme Court?

The Nation Court is presided by one judge but the Supreme Court is preside by one to three or five Judges. The Supreme courts also help to develop new laws and make sure parliament follows the constitution. Nevertheless they both listen to appeal cases from lower Courts.

3. What is the difference between village court and District court?

The village courts can deal with a wide range of cases that arise from custom including marriage and family disputes. Decisions are made by a village court magistrate, who usually comes from one of the villages and does not need legal qualifications. However, the district court deals with cases brought by the police when they believe that a law has been broken and decisions are made by a district court magistrate. When the case is more serious the magistrate will not make a decisions but can decide that there is enough evidence to send the case to the national court.

Answers to Practice Exercise 8

1. Identify and write down in the spaces the responsibilities of each of these Constitutional Offices.

Office of the Public Solicitor

Provides the citizens of the country with free legal assistance. The lawyers who work in this office are called to represent and provide legal advice to people who cannot afford Private lawyers.

Electoral Commission

This office is responsible for running all government elections in the country.

Office of the Chief Justice – Judges

This office is made up of all the Judges in the country, who make decisions regarding crimes committed by citizens or against citizens by the government
Office of the Auditor General

Office of the Auditor General

This office is responsible for making sure that all government monies spent are used correctly

Office of the Governor General

The Governor General is the Queens representative in the country.

Clerk of Parliament

The clerk of parliament, is responsible for parliamentary records keeping, he/she also ensures that all parliamentarians follow the rules and procedures of Parliament during seating sessions.

Answers to Practice Exercise 9

1. The Constitution
2. What would happen to you if the following rights were taken away from you?
 - a. I would not be given the opportunity to continue my education.
 - b. I could be harmed, or killed
 - c. I can be abused or hurt by other people.
 - d. I could get sick and not have proper affordable hospitals I can go to be treated.
3. To make sure that we are able to live in peace and harmony in our country
4. Because we have been given rights, so as good citizens we must perform our duties to make sure that our country remains peaceful.

TOPIC 3

THE SPIRITUAL WORLD AND BELIEFS

In This Topic You Will Learn About:

- Myths
- Sorcery and Witchcraft
- Types of Religion
- Christianity

TOPIC 3: The Spiritual World and Beliefs

In Topic 3 on The Spiritual World and Beliefs, you will:

- define myths
- identify various myths in the community
- define sorcery and witchcraft
- identify their purposes and effects
- define religion
- identify types of religion with their beliefs and practices
- identify their purposes and impact
- define Christianity
- identify similarities and difference between Christianity and traditional religious
- Identify the impact of Christianity.

In doing so, you will learn more about the Spiritual World and Beliefs.

We hope you will enjoy studying this Topic.

Lesson 11: Myths



Welcome to lesson 11 of unit 4. In the last lesson you learnt about rights and responsibilities in courts. In this lesson you will learn about myths.



Your Aims:

- define myth and creation
 - identify various myths in the community
-

What is a myth?

A **myth** is a traditional story which symbolizes a belief regarding some fact or incident of experience. A myth is story with a purpose. It tries to explain the way the world is. Myths also try to explain the relationship between gods and humans. Even though the events in a myth are usually impossible, they try to send a message that has an important social or religious meaning.

A myth is also a story that may or may not be true. Myths are generally very old. This means there are no records or other proof that they happened. We know about them from older people telling them to younger people. Some myths may have started as 'true' stories but as people told and re-told them, they may have changed some parts, so they are less 'true'. People may have changed them by mistake, or to make them more interesting. All cultures have myths. Stories about the Greek and Roman gods and goddesses are myths. These myths were created to present an explanation as to how or why things, especially living things came into being.



A myth is a story with a purpose. It tries to explain the way the world is.

Many people once believed in mythological animals and gods. These animals or gods may have control or power over a part of human or natural life. All cultures have developed their own mythology over time. Mythology includes the legends of their history, their religions, their stores of how the world was created, and their heroes. These stories have great symbolic power, and this may be a major reason why they survive for a long time, sometimes for thousands of years.

Example - Volcano Myth – from Island New Guinea

"Once there was a short and strong man. He thought about going into the forest to find some wild game. He went to many places in the forest and became tired. Suddenly a man appeared and wanted to kill him. The two of them fought fiercely and they climbed a steep mountain. On top of the mountain was a small house. This house was unusual and belonged to the second man. The man of the forest said "today, you didn't catch any game because I didn't desire it.

The man of the forest gave the short man a charmed bow, and with it he was able to kill much game. The next day, he came to find his bow stolen, the only possible culprit was his own younger brother. After tracking him down, the two fought for the bow, and the younger brother ran away. When the siblings held their battle, there was an explosion on the mountain. That is why when we hear thunder we know that it is the two brothers fighting again.

So, it would seem that the brothers fighting caused the mountain to have an eruption, and though one would think that there would be some sort of myth explaining why a mountain was on fire, it appears that an explanation as to the origin of thunder, or what it means, works just fine.

Types of Myths

Even though there are different types of myths, one important type of myth is the **creation myth**, which describes how the creation of the universe or world is understood and explained through 'story telling' by different cultures.

Scientists, on the other hand believe that the universe was created in an event called "The Big Bang", or in a natural event. But now, there is talk within the scientific community about what existed before the Big Bang.

There are individuals who are comfortable with the Big Bang as the ultimate or the only solution to the question of the beginning of the universe. However, the Big Bang may have become a myth. Not so long ago the Milky Way was believed to be the only galaxy. Scientists then had trouble accepting other competing theories, or ideas. Myths are often final answers with great authority, and strong emotional ties.

**A collection of myths is called a
mythos**

Another important and common myth in many cultures is the **Trickster myth**. A 'trickster' is a god, or hero, and very often an animal that plays tricks or jokes on humans in order to bring them wisdom or help them question their beliefs.

Each community in PNG had its own way of explaining how nature and the world was created.



**Activity 11.1**

1. Explain what a myth is.

2. Name a myth that comes from your area or one that you have heard about.

3. List down the two types of myths.

a.

b.

What is Creation?

Creation is the act of producing or causing to exist; the act of producing. It is also the original bringing into existence of the universe by God according to Christian bible.

Before Europeans came to Papua New Guinea, the people's knowledge of the outside world was limited to the area where their immediate neighbors lived. People would visit their neighbors to trade and sometimes to fight with them.

In Papua New Guinea there are many creation stories to explain where human beings came from. Many of these creation stories tell that people came from underground, from inside a tree or from the sky. Each clan or sub – clan within a group usually had its own ideas and some of these are described below.

The people of Tangu who live in small hamlets not far inland from the north coast of New Guinea have a myth about a certain woman who had no husband to protect her. One day, she left her daughter alone and a stranger came and killed the child and buried the body. The woman had a dream that revealed the whereabouts of the grave and she recovered the body carrying it in her string bag from village to village until she found a place to bury it and a man, the younger of two brothers, who would marry her. She had two sons by her new husband.

Later she visited the daughter's grave and parting some coconut fronds she found salt water flowing from the grave with fish swimming in the water. The woman took some water and a small fish as food for her family. The results were miraculous. Overnight, her son grew to manhood. Her husband's elder brother was envious and wanted the same for his son so she directed him to the grave. Instead of taking a small fish, the foolish man seized the large eel-like one. Immediately, the ground quaked and water thundered forth from underground, forming the sea and separating brother from brother. After a while, the two brothers re-established contact by floating messages to each other written on leaves. It soon became apparent that the younger brother was able to invent and make wonderful things like boats with engines, umbrellas,

On the island of Dobu in Massim New Guinea, it was believed that when the sea was released all the beautiful women were swept in a flood to the neighbouring Trobriand Islands while the ugly women were scattered inland in Dobu.

The Keraki Papuans of the southwest coast often say that there is a sky world from which the first beings came - these were called Gainjin. All agree that they went back into the sky when their time on earth was finished. The exception was the two Gainjin animals, Bugal the snake and Warger the crocodile, who still haunt the bush. An excess of rain is regarded by the villagers as a sign that the sky beings are displeased. They fear that the great rattan cane which supports this aerial world will one day break. That is why during heavy storms, they stand ready to defend themselves in case any sky beings should tumble down.

There are also many stories about how man emerged from underground. The northern Massim area is a relatively homogenous cultural grouping and there, it is believed that the life which existed below ground was exactly like the one above, so that the people who emerged brought with them the rules governing conduct as well as the knowledge of special skills and magic lore. Among the Trobriands, for example, each small sub-clan had an ancestress that emerged with her brother from a particular spot sighted in a grove grotto lump of coral or rock. With each of these hole of emergence were associated certain territories including garden land and seashore so that each particular myth determined land usage and inheritance. One particular site on the peninsula of Kiriwina was especially renowned because from it came the first creatures to roam on earth. They were the iguana, the dog, the pig and the snake - the animal ancestors of the four principal clans.

In a tale from Mekeo in New Guinea, one brother only has fruit to eat while the other eats meat. The former spies on the latter, and sees him enter a hill which opens at his command and then closes behind him. A little later he emerges with a wallaby and two scrub hens. When the foolish brother tries to do the same thing, he was too slow and all the animals escaped. The two brothers begin to fight but their wives separated them and send them off to fight an ogre instead.

There are many stories about how man was released from a tree. There are two Keraki mythologies, each associated with its own sacred site and in one of the Kuramangu stories a sky being, Kambel was curious about the unintelligible sound which issued from a palm tree and he cut it down, releasing the people. In the evening, a shiny white object rose from the palm and slipped from his grasp into the sky. It was his son, the moon. (Both father and son are associated with the moon).

Strengths and Weaknesses of Myths

There are strengths and weakness of myths because they are traditional stories that have been passed orally from one generation to the other.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Easier for people to understand how living things or nature came into being • Interesting to learn about the different creation stories regarding the same nature or living being • Having a significant symbolic power, myths have survived for a long time despite it not being written • Before the Bible, myths were a common means of conveying meaning 	<ul style="list-style-type: none"> • Is confusing as different cultures have their own myths about how living things or nature came into being • Most creation myths came out from something negative that happened • Myths may not be true because there are no written records and so stories may have changed along the way • Stories told and retold may have changed over time



Activity 11.2

1. Explain what creation is.

2. List two ideas of how the first people came to Papua New Guinea.
 - a) _____
 - b) _____
3. Apart from the strengths and weakness given in the table, write one other strength and weakness that you may have experiences about myths.
 - a) Strength

 - b) Weakness

Summary



- A myth is a story with a purpose. It tries to explain the way the world is.
- A myth is also a story that may or may not be true.
 - One type of myth is the creation myth which describes how that culture believes the universe, or 'world' was created.
- Another myth common to many cultures is the Trickster myth. A 'trickster' is a god, or hero, and very often an animal that plays tricks or jokes on humans in order to bring them wisdom or help them question their beliefs.
- A collection of myths is called a mythos.
- Creation is the act of producing or causing to exist; the act of producing. It is also the original bringing into existence of the universe by God.
- There are strengths and weakness of myths

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE



Practice Exercise 11

Write about a creation story or myth from your area.

[illegible]

CHECK YOUR ANSWERS AT THE END OF TOPIC 3

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 11.1

1. A myth is a story with a purpose. It tries to explain the way the world is.
2. Answers may vary for individual students.
3. a). Creation Myth b). Trickster Myth

Answers to Activity 11.2

1. Creation is the act of producing or causing to exist; the act of producing.
2. Answers may vary for individual students
3. Answers may vary for individual students

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Lesson 12: Sorcery and Witchcraft



Welcome to lesson 12 of unit 4. In the last lesson you learnt about myths. In this lesson you will learn about sorcery and witchcraft.



Your Aims:

- define sorcery and witchcraft
 - identify its purpose and effects
-

Sorcery and Witchcraft

Sorcery is defined as "the use of magic or witchcraft." It is also the art, practices, or spells of magic, especially black magic, by which it is sought to harness occult forces or evil spirits in order to produce unnatural effects in the world. In other words, sorcery is a type of magic in which spirits (= people who cannot be seen) especially evil ones, are used to make things happen.

Witchcraft, also called black magic, is the evil use of supernatural powers sourced from the evil spirit and his territory. Witchcraft is the act or instance of employing sorcery, especially with unkind intent: a magical rite or technique. Witchcraft calls upon the powers of the evil spirit much like a believer prays and believes in the power of God. In other words, it is the activity of performing magic to help or harm other people.



Symbols of sorcery and witchcraft in Papua New Guinea

Witchcraft, as the name suggests, is a 'craft' practiced by witches. The reason why it is called witchcraft and not wizard craft is that it was mostly practiced by women in ancient times. So in a way, witch craft is usually associated with women. Another reason was that women stayed at home while the men went out to earn their living.

These women helped the people especially women of their community in curing their diseases. Witchcraft, in fact, was known as the 'The Craft of the Wise.'"

It was so called because those who practiced it lived close to the nature and cured the diseases of the people, a service that nobody else could render. Because these witches stayed close to nature, they over a period of time were able to decode the healing properties of various herbs and plants.



Activity 12.1

1. Define:

a) sorcery.

b) witchcraft

2. Explain how 'witchcraft' is a craft

Purpose of Sorcery and Witchcraft

People use sorcery and witchcraft to do harm to other people to hurt them. When people make sorcery they usually use harmful substances and objects, and when people make witchcraft they use their own special powers. This means that a sorcerer uses power that comes from outside him or herself, but a witch can make a person sick or die by using power that comes from within. For example, a witch might just look at the person he or she wants to or just think about wanting to harm the other person. The powers of the witchcraft can be passed on parents to children or learned from other people.

In Papua New Guinea many people believe in witchcraft, but in most communities it is more common for people to believe in sorcery. These were our cultural values and traditions acceptance that carried our spiritual beliefs.

However, it is difficult to understand sorcery and witchcraft because when people try to explain they usually talk in general about the power of other people to do harm. People

do not usually talk about their knowledge or experience of the power of particular individuals to do harm, so it can be hard to find examples.



Activity 12.2

1. Explain one:

a) similarity between sorcery and witchcraft

b) difference between sorcery and witchcraft

2. Explain why people use sorcery and witchcraft in Papua New Guinea

If we want to find out more about sorcery and understand it better, than we need to find the answers to some important questions below.

1. What kinds of people do you or other people believe are sorcerers?
2. How do sorcerers do harm?
3. What substances do sorcerers use?
4. What methods do sorcerers use?
5. Who or what makes sorcerers do something?
6. Do sorcerers do it for themselves or they do it for other people?
7. What is the link between the social group of the sorcerer and the people who is harmed?
8. Who responds to sorcery?
9. How do people respond to sorcery?
10. Do sorcerers have special powers or characteristics that make the make different from other people?

The effects of sorcery and witchcraft

Both sorcery and witchcraft have existed for a very long time in all societies and cultures around the world. When an unexplained cause of death occurs, it is often blamed on the use of sorcery or witchcraft. A death, illness, injury or even an unexpected love for someone, that is believed to have resulted from either sorcery or witchcraft, does affect the practitioners, victims and the community as a whole. The effects of sorcery and witchcraft include:

- fear – people are scared and live in fear of sorcerers
- suspicion – not knowing who actually are the sorcerers creates suspicion in community
- lack of trust – being extra cautious as to whom you associate yourself with, etc
- innocent people being accused – because they have become suspects
- suspects are put tortured or killed

The common groups of people who are likely to be accused for practising sorcery or witchcraft are:

- close relatives - people who have had close contact with the victim
- women – especially those in a polygamous relationship
- old women – because of their age
- queer ugly people – they look strange and often stay on their own

The beliefs of the powers of witchcraft and sorcery cause deep fear and suspicion among members of the community. This fear and lack of trust, undermines the harmonious relationship that the community is supposed to have. Torture and killing of suspects have often resulted from great suspicion and terror by the community and especially the family of the victim.

Positive Benefits of Sorcery or Witchcraft

On the other hand, sorcery and witchcraft were not only about bringing harm or death to other people. The belief of creating love potions, or possessing healing powers were regarded as benefits of sorcery or witchcraft practices. Practitioners with healing powers assisted their communities overcome their fears of death or malpractices of sorcery and witchcraft.

With the introduction of Christianity in Papua New Guinea, people have created a new perspective in developing their faith and trust.

**Activity 12.3**

1. Give at least three purposes of sorcery and witchcraft.

- a) _____
- b) _____
- c) _____

2. State two effects of sorcery and witchcraft.

- a) _____
- b) _____

SUMMARY:



- Sorcery is defined as "the use of magic or witchcraft." It is also the art, practices, or spells of magic, especially black magic, by which it is sought to harness occult forces or evil spirits in order to produce unnatural effects in the world.
- Witchcraft, also called black magic, is the evil use of supernatural powers sourced from the evil spirit and his territory.
- People use sorcery and witchcraft in order to do some harm to other people to hurt them. When people practice sorcery, they usually use harmful substances and objects, and when people practice witchcraft they use their own special powers.
- A death, illness, injury or even an unexpected love for someone, that is believed to have resulted from either sorcery or witchcraft, does affect the practitioners, victims and the community as a whole.
- Sorcery and witchcraft were not only about bringing harm or death to other people. It also has positive gains or benefits.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE



Practice Exercise 12

Complete the following table.

Write a short argumentative essay titled 'Sorcery and Witchcraft should be practiced in PNG.'

- You can either argue **for** or **against**.
- Make sure your arguments are clear and straight to the point.
- Start with a good **Introduction** and end with a convincing **Conclusion**.
- *Use the following guided questions to put your essay together*
 1. *What is sorcery and witchcraft?*
 2. *Why do you think that sorcery and witchcraft should or should not be practiced in PNG?*
 3. *What evidence or points can you present to argue your point?*
 4. *What suitable title can you give for your essay?*

(Title) _____

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHECK YOUR ANSWERS AT THE END OF TOPIC 3.

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 12.1

1.a) Sorcery is defined as "the use of magic or witchcraft." It is also the art, practices, or spells of magic, especially black magic, by which it is sought to harness occult forces or evil spirits in order to produce unnatural effects in the world.

b) Witchcraft, also called black magic, is the evil use of supernatural powers sourced from the evil spirit and his territory. Witchcraft is the act or instance of employing sorcery, especially with unkind intent: a magical rite or technique. Witchcraft calls upon the powers of the evil spirit much like a believer prays and believes in the power of God.

2. Witchcraft is a 'craft' practiced by witches. The reason why it is called witchcraft and not wizard craft is that it was mostly practiced by women in ancient times.

Answers to Activity 12.2

1. a) Individual students' answer may vary

b) Individual students' answer may vary

2. Individual students' answer may vary

Answers to Activity 12.3

1. A sample answer below, but individual students' answer may vary for all three responses

a) People use sorcery and witchcraft to do harm to other people to hurt them

2. Any two of these or their own

- fear
- suspicion
- lack of trust
- innocent people being accused
- suspects are put tortured or killed

Reference

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Kibor, E. J. (1996) Witchcraft and Sorcery: A Biblical Perspective (pp.151-161) London, UK: Sheldon Press

Lesson 13: Types of Religions



Welcome to lesson13 of unit 4. In the last lesson you learnt about sorcery and witchcraft. In this lesson you will learn about types of religions.



Your Aims:

- define religion
 - identify the different types of religions with their beliefs and practices
 - identify their purposes and impacts
-

What is religion?

Religion is the strong belief in a supernatural power or powers that control human destiny. It can also be explained that a religion is an institution that expresses believe in a divine or higher power. This higher power is worshiped and honoured in exchange for the individual's protection or for favours.

All Religion can trace its earliest form to the Ancestor adoration and worship and also to the worship of nature and natural forces- sun, wind, earth etc. For example: Before the introduction of Christianity, our early ancestors had their own religion; these religions were centred on ancestor and nature worship and adoration.

Religions of the World

To get a better understanding of the different religions in the world, let us look at the four main universal religions, the beliefs and practises.

1. Islam

The Islam church was founded by Muhammad the Prophet in 634 AD. It is regarded as the fastest growing religion in the word with 1.6 Billion followers. The Islam holy book is called the Qur'an and is regarded as the literal word of God, it is unaltered and final. It includes instructions that govern all aspects of a believer's life i.e. laws of marriage- how to conduct politics in a society.

All Muslims Believe in

1. One God, we are made to worship and obey
2. Angels
3. Revelations
4. Prophets
5. Resurrection and Judgment
6. Predestination

2. Buddhism

Is a religion that had developed within the sub-continent of India and was founded by Siddhartha Gautama in 566 BC. Originally a Hindu Siddhartha became disenchanted with his way of life and his religion. Became the Buddha (the enlightened one) after he received enlightenment in his search for truth

All Buddhist believe in the four Nobel Truths

1. There is suffering, disease and ignorance
2. Suffering is caused by cravings of pleasure, material goods and immorality
3. End of all suffering can be achieved
4. Fold path to achieving the end of suffering
5. Karma

3. Hinduism

Is considered to be the oldest religion in the world and has no set date of foundation as it is an evolutionary religion that has grown with the Indian people. Hinduism teaches its followers that no religion teaches the only way to salvation. But all genuine religions are faucets of Gods light, deserving tolerance and understanding. Hinduism has over 4 billion followers.

All Hindus believe in:

1. Karma,
2. Reincarnation
3. Deities are invisible so rituals, sacraments and personal devotion create a communion with the Devas and Gods
4. An enlightened master (sat guru) is essential to know the transcendent absolute (path to enlightenment) through:
 - Personal Development
 - Good Conduct
 - Purification
 - Pilgrimage
 - Self-enquiry/ meditation and surrender to God.

4. Christianity

Christianity is a religion that can trace its history to the Middle East. The founder of Christianity is Jesus Christ. The Christian religion is broken into many different denominations, and is the second fastest growing religion in the world. With over 1.5 Billion followers it is a truly global religion.

All Christians believe that:

1. Jesus Christ is the son of God
2. The Bible is the word of God
3. Prophets
4. Baptism
5. Heaven and Hell



I am a Christian, and my faith teaches me to accept all other religions. We must all learn to accept other faiths and live in harmony with other religions



Activity 13.1 Answer the following questions

Using the information in this lesson, complete the table below.

Religion	Founder	Main Beliefs
Islam		1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Hinduism		1. _____ 2. _____ 3. _____ 4. _____
Buddhism		1. _____ 2. _____ . _____
Christianity		1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Even though there are other religions that may have emerged in the recent years, these are the most common ones.

Religion in Papua New Guinea – Its

Our early ancestors worshiped their forefathers and the forces of nature. To honour these gods they performed rituals and sacrifice. These forces of nature and other traditional beliefs was the religion of our ancestors. These are beliefs too.

However, Christianity came to Papua New Guinea with the first missionaries who landed on our shores with the intention of spreading the gospel of Jesus Christ to the heathens of the world. The fierceness, with which these missionaries spread the gospel, forced the majority of our societies to change from their ancestral beliefs to the teachings and beliefs of Christianity. In the process, much of our own religion was lost. As Christianity is a religion that is selfish, it refuses to compromise as it demands total adherence to the written word of the Lord.-Bible.

First Christian Missionaries

The first missionaries who brought Christianity into Papua New Guinea were the:

- Roman Catholic
- London Missionary Society
- Methodist / United
- Lutheran
- Other religious sects came later to the country.

The Purpose and Impact of Religion

The primary purpose of a religion is to reconnect the human world with a higher super being, especially as nourishment for their spiritual self; the soul. The teachings of each religion aim to develop the good and well-being of mankind.

Religion has and will continue to impact almost every aspect of human civilisation in both positive and negative ways. Below is a tabling showing how religion has impacted the human race, both in a positive and negative way. An example for each is also given

Positive Impacts of Religion	Negative Impacts of Religion
<ul style="list-style-type: none"> As a source of hope and positivity <p>People have faith that they will recover from major diseases or illnesses when they become part of a religion.</p>	<ul style="list-style-type: none"> Anxiety created through scientific and religious views <p>The teachings of creation from a religious perspective is conflicting to that in science</p>
<ul style="list-style-type: none"> Promotes feelings of belonging <p>Creating social activities helps people feel that they are being loved and belong to a group that will help and support them.</p>	<ul style="list-style-type: none"> Bad religious programming <p>Viewing people of other religions as bad or as unbelievers.</p>
<ul style="list-style-type: none"> Boosts self-esteem <p>Helps people find value in themselves and how important they are to others.</p>	<ul style="list-style-type: none"> Injustice and war <p>Nations or groups have used religion to go into war.</p>
<ul style="list-style-type: none"> Provides protection from existential threats <p>They give people the understanding of the meaning and purpose of their (people's)</p>	<ul style="list-style-type: none"> Reasons for hatred and prejudice <p>Smaller groups have been formed from religious groups and have been responsible for contributing towards social</p>

existence on earth and beyond.	injustice towards other religious groups.
<ul style="list-style-type: none"> Promotes healing of mind and body <p>People will most likely possess a strong belief in healing by divine powers.</p>	<ul style="list-style-type: none"> Power hungry religious leaders <p>Individuals or groups may have felt empowered or threatened by other religions and so are suppressed by those who hunger for power, for example: Hitler</p>
<ul style="list-style-type: none"> Improves mental and physical health <p>Positive mental and physical health is encouraged through religious teachings and practices.</p>	<ul style="list-style-type: none"> Separation of humanity <p>Some Religions believe that they are better than others and therefore aim to separate themselves from other religious groups.</p>
<ul style="list-style-type: none"> Encourages charity and unselfishness <p>People are encouraged to give up one's time and money to those who are less fortunate than themselves.</p>	
<ul style="list-style-type: none"> Food for the soul <p>Religion feeds the hunger of the soul as they believe that the soul has more needs than the physical body.</p>	



Activity 13.2 Write the answers for the following questions

1. Who did our early ancestors worship?

2. Identify and name the early missionaries that came to Papua New Guinea.

3. Why did the first missionaries who came to Papua New Guinea, destroy our traditional religion?

4. What was the main purpose for Religions?

Summary



- Religion is the strong belief in a supernatural power or powers that control human destiny. It can be explained that a religion is also an institution that expresses believe in a divine or higher power.
- The four main religions in the world are Islam, Muslim, Hinduism and Christianity.
- Our forefathers worshipped their ancestors and the forces of nature before the introduction of Christianity.
- The primary purpose of a religion is to reconnect the human world with a higher super being, especially as nourishment for their spiritual self; the soul. The teachings of each religion aim to develop the good and well-being of mankind.
- The impact of religious groups can either be positive or negative.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE

**Practice Exercise 13**

1 Define the word Religion.

2. What common Belief is shared between Christianity and Islam?

3. What common Belief is shared between Hinduism and Buddhism?

4. Name the Holy books/texts used by the following religions

- Christianity

- Islam

5. Why is it important that we accept and learn to live with people who follow different religions that are not the same as ours?

6. Choose one positive and one negative impact of religion from the table above. For each one, give an example that you see or you hear about, that is happening in Papua New Guinea.

a) Positive:

b) Negative:

CHECK YOUR ANSWERS AT THE END OF TOPIC 3.

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 13.1

Religion	Founder	Main Beliefs
Islam	Muhammad the Prophet	<ol style="list-style-type: none"> 1. One God, we are made to worship and obey 2. Angels 3. Revelations 4. Prophets 5. Resurrection and Judgment 6. Predestination
Hinduism	-----	<ol style="list-style-type: none"> 1. Karma, 2. Reincarnation 3. Deities are invisible so rituals, sacraments and personal devotion create a communion with the Devas and Gods 4. An enlightened master (sat guru) is essential to know the transcendent absolute (path to enlightenment) through: <ul style="list-style-type: none"> Personal Development Good Conduct Purification Pilgrimage Self-enquiry/ meditation and surrender to God.
Buddhism	Siddhartha Gautama	<p>All Buddhist believe in the four Nobel Truths</p> <ol style="list-style-type: none"> 1. There is suffering, disease and ignorance 2. Suffering is caused by cravings of pleasure, material goods and immorality 3. End of all suffering can be achieved 4. 8 Fold path to achieving the end of suffering 5. Karma
Christianity	Jesus Christ	<ol style="list-style-type: none"> 1. Jesus Christ is the son of God 2. The Bible is the word of God 3. Prophets 4. Baptism 5. Heaven and Hell

Answers to Activity 13.1

1. Our forefathers worshiped their ancestors and the forces of nature
2. Roman Catholic, London Missionary Society, Methodist, Lutheran

3. They had the intention of spreading the gospel and at the same time selfish and therefore refused to compromise with the religion of our forefathers.
 4. Main purpose of religion is to reconnect the human world with a higher super being, especially as nourishment for their spiritual self; the soul.
-

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GRADE 9 -PERSONAL DEVELOPMENT TEXT BOOK

Cambridge Advance Learner's Dictionary

Lesson 14: Christianity



Welcome to lesson 14 of unit 4. In the last lesson you learnt about types of religions. In this lesson you will learn about Christianity.



Your Aims:

- define Christianity
 - identify the core beliefs of Christianity
 - identify the impact of Christianity
-

What is Christianity?

Christianity is a religion based upon the teachings, miracles and the life of Jesus Christ – Christ, meaning the ‘anointed one’. The Christian faith was founded over 2000 years ago after the death and resurrection of Jesus. Jesus himself was a Jew; however after his execution under the Roman Commander Pontius Pilot, his followers preached and spread his message throughout the known world. Thus converting and spreading what would later be known as the religion of Christianity.

Core Beliefs, and Teachings of Christianity

The core beliefs of Christianity are as follows:

- Jesus died for our sins. Born into the world in flesh he bore the burden of our sins when he was executed on the cross.
- He was buried, according to Jewish custom his body was placed in a tomb, to be prepared for the death rites.
- Was resurrected, Jesus was taken body and soul back to heaven. This miracle was witnessed by several of his disciples and friends. His resurrection shows us that he was indeed the Son of the one true God.
- And salvation is offered through him. We are accepted by God when we believe in Jesus and accept Him as our Lord and Saviour. It is through him that we are made clean and worthy to be received by God. (1 Corinthians 15 1-4)

Unique among faiths Christianity is more about a relationship with God than about religious practices, so Christians strive to cultivate a closer walk with God through Jesus guided by the Holy Spirit.

Other beliefs shared by Christians include:

- Christians believe that the bible was inspired by God.
- Man was created to have a relationship with God, but sin separates us from him.
- In order to attain heaven one must surrender all to God.
- Christianity is about believing that Christ died on the cross as payment for our own sins.



I am a Christian because I believe in Jesus Christ, the Son of God. We must accept all Churches because we are all followers of Christ.



Activity 14.1 Answer the following questions.

1. Define Christianity and explain when it came into existence.

2. How were the messages and miracles of Jesus spread to other people in the world?

3. Why is Christianity Unique amongst other faiths?

Christian Denominations

Christians share the same Core beliefs and including ritual practices such as:

1. Baptism
2. Attendance to church services
3. Marriage ceremonies/celebrations
4. Reading of a common spiritual text – The Bible

However over time divisions have occurred in the Religion and thus Christianity has become the most divided religion in the world.

Let us take a closer look at how a church denomination is created:

1. An individual reads the Bible, and his/her understanding and interpretations of the bible sets the foundation for the rules and laws of his/her new church.
2. The individual preaches that message and people begin to follow and accept the message he/she is preaching.
3. Over time the followers begin to create a community around the Preacher and they form a church.

The new church is still a Christian Religion, however they are now known as a new Denomination. A **Denomination** is a class or a group of individuals who are called by the same name or by the same religion. This is how most if not all the church denominations were formed within the Christian Religion.

Christianity can be categorized into three groups, depending on different doctrinal beliefs and teachings. Examples of Christian Denominations are:

Main-Line Churches	Evangelical Protestants	Pentecostals
<ul style="list-style-type: none"> • Catholic • Lutheran • Anglican • Seventh Day Adventist • United Church 	<ul style="list-style-type: none"> • Evangelical Brotherhood Church • Baptist • Christian Revival Church 	<ul style="list-style-type: none"> • Assemblies of God • Four Square

It is important that we remember that no matter what church we belong to we share one faith as Christians. All churches, must work together to ensure that our Core beliefs are carried out and that our Christian Religion is not divided since we are all members of the Body of Christ.

Impacts of Christianity

The teachings and doctrinal beliefs of Christianity influences the way people view themselves and their surroundings. The impacts of Christianity are both positive and negative. The table below shows some of the positive and negative impacts of Christianity.

POSITIVE	NEGATIVE
<ul style="list-style-type: none"> • People are holding onto idealism and moral laws of Christianity to guide their livelihood • Parts of the Ten Commandments have become Universal Laws of some countries, including PNG • Because of Christianity, the poor and the homeless are being taken care on 	<ul style="list-style-type: none"> • Division amongst the different denominations • Misconception and misinterpretations of The Bible • Some Christian Churches think that their teachings and practices are correct compared to that of other churches

**Activity 14.2 Write the answers for the following questions.**

1. Identify and write down the common rituals all Christians share.

2. What is a Christian denomination?

3. Give three examples of the different religious denominations?

Summary

- Christianity is a religion based upon the teachings, miracles and the life of Jesus Christ – Christ, meaning the ‘anointed one’.
- The Christian faith was founded over 2000 years ago after the death and resurrection of Jesus.
- Christianity is more about a relationship with God than about religious practices, so Christians strive to cultivate a closer walk with God through Jesus guided by the Holy Spirit.
- Christians share the same Core beliefs and including ritual practices
- The impacts of Christianity are both positive and negative.
- By learning about other religions, we can get a better understanding about their beliefs and also learn to accept their beliefs, because MANY FAITHS make ONE WORLD.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE

**Practice Exercise 14**

1. What are the core beliefs of the Christian Faith? List 2 of them.

a) _____

b) _____

2. State one positive and one negative impact of Christianity

a) POSITIVE: _____

b)NEGATIVE _____

3. Write the name of your Religious Denomination or church. Explain what the teachings and doctrinal beliefs are of your church.

CHECK YOUR ANSWERS AT THE END OF TOPIC 3

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 14.1

1. Christianity is a religion based upon the teachings, miracles and the life of Jesus Christ. Christ, meaning the 'anointed one'. The Christian faith was founded over 2000 years ago after the death and resurrection of Jesus.
2. His messages and miracles were spread by his disciples and his friends who witnessed them. Later Christian Missionaries spread it with the Bible as their reference
3. Because it is more about a relationship with God than about religious practices.

Answers to Activity 13.2

1. Rituals

- Baptism
- Attendance to church services
- Marriage ceremonies/celebrations
- Reading of a common spiritual text – bible

2. A Christian Denomination is a church that is formed by an individual within the Christian Religion.

Catholic, Lutheran, SDA, Anglican, AOG, United etc.

References

INTERNET: www.gotquestions.org/christianity.html

The King James Bible.

ANSWERS TO PRACTICES EXERCISES 11-14

Answers to Practice Exercise 11.

No standard answers. Student answers will vary.

Answers to Practice Exercise 12.

No standard Answers. Students' answers may vary.

Answers to Practice Exercise 13

1. Define the word Religion.
The belief in and worship of a god or gods, or any such system of belief and worship.
2. What common Belief is shared between Christianity and Islam?
One God we are made to worship and obey, Prophets, Angels, Resurrection and & Judgement
3. What common Belief is shared between Hinduism and Buddhism?
Karma, path to enlightening, peace & harmony
4. Name the Holy books/texts used by the following religions
 - Christianity.- The book Bible
 - Islam: - the Qur'an
5. Why is it important that we accept and learn to live with people who follow different religions that are not the same as ours?
It is important to accept and learn to live with other people because everybody is different and have different beliefs and values. We all have our individual rights and make our own decisions according to what we believe in. Our national constitution 302. Code of conduct, etc., and leadership code.

Subdivision 3 – Rights and Freedoms. Therefore everyone have a right and freedom to choose which is protect and guarantied in the constitution.

6. Students answers will vary depending on what they choose to from the table

Answers to Practice Exercise 14

- 1 The core beliefs of Christianity are as follows:
 - Jesus died for our sins.
 - He was buried.
 - Was resurrected, Jesus was taken body and soul back to heaven.
 - And salvation is offered through him.
2. Any two from the given table
3. Individual Student's Answers may vary. No standard Answers

TOPIC 4

PAPUA NEW GUINEA WAYS IN THE FUTURE

In This Topic You Will Learn About:

- PNG Ways in the Past
- Contemporary PNG
- PNG, Past, Present and Future

TOPIC 4: Papua New Guinea Ways in the Future

In Topic 4 on Papua New Guinea Ways in the Future, you will:

- identify past traditions
- identify the advantages and disadvantage of Past traditions
- identify PNG Contemporary way of life
- identify Western influence on PNG way of life
- identify the Past, Present and Future PNG way of life
- Identify future challenges of PNG way of life.

In doing so, you will learn about Past and Present PNG to be prepared for PNG Ways in the Future.

We hope you will enjoy studying this Topic.

Lesson 15: PNG Ways in the Past

Welcome to lesson 15 of unit 4. In the last lesson you learnt about Christianity. In this lesson you will learn about PNG ways in the past.



Your Aims:

- identify the past, traditional practices
- list the advantages and disadvantages of past traditional practices

Past Traditions of Papua New Guinea

Different areas, societies and cultures in Papua New Guinea, had their own traditions and beliefs that were verbally passed on from one generation to the other. Much of these were passed on through story-telling, rituals and initiations. Children spent a lot of time being around parents to learn by observing and listening to the instructions and chants.

Societies and different communities had their own traditional ways in:

- preparing food
- gardening and hunting
- receiving new births and moaning the dead
- building homes
- carrying out initiations, rituals and ceremonies
- healing the sick
- showing respect
- leadership
- keeping peace

The people or communities were closer to the natural world and they believed in spirits who were in charge of the different activities they did each day. There was always an explanation why someone was ill or died.

There were very strong taboos and restrictions that people had to abide by. For example; there were taboos that pregnant women were not allowed to eat certain food, or the men were not allowed to inform their families if they were to go fishing or hunting.

Sorcery is one belief and practice that is found in many communities. If something bad happens and particularly when a death occurs, people believe that there must be a reason for it and so look for an explanation. Most times they engaged a glassman or a diviner/shaman. This person goes into performing certain ritual engaging the spirit of the

dead person or invokes other spirits s/he works with to help find the cause of the dead. The diviner/glassman now acts as the bridge between the human beings and the spirits.

The powers used by the magicians and sorcerers, are believed to be inherited from their ancestors.



Activity 15.1 Answer the questions

1. Give an example of a past tradition from where you come from.

2. Write two examples of beliefs that are common in PNG

a)

b)

Advantages and Disadvantages of Past Traditional Practices

The past traditions had both advantages and disadvantages to the different tribes and ethnic groups in Papua New Guinea. Being a diverse nation, the table represents those that are common in the country.

Advantages	Disadvantages
<ul style="list-style-type: none"> • kept law and order in the communities • young people respected the rules and laws of the community • created a system that was obeyed • penalties for disobedience were clear and carried out effectively 	<ul style="list-style-type: none"> • caused fear, especially because of the beliefs of sorcery and witchcraft • so many restrictions so freedom was limited • suspicions relating to deaths and illnesses created disharmony • some traditional taboos affected the diet and well-being of members in the community

Many of these traditions and beliefs still exist today. Even though many people now live in blended communities, they have carried with them the beliefs and traditions that were passed on by their forefathers.

**Activity 15.2**

1. What is the role of the diviner/shaman?

2. List two advantages and two disadvantages of past traditions

a)

b)

Summary

You have come to the end of lesson 15. In this lesson you have learnt that:

- In Papua New Guinea, traditions are an important part of the cultural practices. .
- Traditional beliefs in spirits of different sort such as: ghost, other spirits that lives in certain places like, mountain, river side, forest, spirit animals, etc. is still alive in PNG traditional societies.
- There are advantages and disadvantages to the beliefs and traditions of the past

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE

**Practice Exercise 15.**

Answer the following question.

1. Do we still have some of these traditional cultural practices practice in today's modern time?

2. Why is it that some of these traditional cultural practices are e currently regarded as evil and bad?

3. List and explain one tradition and one belief from your area that is still practised today. Explain if each is an advantage or disadvantage to your cultural community.

a)tradition:_____

b)belief:_____

CHECK YOUR ANSWERS AT THE END OF TOPIC 4

ANSWERS TO THE ACTIVITIES

Answers to Activity 15.1

1. Students' answers will vary

Activity 15.2

1. What is the role of the diviner/shaman?

The diviner/shaman's role is to act as a bridge between the human beings and the spirit. S/he gets the humans messages and pass it over to the spirit.

2. Students' answers will vary

Reference

Gr. 9 PD student book – Dianne McInnis

Gr. 9 PD student book – Kenneth Rouse

Internet & others

Aitau A. (2003) Ambosawa: Yamap Shaman & Divinational Practices (Unpublished B. A-Honors Sub-thesis, University of Papua New Guinea)

Lesson 16: Contemporary Papua New Guinea



Welcome to lesson 16 of unit 4. In the last lesson you learnt about PNG ways in the past. In this lesson you will learn about contemporary Papua New Guinea.



Your Aims:

- identify contemporary ways of life
- identify western influences on Papua New Guineans' way of life

What is Contemporary Papua New Guinea?

The term **contemporary** refers to someone or something that is living or existing at the same time as another. For example, when we talk about contemporary traditions, we are talking about the way of life that was lived in the past and is still being lived today together with western traditions.

During many of our traditional dances, both men and woman wear their traditional attire or grass skirts but with a western material to cover their breasts. That is contemporary wear. It is contemporary because traditional attire that was used years ago is still being used today alongside western clothing.

Papua New Guinea contemporary society or modern society has seen many changes over the last few years. These have affected and changed the way we live and also the way we as citizens of this country interact with one another.

Areas of Change

Aspects	Past	Present
Medical care	Herbs, roots, leaves, bark	The introduction of modern medicines and techniques in curing sickness has enabled more people in the country to enjoy a healthier and longer life span.
Transport	Walking, canoes and outriggers	New forms of transportation combined with the government's efforts in improving and creating new roads and airports has enabled more and more people to travel within the country.
Education	Informal, learning through observation	The free education policy has enabled more and more students to be educated and it lessens the financial burden placed on parents.
Communication	Shouting, cone shells, kundu and garamuts	New modes of communication, especially the introduction of mobile phones has hugely changed the way people communicate with each other in the

		country and overseas.
Infrastructure	Bush tracks, and canoes much of the communities decisions and laws were done in the 'house tambaran' or men's house	The Government continues to build and improve the infrastructure of the country. These are things like roads, airports, seaports, public office buildings and other physical structures that make life easier for ordinary Papua New Guineans.
Religion	Spirits, witchcraft, sorcery	God and Christianity – its faith and teachings
Communities	Living in ethnic communities	More people living in blended communities
Shelter	Thatched roofs, bush materials	Modern housing, apartments and flats
Marriages	Within Ethnic community	Cross cultures, marriage into other provinces and abroad



I am from Jiwaka and East Sepik, but I live in Rabaul town. I am part of the Modern Papua New Guinea.



Activity 16.1 Answer the following questions.

1. Define contemporary

2. Write down four areas in which change has occurred in Papua New Guinea.?
 - a.

 - b.

 - c.

 - d.

Positive and Negative Effects of Change

Papua New Guinea has seen many changes in our history. As a nation we are classified as a Developing Nation, which means that we are continuing to develop in the social, economic and political areas of our country.

The rate of this development has brought with it both positive and negative changes to our young nation. To get a better understanding of these changes let us identify some of the positive and negative changes.

Positive and Negative Social Changes in Papua New Guinea

Positive Change	Negative Change
Creation of a united nation, through the promotion of a National Identity, especially in urban centres	The overcrowding of urban centres, which has led to an increase in the crime rate of these areas.
Introduction of new goods which have made life easier for people	Increase in environmental pollution and also in life style diseases.
Free education, has enabled more and more students to be educated	Overcrowding schools means students not all students learn effectively.
Introduction of mobile phones allows people to communicate better	Easy access to the internet, has caused some social problems, including problems that come from people viewing pornographic images on their phones
Increase in the purchase of vehicles, means more people are able to travel to and from places easily.	Traffic accidents increase yearly along with traffic jams and air pollution and car thief.
Increase in recreational areas, means people have access to enjoy themselves and relax in a safe environment with their friends or families.	More and more discos and drinking areas, do not regulate their customers. Meaning underage children have access to go to such places and consume alcohol. The over uses of such places as pokies bars and pubs also lead to larger family problems
Changes in the law, especially in regard to Woman's' rights, now allows women to be free from domestic violence.	Increase in domestic violence cases that come mainly from the consumption and abuse of alcohol

Changes are both Negative and Positive, as Papua New Guineans it is our responsibility to ensure that we as a nation continue to develop in a positive way.

**Activity 16.2**

1. Papua New Guinea is regarded as a _____ nation.
2. Define the term Positive contemporary change?

3. Define the term Negative contemporary change?

4. From the reading identify and write down one positive and one negative change that has taken place in the following areas of society.

Education

Positive change

Negative change

Law regarding women rights.

Positive change

Negative change

Summary

In this lesson we have learned that:

- **Contemporary** refers to someone or something that is living or existing at the same time as another.
- Papua New Guineans are still using traditions and beliefs of the past even at the time of western influence
- There are many changes that have occurred within the nation.
- The many changes have both positive and negative effects on the country but we must continue to work towards a better more prosperous future.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE

**Practice Exercise 16**

1. What specific areas of Papua New Guinea society have been affected and changed in Modern PNG. Complete the table using the information above.

Area	Change
Medical Care	<hr/> <hr/> <hr/> <hr/>
Transport	<hr/> <hr/> <hr/> <hr/>
Communication	<hr/> <hr/> <hr/> <hr/>
Urban Centres	<hr/> <hr/> <hr/> <hr/>

CHECK YOUR ANSWERS AT THE END OF TOPIC 4.

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 16.1

1. **Contemporary** refers to someone or something that is living or existing at the same time as another.
2. Write down the areas in which change has occurred in Papua New Guinea?
 - a. Medical
 - b. Transport
 - c. Education
 - d. Communication
 - e. Infrastructure
 - f. Rural Urban Drift

Answers to Activity 16.2

1. Developing Nation
2. Define the term Positive contemporary change?
Changes that occur in the country that benefits its people.
3. Define the term Negative contemporary change?
Changes that occur in the country that do not benefit its people
4. From the reading identify and write down one positive and one negative change that has taken place in the following areas of society.

Education

Positive change

Free education has enabled more children to be educated.

Negative change

Overcrowding of the schools.

Law regarding women's right

Positive change

Women are protected by the law.

Negative change

Domestic Violence continues to be on the increase in the country.

References

Grade 9 SOCIAL SCIENCE TEXTBOOK

Cambridge Advance Learner's Dictionary 3rd Edition

Lesson 17: PNG in the Past, Present & Future



Welcome to lesson 16 of unit 4. In the last lesson you learnt about contemporary Papua New Guinea. In this lesson you will learn about PNG in the past, present and future.



Your Aims:

- describe what is contemporary Papua New Guinea way of life is
- identify some areas where social change has occurred.
- identify the good and bad changes that have occurred in Contemporary Papua New Guinea

Papua New Guinea Past

In lesson 15 PNG Ways in the Past, we talked about the traditional PNG practices and beliefs. We talked about what our great ancestors practice and beliefs. As we understand that time Christianity was not around and so the people worship the gods they dwell and live with. In our cases, they worship the spirits of their dead relative as well as the spirits of the natural environment such as spirit who walk the mountains, valleys and bushes.

We also discussed the rituals the indigenous people performed in their ceremonies. The performance of a ritual was connected with religious beliefs about the relationship of human beings to the supernatural forces in the universe. The main components of the people's culture are the complexity of their beliefs about the relationship of man to nature, of man to his fellow men, and of man to those supernatural powers that he recognizes as controlling the universe. The understanding about life and death, health and illnesses is rooted in this complex belief.

Another important idea that is prominent and widespread is the concept that illnesses and deaths are a punishment for infringing an ethical code or of failing to observe the religious requirement. In such cases, the place of ritual in the complex of beliefs about the origin of illness is largely secretive and is done as side discussion before the actual killing of the animals or sacrifices. More is done, after the food is ready for consumption. This is done to prevent the onset of illness; but it is also an act of purification and healing. The exorcism of evil spirits, the observance of taboos, the offering of allays anxiety – these are all rituals acts and occasions related to the cultural beliefs about life and the supernatural.

Rituals express the fear and teach men what they must do to be saved. They teach them to be co-operative with their kinsmen and to follow the traditional customs. Many of these ritual, ceremonies, and practices one way or another provides the ground for social control. In other words, they allow the elders to control their people so that they behave in a way acceptable in their community. Therefore, law and order is maintained in this community.

Arrival of Christianity and Western government

The arrival of Europeans and missionaries brought new changes and challenges into the traditional PNG societies. Christian missionaries brought the Christian faith and beliefs. As discussed in Lesson 13 some of the core Christian beliefs are:

- Jesus died for our sins. Born into the world in flesh he bore the burden of our sins when he was executed on the cross.
- He was buried, according to Jewish custom his body was placed in a tomb, to be prepared for the death rites.
- Was resurrected, Jesus was taken body and soul back to heaven. This miracle was witnessed by several of his disciples and friends. His resurrection shows us that he was indeed the Son of the one true God.
- And salvation is offered through him. Belief in the words and miracles of Jesus is the key to our salvation. It is through him that we are made clean and worthy to be received by God. (1 Corinthians 15:4)

Unique among faiths Christianity is more about a relationship with God than about religious practices, so Christians strive to cultivate a closer walk with God through Jesus guided by the Holy Spirit.

These beliefs now are in conflict with the traditional religious beliefs and practices. For instance, Jesus and His Father GOD is the only God and spirit and not others. This creates confusions and resistance within the traditional indigenous people.

To make matters worse for the indigenous people, the Western civilization also brought in its own laws linked to the Court system and Constitution. For example, it forbids citizens from killing other people. One who breaks the law is taken by the police and sent to prison. However, in the traditional society, it involves pay back killing. The idea of Tooth for Tooth and Eye for an Eye- meaning you kill another person, they kill you to balance the evil act.

The arrival of Westerners brought different government systems and companies beside Christianity into PNG. The indigenous people are now brought in to work for wages or money. This again contradicts their traditional barter system- exchange of goods for goods. Indigenous people now use this new form of exchange (money for goods).

More interestingly, some of the early Papua New Guineans were taken/ recruited to work in a different area foreign to them. For example, Chimbus were taken to work in coconut plantation in Rabaul or Sepiks taken to work in the gold mine in Wau-Bulolo, Morobe Province.

Many of such people were alienated and displaced. They were confronted with a mixed culture because people from other provinces were also recruited to work in the same company/plantation. Many of such people lost their connections back to their roots in the village. Most found it hard to practice their ceremonial or religious practices because they were watched by their European masters as well as the Christian missionaries. Many were even forced to accept Christianity and forgo their traditional beliefs.

We now come into the contemporary PNG which was discussed in lesson 16. Many more interesting and amazing things were introduced into this traditional mindset and livelihood. Introduction of medication, transport, education, communication and infrastructure made life easy for these people. People now find it easier to move around or even communicate. Food stuff can be accessed easily from the stores and sick people

get treated with strong and powerful medicine. All these make life easier for the indigenous people and comfortable. Because of that more and more people are moving out of the villages into urban areas or towns and cities to access these services. This is called rural-urban drift.

Rural –urban drift brings in many people from different parts of the country together in one locality/area. For example, in Morata you find people from highlands and coastal living together in one area. Even more they are all accessing these services as citizens and one people.



Activity 17.1

1. List three benefits of past traditions of Papua New Guinea.

- a. _____
- b. _____
- c. _____

2. List three harmful effects of past traditions of Papua New Guinea.

- a. _____
- b. _____
- c. _____

PNG Future Challenges

- **Western influence to PNG ways.**

The fear we now face is that, we will lose our entire cultural heritage should we allow western influence to dominate our daily activities. What should we do as Papua New Guineans? We must accept the fact that the western influences are unavoidable. Since our country open her door to accept this material and non-material things from our land, it is now difficult to say no. Even more of the technologies and cultures that we openly accepted has already ingrained it roots in the minds and hearts of our people. For instance, to say no to mobile phone is definitely challenging. Therefore we will have to look outside of Papua New Guinea to learn from the experiences of the other tribal indigenous people who also underwent the process and dilemmas we are now facing so that we can come up with something more acceptable by all.

Some experiences from American Indians, Africans, and Australian Aboriginal people help. The question of a total NO to more of western influence is not possible. We will have to look into a win-win situation where we enjoy the western influence but at the same time try to preserve our traditional cultural heritage to maintain our PNG identity to avoid losing them for good.

- **Document cultural heritage**

Our acceptance that cultural heritage helps to define our identity and express values and aspirations, means we must be concerned about the conservation of Papua New Guinea Indigenous cultural heritage. There is a fragile grasp on the management of Indigenous culture, which is integral to the identity and well-being of Papua New Guinea Indigenous peoples. The need now is to track changes in the environment, the landscape, and people and develop strategies to manage the protection of our heritage on a national scale. Essentially, if it is not measured, it also may not be managed or maintained.

The influx of modern technologies, religious practices, values, belief from the global world is part of the cultural changes the global world is going through. In other words, it is inevitable. This means we accept that changes but also not to deny our traditional identity. Or some say, not at the expense of our own traditional cultural heritage.

What we need to do is to stand behind our many institutions such as National Museum, National Cultural Commission, Tourism Authority, Universities and fund them to document these value-less cultural heritage.

Our purpose as proud Papua New Guineans is to give opportunity to our indigenous people to present our cultural traditions to the government in-charge of traditional societies to preserve them for future generations. Two such organizations responsible are the National Cultural Commission (NCC) and the universities. Here we proposed that these institution be given the role to document and also safe keep/house and manage these cultural knowledge systems to preserving PNG cultural traditions. This cultural knowledge will be managed at the central database system and the people may source it when desired.

The aim is to document to safeguarding, preserving, protecting and promoting our heritage and tangible and intangible cultural resources of Papua New Guinea. The emphasis should be form more commissioning of research to collect data from Indigenous organizations relating to the provincial, community of Indigenous cultural heritage. This information can be collated and provided to the National Cultural Commission as the body to be in charge of the project. Funding is what is needed and the government with other stakeholder should be able to mobilized funds to fund this exercise.

The other option is to encourage 'cultural pluralism. Cultural pluralism is a term used when smaller groups within a larger society maintain their unique cultural identities, and their values and practices are accepted by the wider culture provided they are consistent with the laws and values of the wider society. Many of this approach is found in first world countries like United State of America, Australia, Great Britain.

Cultural pluralism is distinct from (though often confused with) multiculturalism. Multiculturalism lacks the requirement of a dominant culture. If the dominant culture is weakened, societies can easily pass from cultural pluralism into multiculturalism without any intentional steps being taken by that society.

A prominent example of pluralism is 20th Century is Unite States, in which a dominant culture with strong elements of nationalism, a sporting culture, and an artistic culture

contained also smaller groups with their own ethnic, religious, and cultural norms¹. In a pluralist culture, groups not only co-exist side by side, but also consider qualities of other groups as traits worth having in the dominant culture. Pluralistic societies place strong expectations of integration on members, rather than expectations of assimilation. The existence of such institutions and practices is possible if the cultural communities are accepted by the larger society in a pluralist culture and sometimes require the protection of the law. Often the acceptance of a culture may require that the new or minority culture remove some aspects of their culture which is incompatible with the laws or values of the dominant culture.

The way forward is to adopt one of the above or have bot work side by side.



Activity 17.2

1. List three changes that have taken place as a result of Western influences into PNG.
 - a. _____
 - b. _____
 - c. _____

Summary



You have come to the end of lesson 17. In this lesson you have learnt that:

- In Papua New Guinea, traditions are an important part of the identity of the people.
- Traditional beliefs and customs are still practiced.
- Change is necessary if PNG wants to be part of the developing world. Traditional and modern ways need to blend successfully to create a successful future.
- Cultures do not stay the same as they change when the world around changes.
- There can be changes of clothing, food, entertainment and work.
- Documentation of Cultural heritage is important to preserve our cultural identity for future generation to enjoy.
- Cultural pluralism is an idea PNG should encourage so as to allow the diverse PNG cultural heritage to exist side by side with each other while at the same time trying to fit into the Western beliefs and values.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE

**Practice Exercise 17**

Make a list of three cultural symbols from your area that you value most.

1. _____

2. _____

3. _____

4. Based on the above, say why you value these three symbols.

5. Which of the three symbols you mention in (1, 2, 3) has some evil aspects with it? Say why you think it has that evil aspect.

CHECK YOUR ANSWERS AT THE END OF TOPIC 4

ANSWERS TO LESSON ACTIVITIES

Answers to Activity 17.1

1. List three benefits of past traditions of Papua New Guinea. Some examples are:
 - a. It binds you and connects you to your roots. Where you belong.
 - b. It gives you that identity and pride of being a member of a tribe.
 - c. It makes you feel not alienated/displace but gives a sense of belonging.
2. List three harmful effects of past traditions of Papua New Guinea.
 - a. Some of the practices are bad to our health. For example, chewing buai, etc..
 - b. The practice exposes us to illness disease easily. E.g. not washing hands and eat.
 - c. Not trying to mediate, discuss issues but attacking others on the sport may incite retaliation thus leads to tribal fight.

Answers to Activity 17.2

1. List three changes that have taken place as a result of Western influences into PNG.
 - a. Loss of respect for elders and money seem to buy lies and deceits.
 - b. Clashes between the traditional religion and Christianity
 - c. Easy to communicate with relative in the village using mobile phone.

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Grade 9 SOCIAL SCIENCE TEXTBOOK

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ANSWERS TO PRACTICE EXERCISES 15-17

Answer the following question.

1. What role does the pig play in the situation between the humans and the spirits?
The pig(other protein such as chicken) is used as a means/payment for the services rendered by the spirit to the humans. It is one such material the spirit accepted as legal tender. It is also reinforce the relationship between human and spirit.
2. If the shaman/diviner did not offer the pig to the spirit, what might happen to them?
The spirit will get angry because they were engaged to do a job and the want payment in return just like any human being. They them will retaliate and harm the human being by bring evil mishaps or sickness or even death to the person who engaged their services.
3. How many types of spirits traditional Papua New Guineans believe are there in our traditional PNG societies?
 - a. Spirit of the nature created and left to look after the environment
 - b. Spirit of death relatives (ghost)
 - c. Spirit animal
 - d. Superior spirit for the whole land the people dwells in
4. Do we still have some of these traditional cultural practices practiced in today's modern time?
Yes, some of the traditional cultural practices are still practices today. For example tribal fight, divining to find causes of dead, giving food and money as head payment for father or mother, etc.. The involvements of spirits are also used by few people today to. Like the initiation and preparation for tumbuna singsing, etc..
5. Why is it that some of these traditional cultural practices are e currently regarded as evil and bad?
It is mainly because of the introduction of Christianity, our traditional cultural practices are deem bad as they see them contradicting Christian faith. For instance, the belief and worship of the ghost or spirits of dead relative is now diverted to focus on Jesus Christ and Holy Spirit as describe by the Bible and so they are considered evil.

Answers to Practice Exercise 15

1. What specific areas of Papua New Guinea society have been affected and changed in Modern PNG. Complete the table using the information above.

Area	Change
Medical Care	New and better medical care with latest technology and new medicines to treat diseases.
Transport	More and more access to transport because of ew roads, and airports built thus allowed people to travel to stations, towns and cities easily in a short span of time.
Communication	Introduction of new technology such as mobile phone and internet allows people in remote villages to communicate with their love

	ones on the spot or in real time.
Urban Centres	More and more people from different parts of the country are moving into towns and cities beefing up the population in the urban areas.

Answers to Practice Exercise 16 (Possible answers. Answers varies)

Make a list of three cultural symbols from your area that you value most.

1. Traditional dress/costumes for singisng.
2. Necklace
3. Traditional house man
4. Based on the above, say why you value these three symbols.

I value these symbols because these symbols identify me to the tribe/clan and even as being a Papua New Guinean. It gives me a sense of belonging, identity and connects me to my roots (Birth right).

5. Which of the three symbols you mention in (1, 2, and 3) has some evil aspects with it? Say why you think it has that evil aspect.

As discussed above the symbols above to me does not display evil ideas. May be the dress costume may be seen as half naked but to be that what we wear in our traditional days. I see no evil in my traditional material identity. But as we part of the international community, some of our actions and may insult other, so we have to adjust to accommodate their views to.

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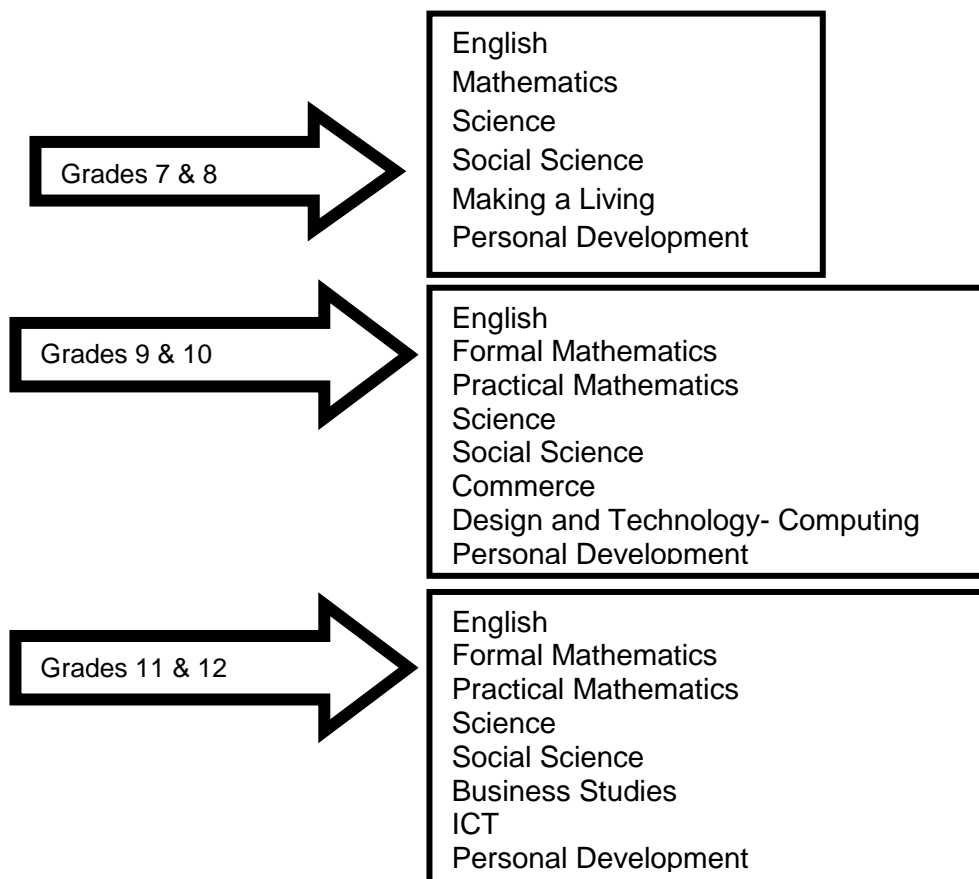
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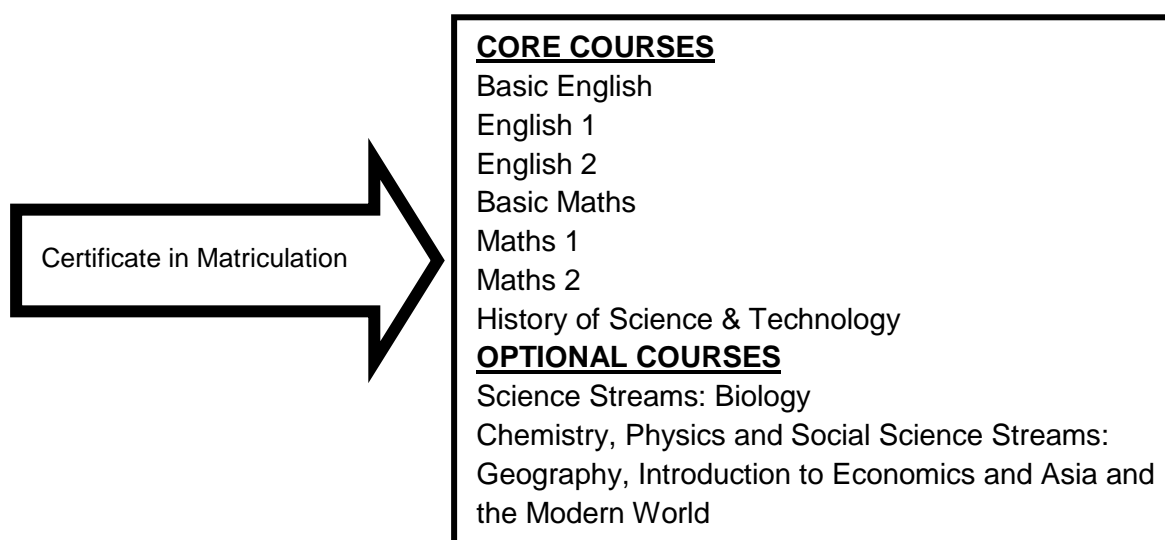
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SUBJECT AND GRADE TO STUDY



REMEMBER:

In each grade, you must study English, Formal Mathematics, Science and Social Science. Commerce and Practical Math are optional. Your Provincial Coordinator or Supervisor will give you more information regarding each subject.



REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional

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