



DEPARTMENT OF EDUCATION
GRADE 11
PERSONAL DEVELOPMENT
UNIT 1 – I AM A ROLE MODEL



FODE DISTANCE LEARNING



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GRADE 11

PERSONAL DEVELOPMENT

UNIT MODULE 1

I AM A ROLE MODEL

TOPIC 1: WHAT IS A ROLE MODEL?

TOPIC 2: AM I A ROLE MODEL?

TOPIC 3: SOCIAL ISSUES IN SCHOOLS

TOPIC 4: BEING A MENTOR AND A PEER EDUCATOR

TOPIC 5: ACTION PLANNING AND TAKING ACTION



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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 1: I AM A ROLE MODEL

INTRODUCTION

The purpose of this unit is to empower you to demonstrate positive behaviour as a role model, peer educator and mentor in a range of situations. You will be guided through the lessons to develop positive attitudes that will be used as a tool to enable you to address social issues by planning and leading appropriate change.

TOPIC 1: WHAT IS A ROLE MODEL?

This topic describes personalities, qualities, actions and examples of a role model; and the importance of the role of a role model.

TOPIC 2: AM I A ROLE MODEL?

This topic discusses personal qualities and actions of a student role model; self-evaluation of a role model; and identifying areas of improvement and impact of a role model.

TOPIC 3: SOCIAL ISSUES IN SCHOOLS

This topic defines social issues and identifies types of social issues in school; the impact of social issues affecting studies in school; and gender issues in school due to diversity in culture.

TOPIC 4: BEING A MENTOR AND A PEER EDUCATOR

This topic defines what it takes to be an advocate, a mentor, and a peer educator, and the impact that have on the well-being of school.

TOPIC 5: ACTION PLANNING AND TAKING ACTION

This topic identifies strategies in which peer educators and advocates can employ to bring about safe learning environment in school.

The activities are found at the end of every module lesson followed by summative exercises after every topic. All answers to activities are found after the summative exercises. Through the learning activities we hope that you will grasp the concept of the importance of building positive relationships in your everyday living.

You will be able to develop and demonstrate assertiveness and positive attitudes to difference and diversity in your communities. You will grow in self-confidence and self-esteem and show an understanding of the need to help and support others. Throughout this course you will find the lessons and activities all correspond to the theme relationship and character development.



The following icons are used in this module:



Student Aims



Student Activity



Time Frame



Note



Activities

Practical Student Activity



Answers to Learning



Objectives or aims

On successful completion of this module, you will be able to:

- display positive behavior as a role model, mentor and advocate showing respect for difference and diversity.
- demonstrate an understanding of the roles and responsibilities of role models in and out of school.
- demonstrate knowledge, skills and positive attitudes around the issues of violence, gambling, subcultures and gender.
- identify and discuss a range of social justice issues and develop strategies for taking appropriate action.



Time Frame

This unit should be completed within 10 weeks.

If you set an average of 3 hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

Try to do all the learning activities and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged but instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from your friend or even your tutor. Do not pass any question without solving it first.



11.1.1 What is a Role Model?

11.1.1.1 Personality

Personality is all about exploration of self. As you grow and develop in your journey of life you will slowly begin to find out more about yourself and get to know yourself better. As you begin to understand yourself you will then know what you like and what you want. This self-awareness and understanding of yourself will help you make better choices and decisions in your life.

Each Person is Unique and Special

Have you ever wondered why even identical twins sometimes act and behave differently from one another? The reason is because every person is unique and different. There are millions of people living in Papua New Guinea and billions of people living in the world today, but no two people are exactly the same.

When we observe and look at people from other countries we can see different skin and eye colours and different types of hair. In Papua New Guinea there are many similarities but we can also see differences in people. We can often tell which province or part of the country a person is from. There are many qualities that make each person unique and different from everybody else. Some of these qualities can be seen in the flow chart below:



Qualities that make each person unique and special



What is Sexuality?

Being male or female, a man or a woman is what we call sexuality. **Sexuality** is the force that causes us to respond as we do to situations and events. Each of us always responds as man or woman. Our sexuality affects every aspect of our human life. Sexuality determines our feelings and reactions. How we respond to a person or situation is integrally connected with our sexuality.

Being male and female also means being different, not inferior to but different from each other. Each as man or woman has a role to fulfil. These differences and roles are lived out in everyday life. Our sexuality plays a major role in the shaping of our personality and character. Our perception of life is one way or another determined by our sexuality.



Each person is unique and special



Activity 11.1.1.1

1. What is personality?

2. What does being male and female means?



11.1.1.2 Qualities

The word qualities, in the oxford dictionary means, something good or bad that is part of a person's character. Personal qualities such as honesty, generosity, patience, humility, reliability, cheerfulness are all examples of qualities.

There are so many things about you that make you an individual who is different from everybody else. For example, your physical characteristics give you a unique appearance so that you do not look the same as anybody else. Your name give you a sense of identity and you respond whenever you hear your name being called. Your family, clan and tribe give you a language and cultural identity so that you have a place to belong in the community. You also have your own interests, skills, talents and abilities, and the things you learn at home, in the community and at school can help you to recognize your abilities and improve on them.

Getting to know more about Yourself and Others

People who possess self-respect, like themselves, have confidence in their abilities, and are satisfied with their life and work. Since they have confidence in their abilities, they are able to risk attempting new things. They can move out of a failure pattern and begin anew. Those with self-respect not only feel innate value, but they also know they have an important contribution to make in life. They feel loved and therefore, can genuinely love others. Because they feel good about themselves, they are able to respond positively to people and life situations.

Where do Negative Feelings Originate?

Opinions of self and the way a child thinks about herself or himself, the way they do, all begins in the tender years of childhood. Words such as bad, slow, stupid, naughty, dumb, ridiculous, clumsy and retarded downgrade a child's feelings of worth. Phrases such as, "You never do anything right," "I am ashamed of you," or "What's the matter with you? Are you stupid or something?" help mould a child's image of themselves.

Subjected to a constant barrage of put-downs, along with nonverbal disrespect or emotional neglect, children begin to grow up feeling ashamed of, and dissatisfied with himself or herself. The seeds for thoughts such as "I'm no good" or "I can never measure up to what my parents want from me" begin to sprout.

A Blend of Three Feelings

Three feelings that a child senses significantly affect their comprehension of self-worth: uniqueness, belonging and human love. These three feelings combine to give stability and support to the structure of the self-concept. If any one of these three aspects is weak, the developing self-concept will also be weakened.

1. Uniqueness

Every person is unique and special deserves respect. Children are never carbon copies. Whether you have two or fifteen children, each will have their own individuality.



2. Belonging

A child senses whether Mum and Dad are happy when they are around. They sense whether they “belong” in the family. The child who feels they are an “accident” will have a difficult time feeling respected.

3. Human love Role Model

Love is defined here as a valuing of your child, a tender caring. It means that your child remains special and dear to you even if you don’t approve of all they do. We all know that children need love, but many of us assume our children automatically know we love them.

When you have a positive self-worth you will embrace your uniqueness. You will experience and feel that sense of belonging. When you are assured that you are being loved and respected you begin to develop your personality and positive qualities that will shape your character and your principles.

We see personal qualities in other people by the ways in which they behave. For example, a person may be:

Good Qualities	Bad Qualities
ready and always willing to help when something needs to be done	More reserved
cheerful and positive with a smile on his or her face	Minds his or her own business and is not concerned of others well being
good at sharing with others	Greedy
kind, thoughtful, caring and understanding	Ignorant



Activity 11.1.1.2

Answer the following.

1. Explain two good and two bad qualities in your own words.

2. What are the three important aspects of a positive self-worth?

3. Describe what human quality is in your own words.

4. Differentiate between 'sense' and 'feeling'.



11.1.1.3 Actions

When we are treated unfairly or perhaps are the subject of put downs, we often feel angry, upset or stressed. However, there are ways of dealing with frustration and turning negatives into positives. Adopting **affirmative strategies** is far better for our health and well-being. Feeling and thinking positive about yourself, and situations and feeling encouraged by others is called affirmation.

What we think about ourselves and how other people treat us can affect the way we feel and the behaviours that we choose. When young people think they are worthwhile and accepted, they are more likely to engage in their lives and interaction relationships with others. There are things you can do to support yourself as you go through adolescence. These skills can also be used in future when you are an adult to continue to support your wellbeing.

But how can we support the wellbeing of others? Perhaps it is as simple as sharing a kind word. We can support those around us by being assertive and proactive with our behaviour and putting into practice affirmative strategies. Those are positive ways of handling situations.

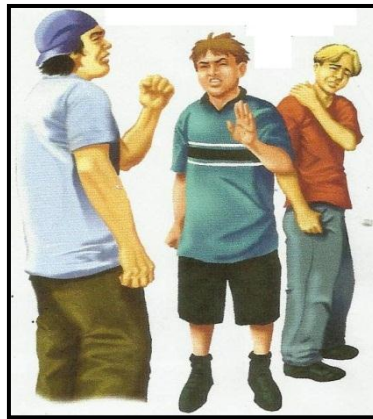
Supporting Myself

Dealing with other people's negative attitudes and behaviours can help you support and strengthen your sense of self. Unfortunately, some people feel that they need to exert their power or compensate for their own low self-worth by putting other people down.

A **put-down** can be a remark, comment, attitude or behaviour that is intended to make another person feel bad. Examples of put downs include remarks such as you're stupid, you're no good at anything or you're useless, or an attitude that attempts to make you feel inferior. When people have a negative sense of self, these put downs can be quite damaging.

An effective strategy for dealing with put downs is to think about why the person is using the put down, rather than the content of what they are saying. By doing this, you will realise that the put down is about the other person trying to be more powerful than you or trying to make you feel bad. This is their problem, not yours. You can also try to ignore the comments or behaviours, or be **assertive** in telling the person that you don't appreciate their comment or attitude.

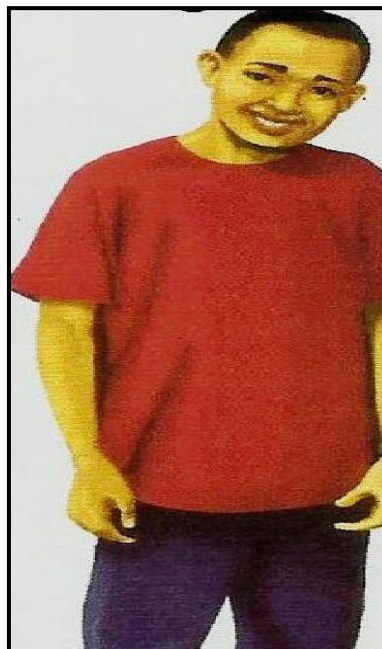
Being assertive when you or your friends are being put down gives a clear message that you will not be treated badly by others. Assertiveness is the way that you behave that shows your self-respect and the respect that you have for others.



Assertive approach to put downs

Another strategy is positive **self-talk**. This involves interpreting our thoughts, opinions and reflections about ourselves in a positive way. Self-talk can be negative or positive. A negative self-talk statement, for example, might be 'I'm no good at anything', whereas a positive self-talk statement might be 'I know I can do better with a little more effort'. When young people use negative self-talk every-day, it is difficult for them to feel good about themselves. They are more likely to adopt negative behaviours and be unmotivated to participate fully in what life has to offer.

Consider your thoughts about yourself. Do you focus on your weaknesses and ignore your strengths? Do you make things seem much worse than they are? If the answer is 'yes' to these questions, it is time to start reframing your thoughts and engaging in positive self-talk. Knowing your weaknesses and strengths will help you make more informed choices.



Positive self-talk



Learning about **responsibility** is an ongoing process throughout childhood and adolescence. It also enables you to be accountable in your adult years in your life. Responsibility is all about meeting your obligations towards yourself and others. It is not uncommon for some young people to either not take responsibility for their actions or take responsibility for someone else's actions.

It is an important skill to be able to differentiate between a situation or decision that is your responsibility or someone else's. There will be times when you are responsible in a situation, there will be times when there is shared responsibility and there will be times when it is not your responsibility but the responsibility of another person. These are important strategies and actions that you need to embrace and develop so that you take on a positive approach in life in order to live up to your full potential.



Activity 11.1.1.3

Answer the following:

1. Define briefly the following terms:
 - a. Action

 - b. Assertive

 - c. Responsibility

2. Explain what a 'put down' is and how put downs can influence a person's sense of self.

3. Explain why **self-talk** can be an effective strategy in supporting your own sense of self.



4. Describe strategies that you could adopt when others use 'put downs' towards you and your friends.



11.1.1.4 Examples of Male and Female Role Models

A role model is a person whose behaviour, example, or success is or can be emulated by others, especially by younger people. It is someone you admire and respect and who inspires you to achieve more in your life. They are people who have the qualities that you would like to have and who influences you in such a way that you want to be a better person. Role models are not gender specific and they represent all areas of society.

Qualities of a good Role Model

Youngsters usually benefit from having a relationship with someone older and wiser to mentor them. Although the mentor might be a teacher, family member or an older and more experienced peer, not everyone is suitable to be an influential, positive role model. Effective role models possess desirable characteristics that make them easy to look up to. They inspire others to make changes and strive towards new goals. These are some of the most important qualities you can look for in a good role model.

1. Moral

A good role model has high moral values. Children will always respect those who practice what they preach. Role models who support worthwhile causes and who are willing to act on their beliefs help children develop and strengthen their own values. Role models behave ethically and demonstrate honesty.

Most people admire those who project confidence. Good role models have a healthy appreciation of their accomplishments. They are able to acknowledge their skills and achievements without becoming arrogant.

2. Hardworking

Role models demonstrate their commitment to a desired goal and are willing to invest the necessary time and effort to achieve success. They don't give up easily and they persevere when confronted by obstacles. Their passion to succeed inspires youngsters to follow through and reach the goals they set for themselves. Olympic athletes, for example, motivate others through their dedication. And , a student working hard and attains high academic results is also admired by other students , teachers and parents.

3. Respectful

In order for role models to be influential, they must show respect for others. Young people appreciate being treated with respect and admire those who treat them and others that way. Role models who demonstrate selflessness and a democratic, non-prejudiced view of those different from themselves like Nelson Mandela and Ms. Malala earn the admiration of others.

4. Optimistic and Creative

Role models inspire others with an upbeat, optimistic outlook on life. It's unlikely that anyone would want to emulate a pessimistic individual. Role models tend to see the bright



side in difficult situations and can find creative solutions to their problems. For example, a community leader faced with a financial setback might welcome the opportunity to organise a fund-raising project that pulls everyone together in a constructive manner.



A smiling young boy looking up at his father

Examples of Role Models

1. Effect on Career Opportunity and Choice

A person's chosen role models may have a considerable impact on his or her career opportunities and choices. The suitability of a role model depends, in part, on the admirer's perceived commonality with the model, who should provide an image of an ambitious yet realistic goal.

Role models show significant effects on female student's self-confidence in pursuing careers in science, technology, engineering, and mathematical (STEM) fields. The gender difference between role models and female students has shown to have no significant effect on student attitudes, whereas perceived dissimilarity with stereotypical role models showed a negative effect on self-confidence in pursuing STEM careers. Perceived similarity with non-stereotypical role models (of either gender) shows a positive effect on self-confidence to succeed in STEM occupations.

Parent role models also significantly influence a person's education and training aspirations, and expectancy for an entrepreneurial career.

2. Celebrity Role Models

The ever widening reach of the media in popular culture has elevated certain celebrities to worldwide acclaim. This boom of media coverage and constant exposure to these individuals resulted in a change of mindset toward celebrities in both adults and youth alike. According to research, young people most frequently chose sports stars as role models, followed by pop stars. Many, however, simply aspired to be famous for being famous, believing that fame and fortune could be easily accessed through reality television.



3. **Community Role Models**

Community role models are often overlooked and scarce. Teachers and parents fill this gap and are considered a central influence to a child's upbringing and future success. Teachers, because of the large amount of time spent with children, have such a huge impact on children that they are being advised to be likeable in order to build strong emotional relationships with children.

Some community role models like the ones in western communities are usually experts in a certain field. Whereas in other communities, like in indigenous communities, role models are often not based on career choice (like teachers, doctors, etc.) but by demonstrating to others how to do something for example in indigenous Mexican communities parents take their children from newborns to work. Anybody from the community has the potential to become a role model.

4. **Athlete role models**

Examples of athlete role models in Papua New Guinea are swimmer Ryan Pini, weight lifter Dika Toua and runner Toea Wisil. Toea Wisil has been asked to be the BSP sponsored PNG ambassador in other countries. She is a role model for many young aspiring Papua New Guineans who can use their skills and talents in sports to be successful in life and benefit from what sports has to offer as a career choice.



Ryan Pini PNG's swimming sensation, 2015



Activity 11.1.1.4

Answer the following.

1. Explain in your own words, who a role model is.

2. List two qualities of a good role model.

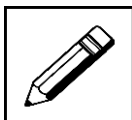
3. Write down name of your role model in the following areas:

Vocation : _____

Community: _____

Sports: _____

Celebrity: _____



Summative Activity 11.1.1

Answer the following questions.

1. Explain what makes a person unique and different from everybody else.



2. Write a short description about yourself using the title who am I?

Who am I?

3. Explain the three feelings that significantly affect a child's comprehension of self-worth.

- a. Uniqueness

- b. Belonging

- c. Human love



4. Identify what your personal qualities are in the table below and describe them by ticking the appropriate column for each quality in the list. You can also add more of your own qualities.

Quality	Very	Quite	Occasionally	Not at all
Friendly				
Helpful				
Honest				
Kind				
Trustworthy				
Reliable				
Generous				
Sensible				
Confident				
Self-controlled				

5. Explain each of the examples of role models.

a. Effect on career opportunity and choice

b. Celebrity role models

c. Community role models



d. Athlete role models

**Answers to Activity 11.1.1****Activity 11.1.1.1**

1. Personality is all about exploration of self. As you grow and develop from childhood to adulthood in the different stages of your life, you begin to find out more about yourself.
2. Being male or female or being man or woman is known as our sexuality. Most often we respond to situations and events as being male or female.

Activity 11.1.1.2

1. Something good that is part of a person's personality and character. Personal attribution such as honesty, patience, humility are all examples of qualities.
2. Uniqueness, Belonging and Human love.
3. Good characteristic of somebody.
4. sense is the ability to make intelligent decision or a sound judgement.

Activity 11.1.1.3

1.
 - a. Action is the process of doing something in order to achieve a purpose.
 - b. Assertive means being confident in stating a position or claim.
 - c. Responsibility is position of being answerable or accountable to somebody or something.
2. A put down can be a remark, comment, attitude or behavior that is intended to make another person feel bad. A put down causes a person to have a negative sense of self. This will affect the person's self-esteem or self-worth and destroys their confidence in life.
3. Self-talk can be positive or negative. Positive self-talk helps you to think positively about yourself and develop your strengths and good qualities about who you are as a person.
4. You can use affirmative strategies such as positive self-talk and be assertive in your actions, attitude and behavior.

Activity 11.1.1.4

1. A role model is a person whose behavior, example, or success can be emulated by others.



2. Any two answers from the list is correct

- a. High moral values
- b. Hardworking
- c. Respectful
- d. Optimistic and Creative

3. Examples only

Vocation – Peter Agum, PD Teacher

Community – Felix Genim, Ward Member

Sports – Billy Slatter, Maroons

Celebrity- Clint Eastwood



Answers to Summative Activity 11.1.1

1. There are many qualities that make each person unique and different from everybody else. Some of those personal qualities include the ones below.

- your appearance – the way you look
- your strengths – things you are good at
- your skills – things you can do
- your beliefs, values and attitudes
- your culture – language, traditional dancing, food
- your family members
- your needs to be loved and accepted
- your weaknesses and limitations

2. This is a sample answer only.



Who am I?

I am me. I am known as Faith Patience. I am 11 years old and I am in grade 5 at Eki Vaki Primary School in NCD. My twin brother's name is Xavier. My mum is a teacher and my dad is studying to be a lawyer.

I like hanging out with my friends after school. Most times I like to play with my dog, Stalin. Sometimes I watch movies and play computer games. My favorite subject in school is English. I have a collection of different types of rocks in my room and when I grow up I want to become a geologist.

3. The following are sample answers only.

a. Uniqueness

Every person is unique and the specialness of a child deserves respect. Children are never carbon copies. Whether you have two or fifteen children, each will have their own individuality.

b. Belonging

A child senses whether Mum and Dad are happy when they are around. They sense whether they "belong" in the family. The child who feels they are an "accident" will have a difficult time feeling respected.

c. Human love

Love is defined here as a valuing of your child, a tender caring. It means that your youngster remains special and dear to you even if you don't approve of all they do. We all know that children need love, but many of us assume our children automatically know we love them.

4. Students to describe their own personal qualities by placing a tick from the tabulated list below.

Sample

Quality	Very	Quite	Occasionally	Not at all
Friendly		√		
Helpful			√	
Honest	√			
Kind		√		
Trustworthy		√		



Reliable		√		
Generous			√	
Sensible	√			
Confident			√	
Self-controlled	√			

5. The following are sample answers only.

a. Effect on career opportunity and choice

A person's chosen role models may have a considerable impact on his or her career opportunities and choices. The suitability of a role model depends, in part, on the admirer's perceived commonality with the model, who should provide an image of an ambitious yet realistic goal.

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c. Community role models

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such a huge impact on children that they are being advised to be likeable in order to build strong emotional relationships with children.

Some community role models like the ones in western communities are usually experts in a certain field. Whereas in other communities, like in indigenous communities, role models are often not based on career choice (like teachers, doctors, etc.) but by demonstrating to others how to do something for example in indigenous Mexican communities parents take their children from newborns to work. Anybody from the community has the potential to become a role model.

d. Athlete role models

Examples of athlete role models in Papua New Guinea are swimmer Ryan Pini, weight lifter Dika Toua and runner Toea Wisil. Toea Wisil has been asked to be the BSP sponsored PNG ambassador in other countries. She is a role model for many young aspiring Papua New Guineans who can use their skills and talents in sports to be successful in life and benefit from what sports has to offer as a career choice.



11.1.2 Am I A Role Model?

11.1.2.1 Personal Qualities and Actions that make a Student Role Model

Role models come into young people's lives in a variety of ways. They are educators, civic leaders, mothers, fathers, clergy, peers, sportsperson, movie actors and ordinary people encountered in everyday life. It is a natural part of our environment to have a role model in some stages of your life.

People tend to model sets of behaviour; these sets of behaviour are demonstrated by people who occupy certain roles in a society. Role models can be either positive or negative. Positive role models offer a range of helpful or useful behaviours. While negative role models, offer examples of negative or disruptive behaviours.

It is with you and your peers on mind that parents, teachers and other people discuss role models. The concern is what you the young people learn from your role models or those you idolize. It is anticipated that the young can learn the good qualities from their role models and imitate that to emulate their role models. Role models often display behaviour that is often not observed or learned in classroom.

A student role model is also part of different groups young people belong to. He or she can play a role as an ordinary student, a class mate, a class captain, a student, the captain of a sports team, or any other member of a social group. Role models would generally possess the following qualities:

- **Passion and Ability to Inspire**

Role models have passion for their work and have the capacity to infect others with their passion. They make meaningful gesture that inspires other people.

- **Clear Set of Values**

Role models live their values in the world. When people admire their values, it helps them understand how their own values are part of who they are and how they might seek fulfilling roles as an adult.

- **Commitment to Community**

Role models are other-focussed as opposed to self-focussed. They are active in community activities freely giving time and talents for others benefit.

- **Selfless and acceptance of Others**

Role models do not display social barriers. They accept others as the way they are, but acts on others need regardless of background and circumstances, to serve.

- **Ability to Overcome Obstacles**



Self-efficacy, the ability to believe in oneself is the key element in overcoming barriers and obstacles. Whatever the situation exists, role models persevere to reach their goal.

Positive role models are looked upon by junior students as role models because they possess admirable qualities and leadership skills which make them stand out among the crowd. They inspire others and become a good example for others to follow.

Are you a good example for others to imitate? Have you demonstrated a range of helpful or useful behaviours?



Student leaders from Eki Vaki Primary School in NCD, 2013

Peers

You as a student role model are also part of the wider peer group to which you are part of in a school environment or the community in which you live in. Your peers are those who are the same age as you and have similar ideas and share common interests. Peers are important throughout your life, but during your formative years, from adolescence to adulthood, your peers have an important effect on the way you think and behave.

Young people like yourself often like to feel that they belong to a group, so they develop similar interests, may listen to the same sort of music and talk in a particular way. The behaviour of your peer group will sometimes have a big effect on how you relate to other people. Do you have what it takes to be a student role model?

Important Features of a Student Role Model

The list below are some important group skills you as a student role model should embrace and develop.

- to be able to communicate effectively



- to be able to make decisions
- to listen to each other
- to cooperate with each other
- to be appropriately assertive
- to have trust in each other
- to have self-esteem
- to be considerate towards each other
- to be honest with each other



Activity 11.1.2.1

Answer the following.

1. Explain what a good student role model is.

2. List some of the positive useful behaviours you observed in school.



11.1.2.2 Self-Evaluation of their own Qualities as a Role Model

Role modelling is part and parcel of the way organizations function and for excellent organizations to succeed, yet it is often an implicit and unrecognized activity. All of us would do well to understand more about role modelling and to develop ourselves as role models. Good role models encourage positive behaviours. It encourages behaviors which lead to a more effective organization and helps us to be more aware of ourselves.

Are you a Good Role Model?

In a school environment positive role modelling should be a part of school culture. This enhances the effectiveness of teaching and learning. The effect of senior teachers role modelling junior teachers, and senior students role modelling junior students, while taking on board a holistic approach towards learning creates a family atmosphere where there is greater interaction and rapport among teachers and students. Learning is very much enhanced when students are emotionally free and at ease to participate fully and embrace new ideas in a friendly, caring and peaceful school environment.

What is the value of role models?

The strength of a role model is likely to depend on valued professional experience and knowledge of the organization, coupled with strong communication skills, including listening and the ability to build rapport. For student to student role modelling, leadership training and behaviour management skills training is required before young people take on the roles and responsibilities as student leaders. This enhances an assertive approach in the challenges that will unfold in their call of duty.

Student leading student can be explicitly challenging and very stressful. You as a student leader, leading a large group of students whom most of them are your peers, should be in a position where you are mentally and emotionally controlled. This means that you must be able to cope with the challenge you face every-day in your role as a student leader. At the same time coping with the pressure and demands of your school work, and the expectations and outcomes you are required to meet as far as your studies are concerned.

Good role models are people who are ready and willing to take personal responsibility and to go the extra mile. Leaders who are good role models not only pay attention to their individual acts, they encourage teamwork and co-operation, support others in their growth and development, and recognise the positive behaviours and attitudes they display. A good role model will facilitate the kind of organisation where other people learn from each other and change over time.

Points for successful Role Modelling

Perhaps at this point in time you can do a quick mental evaluation of yourself in the position that you have and the roles and responsibilities that you carry out in your everyday life. Whether you are an older sibling to your younger brothers and sisters, a leader of a sporting group, or any other group that you may belong to. Have you been displaying positive



attitudes and behaviour towards others? You can use these points as a base to evaluate yourself as a role model.

- **Self-reflection** – what is it that you are role modelling? How sound is it? Consider public behaviour but also behaviour outside the public gaze. Assess the current impact of your role modelling on others and yourself.
- **Develop a clear view** – what sort of role model is right for the individual, organisation and external contacts? Understand your position and purpose of role modelling.
- **Discuss and agree** – have continuous dialogues and contacts with your supervisors and mentors. Discuss and agree on how your role modelling as a student leader will promote well defined skills, attitudes and behaviours.
- **Variety of role models** – look out at the variety of role models that exist and take account that they exist at all levels. Consider diversity because role modelling is also all about identifying with individuals.
- **Communicate expectations** – communicate with other student leaders if you for instance are the school head boy or head girl, what standards you expect and live up to the school's mission and vision statements, ensuring you consistently apply those standards. For example, praise behaviours you want to encourage, notice how consistent you are.
- **Walk the talk** – be mindful of how you represent yourself and your team to others. Be consistent and talk positively about your team.
- **People skills** – be aware of and seek to develop people skills so that you as a leader are best able to use the opportunities for role modelling to coach, nurture and motivate others.



Activity 11.1.2.2

Answer the question.

1. Explain some qualities you have which makes you think you can be a good role model.



11.1.2.3 Areas they need to improve on to be a better Role Model

Role models are people who others imitate, emulate or look to for guidance. There are good role models who inspire greatness in others and bad role models who are what we call “bad influences.” There are even bad role models, branded by the media as “bad boys” or “bad girls” who are examples of what NOT to do if you want to become a successful.

Every parent wants their children to have positive role models who have the characteristics that inspire them to want to be (and become) their very best. While there is some variation in every parent’s definition of what it means to be a good person, there are seven characteristics that make a real impact. Focus on these 7 characteristics as a guide to make a self-evaluation of yourself. This will help you to work on areas where you need to improve in order for you to be a better role model.

Seven Characteristics that make a Real Impact on Role Modelling

1. **Model positive choice making** – little eyes are watching and little ears are listening. When it comes to being a role model, you must be aware that the choices you make don’t only impact you but also the children who regard you as their superhero. Someday, they will be in the same predicament and think to themselves, “What did s/he do when s/he was in the same situation?” As a role model, you can’t just “talk the talk” and tell others to make good choices. You must put into practice what you teach.
2. **Think out loud** – when you have a tough choice to make, allow the children to see how you work through the problem, weigh the pros and cons, and come to a decision. The process of making a good decision is a skill. A good role model will not only show a child which decision is best, but also how they came to that conclusion. That way, the child will be able to follow that reasoning when they are in a similar situation.
3. **Apologize and admit mistakes** – nobody is perfect. When you make a bad choice, let those who are watching and learning from you know that you made a mistake and how you plan to correct it. This will help them to understand that
 - everyone makes mistakes;
 - it’s not the end of the world;
 - you can correct your mistakes; and
 - you need to take care of it and be accountable right away.

By apologizing, admitting your mistake, and repairing the damage, you will be demonstrating an important yet often overlooked part of being a role model.

4. **Follow through** – we all want children to stick with their commitments and follow through with their promises. But as adults it can sometimes be difficult to



demonstrate follow through when we're tired, distracted, busy, or overwhelmed. To be a good role model, we must demonstrate commitment. That means:

- be on time;
- finish what you started;
- don't quit;
- keep your word; and
- keep going even if things get difficult.
- seek help from others if you get stuck.

When role models follow through with their goals, it teaches children that it can be done and helps them adopt an "if s/he can do it, so can I" attitude.

5. **Show respect** – you may be driven, smart, and successful requires you to have respect. We always tell children to "treat others the way you want to be treated" and yet, may not follow that principle (Do what I say, do not do what I do). Do you step on others to get ahead? Do you take people for granted? Do you show gratitude for others? It's often the little things you do that make a difference in the way children perceive how to succeed in life.
6. **Be well rounded** – while we don't want to spread ourselves too thin, it's important to show children that we can be more than just one thing. Great role models aren't just "parents " or "teachers." They're great learners and challenge themselves to get out of their comfort zones. You may be a father who's also a student of the martial arts, a great chef and a treasured friend. You may be a mother who's a gifted dancer and a curious photographer. When children see that their role models can be many things, they will learn that they don't need to pigeon-hole themselves in order to be successful.
7. **Demonstrate confidence in who you are** – whatever you choose to do with your life, be proud of the person you've become. It may have been a long road, but your responsibility as being a role model can reflect on the lessons learned, your strength amassed, and the character you developed. It's true; we can always improve, however, children need to see that their role models don't suspend their confidence until they achieve "one more win" or "lose 5 more kilos." We must continue to strive while being happy with how far we've come at the same time.

While it may seem like a great deal of pressure to be a positive role model; nobody is expecting you to be superhuman. We certainly wouldn't expect that behaviour from the children who are looking to us for guidance.

**Activity 11.1.2.3**

Answer this question.

List down some areas you need to improve on in order to be a better role model.

11.1.2.4 Importance of Being a Role Model

Role models are people with a genuine desire to put forth the effort to improve and create things that will make a difference. A true role model is not the person with the best job title, the most responsibility, or the greatest fame to his or her name. Anyone can inspire a child to achieve their potential in life. If you are a kind of person who has the potential and personal qualities to inspire a child, a teenager or a young adult to develop the skills, abilities, and motivation to become engaged citizens, then, you have what it takes to be a role model.

Five Qualities of Role Models**1. Passion and Ability to Inspire**

Role models show passion for their work and have the capacity to inspire others with their passion. Speaking of several of his teachers, one student said, “They are so dedicated to teaching students and helping students and empowering students. That is such a meaningful gesture. They are always trying to give back to the next generation. That really inspires me.”

2. Clear set of Values

Role models live their values in the world. Children admire people who act in ways that support their beliefs. It helps them understand how their own values are part of who they are and how they might seek fulfilling roles as adults. For example, students spoke of many people who supported causes from education to poverty to the environment. Role models helped these students understand the underlying values that motivated people to become advocates for social change and innovation.

3. Commitment to Community

Role models are either other - focus people oriented as opposed to self – focus (self-centred). They are usually active in their communities, freely giving of their time and talents



to benefit people. Students admired people who served on local boards, reached out to neighbours in need, voted, and were active members of community organizations.

4. Selflessness and Acceptance of Others

Related to the idea that role models show a commitment to their communities, students also admired people for their selflessness and acceptance of others who were different from them. One student spoke of her father, saying “He never saw social barriers. He saw people’s needs and acted on them, no matter what their background or circumstances. He was never afraid to get his hands dirty. His lifestyle was a type of service. My father taught me to serve.”

5. Ability to Overcome Obstacles

Success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome. Young people echoed this sentiment, showing how they developed the skills and abilities of initiative when they learned to overcome obstacles. Not surprisingly, they admire people who show them success is possible.

Research studies have shown a correlation between role models and higher levels of civic engagement in young people. Positive role models are also linked to self-efficacy, the ability to believe in ourselves. In fact, the young people whom I interviewed admitted that had they not learned to believe in themselves, they would not have been capable of believing they could make a difference in their communities.

Children develop as a result of many experiences and relationships. Role models play an important role in inspiring kids to learn, overcome obstacles, and understand that positive values can be lived each day. Whether you are a parent, grandparent, aunt, uncle, teacher, civic leader, clergy member, sports coach, after-school program leader, or a person who just happens to be in a child’s life, you have the ability to inspire.



Activity 11.1.2.4

Answer the following.

1. Explain the importance of being a role model

2. List 5 Qualities of a role model



3. List 3 of your values.

11.1.2.5 Impacts of being a Role Model

Teens and young adults are influenced by a variety of adults and peers. Role models can be instrumental in developing career aspirations, educational goals, and consumer behaviour. They can also motivate youth toward unhealthy behaviours, like bullying, cheating in school, or substance abuse. The more we understand how and why role models influence teens, the better we can support young people in their journeys and transitions towards adulthood.

How do Role Models Influence Youth Strategies for Success?

1. Youth learn through modelling

A substantial number of studies have shown us that humans learn through modelling others. As these experiences accumulate through adolescence, teens decide what socially acceptable behaviour is and what is not. They also learn strategies for achieving their goals.

While we often think of role models as people with outstanding qualities the truth is that role models can have positive or negative impacts on children. For example, many of us know teens who emulated the wrong role models – people who were detrimental to their lives. Yes, these people are role models too!

2. Teens' Mindsets Determine their Choice of Role Models

Research has shown that some teens are drawn to positive role models and others to negative ones. This lies in the mindsets they adopt toward achieving goals. For example, young people are more likely to be inspired by positive role models when they have growth mindsets – when they see themselves as active learners and achievers who accomplish goals through hard work and perseverance. With this type of mindset, youth strive to achieve their best selves. And they look towards role models to show them the way.

A growth mindset can be contrasted to a **prevention mindset**. When youth approach life with a desire to prevent or avoid disasters and negative outcomes, they are more likely to gravitate toward role models who will help them learn avoidance strategies. These strategies might include cheating on tests or using drugs and alcohol to escape life challenges.



Simply put, when young people have a growth mindset, they are more likely to choose role models that provide the kinds of strategies that support their way of thinking. When they have a prevention mindset, they are more likely to choose role models who provide them with preventative strategies.

Positive role models boost young people's motivation by modelling a guide to achieving success. For example, they likely have

- an ability to inspire others
- a clear set of values
- a commitment to community
- an acceptance of others
- an ability to overcome obstacles

They illustrate for youth a way of achieving successful goals and a sense of self-worth. Youth who have a growth mindset are likely to gravitate toward these types of positive role models.

Negative role models also boost young people's motivation, but in different ways than positive ones. They do so by guiding youth toward strategies for avoiding failure. They often have a deep personal fear of failure and have found various coping mechanisms and strategies to avoid misfortune at all costs. Young people who have developed a prevention mindset are likely to find these types of role models very helpful because they share similar fears.

Helping Youth find Positive Role Models

It is obvious that helping youth find positive role models is not a clear-cut or simple task, particularly if they have looked up to a bad role model during their growing up years. We have to dig deeper – to help kids develop growth mindset. Below is a list of five things you can do to help children grow in ways that bring positive role models into their lives.

1. Read the book titled, *Mindset: The New Psychology of Success* – this powerful book by Carol DWECK on growth and fixed mindsets gives parents and teachers new tools to help kids achieve success.
2. Teach children that failure is necessary for success.
3. Encourage youth to participate in initiative – building activities, those they choose for themselves because it gives them internal rather than external rewards.
4. Help young people know the difference between good grades and internal strengths.



5. Talk with youth about inspirational heroes from movies and books. For example, the book titled: “Think Big” by Ben CARSON. Heroes show children how to overcome a variety of life challenges and encourage a growth mindset from an early age.



Activity 11.1.2.5

Answer the following.

Explain how positive and negative role models influence young people.

1. Influences of Positive Role Models

2. Influences of Negative Role Models



11.1.2.6 Role Models are Not Necessarily Outgoing People

Role models are not always outgoing people. People who are not so much outspoken can also be seen as role models because of the qualities and skills they possess to lead by example. Role models help children develop specific values and skills. As a parent, or someone in a senior role, you become a role model, whether you like it or not. If you are a parent role model, you must think about the effects your actions will have impact on your child's values and skills. You should understand how you differ from a mentor, which qualities are necessary for development, why showing by example is important – and most importantly – why your job as a role model is necessary for a pro-social society (introvert vs. extrovert).



A mother teaching her son about ceramic making

Role Model or Mentor?

All mentors (trainer) are role models, but not all role models are mentors. It sounds like a statement in a high school logic class, but this statement holds true meaning in parenting. Although mentors explicitly tell children how to act, role models use implicit teaching – meaning that a role model will show by example rather than by teaching directly. For example, a role model father can show his daughter emotional intelligence by controlling his temper while waiting in a never-ending long line. Because he is showing by example, he doesn't need to state, "We should be patient while waiting in line" because his actions have already said that for him. The following points are quite important for parents in order to raise children who can fit in well in society.

1) Qualities of Role Model

The qualities of a good role model could be longer than your weekly shopping list. But arguably the most important of which can be narrowed down to a few broad categories. As a role model for your child, you should be acting in ways that help your child have an enriching childhood. Their childhood should also enable them to modify and improve their behaviour as they develop.



A good role model should act in the following ways. They should:

- make children feel safe
- show children unconditional love
- allow children a suitable level of independence
- help children form quality relationships
- discuss values
- request accountability
- show pride for their child's achievements

2) **Lead by Example**

Research done by child psychologists has shown that role modelling is the key to raising a prosocial child, and they have stated that preaching without modelling is virtually fruitless, because children learn values from watching what their role models do in social situations. So, what society as a whole does and what role models do individually are inherently linked – the actions you show your child will be reflected in your child's behaviours.

3) **Children Learn Social Skills**

Besides food, water, and shelter, children need good role models. Without good role models, children don't have a way to learn social skills. Much of a child's self-confidence comes from his/her role models. By having one or two consistent guides from whom to learn values, a child will not be confused by the ever present mixed signals that are commonplace outside his home. For example, even if a child goes to school with classmates who don't commonly say "Sorry" or "Thank you" if his parents use these phrases, he will also likely say these phrases.



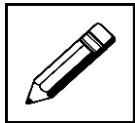
Activity 11.1.2.6

Answer the following.

1. Explain the difference between a mentor and a role model.



2. State at least three qualities of a mentor.



Summative Activity 11.1.2

Answer the following questions.

1. Who is a student role model?

2. List down and explain at least three evaluative points for successful role modeling.

a) _____



b)

c)

3. List down and explain at least four important qualities young people emulate in role models.

a.

b.



C. _____

4. Explain how teens' mindsets influence their choice of positive role models.

5. What does the phrase "pro-social" mean and what is a pro-social society?

**Answers to Activity 11.1.2**

The following are all sample answers only. Students should provide similar answers.

Activity 11.1.2.1

1. A good student role model is someone who possesses admirable qualities and leadership skills. They inspire others and become a good example for others to follow.
2. Some positive useful behaviours you may have observed in school
 - Treat every student with respect
 - Being punctual and present in all classes
 - Doing well in all subjects in school
 - Being a mediator in conflict resolution and other impacting social issues
 - Being there for a peer when in distress
 - Observes and follows school rules
 - Assist teachers in organizing students in school activities

Activity 11.1.2.2

1. Qualities of a good role model
 - honest and reliable
 - patient and trustworthy
 - slow to anger
 - listen to other peoples opinion
 - make fair and just decisions
 - can lead others by example
 - acceptance of others and diversity

Activity 11.1.2.3

1. Sample answers only



- not always honest and reliable
- lack of patience and gentleness
- not able to control temper, quick to get angry
- not always trustworthy
- too proud and arrogant with lack of humility
- does not always make fair decisions, etc.

Activity 11.1.2.4

1. Sample answers only

Role models are people with a genuine desire to put in the effort to improve and create things that will make a difference in peoples' lives. They are people who can inspire a child to reach their potential in life. Role models play an important role in inspiring kids to learn, overcome obstacles, and understand that positive values can be lived each day.

Activity 11.1.2.5

1. Sample answers only

Positive Role Models

Positive role influence youth and young people in a positive way in which young people admire and would like to be like them. Positive role models are people with skills and qualities that enable them to achieve their dreams and goals, and they are successful in their endeavours in life. They impact society in a very positive way and others look up to them for inspiration and insight.

They are people with a clear set of values, they are community oriented, they embrace diversity, and they have the ability to overcome challenges and obstacles.

Negative Role Models

Negative role models influence young people in a very different way than positive ones. They motivate youth and young people toward unhealthy behaviors such as bullying, cheating in schools, drug and substance abuse, school fights, generational and cult practices and so forth.

Negative role models influence and guide youth toward strategies for avoiding failure, and develop prevention mindsets where they try to avoid failure at all costs. People like that in their adult years will have developed attitudes of arrogance, boastfulness, pride, self-centeredness, lack of community spirit, have limited acceptance of others, do not have the ability to overcome obstacles. Because of their fear of failure, they are the people in society who exploit others at all costs for their own gain and success in life.

**Activity 11.1.2.6**

1. Sample answer only

A role model lead and show by example whereas a mentor teaches directly.

Any three qualities of a good role model from the list below.

- make children feel safe
- show children unconditional love
- allow children a suitable level of independence
- help children form quality relationships
- discuss values
- request accountability from their children
- show pride for their child's achievements

**Answers to Summative Activity 11.1.2**

1. Sample answer

A student role model is a student who possesses leadership skills and qualities, and can lead others by example.

2. Any three of the following points are correct

- **Self-reflection** – what is it that you are role modelling? How sound is it? Consider public behaviour but also behaviour outside the public gaze. Assess the current impact of your role modelling on others and yourself.
- **Develop a clear view** – what sort of role model is right for the individual, organisation and external contacts? Understand your position and purpose of role modelling.
- **Discuss and agree** – have continuous dialogues and contacts with your supervisors and mentors. Discuss and agree on how your role modelling as a student leader will promote well defined skills, attitudes and behaviours.
- **Variety of role models** – look out at the variety of role models that exist and take account that they exist at all levels. Consider diversity because role modelling is also all about identifying with individuals.



- **Communicate expectations** – communicate with other student leaders if you for instance are the school head boy or head girl, what standards you expect and live up to the school's mission and vision statements, ensuring you consistently apply those standards. For example, praise behaviours you want to encourage, notice how consistent you are.
- **Walk the talk** – be mindful of how you represent yourself and your team to others. Be consistent and talk positively about your team.
- **People skills** – be aware of and seek to develop people skills so that you as a leader are best able to use the opportunities for role modelling to coach, nurture and motivate others.

3. Any four of the five qualities listed below are correct.

i. Passion and Ability to Inspire

Role models show passion for their work and have the capacity to infect others with their passion. Speaking of several of his teachers, one student said, "They are so dedicated to teaching students and helping students and empowering students. That is such a meaningful gesture. They are always trying to give back to the next generation. That really inspires me."

ii. Clear set of Values

Role models live their values in the world. Children admire people who act in ways that support their beliefs. It helps them understand how their own values are part of who they are and how they might seek fulfilling roles as adults. For example, students spoke of many people who supported causes from education to poverty to the environment. Role models helped these students understand the underlying values that motivated people to become advocates for social change and innovation.

iii. Commitment to Community

Role models are other-focused as opposed to self-focused. They are usually active in their communities, freely giving of their time and talents to benefit people. Students admired people who served on local boards, reached out to neighbours in need, voted, and were active members of community organizations.

iv. Selflessness and Acceptance of Others

Related to the idea that role models show a commitment to their communities, students also admired people for their selflessness and acceptance of others who were different from them. One student spoke of her father, saying "He never saw social barriers. He saw people's needs and acted on them, no matter what their background or circumstances. He was never afraid to get his hands dirty. His lifestyle was a type of service. My father taught me to serve."

v. Ability to Overcome Obstacles



Success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome. Young people echoed this sentiment, showing how they developed the skills and abilities of initiative when they learned to overcome obstacles. Not surprisingly, they admire people who show them success is possible.

4. Sample answer only. Students should have similar answers.

Positive role models boost young people's motivation by modelling a guide to achieving success. For example, they likely have

- an ability to inspire others
- a clear set of values
- a commitment to community
- an acceptance of others
- an ability to overcome obstacles

They illustrate for youth a way of achieving successful goals and a sense of self-worth. Youth who have a growth mindset are likely to gravitate toward these types of positive role models.

5. Sample answer only

Pro-social means possessing positive social skills that allows you to interact well with other members of the community in which you live in. For example, your acceptance of people who are part of other cultures and languages is a positive social skill. A pro-social society is a society where people have positive and good social skills to interact well with others, and live in peace and harmony with each other.



11.1.3 Social Issues in Schools

11.1.3.1 What is Social Issue?

Social issues are situations or conditions that come about as a result of people interacting or socialising with one another in a family, school, community or society. Social issue is a problem that influences a considerable number of individuals within a society. Social issues occur when there is a conflicting opinion on the grounds of what is perceived as morally just. It is often the consequence of factors extending beyond an individual social issue.

Social issues are connected with society and the way it is organised. It is connected with your position in society. It is also connected with activities in which people meet each other.

It is the ability to talk easily to other people and do things in a group. For example, interschool sports and cluster games where students from different schools get together to play certain sports throughout the year.

Social issues are a result of people behaviour. They are created when people of all walks of life place themselves into different groups and organisations. Their interaction and the way they socialise and work together with each other, generate certain behaviours and attitudes. These are known as social issues, and they can be positive or negative.

Types of Social Issues

Different social groups and organisations have different cultures. This means the way they interact with each other and do things varies even as members of the same group. They usually have goals, aims and objectives to accomplish for the common good of everyone belonging to the group.

For example, in a work place environment people may encounter issues such as:

- stress and anger (stress: mental, emotional or physical strain)
- gender inequality (sexually biased)
- sexual harassment (unwanted sex-related behaviour towards somebody)
- homophobic bullying (showing disapproval or hatred towards homosexuality)
- misappropriation and corruption
- procrastinate (postpone doing something, esp. as a regular practice)
- dishonesty and cheating, and so forth



In a village environment people may encounter issues such as:

- rape, incest, child molestation, adultery
- sorcery
- genealogy related issue such land boundary
- village chief is the law

One of the biggest challenges that young people face is dealing with the range of emotions that seem to intensify during adolescence. Learning how to express your needs, emotions and what you are feeling in an effective way will help you to interact with others. Being treated fairly and with respect will contribute to your feelings of self-worth.



Activity 11.1.3.1

Answer the following.

1. Describe in your own words what a 'social issue' is.

2. Explain what social issues are in your cultural setting.

3. State two examples of social issues.



11.1.3.2 What are Social Issues in Schools?

Social issues in schools reflect attitudes and behaviours of students and teachers towards one another, and the way they interact with each other in a school community. An issue may arise from not following (teachers and students alike) ethical standard laid by the school rules and or the national constitution. The issue may be related to cross-cutting issue and demands immediate attention; to reduce the risk of having to affect too many students.

When the issue affects too many students, it impedes cognitive, spiritual, physical and social development in a child. Students' learning is affected, their religious faith is challenged, their growth is affected and they tend to lose sense of what is right and wrong.

There are many social issues in schools, however, some examples are as follows:

- observing ethical standards according to school rules
- lack of : respect, decency and civility by students
- bullying
- the use of obscene language such as the obscene, offensive or abusive language
- cheating in tests and examinations
- excessive use of mobile phones by students during school hours
- reduction in interest to pursue academic excellence by students
- teacher – student, student – student sexual oriented relationships
- teenage sexual intercourse and pregnancies
- excessive usage of the internet through mobile phones in classrooms by students viewing pornographic materials

What is civility?

Civility is the behaviour that recognises the humanity of others – a key element of sociability. It is what allows us to live peacefully together in families, neighbourhoods, schools and communities. Civility demands **restraint** and an **ability to put the interests of the common good** above self-interests. It requires us to treat others with decency, regardless of our differences in a polite way. The psychological elements of civility include self-control, empathy and respect.

We hear many complaints these days about the younger generation's lack of civility. And indeed, times have changed. But where do we draw the line when it comes to respectful and polite behaviour in children? How do we teach them to live considerately of others?



Here is an example of lack of civility:

“While driving to the Hohola shopping area from where I live in Port Moresby recently, I saw a group of boys on a neighbourhood street corner. They ranged in ages from about 13 to 18. When I rounded the corner, I noticed that the youngest boy was standing on the sidewalk openly relieving himself. He was urinating in broad daylight in the middle of the street. As I turned my head to see if my eyes were playing tricks on me, a woman in another car was right behind me. She slowed down and stared in disbelief. The boy proceeded to flip her off and yelled, “Fuck you, lady!” (in tok pisin). I was so dismayed. Where did this boy learn such disrespectful behaviour? How had he come to completely disregard basic civility?”

Unfortunately, what this woman and I witnessed is just one incident out of the thousands that happen every day. And it makes me wonder – how can we teach our children civility when we live in a dysfunctional and an F – word society?”

Who is Teaching the Class?

It is impossible to know if civility has declined because it is difficult to measure scientifically. By observing in general student behaviour and attitude towards others in general, we can say that civility as a very important social skill, is on the decrease. In some homes and families, children are never being taught civilised behaviour by their parents. When in the classroom it is difficult for teachers to control their behaviour and learning is very poor. We hear stories daily about ridicule, bullying, and simple rudeness – and these stories are happening in homes, classrooms, on the internet and even street corners.

There are several reasons for this decline. Some ethics scholars suggest that as society has become more informal, there are no longer agreed-upon rules for respectful behaviour. The borders of societal norms have become more broad and fuzzy. Shows like “The Apprentice” and “Survivor” highlight back-stabbing behaviour as admirable and winning qualities. And then there’s the internet. The internet has produced an etiquette-free zone where people can post anonymous and uncivil criticisms with ease. With anonymity, there is no responsibility. With no responsibility, there is poor judgement of what civilised behaviour is.

Research links in Civility to Violence and Bullying

Basically, we all, children included, are exposed to rudeness, vulgarity, and violence that would have been unthinkable in previous generations. That isn’t going to change anytime soon. But if we are truly a world turning away from civility, we may be in for tougher times ahead. Studies show that incivility leads to violence, unhealthy communities, and societies paralysed by conflict and political division. It’s not exactly the kind of world we envision for our kids.

Children model adult behaviour on television and in real life. And they replicate language they learn online. It is not uncommon to hear “Fuck you” spoken by children just learning to talk. That’s because children are systematically connected to everything around them. The world is their learning environment. We are their teachers. And as parents, teachers, coaches, politicians, television producers, and others who impact children’s lives, we have a



responsibility to foster civility in children so they grow up with less, not more violence and ridicule.

Ways to foster Respectful Behaviour

Unfortunately, there is no neatly organised curriculum for civility because it is learned through respectful relationships. The truth is, we are all teaching a class in civility to children – parents, teachers, youth mentors, and everyone who comes into contact with kids. So what can we do?

We can teach kids the foundations of civility every day in the way we communicate with them and others, including the following:

- think about the impact of words and actions on others before you use them
- apologise when you are wrong
- set ground rules for civil behaviour at home and in classrooms
- teach kids how to become engaged citizens
- treat children and adults with the respect that you expect from them
- demand civility of politicians and public servants
- use respectful language when you disagree with someone
- don't let anger and emotion get in the way of listening to others
- be tolerant of people who are different from you
- teach character strengths, like respect and empathy, at home and in classrooms
- challenge people's views, but don't attack the person
- acknowledge others for their civility and respectful behaviour, regardless of their viewpoints
- remind kids often why they – and you – should be civil
- empower children to take a stand against bullying
- lead by example



Activity 11.1.3.2

Answer these questions.

1. Define civility and explain how uncivilised behaviour affects a child's personality in his /her adult years in life.

2. State two examples of social issue in your school.

3. State five examples of acts showing respect to your teacher.

4. State five examples of acts showing respect to your peers.



5. Describe civility in your own words.



11.1.3.3 The Impact of Social Issues on Students in Schools

The impact of social issues in schools can have very negative and devastating effects on some kids. Actions such as continuous bullying, and ridicule affects a person's sense of self. For example, instead of shaming a student who does not perform to expectations, we must teach them that mistakes are part of their growth as human beings. They need that affirmation in order to develop in confidence and self-worth. All of us need support in one way or another. Providing support to those who need it is good for our sense of self and also for those who receive our support. Supporting individuals or groups fosters a sense of inclusiveness, making them more functional community members.

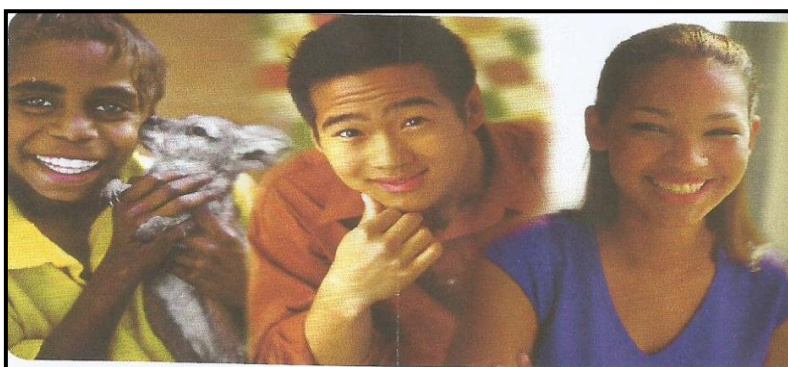
Just as you can do things to assist your own sense of self, you can contribute to the wellbeing of others by the way in which you treat them, the language you use and the support you can provide. It is important to remember that everyone is different and that everyone deserves to be treated fairly and with respect.

How can we Promote Diversity, Equality and Inclusiveness?

Each one of us is unique. This means that no one person is identical to another, although there will be similarities between people. This difference is also true about groups of people. There are differences in the things people do and like, the food they eat, the clothes they wear, the people to whom they are attracted to and relate to, and the religion they believe in. Uniqueness in individuals and groups in a society defines the diversity in that society.

The **diversity** that exists in every society is something that should be valued and celebrated. It offers us opportunities to experience different lifestyles and alternative ways of thinking. We can help people to feel valued by accepting them, for who they are, and seeing their differences as something that can add value to our society. **Equality** promotes equal treatment, opportunity and participation within the society comprised of unique people and groups.

And **inclusiveness** means individual or group not categorized under any form of norm is also included. An educated Papua New Guinean should uphold this virtue '**Diversity, Equality and Inclusiveness**'.



Diversity – the condition of being different



Unfortunately, not everyone is treated with respect and fairness or has the same opportunities available to them. This leads to **inequalities** in the way people are treated and in their level of health and wellbeing. In our society, a range of inequalities exists as a result of peoples' **prejudice** and discriminatory attitudes.

Inequalities can be based on factors such as a person's religion, sexuality, gender, disability, race, age or culture. Most obvious are the inequalities in health, wealth and quality of life between the poor and the rich.

The following are some examples of the inequalities that exist in our society:

- the disparity in the consumption of goods and services between the rural and urban populations of most developing countries around the world
- lack of basic amenities (water, electricity etc) in the squatter settlements in the cities of most developing countries such as Papua New Guinea, Brazil, Nigeria, Vietnam
- the significantly lower life expectancy of the **Indigenous population** in some countries such as Australia
- lack of basic service facilities such as gymnasiums that can cater for the migrant population, for example, Muslim women in Australia.
- Ethnic group control market
- Ethnic group given key positions in government and line agencies
- higher levels of verbal and physical abuse to same-sex attracted students in some parts of the world such as Australia, USA, New Zealand or even in Papua New Guinea
- Development is centred around urban areas than rural area like in Papua New Guinea thus conceptualizing what physical development really means to an ordinary child.

Processes and affirmative behaviour that can help you challenge inequalities include the following:

- recognising inequalities – this means being conscious of the differences between people and being aware of attitudes, behaviours and language used by others to highlight differences in a negative way. For example, recognising homophobic bullying.
- advocating for others – this means taking action to support others who are discriminated against – for example, letting bullies know that their behaviour is not right or acceptable and that you do not agree with it.
- role modelling inclusive language and behaviours – this means ensuring you are fair in how you treat others and the language you use. Do not use words that stereotype people. Accept people for who they are, not for the group to which they belong.



Being **inclusive** means interacting with all members of the community without regard to individual characteristics such as skin colour. It is about valuing difference and respecting others regardless of factors such as gender, sexuality, ability or culture. The use of discriminatory language can make some groups of people seem less visible or acknowledged than other groups.

The behaviours you adopt in your treatment of others can have an enormous impact on their wellbeing. Everyone has a responsibility to respect the rights of others. This includes showing respect for privacy, not harming, harassing or threatening others, not putting others down and treating others fairly.

You can have a positive influence on other people's sense of self when your behaviours show that you respect and value them and do not exclude them.

Impact of Social Issues in Schools

Young people who have low self-esteem and a poor sense of self can find it difficult to navigate their way out of difficult situations, or find ways to improve themselves and their lives.

Other young people may find themselves in situations where they need the support of their peers, family and other support services. Examples may include:

- young parents
- pregnant adolescents
- people with chronic illness
- young people who are carers
- homeless young people
- abused or neglected young people
- young people with addictions

How can you help others to find solutions to their problems?

Helping others to find solutions to their problems is another way you can support their sense of self. These may include:

- listening to them when they need to share their feelings and concerns
- helping them to work out how to solve their problems
- providing positive reinforcement when they start to take the steps to solve their problem



- helping them to find community support services that are appropriate for their needs

Your attitude and behavior towards others can be helpful in providing support if you appreciate that everyone is different and that sometimes people need help with problems.



Helping others to find solutions to their problems

Do not judge others for the decisions they have made. Remember everyone makes mistakes – it is what we learn from a mistake that is important. Be interested and supportive when they make an effort to solve their problems, and be inclusive in your language and behavior.



Activity 11.1.3.3

Answer the following questions.

1. Define these terms.

a. Diversity

b. Inequality



c. Prejudice

d. Inclusive

e. Indigenous population

2. List four examples of the impact of social issues that affect learning.

- a.

- b.

- c.

- d.



11.1.3.4 Issues of Different Groups and Genders in Schools

Issues among groups can be between churches, races, ethnic group, sporting groups and social groups. Social Issues arising from conflicting groups may require community involvement (parents, church elders, counsellors) and law enforcing agency. That is because if the course of action is not clearly specified by the school rules, it would be unfair to make judgement on those involved.

If the group comes in conflict with another group in another community, such as a group of boys in one school fight against another group of boys (strongly discouraged by the government) in another school.

The term gender includes transgender. That is, the male, the female and those who wish to be between male and female. Trans-genders include transsexuals and transvestites. Transsexuals are those people who went through surgical operation to change their sex; and transvestites are men who dress and behave like women or women who dress and behave like men.

The decisions we make about our lives are influenced by many things, including our gender. For example, when you look at senior subjects offered in many secondary and national high schools, and the number of male and female students doing each subject, you can already see gender stereotype.

You will notice that some subjects such as the sciences are dominated by male students, and other subjects such as the humanities are dominated by female students. This imbalance can be attributed to expectations about masculinity and femininity.

How do you expect Males and Females to behave?

1. Stereotype

A stereotype confirms the belief that you must perform the specific role associated with being male or female. Often we don't question these beliefs because we take them for granted based on what has happened in the past. Even if we don't subscribe to them, much is reinforced through the media and our cultural expectations.

However, stereotypical behaviour can have negative impact on our personal health and wealth and national development. It can limit our potential by denying us experiences that we might otherwise enjoy and be successful at. It takes away personal choice in shaping our interests and developing our skills. Stereotypical behaviour further discourages people from choosing a path in life where their skills, abilities and level of employment would be enhanced. For example, for years nursing was seen as a female domain, and building or labouring provided jobs for males. It is now common to see male nurses working in hospitals and females working in the construction industry.



Feelings and emotions are also the subject of stereotypes. All people experience a full range of emotions such as happiness, sadness and disappointment. Suppressing and controlling emotions because of fear of the way they might be expressed can cause frustration and damage our sense of self. For example, males may need to cry at times and should never feel pressured into 'acting like a man,' and women should not feel intimidated or restricted by occupational choices that might have been traditional male domains.

2. Gender stereotype

Gender stereotype is all about how a person should act, dress or behave based on gender. Gender stereotypes can also impact on life choices in the future. Career options, choices regarding expressions of gender and sexuality, and roles within relationships are examples of choices that can be influenced by gender stereotypes. There are many sectors within our society that are dominated by males – for example, our political system. Just recently PNG is embracing change and allowing women in politics and in business. During 2012 three women were elected into Parliament, a history in PNG politics.

Some sectors of society have recognised the impact of stereotypes on peoples' choices. The military and the police, for example, has implemented advertising campaigns targeting women recruits, school curriculums include opportunities for students to explore gender stereotypes and challenge them, and anti-discrimination legislations are being enacted in many countries around the world, that you cannot discriminate against someone based on their gender.

While equal participation in all aspects of life is promoted globally, we have social issues to accept transsexuals and transvestites to live amicably together within our society. Existence of transsexuals and transvestites may require advocates to speak for them, or it may need a mentor to ensure that they are accepted in a community in the future. Existence of transgender may require us to redefine gender (male and female).



Activity 11.1.3.4

Explain these terms.

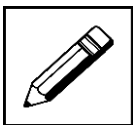
a. Gender



b. transgender

c. Gender stereotype

d. Ethnic group



Summative Activity 11.1.3

Answer the following questions.

1. What is stress?

2. How can you avoid too much negative stress?

3. What is anger?



4. Uncontrolled anger can lead to social problems. What are they?

5. Make a list of at least four ways of modelling respectful behaviour in children.

6. Explain how we can promote diversity, equality and inclusiveness.

7. How can you help others find solutions to their problems?

**Answers to Activity 11.1.3**

The following answers are all sample answers only. Students may have similar answers.

Activity 11.1.3.1

1. Social issues are situations or conditions that come about as a result of people interacting and socialising with one another in a family, groups, community or society.
2. Any two answers from the list below are correct.
 - stress and anger
 - gender inequality
 - sexual harassment
 - homophobic bullying
 - misappropriation and corruption
 - procrastination
 - dishonesty and cheating and so forth

Activity 11.1.3.2

1. Civility is respectful social behaviour that people express to socialise with each other in their everyday life. Words and actions that depicts respect and mannerisms are all part of a person being polite and civilised. For example, the use of words such as “thank you, please, I’m sorry, madam, sir” are all part of showing respect and acceptance of others.

Children who are not taught positive attitudes and good manners as children become anti-social in their adult years in life. They are the ones who get involve in violence, crime, ridicule, bullying and many other anti-social behaviour. They end up becoming negative members of society and influence others in a very negative way.

Activity 11.1.3.3

1. Sample answers only
 - a. Diversity is the state or condition of being different.
 - b. Unfair and unjust. The unequal distribution of goods and services, and economic systems that affects peoples lifestyles.



- c. A strong feeling of dislike for someone or something.
- d. Acceptance of others regardless of their gender, age, religion, race, level of education, nationality etc.
- e. Original inhabitants of a place or country.

Activity 11.1.3.4

1. Sample answers only
 - a. Gender refers to the state of being male or female.
 - b. Gender stereotype refers to how a person should behave, dress or act according to their gender.

**Answers to Summative Activity 11.1.3**

The following are all sample answers only.

1. Stress is a condition that we experience when we are unable to cope with the demands placed on us in our everyday lives.
2. You can avoid stress by getting involved in positive stress management activities such as:
 - managing your time more efficiently
 - setting goals and planning how to achieve them in a realistic way
 - working as a team and sharing responsibilities
 - seeking advice, support or help from others
3. Anger is a strong feeling of dislike or displeasure towards someone or something. Uncontrolled anger can lead to violence, abuse and harm.
4. Uncontrolled anger is sometimes caused by extreme stress and this can lead to health and social problems such as:
 - sleep disturbance
 - headaches
 - high levels of anxiety
 - depression



- relationship breakdowns
- self-harm
- trouble with the law

5. Any four of the following are correct.

- think about the impact of words and actions on others before you use them
- apologise when you are wrong
- set ground rules for civil behaviour at home and in classrooms
- teach kids how to become engaged citizens
- treat children and adults with the respect that you expect from them
- demand civility of politicians and public servants
- use respectful language when you disagree with someone
- don't let anger and emotion get in the way of listening to others
- be tolerant of people who are different from you
- teach character strengths, like respect and empathy, at home and in classrooms
- challenge people's views, but don't attack the person
- acknowledge others for their civility and respectful behaviour, regardless of their viewpoints
- remind kids often why they – and you – should be civil
- empower children to take a stand against bullying
- lead by example

6. We can promote diversity, equality and inclusiveness by embracing new ways of thinking and doing things. We must learn to be tolerant and make all people feel valued, when we accept others for who they are and not for which group they belong to.

7. Ways you can help others find solutions to their problems include:

- listening to them when they need to share their feelings and concerns
- helping them to work out how to solve their problems



- providing positive reinforcement when they start to take the steps to solve their problem
- helping them to find community support services that are appropriate for their needs.



11.1.4 Being an Advocate, a Mentor and a Peer Educator

11.1.4.1 What is an Advocate?

An advocate is a person who supports or speaks in favour of somebody or of a public plan, opinion or action. Advocacy is all part of giving public support to an idea, a course of action or a belief. For example, community advocacy is now focusing on peer education. People who are advocating peer education such as political leaders, ward councillors, church leaders have come to realise that for a community to embrace socio-economic progress and change peer education is the way forward. Some examples of individuals and organisations who are advocates are as follows:

- Noel Anjo – human rights extremist
- YACA – youth against corruption
- The Voice Inc
- Marie Stoppes
- TI PNG

Features of an Advocate

Individuals who are advocates have special talents and interpersonal skills. They have good public relations, and they are able to go out of their way to stand up and speak out for the common good for all. They become the voice of the ordinary people and those who are marginalised, who are unable to voice their concerns on important socio-economic, and socio-political issues that might affect and affect their everyday life. These people have personal qualities such as:

- Confidence
- Public speaking
- High moral, ethical and spiritual values
- Honest and reliable
- Willingness to give their time to serve others
- Good interpersonal skills
- Transparent and accountable
- Walk the talk

**Activity 11.1.4.1**

Answer the following questions.

1. What is an advocate?

2. Name at least three special qualities of an advocate.

- a.

- b.

- c.

11.1.4.2 What is a Mentor?

A mentor is an experienced person who advises and helps somebody with less experience over a period of time. Parents and teachers are examples of people who can be very good mentors.

Adolescence can be a very difficult time in life for many young people because they are going through a lot of physical, emotional, mental and psychological changes. These changes can have both positive and negative consequences on their progress in life.

For example, some of them may go through experiences such as sudden rebellious behaviour and dropping grades, getting involved in drugs and substance abuse. They are impacted by the socio-economic environment they are part of. It is at such a time that parents greatly need the help of another person who can be a good teacher and helpful friend to their children.

Research has shown that teens with an adult mentor are 50% more likely to attend colleges and higher institutions. Furthermore, for students from low income homes, a teacher's mentorship almost doubled a student's chances of going on to college. A student's potential is sometimes squashed by the social environment, and data has shown that mentors can overcome those forces. The mentor of course must have the right qualities and provide quality mentoring to the mentee.

Not everyone can become a mentor. Therefore, he or she must be able to establish trust and accountability with the mentee in their words and actions. They must be honest, trustworthy and active listeners.



The mentee on the other hand must be receptive to feedback and take an active listening role. The mentee must respect the value of the mentor's time by coming to sessions prepared and on time. It also helps when the mentee actually follows a mentor's advice.

Factors for successful mentoring include:

- reciprocity – the mentee must be able to help the mentor to help him/her. This means that each must play their role as mentor and mentee.
- mutual respect – both mentor and mentee must have respect for each other, and for each other's opinions.
- clear expectations – the mentee must be able to accommodate the mentor's advice, suggestions and opinions and be able to put into action some of those strategies.
- personal connections – both mentor and mentee must feel comfortable with one another and feel connected to each other.
- shared values – the mentor must be in a position where he/she freely share their life's experiences and encourage them to feel accepted, and that it is okay to seek help, and that there is no shame in needing a helping hand.

Mentoring is a method that's tried and true. When the right ingredients are there, the mentoring relationship can help kids through the rockiest adolescence. And getting kids through to the other side, on the road to successful adulthood, is what parenting and mentoring is all about.



A teacher mentoring a student



Examples of Male and Female Mentors in and out of School

Some examples of male and female mentors in and out of school are:

- pastoral teachers
- religious education co-ordinators
- school counsellors
- college chaplains
- guidance officers
- youth co-ordinators
- pastors and church leaders
- social workers
- counselling service agencies

Skills for Mentoring

Personal skills and attributes a mentor should possess include the following:

- active listening
- questioning
- communication – able to explain clearly and concisely
- empathy – being able to feel the concern of the one to be mentored (fitting in another's shoe)
- confidentiality
- putting the mentee at ease



Activity 11.1.4.2

Answer the following questions.

1. What is a mentor?

2. What are some important personal qualities a mentor should possess?

3. Who is a mentee?



11.1.4.3 What is a Peer Educator?

In order to understand what a peer educator is, we need to first of all define peer education. Peer education is facilitating or providing information to a group of people who belong to the same age or peer group. Therefore, a peer educator is a person who is providing the information to his/her peer group. In peer education young people are given the chance to teach and learn from each other.

Peer education is normally informal and it is community oriented. In many parts of the world peer education is used to teach adolescents and young people about **cross-cutting issues** such as:

- HIV/AIDS
- STDS/STIS
- sexual & reproductive health
- teenage Pregnancy
- abortion
- drugs & Substance Abuse

Peer education is very useful where formal education is not available. There is no need for test and assessments at the end. It is a strategy that has proven to be successful in enhancing positive change in the behaviour of a lot of young people.

Many people will show improvement and change their behaviour because they can easily relate with the peer educators who are the same age group as they are. Because they are members of the peer group, peer educators understand the group well and can communicate in ways that people who are not part of the peer group cannot.

Examples of Peer Educators in and out of school

Peer educators are usually about the same age or slightly older than the group they work with. For example:

- college or university students
- senior students in secondary or national high schools
- church or community youth groups

They usually work with a teacher, adult coordinator or community leader. They run their own educational and awareness programs or organise and implement activities in the school or the community. Peer educators can help raise awareness, provide accurate information and help their classmates develop skills in order to change employ appropriate behaviour.



Examples of work done by peer educators include:

- leading informal discussions
- making drama presentations
- talking with individual students
- handing out leaflets and brochures
- providing counselling, support and information about cross-cutting issues such as HIV/AIDs

Skills for being a Peer Educator

To be a good peer educator you must possess some or all of the following attributes and skills:

- active listening
- questioning
- communication – able to explain clearly and concisely
- confidentiality
- putting the peer at ease
- knowing what to do if you do not know the answer (do no harm) and what to do if it is a serious problem
- ability to make referrals to organizations as such as Lifeline or elders
- knowing your weaknesses, limitations, strengths



Activity 11.1.4.3

Answer the following questions.

1. Define these terms.
 - a. Peer educator



b. Peer education

c. dvocator

2. List three examples of peer educators in and out of schools.

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

3. List three examples of advocates in your province and or Papua New Guinea.

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



Summative Activity 11.1.4

Answer the following questions.

1. What does an advocate do?

2. How are mentors different from advocates?



3. List down and explain factors for successful mentoring.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

4. What are some things done by peer educators?

5. What are some things done by advocators?

**Answers to Activity 11.1.4**

The following are all sample answers only. Students may have similar answers.

Activity 11.1.4.1

1. An advocate is a person who supports or speaks in favour of somebody or of a public plan or action.
2. Any three answers from the list below are correct
 - confidence
 - public speaking
 - high moral, ethical and spiritual values
 - honest and reliable
 - willingness to give their time to serve others
 - good interpersonal skills
 - transparent and accountable
 - walk the talk

Activity 11.1.4.2

1. A mentor is an experienced person who advises and helps somebody with less experience over a period of time.
2. Important qualities a mentor should possess include the following:
 - active listening
 - questioning
 - communication – able to explain clearly and concisely
 - empathy – being able to relate to the concerns of younger students
 - confidentiality
 - putting the younger student at ease
3. A mentee is the person who is being mentored.

**Activity 11.1.4.3**

1.
 - a. A peer educator is a person who teaches his/her peer group
 - b. Peer education is teaching or providing information to a group of people who belong to the same age or peer group.
2. These are sample answers only. You may have similar answers.
 - college or university students
 - senior students in secondary or national high schools
 - church or community youth groups

**Answers to Summative Activity 11.1.4**

The following are sample answers only. Students may have similar answers.

1. An advocate speaks out, or give public support to an idea, a course of action or a belief.
2. Mentors are people who guide and lead others by example, and advocates on the other hand are people who speak out for the public opinion and common good of everyone in the community.
3. Factors for successful mentoring include the following:
 - reciprocity – the mentee must be able to help the mentor to help him/her. This means that each must play their role as mentor and mentee.
 - mutual respect – both mentor and mentee must have respect for each other, and for each other's opinions.
 - clear expectations – the mentee must be able to accommodate the mentor's advice, suggestions and opinions and be able to put into action some of those strategies.
 - personal connections – both mentor and mentee must feel comfortable with one another and feel connected to each other.
 - shared values – the mentor must be in a position where he/she freely share their life's experiences and encourage them to feel excepted, and that it is okay to seek help, and that there is no shame in needing a helping hand.
4. Some things done by peer educators are:
 - leading informal discussions



- making drama presentations
- talking with individual students
- handing out leaflets and brochures
- providing counselling, support and information about cross-cutting issues such as HIV/AIDs

5. Some things done by advocates are:

- Organize public forum to debate an issue
- Speak against a decision made through print media or radio.
- Gather public opinion and support to force review of decision made.
- Provide awareness on negative impacts due to a decision passed or an activity taking place.



11.1.5 Action Planning and Taking Action

11.1.5.1 What are Sub-cultures and Generation Names?

Sub-cultures are the behavior and beliefs of a particular group of people in society that are different from those of most or common people. Those groups can be both positive and negative in the beliefs they have, and the kind of activities they participate in. Sometimes those behaviors are quite disapproving by parents, elders, leaders or people who are in authority.

Generation names are identities or what is known as secret or nick-names that are passed down from one person to another and usually associated with cult practices among young people. The person who currently holds the name and the identity of a particular familiar spirit transfers the name and the identity to the next person upon his/her exit. This is usually accompanied with rituals and sacrifices by both parties involved and of course witnessed by the rest of the group members.

There are many different groups and sub-cultures, some common examples include:

- criminal groups
- drug groups
- cult groups
- graffiti groups
- racist groups
- sexist groups
- art groups
- music groups (heavy metal music in particular)

Why People are attracted to these Groups

Cult practices in particular and this so called generation name transfer from person to person has become quite common among young people. It is also popular in many primary, secondary and national high schools throughout Papua New Guinea. There are many reasons why people are attracted to these groups and participate in the kind of activities that they get involved in. It is quite obvious that every facet of society is impacted by the process of globalization.

The world has become a global village, and with the complexities of technological advancement, today's generation, especially young people are bombarded with the influences and demands of popular culture. Some reasons why they may be attracted to these groups include:



- own personal choice
- Try out, experiment
- pressure and influence from peers
- influence from the media, music and art
- feelings of loneliness and rejection from parents and guardians
- the desire to belong to a group and feel accepted
- the desire to become successful and popular with the acquisition of a supernatural entity (especially occult practices)
- the desire to possess supernatural powers and to have control over others (especially cult practices)
- the desire and wanting to be different and unique from everybody else
- feelings of rejection and negligence in society and to get back at leaders and the government (esp. criminal & graffiti groups)
- lack of education, discipline, morals and ethics
- lack of supervision

Many young people get involved in such groups are the ones who feel rejected, and desire for love and affection. Some of them have not been given the chance and the opportunity to receive formal education and therefore cannot make it in life. They feel they don't have a future in the normal system, and think that the system has failed them. They more or less become part of sub-cultures that are ant-social in nature, and get involved in activities that may harm themselves and others around them.

They are the ones who have trouble with the law, and are sometimes regarded as outlaws. They put themselves at risk and become a threat to the well-being of everyone else in the community. They are the ones whom you will find in shanty towns and squatter settlements, and the poorest of the poor in villages and rural communities, and they exist on the fringe of society. Their parents may also share similar issues in life and may not be able to provide for them. How can they be supported, assisted or rehabilitated?

Strategies for Avoiding this Risk

There are a number of approaches and action plans in which people in authority and community leaders can take to assist young people who are in this predicament. The following are examples of such positive strategies:

- community advocacy – in setting up institutions such as community learning centers



- rehabilitation programs such as adult literacy programs
- urban youth employment programs – this is an initiative of Governor Powes Parkop for the unemployed youths in NCD, 2014
- establishment of basic skill training, community oriented institutions
- sponsorship and job placement programs to help the unemployed youth

Alternatives to Sub-cultures

The following are examples of groups teenagers and young people can be part of in order to build their self-esteem and self-worth in a more positive way:

- participate in school sports or community sports
- be part of an extra-curricular group such as martial arts, dance and drama, or horticulture
- get involved in community youth volunteer programs
- take part in self-help entrepreneurship activities such as informal sales and marketing
- tap into low cost business opportunities such as network of multi-level marketing businesses (for example, Proma Systems, BHIP, JM Ocean Avenue)



Activity 11.1.5.1

Answer the following questions.

1. Define these terms. Use a dictionary if you have one.

a. Sub-cultures

b. Generation names

2. Name five examples of sub-culture groups young people belong to

a) _____

b) _____



- c) _____
- d) _____
- e) _____

11.1.5.2 What is Bullying?

Bullying is the use of force or coercion over another person to cause harm, or to scare them. A bully is a person who uses their strength or power to frighten or hurt weaker people, and to make them do things against their will. Bullying is a big problem in many schools. Bullying behaviours are deliberate and hurtful. Bullying can happen to anyone. Bullying may happen due to difference in views, jealousy, ethnicity, and wealth.

Harassment is a kind of bullying. It can be a one-off or it can be repeated. Types of behaviour that could be deemed as harassment include the following:

- Aggressive comments
- racist behaviours
- sexist remark
- indecent touch
- homophobic comments or touch
- negative verbal comments
- jokes that make someone upset

It also includes cyber bullying. Mobile phones, emails and instant messaging are also being used to bully and harass other people.

Why Young People Bully

People who bully do so for difference reasons. Some reasons why young people who bully others are as follows:

- lack of parental advice
- observed bullying in their environment
- lack of education in guidance and counselling
- impress others
- fit in with the crowd or their peer group



- compensate for having few or no friends
- entertain themselves and others
- have been bullied themselves by someone
- get revenge
- feel more powerful than other people
- gain more power
- get attention

The consequences of Bullying on the Victim

People who are bullied, especially young people are affected in many ways. The emotional impact of bullying can be devastating. It can influence a person's physical health if they feel stressed and unwell. No-one likes to be put down, threatened or abused. As a result of young people being bullied, young people:

- are often scared
- can feel isolated and alone
- can feel worthless and have low self-esteem
- can avoid going to school
- feel anxious and worried
- can become depressed
- feel suppressed
- feel rejected

Anti-bullying Rules and Strategies

Bullying involves three people; the bully, the person being bullied and the bystander. Bullying affects everyone. Everyone involved in bullying can do things to prevent bullying from happening. It can be difficult for the person being bullied to stop the bullying because they may feel scared. Bystanders or people who are observing need to take some responsibility and let others know that it is not an appropriate behaviour to bully someone.

If you are one of those who are being bullied you can:

- be assertive, tell the bully that you don't like what they are doing and to stop. Say it loudly and look at them



- remind yourself that you are okay and that the bully is doing the wrong thing, not you
- ask your friends to be supportive of you
- try to be with friends so that you are not alone
- try to leave valuable items at home
- find another way to go to school, if you are being bullied on the way to and from school
- use humour to distract the bully
- ask an adult for help (a teacher or parent)
- don't get involved in hitting back, which will make things worse for you
- seek help from law enforcement agency
- keep asking for help until the problem stops

If you are a bystander or an observer, you can:

- tell the bully that what they are doing is an inappropriate behaviour
- report incidents of bullying to adults who can help
- assist the person being bullied to seek help
- distract the bully's attention
- offer friendship to the person who is being bullied

Bullies need to know that:

- constitution of Papua New Guinea protects those who are bullied
- ethical standard in any society does not conform to bullying
- there are other ways to work out differences that do not involve harming people
- their behaviours are hurting other people
- persistent bullying can place them in a prison.

Sometimes bullies really do not know that what they are doing is bullying. So bystanders need to act for the benefit of both the bully and the one bullied. Seeking help from elders may help to develop positive strategies for the bullies to relate to others; it will help bullies to develop meaningful relationships.

**Activity 11.1.5.2**

Answer the following questions.

1. Define these terms. You can use a dictionary to do that.

a. Bullying

b. Bully

c. Homophobic bullying

2. State three reasons why people become bullies.

a. _____

b. _____

c. _____

3. List three things you would do if you are bullied.

a. _____

b. _____

c. _____

4. List three steps you may take if you are a bystander to assist both the bully and the one bullied.



11.1.5.3 The skills of Action Planning, Advocacy and Assertiveness

The skills of action planning, and taking action is an important positive strategy individuals and organisations use, and apply for improvement, progress and success in their personal lives or their organisations.

You can attend so many motivational or inspirational seminars and workshops, you can talk about ways to improve the quality of your life, and even ways to deal with problems or issues you face, if you don't put all these into action or practice it will all be in vain and your life will never change. You be will more or less going around in circles.

In order for you to live in a friendly, caring, harmonious and peaceful family, community or society, you have to have skills and attributes that will enable you to become a positive member of that community you are part of. You have to be willing to contribute to community mobilisation and community empowerment by becoming an active member by speaking up, or standing up for those who don't have a voice.

For example, you should not keep quiet about issues such as:

- domestic violence at home or in the community
- incest at home or in the community
- cult practices in and out of school
- smoking and alcohol consumption in and out of school
- viewing or in possession of pornographic materials in and out of school
- cheating in tests and examinations

Having the courage to take action and report anti-social behaviours and negative actions as such will enable you to be trusted and respected in the community. There are certain skills of action planning that can empower you to do that.

The skills of Action Planning

- research: what are the problems? – collect information by carrying out interviews or conduct surveys to find out more about the problems or issues people face
 - prioritise problems – organise and identify which problems or issues need immediate attention
 - planning the advocacy – strategize and plan for the right approach in taking action
-



- communication – you must be able to communicate well in order to get the message across
- evaluation – this is important for improvement in future
- report on the advocacy – take action, without action nothing will happen
- plan for future actions - be proactive and continue if there are similar situations in future

Skills for Advocacy

Advocacy is all to do with supporting something, a course of action or an idea publicly. There are important skills in which individuals who are advocates should possess. Examples include:

- self-confidence
- self-esteem
- critical analysis
- decision making and forward planning
- take action

Advocates are often good public speakers. When they discuss a subject in public, they speak in convincing style to capture peoples' attention. When they are shouted down, they accept remarks and reply intelligently. They do background research on the subject; devise plan of action; then seek public opinion for the plan of action.

Assertiveness Skills

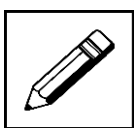
When you are dealing with people and problems, it is important to try and remain calm and not get angry. When you are being assertive you show respect for yourself and others. You are able to raise your concerns in a firm but friendly manner which will not hurt the feelings of the other person. This is very important in any personal or social relationships.

The words that you use to give your point of view, and the way that you use them, are very important. For example, when you have made up your mind about something, you should let the other person know in a clear, positive voice that will discourage them from trying to make you change your mind.

Assertiveness skills are very important for purposes of conflict resolution and peaceful community living. Examples of assertiveness skills are:



- appreciating and adopting positive peer pressure
- confidently resisting negative peer pressure and standing up for good of yourself and others
- body language
- voice skills
- preparation and planning for the decision



Activity 11.1.5.3

Answer these questions.

1. State three skills of action planning

a. _____

b. _____

c. _____

2. List down the skills for advocacy

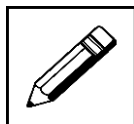
a. _____

b. _____

c. _____

d. _____

3. What is assertiveness?



Summative Activity 11.1.5

Answer the following questions.

1. Explain why young people are attracted to sub-cultures and generation groups.

2. State at least three strategies or action plans that can be used to get young people to avoid the risk of being part of sub-cultures.

3. Harassment is a kind of bullying. What are some behaviors that could be seen as harassment?



4. What are some consequences of bullying, on the victim?

5. What are the skills for assertive communication?



Answers to Activity 11.1.5

The following are all sample answers. Students may have similar answers.

Activity 11.1.5.1

1. Sample answer only

- a. Sub-cultures are the behaviour and beliefs of a particular group of people in society that are different from those of most people.
- b. Generation names are identities or what is known as secret or nick-names that are passed down from one person to another and usually associated with cult practices among young people.

2. Any five answers from the list below are correct.

- criminal groups
- drug groups



- cult groups
- graffiti groups
- racist groups
- sexist groups
- art groups
- music groups (heavy metal music in particular)

Activity 11.1.5.2

1. Sample answers only

- a. Bullying is the use of power over another person to cause harm, or to scare them.
- b. A bully is a person who uses their strength or power to frighten or hurt weaker people, and to make them do things against their will.
- c. Discriminating against people who are, or who are thought to be same sex oriented.

2. Any three answers from the following are correct.

- impress others
- fit in with the crowd or their peer group
- compensate for having few or no friends
- entertain themselves and others
- get revenge
- feel more powerful than other people
- gain more power

3. Sample answer.

- a. Tell the bully to find someone else to bully.



- b. If he or she continues to bully, warn him or her that I will report the matter the class teacher.
- c. Report to his or her class teacher; if he or she stops, forget that it ever happened.

4. Sample answer

- i. Excuse the bully and let him or her know that “ I feel bad, when my friends are bullied in my presence.”
- ii. Position myself between the bully and victim.
- iii. Thank the bully if he or she stops; give comfort to the victim and let him or her that I around to support.

Activity 11.1.5.3

1. Any three answers from the list below are correct.

- research: what are the problems? – collect information by carrying out interviews or conduct surveys to find out more about the problems or issues people face
- prioritise problems – organise and identify which problems or issues need immediate attention
- planning the advocacy – strategize and plan for the right approach in taking action
- communication – you must be able to communicate well in order to get the message across
- evaluation – this is important for improvement in future
- report on the advocacy – take action, without action nothing will happen
- plan for future actions - be proactive and continue if there are similar situations in future.

2. The skills for advocacy are:

- I. self-confidence



- II. self-esteem
 - III. critical analysis
 - IV. decision making and forward planning
3. Having the confidence to express your opinion or desires and not being afraid to speak out.

**Answers to Summative Activity 11.1.5**

1. There are many reasons, however, some examples include (students should state at least five)
 - own personal choice
 - pressure and influence from peers
 - influence from the media, music and art
 - feelings of loneliness and rejection from parents and guardians
 - the desire to belong to a group and feel accepted
 - the desire to become successful and popular with the acquisition of a supernatural entity (especially occult practices)
 - the desire to possess supernatural powers and to have control over others (esp. occult practices)
 - the desire and wanting to be different and unique from everybody else
 - feelings of rejection and negligence in society and to get back at leaders and the government (esp. criminal & graffiti groups)
 - lack of education, discipline, morals and ethics
2. Any three answers from the list below is correct.
 - community advocacy – in setting up institutions such as community learning centers



- rehabilitation programs such as adult literacy programs
 - urban youth employment programs – this is an initiative of Governor Powes Parkop for the unemployed youths in NCD, 2014
 - establishment of basic skill training, community oriented institutions
 - sponsorship and job placement programs to help the unemployed youth
3. The following are examples of behaviours that could be seen as harassment:
- comments
 - behaviours or materials that are racist
 - sexist or homophobic
 - verbal comments
 - jokes or abuse that put people down
4. Consequences of bullying on the victim:
- are often scared
 - can feel isolated and alone
 - can feel worthless and have low self-esteem
 - can avoid going to school
 - feel anxious and worried
 - can become depressed
5. The skills for assertive communication are:
- confidently resisting peer pressure and standing up for yourself and others
 - body language
 - voice skills
 - preparation and planning for the decision



Summary

A Role Model is a person other people look up to in order to help determine appropriate behaviours. Role models have passion and ability to inspire others, have a clear set of values, show commitment to the community, are selfless and accept others, and can overcome obstacles. Role models can be either positive or negative. Positive role models offer a range of helpful or useful behaviours. Positive role models display competence, confidence, connection, character, and caring and compassion. Negative role models, on the other hand, offer examples of harmful or disruptive behaviours.

Whether you are a Role Model depends on other person's opinion or impression about you. If someone imitates you in his or her behaviour patterns then you are a role model. Whether you are a positive role model or negative role model depends on the type of behaviour you displayed. You will make a positive role model if your actions show competence in your social, academic and cognitive areas. You display confidence in your overall self-worth and identity. You have good connection among your peers due to respect for others. You respect and follow school rules and make peers sense right from wrong. And you show caring and compassion when you have sympathy and show empathy to peers.

Social Issues encompass issues that a small to representative group of people within a society disagree with or find undesirable. Social issue is a social illness or social problem. Examples of Social issues in school can be fighting, obscene language, bullying, sexual harassment, gender bias and social inequality. Social inequality is the difference in status, resources, income and power that exists within the school community or a broader society.

To be a successful Mentor you have to:

- listen attentively to the mentee and try at the most to understand the problem; Maintain confidentiality.
- ask open ended questions that do not imply criticism to the mentee
- attend and respond to both content and feelings, that is focus on issue and at the same time show empathy to the mentee
- let the mentee solve the problem (you can only guide the mentee), and
- refer the mentee to or use your resources such as established personal or bodies to help the mentee.

When the mentee realizes that your action is selfless over the issue, the mentee will build trust and confidence in you.



Peer Education is educating peers on a specific subject, especially due to common or epidemic social issue. For example, educating peers on consequences of social issues such as fights and sexual harassment. Peer mentor is a peer appointed or trained to assist peers in their endeavour to be successful in their academic and general school performances. A mentor is someone, often older and more experienced, who advises and guides younger person. Often a peer educator becomes a peer mentor or mentor as well.

Your planning and action depends on whether you are mentoring or peer mentoring or peer educating. Whichever among the three positions you are in, you must have a clear set of steps (strategy) to follow. And follow through, once steps have been implemented.



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**GLOSSARY**

WORD	PAGE	WORD	PAGE
Acquaintance	12	Moral and Ethical Principles	19
Advocacy	91	Myers-Brigs Model	61
Affect display	47	Negotiation	28
Age Discrimination	79	Neuroticism	59
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Extrovert	55	Self-respect	21
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Human Rights	80	Sub-conscious	18



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Melancholic	55	Win-win approach	29

**SUBJECT AND GRADE TO STUDY**

Grade Levels	Subjects
Grades 7 and 8	1. English
	2. Mathematics
	3. Science
	4. Social Science
	5. Making a Living
	6. Personal Development
	7. English
Grades 9 and 10	1. English
	2. Formal Mathematics
	3. Practical Mathematics
	4. Science
	5. Social Science
	6. Commerce
	7. Design and Technology- Computing
	8. Personal Development
Grades 11 and 12	1. English (Applied English/ Language and Literature)
	2. Mathematics (Mathematics A/Mathematics B)
	3. Science (Chemistry/Physics/Biology)
	4. Social Science (History/Geography/Economics)
	5. Business Studies
	6. Personal Development
	7. ICT

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) courses.
- For Grades 9 and 10, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce. Design and Technology-Computing is optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) courses to be certified.

Your Provincial Coordinator or Supervisor will give you more information regarding each subject.

Certificate in Matriculation**CORE COURSES**

Basic English
English 1
English 2
Basic Maths
Maths 1
Maths 2
History of Science & Technology

OPTIONAL COURSES

Science Streams: Biology, Chemistry, Physics
and Social Science Streams: Geography, Introduction to Economics
and Asia and the Modern World

REMEMBER:

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

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3	CENTRAL	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 6419195	/ 72228130	Ms Kay Arioka	77522844	Mr Albi Bapera	72229051
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10	VANIMO	P. O. Box 38, Vanimo	4571175 4571438	/ 72228140	Mrs Ere Kamaso	77522850	Mrs Isabella Danti	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	Mr Michael Sirias	77522851	Mr David Wombui	72229062
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13	LAKE	P. O. Box 4969, Lae	4725508 4721162	/ 72228132	Mr Appo Ibos	77522853	Ms Cathrine Kila	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	72229065
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16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Ms Betty Boas	77522856	Mr John Lasisi	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Mr Simon Kelle	77522857	Mr Marlyne Meiskamel	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Vacant	77522858	Ms Roslyn Keket	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	Mrs Erica Inai	77522859	Mrs Marina Tomiyavau	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Mr Paul Nepao	77522860	Mr Salas Kamberan	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	72229083
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	