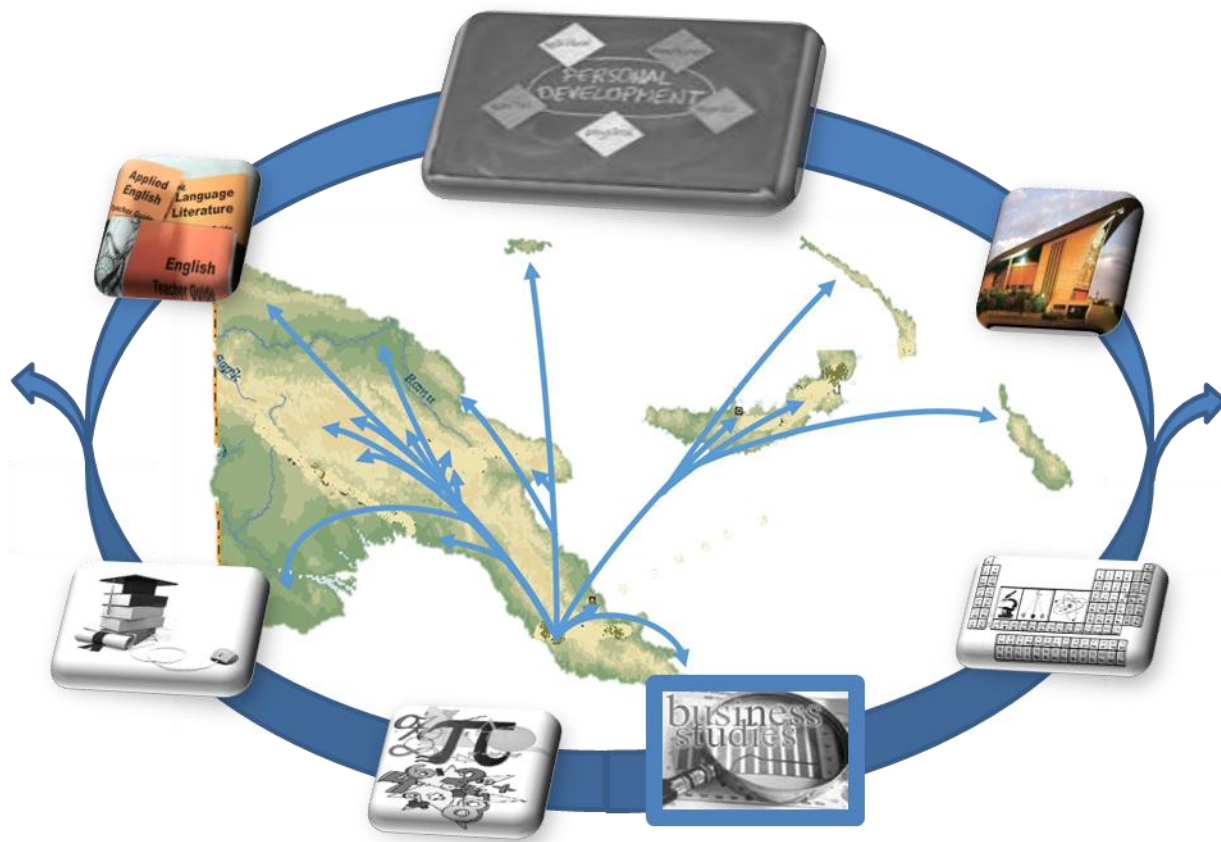




DEPARTMENT OF EDUCATION

GRADE 11 PERSONAL DEVELOPMENT

UNIT 2 – MY LIFE, MY FUTURE



FODE DISTANCE LEARNING



PUBLISHED BY FLEXIBLE OPEN AND DISTANCE EDUCATION
FOR THE DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA



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PAPUA NEW GUINEA

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GRADE 11

PERSONAL DEVELOPMENT

UNIT MODULE 2

MY LIFE, MY FUTURE

**TOPIC 1: WHAT ARE MY RIGHTS AND RESPONSIBILITIES IN
SEXUAL RELATIONSHIPS?**

TOPIC 2: PRINCIPLES AND CONSEQUENCES OF SEX

TOPIC 3: CROSS-GENERATIONAL SEX

TOPIC 4: SEXUALITY, SEXUAL RESPONSE AND SEXUAL ORIENTATION

TOPIC 5: SEXUAL EXPLOITATION, HARASSMENT AND ABUSE

TOPIC 6: HUMAN AND LEGAL RIGHTS

TOPIC 7: RISKY AND SAFER SEXUAL BEHAVIOUR

**TOPIC 8: VOLUNTARY COUNSELLING AND TESTING (VCT), ANTI-
RETROVIRAL THERAPY (ART) AND HOME BASED CARE**

TOPIC 9: ADDICTION, ALCOHOL AND DRUG ABUSE



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DIANA TEIT AKIS
PRINCIPAL



Flexible Open and Distance Education
Papua New Guinea

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Papua New Guinea

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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 2: MY LIFE, MY FUTURE

INTRODUCTION

In this module unit, you will further develop the life skills and values, based on respect for the individual and for others, to enable them to have healthy sexual relationships in the future. Relationship issues are examined in the context of drug and alcohol abuse, HIV/AIDS and AIDS and STI prevention and care, and sexual behaviour. As a student, you can demonstrate behaviours that lead to a healthy and responsible lifestyle for you and others.



Objectives or aims

On successful completion of this module, you can:

- Demonstrate positive attitudes and understanding of healthy practice in regard to HIV/AIDS and AIDS, STIs, healthy sexual relationships, family health and drug and alcohol abuse,
- Display positive behavior as a role model, mentor and advocate showing a respect for difference and diversity.

To achieve the learning outcomes you:

- Explain how to apply a range of life skills and values in the area of sexual behavior,
- Develop knowledge and understanding of issues around sex and sexuality,
- Explain individual and community activities that address the issues of HIV/AIDS and AIDS and STIs prevention and care,
- Demonstrate positive behavior and attitudes towards the risks of drug and alcohol abuse.



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.



11.2.1 What are my rights and responsibilities in sexual relationships?

11.2.1.1 My rights and responsibilities in sexual relationships

Introduction

Sex is a fundamental human need. Because of its importance, it is necessary to study it in order to understand its meaning and application. A good understanding of this concept is needed in order to develop a good and long-lasting sexual relationship with someone. A right is a freedom that is protected, such as the right to free speech and religion. A responsibility is a duty or something you should do, such as doing your homework.

The focus of this sub-unit is sex, sexual relationships and responsibilities. After studying this unit you should have a clear definition of the term sex. You will also come to understand the key features of a sexual relationship and the responsibilities associated with a sexual relationship. You will also see the difference between sex and gender.

At the end of the unit you will find some activities. You must attempt the activities. Model answers are provided for you at the end of this booklet.

What is sex?

Many people in our country are either ashamed or feel uneasy to openly talk about 'sex'. This is mainly because of cultural restrictions and social arrangements we have in our communities. As a result people develop a narrow view or definition of the concept of sex. Many people, for that matter, associate sex with romantic activities such as mating or sexual intercourse between two people and in private. But 'sex' means more than romance and privacy, covering many other social and biological aspects or characteristics.

It is very clear that men and women are different from each other. The terms most frequently used to describe the differences between men and women are *sex* and *gender*. Let us now take some time to discover more about these two concepts.

Sex

Sex refers to differing physical attributes such as chromosomal patterns, genital arrangements, reproductive arrangements, and much secondary characteristics such as distribution of bodily hair, pitch of voice, and so on. The categories of sex are *male*, the fertilized, and *female* the fertilized. The terms 'female' and 'male' refer to collections of physical characteristics which are frequently associated with one or the other.

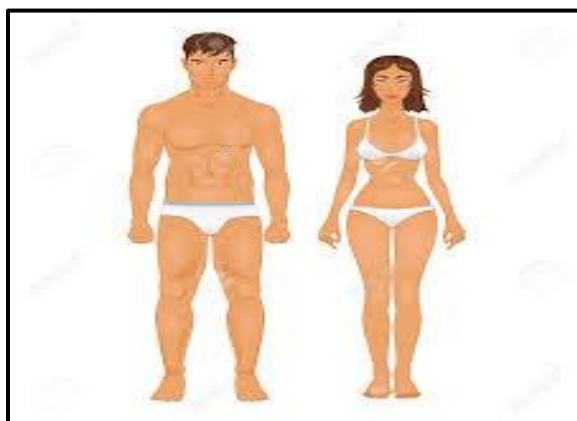


Figure 11.2.1 Sex differences in men and women is very clear

Figure 11.2.1 above shows very clearly some differences in the body shape as well as other characteristics of male and female. One difference we can see is that the male is muscular while the female is tender.

Very few people are 100 percent female or 100 percent male on all dimensions. Because it takes a male and a female to produce a child, all males have some female characteristics. Likewise, all females possess some male characteristics. Such characteristics are very clear in some people but not all.

Gender

Gender refers to social identity of the assumed sex differences. It is the social meaning given by a society based on the mode of speech and dress, the behavioral patterns, the roles, the emotions, the skills, and so on, normally expected from males and females. The categories of gender are *feminine* for female and *masculine* for man.

For a very long time many people held the view that gender differences are the product of sex differences. However, there is amazing modern evidence showing that gender differences can develop in a stable way independently of physical characteristics or sex.

Gender identity can be stably masculine for a person without a penis, and feminine for a person without a uterus or vagina. For example, an infant boy who loses a penis by accidental means can successfully be re-socialised as a girl. Likewise, a girl who grows up among boys develops masculine characteristics. Ultimately, what determines maleness or femaleness depends on the development of a gender self-conception which is confirmed by the society.

Human sexuality

Human sexuality concerns peoples' ability to have erotic or stimulating experiences and responses. Sexuality may be experienced and expressed in a variety of ways, including: thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and



relationships. These things may become obvious biologically, physically, emotionally, spiritually or socially.

The biological and physical aspects of sexuality largely concern the reproductive functions of the sexes (including the human sexual response cycle), and the basic biological drive that exists in all animal species. Physical and emotional aspects of sexuality also include the bond between humans which is expressed through emotional and physical expressions of love, trust, friendship and care. Spiritual aspects of sexuality concern a person's spiritual connection in relation to sex. Social aspects deal with the effects of the society on an individual's sexuality. Sexuality impacts and is impacted by culture, politics, religion, legal, moral, ethics and philosophy.

Sexual activity connects the desire, energy and pleasure of the body to knowledge of human intimacy for the sake of:

- erotic love,
- intimate friendship,
- human mating, and
- procreation

A person's sexual orientation may influence his/her sexual interest and attraction for another person. Sexual orientation or sexual behavior is determined by genetics as well as the environment. Sexual drive, instincts and identification can continue to change throughout a person's development and upbringing.



Learning Activities

1. What is the difference between 'sex' and 'gender'?



2. Outline the categories of sex and gender.

3. What is human sexuality?

What is relationship?

A relationship is a bond or connection. Relationships are formed through human contact and are strengthened by learning names, interests, personality, personal and family backgrounds, professions, gender, likes and dislikes and so forth.

A relationship develops out of an agreement to cooperate in connectivity for a common interest. It is a mutual and enduring friendship created by the basic needs such as the need for food, shelter, love, security, emotional support, esteem, etc. In every relationship there are at least two parties with common goals, dreams, interests, etc.

All parties in any relationship are motivated by goals or interests such as security, love, care, support, etc. There are different types of relationships with varying degrees of connectedness. Consider these relationships below:

- Parent – child relationship
- Teacher - student relationship
- Leader - follower relationship
- Employer – employee relationship
- Husband – wife relationship
- Boyfriend – girlfriend relationship
- Coach – player relationship
- Doctor – patient relationship
- Landlord – client relationship



- Buyer – seller relationship

A connection or bond exists in a relationship. At least two parties are involved in a relationship, each with some degree of power. The power possessed by each party in the relationship can be equal or unequal. Equal power leads to fair and mutual relationships.

Relationships can be intimate and deep or ordinary and casual. For example, when opposite sexes are attracted to each other, a deep relationship exists. A lasting relationship will depend on how much effort both parties put into the relationship. It also depends on the nature of the relationship; such as doctor-patient relationship which ends when the patient is healed.

People involved in a relationship have powers, roles and responsibilities. Roles and responsibilities are either learned or inherited. For a relationship to remain healthy and last long, roles and responsibilities have to be performed correctly. Also, powers must be used responsibly and with care and respect.



Figure 11.2.2 A relationship can be a tug-of-war

As shown in figure 11.2.2 above, a relationship can become a tug-of-war, when two parties try to fulfill their individual goals and aims. Conflicts often are a result of differences in a relationship. However, conflicts in a relationship can be solved when both parties cooperate to solve their differences and live peacefully. Cooperation is therefore an important aspect of good relationships.

What is sexual relationship?

A sexual relationship is a bond or connection formed by two people to enjoy sexual experiences and responses. It is indeed a special relationship because sexuality is at the heart of every human society. People form sexual relationships to express sexual feelings and responses through behaviors, practices, roles, actions and desires.



Figure 11.2.3 A happy, married couple

Sexual relationships are usually formed by humans to promote or satisfy their sexual needs. Sexual needs can be physical, emotional, social, spiritual or biological. Sexual experiences can be erotic and/or stimulating.

Sex is a basic human need as identified by the American psychologist, Abraham Maslow. All human beings have a basic need for sex (love). This need can only be fulfilled or satisfied by being in a sexual relationship with another person. When the basic need for sex is not fulfilled or satisfied, some people can resort to other means to fulfill it. Most often, sex crimes are committed by people deprived of sexual relationships. Sexual assault and rape are examples of offences mostly committed by people who lack good or fair sexual relationships.



Learning Activities

1. Explain why human beings form sexual relationships.

2. How is a human sexual relationship different from sexual relationships formed by other animals?

Sexual rights

A right is an entitlement belonging to an individual. It carries privileges, powers and claims. With each right that a person possesses, there is a corresponding duty or responsibility. A person can claim many rights, such as the right to exist, to be loved, to be cared for, to have access to food, water, shelter, a secure environment, freedom of choice, privacy, an education, fair and equal treatment and so on. Some rights are determined by law while others are universal.



Below is a 'bill of rights' for every individual. Among this list you can find some rights that are relevant to sex. This list of rights is relevant in almost every country in the world.

A Personal Bill of Rights:

1. I have the right to be respected, and I will respect others.
2. I have the right to make decisions that fit my values.
3. I have the right to affection without having to have sex.
4. If I do not want physical closeness, I have a right to say 'no'.
5. I have a right to start a relationship slowly, before I become involved.
6. I have a right not to change myself to keep a relationship going if it is ending.
7. I have the right to ask for change in a relationship.
8. I have the right to stay safe from sexually transmitted diseases.
9. I have the right to use a condom to protect myself from STIs and HIV/AIDS.
10. I have a right to get a good education.
11. I have the right to plan and protect my future.
12. I have the right to change my goals.
13. I have the right to say 'yes' on my own terms, and not to be pressured.
14. I have the right to protect my body and feel good about it.
15. I have the right to enjoy my relationship with another person.
16. I have the right to access health and support services.

Knowing your sexual rights is an important part of being in a sexual relationship. Knowing the basic human rights will help you to avoid problems that often arise from the abuse of those rights.



11.2.1.2 What is sexual responsibility?

Responsibility refers to the duty each one of us have of being accountable for our actions. We have certain responsibilities. Given below is a list of our responsibilities. You can identify those responsibilities which relate to sex and sexuality.

You have a responsibility to:

1. Find out about sex and practice safe sex at all times.
2. Think carefully about what you need in order to have a healthy, happy and safe life.
3. Allow others to determine for themselves whether to be in a relationship or not.
4. Make decisions that do not place other people at risk.
5. Make others feel valued in any relationship because every human being is valuable.
6. Fairly and positively treat another person in a relationship.
7. Refrain from forcing another person into making decisions that will make him or her feel comfortable or threatened.
8. Keep out of situations that could reel out of control or that may be hard to escape.
9. Think about your limits ahead of time and make sure your partner knows what they are and respects them.
10. Be clear about what “yes” means (including what, when, how, where and why).
11. Be true to yourself and what you know is good for you, even if it is hard to explain.
12. Treat your partner the way you wish to be treated.

The above list provides a general guide. Many more equally important responsibilities can be added on. You should train yourself to observe the most important responsibilities that matter to you. Other people in the community will take notice when you consistently act and feel responsible for your actions, thoughts and decisions.

Responsible people:

- do what needs to be done,
- fulfill their obligations,
- are answerable for their actions,



- use good judgment,
- don't let other people down,
- are trustworthy and reliable.

Being responsible is also an ethical practice. Ethics are not written laws, but are generally regarded as moral principles of what is right and wrong. A person who acts unethically can offend others even though he or she will not be prosecuted by law. Ethical people always enjoy positive relationships.

Case study 1: Ruth's friendship request

Johey Joy is a 24 year old social worker who works as a counselor at Anglicare's Waigani office. Anglicare is a church-based NGO which operates throughout PNG. Johey's role is to counsel youths who have trouble communicating with their parents.

One day, Ruth Yakumb, a young woman approaches him in his office to seek some counseling. Ruth had some problems lately with her father over family matters and lives with her aunt at another location in town for some time. Throughout the counseling session Ruth showed some interest in Johey. But things were kept at a professional level. A week later Johey received a surprised call from Ruth. Ruth simply asked Johey if they could be phone friends. Johey replied that he needed to think about it and asked Ruth to give him some time.

Johey is a honest and reliable person. Though he is young, he likes his job and wishes to maintain a clear line between him and his clients. Ruth was a lovely young lady who needed help. She was due to return for more follow up counseling sessions with Johey. So Johey thought so hard about the request Ruth made. He also took into account the other factors concerning his job. Finally, Johey reached a decision for Ruth.

Two days later Johey called Ruth and explained how he really loved to be in a relationship with Ruth. However, his job was such that it did not allow him to do that. Therefore, he politely rejected Ruth's request. He however asked Ruth to treat him as her brother and come to seek help whenever she needed it. Ruth was disappointed at first but later realized that Johey was right. Johey's honesty and politeness has earned him a very good friend in Ruth. They remain very good friends to this day.



Learning Activities

1. Why is it important to know our rights in a sexual relationship?

2. What are the likely consequences of being irresponsible in a sexual relationship?

3. List five most valuable responsibilities which you will follow when you are in a sexual relationship such as marriage.



11.2.2 Principles and consequences of sex

Introduction

In Unit 11.2.1 we learnt that sex refers to the differing physical attributes: chromosomal patterns, genital arrangements, reproductive arrangements, and other secondary characteristics such as distribution of bodily hair, pitch of voice, and so on.

The roles played by men are also different to those performed by women. They behave differently, think differently, have different goals and objectives, etc.

After completing this sub-unit you will have a good understanding of the word sex. You will also interpret sex from traditional, religious and modern perspectives.

As is a requirement, you must attempt the learning activities provided throughout this sub unit. Compare your answers with the model answers provided at the end of this booklet.

11.2.2.1 Principles of safe sex

A principle is a belief, opinion, standard or norm. Principles are usually developed over time to guide or control human behaviour, attitude and action. Without principles there will be a lot of problems in this world.

Because sex is a universal basic need, human societies everywhere have developed principles to regulate the way this need is fulfilled by humans. Many of these principles help humans practice safe and responsible sex.

We will consider three categories of principles concerning sex. These are: religious, traditional and modern. Each category provides its own perspective or standard for sex and its application in life. The aim of this section is not to establish the 'right' principles but to help you understand sex better.

Religious principle of sex

Many of the world's religions have developed their respective principles of sex to guide human sexuality.

Christianity has a clearly defined set of principles based on the Holy Bible. Consider the four pillars of sex according to the Bible.

1. **Sex is God-given.** The first command God gave man and woman after their creation was 'be fruitful, multiply, fill the earth and subdue it.' That is only possible through sex.
2. **Healthy sex is 'married sex.'** Romance and God's gift of sexuality are achieved through the commitment of marriage. God will judge immoral people and adulterers.

3. **Sex is pleasure – not just for procreation.** Sex is a gift God gives to married people for their mutual enjoyment.
4. **Sex is a pleasant duty.** The bible teaches that a husband should fulfil his marital duty towards his wife, and likewise a wife towards her husband.

The three principles below are based on the above pillars of sex based on the Bible.

1. **The principle of need:** People are commanded to meet their mate's sexual needs.
2. **Principle of authority:** When people marry, they actually relinquish the right to our own body, and in turn that authority over to their mate. The wife's body now belongs to the husband. The husband's body now belongs to the wife. This means that they must love each other's body and care for it as their own.
3. **The principle of habit:** People must not cheat their partner or abstain from the habit of sex, except by mutual consent.

The bible warns Christians to flee from sexual immorality. Sexual sin usually begins in the mind, with what we see. Listed below are 5 sexual practices forbidden by the Bible.

1. Adultery
2. Homosexuality
3. Incest
4. Prostitution
5. Pornography



Figure 11.2.4 Biblical image of Adam and Eve, the first human couple

The Islam religion has a similar set of principles found in its holy book called the Quran. Adultery, homosexuality, incest, prostitution, bestiality (sexual intercourse between a person and an animal) and pornography are banned by the Islam religion. Muslims (followers of Islam) who are caught practising these banned activities can be severely punished, sometimes by death penalty.

Both Christianity and Islam agree and maintain that a marriage is a lifetime union of a man and a woman, primarily to create or build a family.

Traditional principle of sex

In many PNG societies, a man is regarded as the head of the family. As the head he has power and responsibility over his wife and children. He also has certain roles and responsibilities.

Because men are physically stronger, they undertake physical tasks such as hunting, fishing, fighting off enemies, slash and burning for cultivation, etc. Men also participate dominantly in

politics and perform ceremonial roles. As the family head and power bearer, men tend to own their wives, a practice which is accepted by many cultures in PNG.

Women perform specific roles and functions. A woman, in many PNG cultures, is a subordinate to her husband. As such she is expected to conform to certain rules, norms and expectations. By tradition women must express sexuality in a submissive way rather than aggressive or defensive manner. They are also supposed to be obedient.

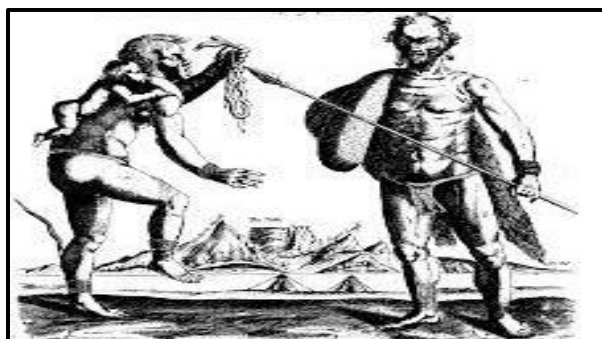


Figure 11.2.5 Traditional roles of men and women

Women are responsible for childbearing and childrearing. The society looks upon women for the continuation of the tribal lineage. That is why women are highly valued and protected.

Traditional societies in PNG and in many other countries have survived over many thousands of years by recognising and practising their respective traditional sex roles. Despite the introduction of modern ideas and principles, many traditional sex principles are still alive in PNG.

Male Roles	Female Roles
<ul style="list-style-type: none"> Family head 	<ul style="list-style-type: none"> Child bearing and child rearing
<ul style="list-style-type: none"> Hunting and gathering 	<ul style="list-style-type: none"> Care giver
<ul style="list-style-type: none"> Slash and burning bushes for gardening 	<ul style="list-style-type: none"> Gardening (planting, weeding and harvesting)
<ul style="list-style-type: none"> Warrior and defender 	<ul style="list-style-type: none"> Provides sexual pleasure for husband
<ul style="list-style-type: none"> Political decision-maker 	<ul style="list-style-type: none"> House keeping
<ul style="list-style-type: none"> Performs religious and ceremonial duties 	<ul style="list-style-type: none"> Domesticating animals
<ul style="list-style-type: none"> Decision-maker 	<ul style="list-style-type: none"> Household chores such as cooking, washing, tidying up bed, etc.
<ul style="list-style-type: none"> Fishing 	<ul style="list-style-type: none"> Educating children

Table 11.2.1 Summary of traditional roles played by men and women

Modern perspective

The simple division of labour which we find largely in traditional societies has been changed dramatically in industrialised societies. Before the start of industrialisation nearly 200 years ago, the control of property, resources, power, etc. was mostly under men. Women were able to penetrate the public spheres only in selective occupations which were culturally similar to their domestic roles. However, this arrangement of society on the basis of sex has since changed. Jobs previously reserved for males are now being performed by females. There is also an increasing level of tolerance in many countries such as ours.



Figure 11.2.6 Selling is a modern role performed mostly by women today

The relationship between domestic and public spheres is more complex in industrialised societies. With improving health standards and production technologies, the laws of childbearing and childrearing are not strictly forced upon women. Nevertheless, while men operate exclusively in the public circles, most women participate in both the domestic and public circles. There is also a small but growing group of modern house-husbands who stay at home fulltime while their wives have fulltime jobs.

Global movements for the recognition of gender equality do challenge traditional views, principles, cultures and social arrangements. Papua New Guinea is experiencing a rise in women's liberation movements. Women in Business and Women in Politics are such movements currently getting stronger in our country. Generally, women in our country have achieved much in terms of political, social, legal and economic recognition. Women's groups have successfully lobbied for women's rights bills. Political, economic, social and religious views are changing and people will soon accept the sociological view that gender differences are learned rather than natural.

A modern woman is now capable of competing with the modern man for jobs such as flying, driving, engineering, executive jobs, managerial jobs, prime minister's post, president's post, lawyer, accountant, doctor, and many more. Women are also trained as military personnel and are as capable as any men when it comes to pulling the trigger. These remarkable role changes have gained momentum in the last fifty years or so.



Figure 11.2.7 An Air Niugini female pilot being given the 'Captain' status

Some generalisations

In our modern society, domestic relationships between women and men seem to vary by class. The following are observed in working class marriages:

1. Women have high expectations of equal companionship than men. Men, on the other hand, tend more to expect more emotional support.
2. There is a rigid role segregation. Men tend to make the important financial decisions. Women manage the household.
3. Leisure is segregated. Female leisure centres on the home; male leisure on mateship and outdoor activities.
4. Men are more inarticulate and inexpressive about emotions. This restricts communication in marriage.
5. High male income and restriction of women to the domestic sphere allows men politically to dominate the domestic sphere.

General Principles of Sex

The above sections give us a good glimpse of various principles of sex. Christian religious principles provide guidelines on how sexuality is to be treated. From a Christian point of view sex is sacred. Traditional societies have developed their own principles which have guided human survival over centuries.

The modern society challenges some fundamental principles of sexuality such as gender inequality practiced by both Christianity and traditional hunter-gatherer, horticultural and feudal societies. An understanding of these similarities and differences will help you develop a balanced set of principles which will fulfil sexuality in a much safer, satisfying and stable way.



Sex in the form of sexual intercourse is an expression of love, fulfilment of need and an act of human reproduction. By following these basic principles sex will be safer, satisfying and lead to a lasting relationship.

- sex should be pleasurable
- sex should be mutually agreed to (consensual sex)
- sex should be in a loving relationship (e.g. marriage sex)
- sex should be responsible and safe
- sex should be at the right time when needed
- sex should never be against a person's values
- sex has consequences (e.g. pregnancy) which one must prepare to accept

When there is consensual sex both men and women enjoy it. Consensual sex involves both partners agreeing to have sex. It is a pleasurable affair which both partners look forward to and get equal satisfaction out of it.

Sex is highly enjoyable and fulfilling in a loving relationship. In other words, there must be mutual love for one another for sex to be meaningful and enjoyable. Marital sex is highly recommended by religion, culture, society and the law. However, sex outside of marriage also occurs between couples who are in some form of relationship. Much fun and enjoyment can be derived from a loving relationship.

With HIV/AIDS and STIs epidemics and other STIs around safe sex is highly recommended. Sex with one partner, being faithful to the same sex partner, using condoms and abstaining from sex are practical ways of safe sex.

Sex is not to be abused and misused. It makes a lot of sense to practice sex whenever both parties desire to have it. Family planning is one way of ensuring that sex is controlled. In that way unplanned pregnancy can be avoided. Sex becomes meaningful and enjoyable when both partners decide on when to have it.



Learning Activities

1. Explain in your own words why principles of sex are important and how they have been developed over time.

2. List two of traditional principles of sex in your local area. For each of them state whether they are good or bad. Provide your reasons too.

3. Do you think that the Christian principles of sex are good? Explain your answer.

4. How has modernisation affected safe sex? Explain your answer.

Consequences of sexual activities

Sexual activity is a result of decisions made by a couple. Like every other decisions, there are consequences of sexual decisions people make in life. These consequences are similar in many sexual relationships such as marriages. Some of these are positive while others are not. In this section we consider the common consequences of sex. We begin by considering the positive consequences.

Positive consequences

To strengthen a relationship and marriage

Sex is a positive and effective tool that is available to strengthen a marriage. From a religious perspective, sex is a gift from God to mankind. The Bible further provides guidelines for married

couples to exercise sex in the most sensible and responsible way. When a partner is denied sex he or she can resort to extra marital affair. This is a problem in the world today, particularly in unstable marital relationships. The lack of sexual pleasure can be a cause of unhappiness. Unhappy couples are more than likely to break up in marriages or live problem-filled lives.

Pleasure

Sex is a source of pleasure, and not just for procreation. Sex is a gift from God to married people for mutual enjoyment. Sexual pleasure is derived from a mutual relationship. It leads to happiness, love, cooperation, faithfulness, etc. Sex must be viewed as a pleasant duty. Partners in a sexual relationship have a duty towards one another. From the Biblical perspective, a husband should fulfil his marital duty towards his wife, and likewise a wife towards her husband. In that way much pleasure will be achieved.

Children

Children are born to parents through the act of sexual intercourse. Sexual partners are always aware that sexual intercourse can lead to pregnancy. In a normal marital relationship couples will welcome pregnancy as a desirable outcome of married sex. From the Christian perspective, children are a gift from God. So, sex is a positive activity that leads to procreation or human reproduction.

Until very recently human reproduction was impossible without sexual intercourse between a male and a female. However, technology is now making it possible for women to become artificially pregnant. Nevertheless, technology-based human breeding techniques such as artificial insemination, test tube embryo development and even cloning are strongly opposed by certain sectors of the society such as religious groups, civil rights groups and some governments. Their argument is that a child must be born to a normal couple whom he/she can call father and mother. It is therefore an ethical and moral dilemma.



Figure 11.2.8 Child-bearing and rearing are positive consequences of sex

Relieve from stress and pressure

It has been proven scientifically that sex can reduce stress and tension. Therefore, sex is good for health. A healthy sexual relationship leads to a less stressful life. Some couples resort to intense sexual intercourse as a way of reconciling after some differences. But this may not



always be possible for all couples as sex only prospers under relaxed and happy moods. Yet we cannot deny the fact that sex is a stress reliever.

Fulfilment of sexual desire inherent in all humans

The desire for sexual intercourse is inherent or inborn in all humans except for a minority called asexual (a person who has no sexual feelings or desires). When a human reaches puberty, usually at the age of 14, their inborn sexual desire begins to grow. They become aware of their sexual orientation and the need for sex. This inborn desire for sex leads young people to explore sexual relationships and possible intercourse.

When a person becomes sexually active at a certain age he/she has a desire for sex that needs to be fulfilled at some time. Some people prefer frequent sexual activity while others prefer it after long intervals. When a person's sexual desire or need is deprived he/she can become angry and violent at times. In extreme cases, rape is committed by men who cannot control their sexual desire.

11.2.2.2 Consequences of unsafe sex

Teenage pregnancy

Teenage pregnancy is a common outcome of unsafe sex among young people in the world today. Teenage pregnancy is as common in PNG as it is globally. Indeed it is a problem which needs attention in every society. Young girls have their futures destroyed when they fall pregnant too early in their life. From a religious perspective, this problem can be avoided or controlled if sex is restricted to marriage. Traditionally, societies have been strict in ensuring that proper marriage takes place before women can bear children. However, these principles are increasingly violated by people today. Teenage pregnancy can be effectively controlled or prevented if condoms are used.



Figure 11.2.9 A pregnant teenage girl

Unwanted pregnancy

Childbearing and childrearing come with responsibilities and even risks. It is not an easy thing these days to raise a child because of factors such as cost, time, resources, etc. There are other risks involved such as birth complications which place the life of the mother and child at risk. Therefore, pregnancy should be a planned decision. Organisations such as Marie Stoppes (PNG) provide guidance and counselling to young people on pregnancy and safe motherhood.

HIV/AIDS and AIDS

HIV/AIDS and AIDS epidemic is a threat to mankind and civilisation. It has the potential to wipe out entire population of a nation, province, tribe, clan, etc. This deadly virus is usually passed through unprotected sex. This virus can also be passed through other means such as sharing of needles and from mother to unborn child.

Statistics currently available in PNG confirm that HIV/AIDS transmission and prevalence in PNG is among the highest in the world. There are three ways of avoiding the spread of HIV/AIDS AIDS: (1) being faithful to one sexual partner, (2) use condom when having sex, and (3) abstain from having sex.

**STIs**

Sexually transmitted infections (STIs) such as syphilis and gonorrhoea are always transmitted through unprotected sexual intercourse. Unprotected sexual intercourse is having an unsafe sexual intercourse without using a condom. Having unprotected sex with an infected partner will transmit STIs to an uninfected partner. When left untreated, STIs can cause other health problems and complications.

Marriage breakdown through promiscuity

Sexual promiscuity means having more than one sexual partner. A sexually promiscuous person has multiple sex partners. When married people engage in promiscuity, problems are encountered, which sometimes lead to marriage breakdown. Sexual promiscuity also increases the risk of STIs and HIV/AIDS transmission. Therefore, this practice of having more than one sexual partner has serious consequences. If not, they live unhappy lives which further affect the lives of their children. Their occupation, self-esteem and status in the society suffer as a result. Also, children are the most affected party in broken marriages.

Case study 2: Petrus Walwei's fatal attraction.

Petrus is a HIV/AIDS patient living in a care center in Jiwaka Province. This is his story.

"I was once a successful coffee buyer, with two Mitsubishi Dyna Trucks, a cash balance of K50 000 in the bank account, dried coffee parchment stock of 200 bags and 10 laborers. In my village I was the only one doing business and I was respected and looked upon. I only started off with K300 four years ago and worked my way up with commitment and hard work. However, with the amount of cash I had and the kind of respect accorded to me by my tribesmen, I began to change my attitude and ways. I acted irrationally sometimes but most times it was my growing ego that I tried so hard to contain and please at the same time. When I was called 'leader' I was so impressed that I did things to please other people. Some people also suggested to me that I should marry a second wife, which I did not like at first but was slowly sinking in.

One day, in June 2012 I met Ambel Dop, a gorgeous looking 18 year old girl straight out of high school at Minj market. We had a steady relationship though she continued to live in her village. What I didn't know was that she was seeing other men too because of her stunning looks. In 2013 I fell ill. I took a blood test at the Kudjip Nazarene hospital just to be sure that it wasn't HIV/AIDS. To my dismay I was tested HIV/AIDS positive. I didn't know how to take the test result. One thing I knew for sure was that my stunningly beautiful Abel Dop passed the virus to me because she was the only other woman I was seeing apart from my wife.

For a week I did not eat and sleep well. I did not even become active at my business as I used to. I knew that my wife was also affected too. Gradually I began to accept the realities of living with HIV/AIDS and made a decision to live with it."

"That's how I ended up at this care center," Petrus concluded with a shy smile.



Learning Activities

1. Study your local area and identify some consequences of unsafe sex. Pick five cases and write a brief explanation for each one of them.

2. List two likely consequences of lack of sexual activity among human beings?

3. Why do you think sex outside of marriage is not good?



11.2.3 Cross-generational sex

Introduction

So far you have been introduced to the concept of sex in sub-unit 11.2.1. In Unit 11.2.2 you learnt the general principles and consequences of sex and sexual relationships. In this sub-unit you will study another important topic: cross generational sex. Cross generational sex is a global issue. By studying this topic you can learn to avoid it and protect yourself from the harmful effects of cross generational sex. You will also use your knowledge to help young females avoid this trap.

As you read through this sub-unit you will find a set of learning activities spread throughout. You are to attempt these activities before moving on to another section of the sub unit. Model answers are provided for some of these activities at the end of this study guide. You can use it to compare your answers and the model answers and make the necessary corrections.

11.2.3.1 Sex between people of different ages

When two people are involved in a sexual relationship the normal assumption is that they are of the same age group. Usually, the age difference can be tolerated if it is less than five years in between the partners. However, in some instances the age gap is more than five years. This difference in age can sometimes be an issue for the couple as well as others. In this section we will take a look at this type of sexual relationship. We will also study the common reasons which lead to cross- generational sex.

What is cross- generational sex?

Cross-generational sex is defined as sexual behavior between two people whose ages are at least 10 years apart. This practice of human sexuality is found throughout the world. It is also the subject of many studies and debates. One of the reasons why this form of sexuality becomes an issue is that of the mismatch in terms of the partners' ages. This mismatch or uneven age relationship can be a cause for some problems too.

Cross- generational sex can be of two types: homosexual and heterosexual. Homosexuality involves two people of the same sex having a sexual relationship. Heterosexual relationships are formed between two persons of the opposite sex. We will limit our study to heterosexual relationships. In addition, we will concentrate on cross-generational relationships between young girls and older men because it is widely practiced.

Almost all cross-generational sexual relationships involve a young woman or man below the age of 20 who has a sexual relationship with a man or woman who is at least 10 years older. However, sex between older women and younger men is rare.

Cross- generational sex usually happens outside of marriage. Partners undertake this type of sexual relationship for various reasons which are covered later in this sub-unit. Older males in cross-generational sexual relationships are sometimes given the title 'sugar daddy.' On the

other hand, older women involved in a cross-generational sexual relationship are known sometimes as 'sugar mummy.'

Cross- generational sex is not unique in Papua New Guinea. Indeed it is a universal practice. From Africa to Asia to North and South America to the Middle East and Europe, this practice is common.



Figure 11.2.10 An African cross-generational marriage

Adolescent girls are highly vulnerable to cross-generational sex. Young girls' need for cash and other material things is found to be the major cause. Older men have a preference for adolescent sexual partners who are perceived to be free from HIV/AIDS and STI infection.

Another contributing factor is the decline in traditional societal structures in which family control over the behavior of young people has decreased sharply. Formal education keeps young people away from parental guidance most of the time. As a result, girls as young as 10 years old feel that they are free to explore their sexuality. It gives them a false sense of freedom which only leads to many problems if they are not careful enough.

Sex education at school is meant to make young people aware of this very important subject. However, it also causes curiosity and makes young people want to try actual sexual relationships at an early age. Many young girls, unfortunately, end up in cross-generational relationships.

Categories of cross-generational sexual relationships

Girls exposed to cross-generational sex can be categorised under three groups:

- (1) those who enjoy good, loving, pleasurable relationships with their older boyfriends or sugar daddies;
- (2) those in relationships with older boyfriends characterized by coercion and manipulation;

- (3) those who resist approaches from older men unless they choose to be involved with them.

Those in category one experience equal relationship with their older boyfriends. They use their personal and interpersonal powers effectively. Girls in group two find it difficult to negotiate for fair treatments such as the use of condoms. Usually, unprotected sex occurs, leaving them vulnerable to pregnancy, STIs and HIV/AIDS/AIDS. Girls in group three are the most effective and with positive self-esteem because they exercise their power to say 'no' to older men.

Generally, cross-generational sex is exploitative, oppressive and abusive. That is because older men use their social status and financial power to entice girls into relationships. Also, older men are in a position of power and authority. Therefore they draw young girls towards them and exploit them.

Causes of cross-generational sex

Cross-generational sex occurs for many reasons. It is always a complex area to study. Cross-generational sex also occurs because of certain situations or reasons.

There are three types of cross-generational sex relationships: (1) voluntary; (2) economically driven; and (3) coerced. These are shown in figure 11.2.11. We can see from the diagram that the drivers or motivators are closely related to these three types of relationships. Voluntary cross-generational relationships are formed for emotional security, love, pleasure and social status.

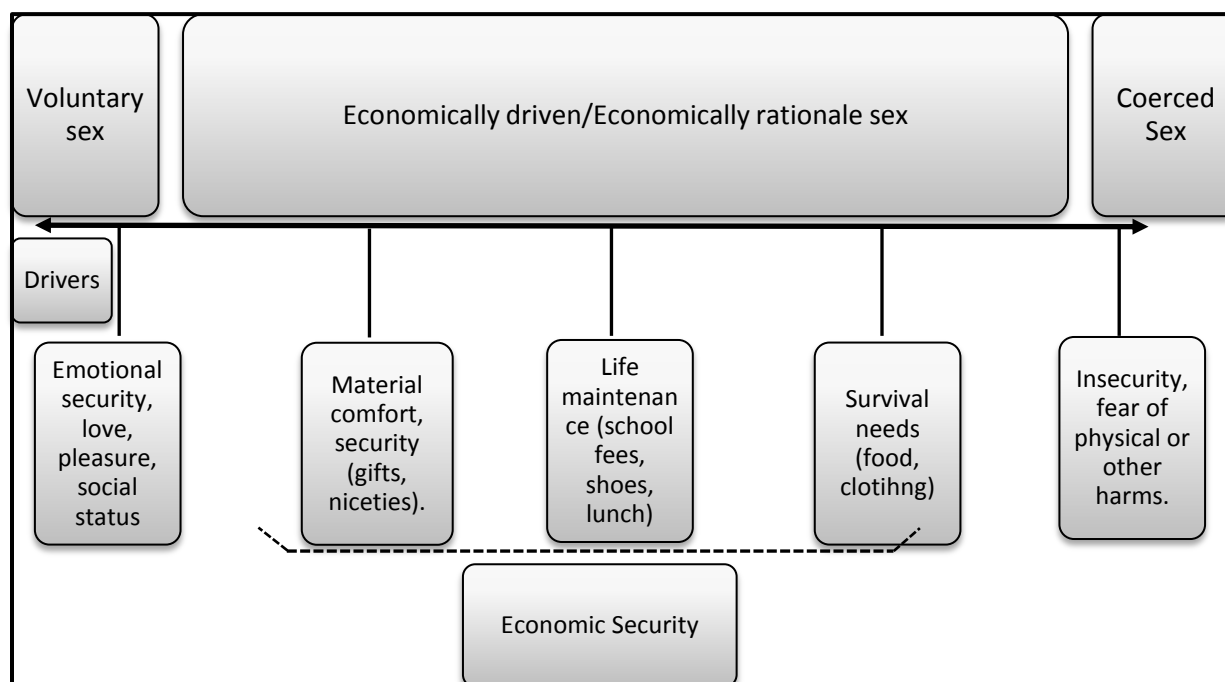




Figure 11.2.11: Reasons for Cross-generational Sexual Relationships. (Source: A. Weisman et.al. from 'Cross-generational Relationships: Using a continuum of violation in HIV/AIDS Prevalence work among Young People,' 2006.)

The main reason for economically driven relationships is economic security. Young girls seeking economic security prefer older male partners because these partners can provide them material comfort, life maintenance, food and clothing, and other necessities.

The extreme type of cross-generational sex relationship is coerced-relationship. Here the young girls are forced into a cross-generational sex relationship by their circumstances such as poverty. In most of these cases, girls have little or no choice at all as they lack security and are in danger of physical harm and even death if they refuse a coerced sexual relationship.

We can conclude that young girls engage in cross generational sex for three main reasons:

- Need for money for survival,
- Desire for material possessions, entertainment and luxuries, and
- Perception of social status conferred.

The socio-economic situation in which young women live is heavily influenced by globalisation and materialistic cultures. The 'Four Cs' (cash, cars, cell phones and clothes) and other luxury consumer items like make-up, alcohol and fast food are pursued by many young women. The ease and speed with which these items are transported and marketed worldwide has made them popular among young women. It has also increased the general need and tendency to acquire these materials.

Older men engage in cross-generational sexual relationships for the following reasons:

- They aspire to be youthful when they are not
- They aim to fulfil sexual opportunities they missed as youths,
- They believe that normal sex with a virgin increases potency and virility
- They believe that having sex with young girls does not expose them to STI and HIV/AIDS.

Women's primary incentive for engaging in cross generational relationships is financial and material in nature. On the other hand, older men are motivated by sexual gratification or enjoyment. Some women are pressured by their peers or relatives to find older boy friends or 'sugar daddies.'

Personal material and financial gifts is the prime motivator for girls accepting 'sugar daddies.' It is also true that girls who come from poor families in urban areas are forced by poverty



conditions to seek out older men for their survival. Girls as young as 10 years old who come from poor families are exposed to cross-generational sex. Their parents and relatives allow it to happen out of necessity. It is a way of survival in many instances.

Material and financial gains, sexual gratification or enjoyment and emotional factors hide the risks associated with STI and HIV/AIDS. Age and economic inequalities compromise young women's ability to negotiate safe sex or abstain from sex at all. The giving and accepting of gifts raises the expectation in both older men and younger women that they would agree to engage in sexual intercourse.

Sometimes cross-generational sex promotes promiscuity among young women and girls. Young women sell sex for money and don't always see their sexual relationships as a survival strategy. They have multiple sexual partners to empower them as upwardly mobile young women.

Many young women engaged in cross-generational sex do not see themselves as forced victims but as persons defining their own social identity and making choices. For them, a cross-generational relationship with multiple partners is a way of challenging and reversing existing imbalances in gender, economic relations and power. Nonetheless, these women hide their relationships from society for fear of loss of reputation and from being labelled as prostitutes.

The transactional aspect of many cross-generational sexual relationships is seen by girls as quite different from prostitution. They regard prostitution as a single activity between people who do not have a relationship. Girls and young women regard receiving gifts and other rewards from older partners as normal practices in ongoing or established cross-generational relationships.

Social and cultural perspective

In order to understand cross-generational sex, it is useful to examine certain societal norms, such as age of marriage, polygamy, and views of masculinity. In most societies around the world, females marry older men. In Egypt, for example, 65 percent of adolescent brides marry men more than 5 years older than they are, and 24 percent of adolescent girls marry men 10 or more years older. Engaging in sexual relations with older partners is the global norm for adolescent girls.

Many cultures of the world promote masculinity which further promotes the belief that men need frequent sexual gratification and with multiple partners. As such men's sexual networks may include their spouse, casual girlfriends, adolescent girls as non-marital sexual partners and even prostitutes.

In many third world countries, there is a strong relationship between wealth index, urban-rural residence and the likelihood of engaging in cross-generational sexual relationships. Women from less wealthy or poor families are more likely to engage in cross-generational sex. The society views such relationships as a necessary way of survival.



Many societies view cross-generational relationships as beneficial and meaningful across a number of levels : social, physical, psychological, economic and symbolic. Relationships with older men are seen as a common and readily available way for young women to gain materiality, affirm their self-worth, achieve social goals, and increase longer term life chances, or otherwise add value and enjoyment to life.



Learning Activities

1. Define cross-generational sex and provide some common reasons why it is practiced in countries of the world.

2. Do a survey of your local area and record a known case of cross-generational sexual relationship which is currently being practiced. Do not mention names or use unreal names.

3. Should the government outlaw cross-generational sexual relationship in PNG? Support your answer with reference from the reading.



12.2.3.2 Risk of having sex with someone of different age

The factors which lead to cross-generational sex have already been discussed. We will now look at some of the common risks involved in cross-generational sex.

HIV/AIDS and STI infection

Many studies have revealed the significant relationship between cross-generational sex, unsafe behaviours and HIV/AIDS risk. In many African countries such as Zimbabwe, Uganda and South Africa, huge age difference between male and female sexual partners has been identified as the major cause of the rapid rise in HIV/AIDS in young women. The Young Adult Reproductive Health Survey for Zimbabwe found that two out of three young women (age 17 – 24) reported that their most recent sexual partners were more than 5 years older.

Several studies in the United States showed that young girls infected with HIV/AIDS and other STIs were infected by adult males; most of them were in cross-generational relationships. This is because older partners had a longer period of sexual activity with a higher chance of contracting HIV/AIDS and STI. When the age difference is great the power imbalance also increases, leaving the adolescent girls with little or no room to negotiate for safer sex.

The relationship between cross-generational sex, unsafe behaviour and HIV/AIDS risk makes it a priority today. Studies show that in much of Africa, Asia, Pacific and South America, young women bear the brunt of the AIDS epidemic. One study has shown that young women 15 – 24 years old in Africa are three times more likely to be infected with HIV/AIDS.

Teenage pregnancy and abortion

Cross-generational sex is associated with higher rates of teenage pregnancy in the world. It is not surprising that girls who become pregnant or prefer induced abortions have much older partners on average. This trend is common in the United States as it is elsewhere in the world where teens with older partners are nearly four times likely to become pregnant than teens who date someone in their own age group.

When teenagers give birth they are always exposed to a lot of risk and trauma. Because such pregnancies are unplanned, young mothers resort to unsafe and unethical practices. There were reported cases in PNG of babies being discarded in hospitals, waste bins, creeks and bushes. It is assumed that most of these were committed by teenagers. Because of the high cost of raising babies as well as the discrimination from others, girls resort to measures such as abortion and selling of babies.

Unsafe abortion can be harmful for teenage girls. It is also socially unacceptable practice which, if found out, can lead to social stigma. It further reduces the self-esteem of young girls and places a lasting emotional strain on their lives. Most teenagers who become pregnant and conduct abortion end up in unsteady relationships, broken marriages and live unstable social lives.

**Psychological and emotional effects**

Many teenage girls involved in cross-generational sex suffer long term psychological effects. Their self-worth or self-esteem declines, making them feel devalued and abused. Such effects last for a very long time for those who do not seek counselling services.

It gets complicated for many girls whose older partners are married. They get ridiculed, shamed and even taken to court. In Papua New Guinea, the 'Adultery Act' prohibits extra marital affairs. Many married men tend to escape harsh penalties by legally and culturally marrying their younger concubines.

Being locked into a marital relationship with a married man opens up a whole new life of insults, assaults, competition, fights, shame, etc. In the process the young partners lose their dignity, self-respect and value in the society. Many of them are mistreated and develop anti-social behaviours and attitudes. Suicides are committed by some young girls who are rejected by their society.

Many school girls have become victims of such cross-generational relationships in PNG. The wives of their older boyfriends or 'sugar daddies' have physically assaulted and shamed them in public places and even reported the matter to school administrators and police. As a result girls left school and ran away from their families in shame or in fear of more mistreatment.

Love versus materialism

Younger girls who engage in transactional sex with older men live a rich and lavish lifestyle. They own cars, houses, properties and have stacks of cash in their bank accounts. Their lives become transformed overnight. These young women become added wives of married men. The only way for their older partners to maintain them is by offering them a life of riches.

Nevertheless, many of these younger women feel inadequate when it comes to marital love because they share the same man with other wives. Therefore, one of the basic human needs – love – is not being adequately met for these young women, despite all the riches. Material wealth cannot be a substitute for real love; as such young wives are deprived of love. It is a pretentious life which they live.



Figure 11.2.12 A rich old Arab man and his young bride

Disparities

Gender, age and economic disparities or inequalities may increase risky sexual behaviour and reduce a young woman's ability to negotiate safer sex. It is often the case that many adolescent girls are unable to negotiate condom use in cross-generational sexual relations. That is because older men have the power through their wealth and possessions.

Legal issues

Many countries outlaw under-age sexual relationships. Forcing someone into a sexual relationship is illegal in many countries too. Cross-generational sex, though accepted traditionally, can be a violation of human rights if it is forced. Also, cross-generational sex relationships can be a violation of other laws such as under-age sex if the girl is younger than 16 years of age. This law applies in PNG as it is in most countries.

In many parts of PNG, polygamy is acceptable culturally. However, this practice is often blamed for young girls marrying older men. Modern law can only apply in the case of adultery but it stops there. Older men can pay the required court fine and end up marrying the young girls without much legal challenge. Such legal loopholes are used by men to continue to practice polygamy by adding more wives; the recent additions being very young girls.

Some pressure groups such as women's associations continue to call on the government to pass laws to outlaw cross-generational relationships. Until that is done, this practice will continue in PNG and in other countries. Therefore, young girls must be responsible enough to resist temptations from 'sugar daddies.'

**Case study 3: Rosa's lost opportunities**

Rosa was a beautiful 15 year old grade 10 student at Pausa Secondary School in Wapenamanda, Enga Province in 2014. She was also a very bright student in her class, ranked inside the top 5 across all four grade 10 classes. She was destined for big things in her life. Rosa's parents are subsistence farmers from Rakamanda, near Wabag town. They also had high hopes for their daughter.

One afternoon, as Rosa was walking with her friends to a nearby market a blue 10-seater land cruiser drove slowly passed the girls and then stopped a few meters ahead. Alo, a 32 year-old business man from Wapenamanda had his eyes on Rosa all the time but couldn't make a break through. This time he used a relative of Rosa to lure her to the car.

Rosa and her friends were given a short ride by Alo that afternoon. This was also the start of a secret friendship between Rosa and Alo. Neither Rosa's parents, nor Alo's wife were aware of this secret love affair between Rosa and Alo. Alo would call Rosa on the mobile phone before picking her up at designated locations and times.

Two months later Rosa felt that something was not right with her body. She had missed her menstrual cycle. A check by the school's clinic nurse confirmed that she was 5 weeks pregnant. Rosa was devastated by this result. The national grade 10 examinations were one month away and she was under extreme pressure now.

That same afternoon she walked down towards the fast-flowing Lai river and was about to commit suicide when one of her girlfriends followed her and stopped her. The next day she packed up and escaped to Mt. Hagen to live with her aunty at Bata compound. She gave birth to a daughter but could not return to school because of disagreements with her parents. She is now unemployed and is doing odd jobs like shop keeping to support her daughter. She hasn't heard from Alo since



Learning Activities

1. In your opinion what is the main consequence of cross-generational sex?

2. Should the PNG government outlaw cross-generational sex?

NOW WRITE THE UNIT TEST FOR UNITS 11.2.1 TO 11.2.3 AND SEND IT TO YOUR PROVINCIAL COORDINATOR FOR MARKING.

THE TEST IS OUT OF 15 MARKS AND CAN BE FOUND IN YOUR UNIT TEST ASSESSMENT BOOKLET



11.2.4 Sexuality, sexual response and sexual orientation

Introduction

Human sexuality is a complex area of study. It is also at the heart of human societies as it concerns human reproduction and procreation. Past and present scientific knowledge of sexuality enables us to understand sexuality, its principles and application.

Traditional societies have also developed their own knowledge, principles and practices of sexuality. Likewise, religions have also developed their principles of sexuality. Many of these principles and practices have developed independently over time. Therefore, traditional and religious perspectives on sexuality differ between peoples of different cultures and are passed on through generations.

In this Unit we will study some elements of this important subject. Because it is a deep and complex area of study, we will not be able to take our study to any great detail.

You are once again reminded of the need to attempt the learning activities and compare your answers against those provided at the end of this study guide.

11.2.4.1 What shapes sexuality?

Sexuality

Sexuality is an integral part of human beings as it connects the desire, energy and pleasure of the body to knowledge of human intimacy, for the sake of:

- erotic love,
- intimate friendship,
- human mating, and
- procreation

The way our body develops and the way we feel and respond towards others in a sexual way makes up our sexuality. Sexuality is shaped by:

- Culture
- Tradition
- Personal beliefs
- Experience and upbringing

- Moral values
- Spiritual values
- Relationship with others
- Physical emotions and desire
- Media (books, films, radio, television, advertisements, magazines)
- Internet



Figure 11.2.13 A romantic expression of human sexuality

Sexual feelings and sexual identity develops over time. Some people find that their sexual feelings are not directed at a particular gender or situation. This might occur without cause, and as people grow older they figure out who really attracts them.

Sometimes an ordinary friendship between opposite sexes can be mistaken for intimacy. People can be drawn to each other without having any sexual desire or thoughts of intimacy towards them, such as a friend of the opposite sex or same sex. For example, classmates of opposite sexes can become very good friends without any sexual desire. It is easy to tell from their reaction towards each other if a relationship is sexual in nature or not.

Sexuality and society

The study of sexuality covers many important aspects such as the reproductive stages, social learning, human coupling and sexual reproduction. Socio-cultural aspects of sexuality include historical developments and religious beliefs and views on sex and sexual pleasure, marriage, etc. Some cultures are sexually repressive while others are tolerant. Repressive cultures tend to place many restrictions or 'taboos' over sexuality. The study of sexuality also includes human identity within social groups, sexually transmitted infections (STIs) and birth control measures.

Society gives meaning to sexuality based on its beliefs, norms and traditions. It varies from society to society, whether it is traditional or religious. The degree of freedom accorded to girls depends on the type of society they come from. Oppressive cultures tend to place more restrictions and control over the conduct or behavior of women in general.

Adolescent girls are strongly affected by gender roles imposed on them by society, which in turn affects their sexual behavior. Because of the social pressures to be 'good,' girls pay more attention to what others expect of them while neglecting their own sexuality.

Girls learn to objectify their own bodies and end up thinking of themselves as objects of desire. This causes them to often see their own bodies as others see it, and not what they wish to become in their society. This leaves young girls powerless over their own sexual needs as they focus more on what other people expect of them. As a consequence, their feelings are bottled up within themselves.

Gender identity

Gender identity is a person's private experience of his or her gender - being male or female. This can be formed by how the person 'thinks' or behaves and feels (feminine/masculine) but also how their behaviour may differ from the stereotype assigned to being male or female. Some people do not identify with the gender they were assigned at birth (biological gender identity) and can feel that they think/feel differently inside (personality/character) to the body they were given.

While some young people are certain whether they are gay, lesbian, bisexual or straight, others aren't so sure. It is normal to feel confused about sexual identity and it can take a while to know someone's sexual orientation. Although sexual orientation is important, it is only a part of what makes up a whole person. Therefore, human sexuality is much more than sexual attraction and orientation. In the ensuing sections you will be introduced to the various categories of sexual orientation.



Figure 11.2.13 A gay couple expressing their sexuality

Transgender

Transgender refers to the state of a person's gender identity. It is a person's self-identification as a woman, man, neither or both, that does not match the individual's biological sex.



Transgender does not imply a particular sexual orientation. Transgender people maybe identified as homosexual, heterosexual, bisexual, asexual, pansexual or polysexual.

- Asexuality (or non-sexuality) is the lack of sexual attraction to anyone or low or absent interest in sexual activity.
- Pansexuality is sexual attraction, sexual desire, romantic love or emotional attraction toward people of all gender identities and biological sexes.
- Polysexuality is the attraction to multiple genders and/or sexes. A polysexual person is one characterised by many different kinds of sexuality.



11.2.4.2 Positive sexuality and behaviour

Developing a sexual self-concept is an important developmental step during adolescence. This is when adolescents try to make sense of their sexual experiences in order to understand their sexual behaviour. This sexual self-concept helps adolescents organise their past experiences while at the same time gives them information to draw from their current and future sexual thoughts and experiences. It helps them come to terms with their own sexuality. Sometimes, group pressures can have a strong effect on self-concepts of adolescents.

Sexual self-concept affects sexual behaviour for both men and women, but it also affects relationship development for women. Development of one's sexual self-concept can occur even before sexual experiences begin.

An important part of sexual self-concept is sexual esteem, which includes one's positive evaluation of sexuality. Another aspect is sexual anxiety. This includes one's negative evaluations of sex and sexuality. Sexual self-concept is not only developed from sexual experiences. It can also be learnt from other sources such as social interactions, their family, sexual education programs, and media and from their friends and peers.

Girls with a positive self-esteem are likely to be open-minded about sex. Also, they are more likely to view themselves as open to sexual experiences and are more likely to take sex as a positive experience. They value romance, love and intimacy in a positive way.

Boys are less willing to state that they have negative feelings about sex than girls. Boys are not divided into positive and negative sexual self-concepts; they fall into schematic and non-schematic categories. A schema is a cluster of ideas about a process or aspect of the world. Boys who are sexually schematic are more sexually experienced, have higher levels of sexual arousal, and are more able to experience romantic feelings. Boys who are not schematic have fewer sexual partners, a smaller range of sexual experiences and are much less likely than schematic men to be in a romantic relationship.



11.2.4.3 Negative sexuality and behaviour

When comparing the sexual self-concepts of adolescent girls and boys, researchers found that boys experienced lower sexual self-esteem and higher sexual anxiety. The boys stated they were less able to refuse or resist sex at a greater rate than girls. The researchers conclude that this may be because society places so much emphasis on teaching girls how to be resistant towards sex, while boys don't learn these skills and are less able to say no to sex.

These same researchers also explained the society's stereotype of boys in that they are always ready to desire sex and be sexually aroused. Many boys do not feel comfortable resisting sex, because their society tells them that they should want it. Because society expects adolescent boys to be assertive, dominant and be in control, they lack what is appropriate to form a romantic relationship. Some even end up being more oppressive in their relationships with girls.

A downside to these hyper-masculine ideals or beliefs is that boys feel lower self-esteem when they can't live up to what society expects of them. For many boys this situation is made worse by the lack of parental and societal guidance on how they should act within relationships. As a result many boys do not know how to retain their masculinity while being trustworthy and reciprocating affection in their relationships. This difficult dilemma is called the double-edged sword of masculinity by some researchers.

Girls who have negative views often say they feel self-conscious about their sexuality and view sexual encounters more negatively. The sexual self-concept of girls with negative views is highly influenced by other people. Those girls who hold positive views are less so.



Learning Activities

1. What is human sexuality and what shapes it?

2. Explain the relationship between sexuality and society.



3. State the different categories of transgender.

4. Why is it important for adolescents to develop a positive sexual self-concept?

5. Why it is that boys in many societies are less able to resist sex than girls?

What is sexual response?

The sexual response cycle refers to the sequence of physical and emotional changes that occur as a person becomes sexually aroused in preparation for stimulating activities like intercourse. Knowing how the body responds during each phase of the cycle can improve your relationship and help you pinpoint the cause of any sexual problems.

In 1966, Masters and Johnson, two United States researchers, published a book titled 'Human Sexual Response.' They proposed a linear model of sexual response for both men and women, made up of four stages. These four stages, according to Masters and Johnson, are: excitement, plateau, orgasm, and resolution. This linear model depicted in figure 11.2.14 is widely used to understand the normal human sexual response cycle.

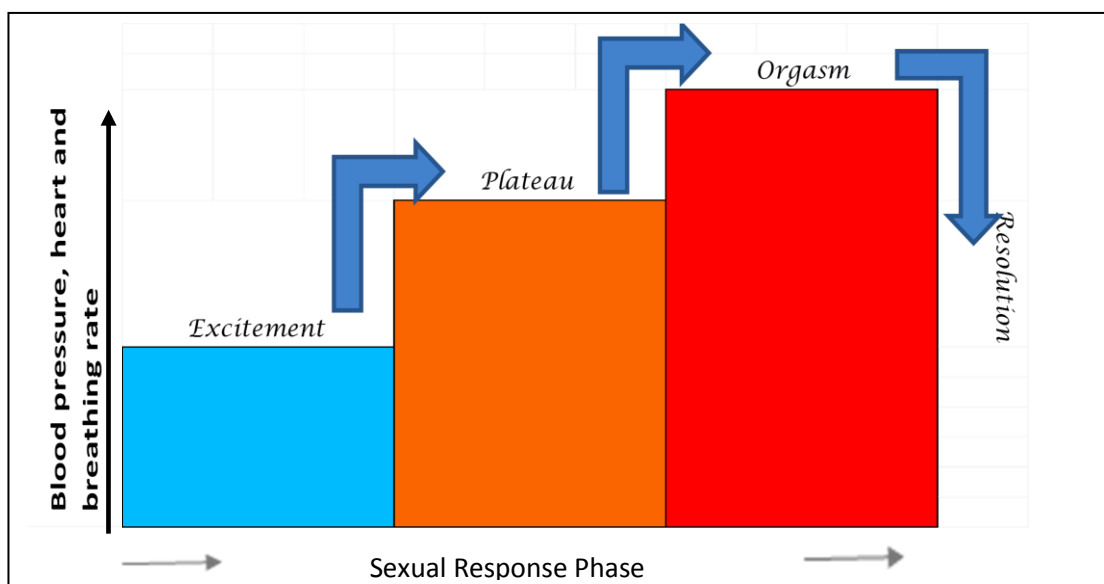


Figure 11.2.14 Masters and Johnsons linear model of sexual response cycle.

**Phase 1: Excitement**

The excitement phase results in an increase in heart rate, breathing rate, and a rise in blood pressure. Sexual arousal is enhanced by direct stimulation of the nipples, kissing or caressing. An increase in muscle tone of certain muscle groups, occurring voluntarily and involuntarily, begins during this phase and experienced by both partners.

Phase 2: Plateau

The plateau phase is the period of sexual excitement prior to orgasm. The phase is characterised by an increased circulation and heart rate in both sexes, increased sexual pleasure with increased stimulation, and further increased muscle tension. Also, respiration continues at a higher level. Both men and women may also begin to vocalise involuntarily at this stage. Prolonged time spent in the plateau phase without progression to the orgasm phase may result in frustration and disappointment if continued for too long.

Phase 3: Orgasm

Orgasm is the conclusion of the plateau phase of the sexual response cycle and is experienced by both males and females. It is accompanied by quick cycles of muscle contraction in the lower pelvic muscles, which surrounds both the anus and the primary sexual organs. Women also experience uterine and vaginal contractions. Orgasms are often associated with other involuntary actions, including vocalisation and muscular spasms in other areas of the body, and a generally euphoric (overjoyed and excited) sensation. Heart rate is increased even further.

Phase 4: Resolution

The resolution phase occurs after orgasm and allows the muscles to relax, blood pressure to drop and the body to slow down from its excited state. The refractory period, which is part of the resolution phase, is the time frame within which a man is unable to experience orgasm again.

Both men and women experience these phases, although the timing usually varies. For example, it is unlikely that both partners will reach orgasm at the same time. Understanding these differences may help partners better understand each other's responses and improve their sexual experiences.



11.2.4.4 Sexual response in women

In this section we look at some differences which occur in females during each of the four stages of Masters and Johnson's linear model.

The excitement phase in females can last from several minutes to several hours. Depending on the willingness or interest level of females, this stage can be very slow for some and rapid for others. Some females may never even experience this stage at all, particularly in forced sexual activities like rape.

The plateau stage in females is basically a continuation of the same changes evident in the excitement stage. Vaginal swelling continues to lay the platform for the orgasm stage. For those who never achieve orgasm, this is the peak of sexual excitement.

Orgasm is the conclusion of the sexual response cycle. Orgasm in females can vary widely among women. The overall sensation is similar to that of the male orgasm. They are commonly associated with overall pleasure or sensation. Not every women experience this stage due to various reasons. For instance, if male orgasm occurs first, sexual activity reaches its climax and ceases.

The resolution phase comes naturally for women after orgasm. However, women who fail to reach orgasm in sexual activity often feel frustrated and deprived of sexual pleasure. It is also possible for women to have multiple orgasms before reaching the resolution phase as long as they have effective stimulation.



11.2.4.5 Sexual response in men

In males, the beginning of the excitement phase is observed when the penis becomes partially erect, often after only a few seconds of erotic simulation. During sustained erection the scrotum becomes tense and thickens.

During the plateau phase, the male urethral sphincter contracts (the urethral sphincters are two muscles used to control the exit of urine in the urinary bladder through the urethra to prevent urine from mixing with semen). The muscles at the base of the penis begin a steady rhythmic contraction. Males may start to discharge seminal fluid or pre-ejaculatory fluid and the testicles rise closer to the body.

Orgasm in men is usually associated with ejaculation. Each ejaculation is associated with a wave of sexual pleasure in the penis and loins. Other sensations may be felt strongly among the lower spine, or lower back. The first and second convulsions are usually the most intense in sexual sensation and produce the greatest amount of semen.

Resolution in males comes in two stages. In the first stage, the penis decreases from its erect state to about fifty per cent larger than its flaccid (slack) state. In the second state, the penis decreases in size and returns to being flaccid. It is generally impossible for men to achieve orgasm during the refractory period. It will take a long while before men can become aroused again.



Learning Activities

1. Do you think the linear model of sexual response cycle developed by Masters and Johnson always holds truth for every human being? Explain your stand.

2. Is it possible for an individual to skip a stage in the liner model of sexual response cycle of Masters and Johnson? Explain your stand.



11.2.4.6 Masturbation

Masturbation is the self-stimulation of the genitals to achieve sexual arousal and pleasure, usually to the point of orgasm. It is commonly done by touching, stroking, or massaging the penis or clitoris until an orgasm is achieved. Some women also use 'sex toys' to stimulate the vagina to achieve orgasm.

Masturbation is a common behaviour, even among people who have a sexual partner. In young children, masturbation is a normal part of the growing child's exploration of his or her body. Most people continue to masturbate in adulthood and throughout their lives.

In addition to feeling good, masturbation is a good way of relieving the sexual tension that can build up over time, especially for people without partners or for people whose partners aren't available for sex. Masturbation is also a safe sexual alternative for people who wish to avoid pregnancy and sexually transmitted diseases.

While it once was regarded as a perversion and a sign of a mental problem, masturbation now is regarded as a normal and healthy sexual activity that is pleasant, fulfilling, acceptable and safe. Masturbation is only considered a problem when it inhibits or prevents sexual activity with a partner or is done in public and causes distress to others. In addition, it may cause distress if it is done compulsively or interferes with daily life and activities.

11.2.4.7 Sexual orientation

Sexual orientation is an enduring pattern of romantic or sexual attraction or a combination of both, to persons of the opposite sex or gender, the same sex or gender, or to both sexes and more than one gender. These attractions are generally included under heterosexuality, homosexuality, bisexuality and asexuality.

A person's sexual orientation determines to whom they are sexually attracted. While some people are attracted to the opposite sex (heterosexual/straight), others are attracted to people of the same sex (homosexual/gay or lesbian) or both sexes (bisexual).

Sexual orientation also refers to a person's sense of identity based on those attractions, related behaviours, and relationship with others who share those attractions. Sexual orientation is reported primarily within biology and psychology, but it is also a subject area in anthropology, history and law. There are also other explanations which relate to sexual orientation and culture.

The term sexual preference largely overlaps with sexual orientation, but is notable in psychological research. Sexual preference may also suggest a degree of voluntary choice, whereas the scientific consensus is that sexual orientation is not a choice.

Many scientists think that a combination of genetic, hormone, and environmental factors influence sexual orientation. There is no real evidence suggesting that parenting or early childhood experiences play a role in determining sexual orientation. Research over several decades has demonstrated that sexual orientation ranges along a continuum, from exclusive attraction to the opposite sex to exclusive attraction to the same sex.

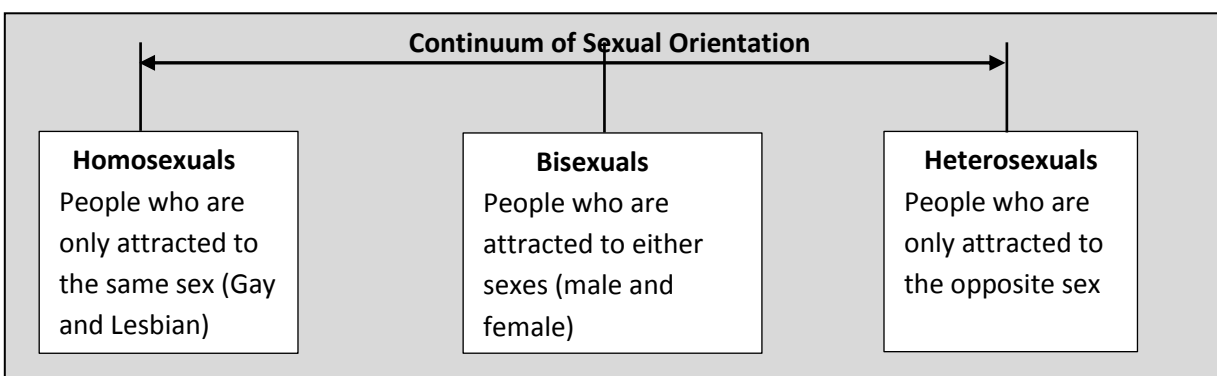


Figure 11.2.15 Continuum of sexual orientation

Scientists have long been convinced that sexual orientation is innate or fixed. However, there is new evidence suggesting that sexual orientation develops across a person's lifetime. Individuals may become aware at different points in their lives that they are heterosexual, gay, lesbian or bisexual.

**Case study 4: John Bumbu the confused boy**

It was a fine Monday morning and John Bumbu, a 10-year old grade 5 student was starting his recess break with a few of his class mates. John, however, could not fit in easily with the boys and play touch footy. He has always felt uneasy to play with boys. Even if he tried, he could not run and play as the other boys because he just doesn't feel right enough to be among the boys.

Some of his friends call him 'geligeli' because of his unwillingness to participate in male-oriented activities at school. John wishes that he is not branded as such at school. However, there is nothing much he can do but to keep quiet and continue to attend school.

At home his parents started to take note recently that John was quiet unusual in his behavior. He likes being in the company of girls in the neighborhood. He is also very close to his mother, helping her with the household chores such as cleaning, doing laundry and other household chores. John's pitch of voice is soft, similar to those of the girls. To a stranger John can easily be mistaken for a girl until they get to see him physically.

John is still growing up and is progressing well in school. The full extent of his sexual orientation will be known later. However, his parents are already worried that their son, John is developing to become a gay in the future. Being strong Christians, they are praying about this unusual development. Meanwhile John continues to face a life of fear and possible abuse from among his peers at school.

Based on scientific research, many factors such as genetics, hormonal action, social and cultural factors greatly influence a person's sexual orientation. Biology and environmental factors play a complex role in forming human sexual orientation. Several biological factors such as genes, prenatal hormones, and brain structure influence the development of sexual orientation. However, no single cause has been identified and research is still continuing in this area.

Some researchers argue that women's sexual orientation depends less on their patterns of sexual arousal than men. Therefore, other components of sexual orientation (like emotional attachment) must be taken into account when describing women's sexual orientations. In contrast, men's sexual orientations tend to be primarily focused on the physical component of attractions and sexual feelings.

Social systems such as religion, language and ethnic traditions can have a powerful impact on realisation of sexual orientation. Influences of culture may complicate the process of measuring sexual orientation.

11.2.4.8 Agency, legal and ethical views on sexual orientation

Religious views on sexual orientation

Many world religions state that sex is a sacred gift which has its preferred set of rules and practices. Religious views are therefore totally against homosexuality, considering it a filthy and bad sexual behaviour. In some extreme cases, homosexuals are ridiculed, publicly tried and tortured.

Christianity, Judaism and Islam have similar views on marriage and sexuality. They all seem to agree that sex outside of marriage is a sin. Also, same sex marriage or relationships are a scandal and deserve to be punished somehow.

These religions are of the common view that gender identity given at birth is the true identity a person carries throughout life and ends with it. Any forced alteration is considered evil or anti-religious. Their view is clear – that the difference between men and women is very clearly defined through creation. Nothing has changed very much since creation. The distinction between male and female is universal and timeless. Any attempt to redefine gender and its roles will be unacceptable. That is the religious view held by many world religions despite the increased transgender movements throughout the world today.

Christian churches do not recognise same sex marriages. Mainline Christian churches like Lutheran, Catholic, Anglican and Methodists continue to support the traditional, straight marriage. Their views continue to be expressed today publicly in the face of increased push for the recognition of gay and lesbian rights.



Figure 11.2.16 Lesbian marriage

Legal views

A few governments of the world have come to recognise same sex marriages. This year (2015) the United States government has agreed to recognise same sex marriages. It has legalised this practice. While many other governments of the world are undecided or against such legislation, the U.S. the world's leading advocator of human rights and justice has given the green light to



homosexuals. No longer is homosexuality illegal in the United States. This is a law which might change the course of history globally in the years as it sets the pace for other governments.

The government of Papua New Guinea does not give recognition to same sex marriages and homosexuality. However, that is not to say that PNG is free from homosexuality. In fact homosexuality is widely practiced in sectors of our communities. The government cannot do anything now because it does not have any law on homosexuality. Therefore, in the excuse of freedom of expression and human rights, homosexuals are free to practice their sexuality.

Ethical views

Ethics is about what is considered 'right' and 'wrong' by a society. Ethics are usually developed over time and are usually unwritten rules, norms and standards. In the strictest terms, homosexuality appears to be an unethical practice. Many people will agree that homosexuality is a bad practice as it destroys the social arrangements on the basis of gender. It bends or destroys the traditional notion of man and woman.

However, some critics of the ethical view would argue that there is another side to this argument. On the basis of ethics, they say it is right for two people to practice homosexuality. They further back their argument on scientific grounds, citing that a person's hormonal arrangements may be totally the opposite of the sex identity given at birth. A person's sexual orientation determines his or her sexuality.

So, the debate on ethical grounds continues today. Such debates will go on as long as people's opinions are divided with the majority being of the view that heterosexuality is the preferred form on religious, social and ethical basis.



Learning Activities

1. In your opinion is masturbation healthy for an individual? Why?

2. Is it always true that a person's sexual orientation is determined at birth? Explain your answer.



3. Do you agree that same sex marriage should be introduced in PNG? Explain your position.

4. List two advantages and disadvantages of homosexuality. Explain your position.



11.2.5 Sexual exploitation, harassment and abuse

Introduction

Sex, sexuality and sexual relationships form an important part of every human society. We have covered these important concepts in the last four sub-units. In this sub-unit we will discover some negative aspects of human sexuality, in particular; sexual exploitation, sexual harassment and sexual abuse.

By studying these negative elements of sexuality you will learn to appreciate sexuality and avoid behaviours that negatively affect human sexuality. You will also learn the consequences of these negative behaviours on society.

After you cover this sub-unit you must attempt the learning activities. As usual, model answers are provided for you at the end of this study guide. Consult it when you have answered all questions.

11.2.5.1 Sexual exploitation

The term 'exploitation' has both positive and negative connotations and uses. But usually it is the negative application that is common. It means the abuse or use of something for the gain or pleasure of the user and not the used. In a sexual context one partner is often the used party while the other partner is the user. We also tend to generalise that men are the users and women. Another generalisation involves weaker targets such as children being used by those with power.

Sexual exploitation mainly involves the sexual abuse of weaker members of the community such as children, youth and women. Usually older members of the society are responsible for much of the sexual abuse cases. It is mainly done through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and money.

Other common expressions such as 'child prostitution' and 'youth sex trade' are in use too. You will also find the use of expressions such as 'commercial sexual exploitation' to mean the same thing. However it is expressed, the underlying meaning is sexual abuse.

Because sexual exploitation mainly involves youth, we need to define who qualifies as a youth. Generally, a youth is anyone under the age of 18 but above the age of 12. Slight variations to this definition can be found in other countries. But most countries tend to agree that this age range truly determines who qualifies as a youth and who does not.

We also need to know when a youth is able to engage in sexual activity. The legal age to give consent to engage in sexual activity is 14 years. In some countries it is higher, around 15 or 16 years. As long as it is consensual sex a youth can engage in sex at an early age of 14. However, when force is applied or when a youth is enticed or bribed into having sex, it becomes a crime.



According to the Criminal Code of PNG, it is a crime for a person to exchange money or materials for sexual acts with a youth.

Some people may disagree with the term 'sexual exploitation' to refer to the involvement of youth in the sex trade. But this is the way it is framed under the law. Sexually exploited youth face realities of drug use, homelessness, post-trauma, and other factors. Many youth have consented to sexual abuse for their survival. They have been lured, tricked or forced into being sexually exploited.

Some sexually exploited children and youth are victims of human trafficking. They have been moved across international borders by force or coercion for the purposes of sexual exploitation. Human traffickers gain out of this illegal activity at the expense of youths, children and women.

The main points we take out of the above sections are:

- Youth and children are the main victims of sexual exploitation,
- Youth and children are considered to be weak and vulnerable in the society,
- Those who commit sexual exploitation are usually older members of the society,
- All countries in the world have passed laws to make sexual exploitation a crime, and
- Those who sexually exploit other people are guilty of a crime punishable by law.

Prostitution and sex work

Prostitution is the act of selling sex for other personal benefits. It involves receiving money, food or other forms of gifts in exchange for sex. Those involved can be both old and young; some under-aged. Prostitutes are sometimes called 'sex workers' because it is considered a profession or job which is performed for living. Prostitutes aren't really interested in any long term sexual relationships; rather they are interested in the money to be earned by selling their bodies.

In Papua New Guinea, prostitution is yet to be legalised. That means prostitution is illegal and cannot be practiced openly. There are no legalised or permitted brothels for sex workers to operate from. However, prostitution has been an informal and unrecognised activity for a very long time in the country. It continues to be a part of the informal sector. Prostitution will continue to be practiced in PNG for many years to come.

From a cultural, religious, legal and ethical perspective prostitution is considered an unattractive, filthy and unhealthy practice. This is partly because of the very strong cultural norms and values of PNG. Also, PNG's predominantly Christian community oppose prostitution. So, from a moral and spiritual perspective, it is wrong for humans to sell sex for money or other gifts. Prostitution destroys a person's value and self-worth. It also promotes the spread of STIs and HIV/AIDS.



Various organisations and agencies such as the National AIDS Council have developed strategies to help control the spread of STIs and HIV/AIDS instead of stopping prostitution altogether. This is because prostitution is just another job that some people perform for a living. Educating people about safe sex methods appears to be a realistic approach than to push for a total ban on prostitution.

From a religious perspective, prostitution is an inappropriate use of the sacred gift of sexuality. Peoples' true understanding of the true nature of sexual relationships becomes polluted as they trade that which is of most worth for something which is worthless. Sex was designed to be the force that creates life and that promotes healthy, long-term intimacy and bonding between a husband and a wife. Prostitution, as a form of unhealthy sexual behaviour, can be viewed as exchanging these divine benefits for the gratification of temporary, carnal lusts. God did not create human beings to become sexual objects, but to love each other as He loves them.

Pornography

Pornography can be any sexual image which depicts inappropriate, obscene and sometimes awkward perspectives on sexuality. With the help of the Internet there has been a remarkable increase in the rate of pornography access in Papua New Guinea. It is difficult to monitor and control the access to pornography in PNG as yet.

The government, churches, NGOs, institutions and individuals are concerned about pornography in PNG because it is harmful to individual users as well as to the society. It is also addictive in a manner where peoples' self-control or choice maybe lost. There is a causal relationship between pornography and sex crimes. Many sex crimes often mirror behaviours viewed in pornographic materials.

There are various levels of severity as far as addiction and sexual crime is concerned.

1. Level one consists of those who use pornography for sexual arousal, often culminating in masturbation or other forms of self-abuse.
2. Level two consists of pornography users at this level who display negative behaviours such as annoying, offending and frighten innocent people or other forms of sexual harassment. Youths who watch porn movies are noticeable as they utter words like "mother fucker" and the likes.
3. Level three involves behaviours that place innocent people at risk of major harm or trauma, such as child sexual abuse or rape.

Essentially, pornography users experience an ever-increasing cycle to deal with unpleasant feelings. This then leads to difficulties with themselves, with others, with their spouses (if married) and with God. Being cut-off from these sources of emotional strength, the person is then more prone to the influence of negative thoughts and beliefs.

Constant viewing of pornography leads to an unhealthy mindset. Over time, these unhealthy thoughts create an emotionally destructive mindset. Negative thoughts and feelings of worthlessness, guilt and shame can be quite unpleasant. It can also be a potential threat to others in the community.

The effects of pornography are negative, severe and long-lasting. There is no denying that pornography is a form of sexual abuse and has devastating consequences. It is better to 'avoid' pornography altogether. People should not try out something as dangerous, destructive and addictive as pornography.

Traditional and modern consequences of polygamy

Polygamy is the practice of one man marrying two or more wives or concubines. A wife is someone who is legally and culturally recognised as such. A concubine isn't a wife, but is in a long term relationship with a married man. Some concubines live normal lives with a married man while others live in the shadows of marriage.

Traditional polygamy

Papua New Guinean traditional custom has tolerated polygamy for ages. In many parts of PNG, particularly in the highlands region, polygamy has been practiced widely as an accepted custom. Much of this practice was restricted to the 'big men' or chiefs and warriors.



Figure 11.2.17 Traditional PNG highlands polygamist showing off his three wives

Polygamy found its acceptance in the community on the basis of its advantages. For example, a big man, with all his wealth, influence, network and responsibilities needed extra hands to help out. Women, being man's ever-present companion, was the natural choice to handle the increasing workload associated with chieftaincy. Because it was an accepted custom, it was never criticised.

Polygamy was accepted as a sensible practice as it contributed towards communal welfare and progress. It found acceptance in the society. It served a purpose and was appropriate for its time. But we cannot say the same today because the traditional society is no longer what it used to be before the arrival of the white men in PNG.

**Modern polygamy**

In modern PNG, polygamy is still practiced by the modern 'big men'. Some people think polygamy is abused today than it was in traditional times. Others think it is sexual promiscuity or abuse of sexuality and human rights. It appears that today, polygamy is practiced by just about any men without strict guidelines. As a result the value and principle of polygamy has weakened while associated problems have increased.

The Independent State of PNG has laws limiting polygamy but not necessarily to prevent it because the Constitution respects PNG's traditional values and practices. Those who practice polygamy today encounter many challenges and problems than the traditional practitioners. One reason being that times have changed as well as the associated value systems. Today money dominates peoples' lifestyles. Polygamy as a lifestyle is seriously challenged by many organisations, institutions and individuals.

A modern polygamist is under much pressure to fulfil the needs of several wives and their children. Money plays a crucial role in meeting modern family needs. Those who have a lot of money find polygamy easier to practice but not so much for the average income earner.

Christian religion prohibits polygamy as an unholy practice. Christians who practice polygamy already bring self-condemnation upon themselves even before the Church takes action. Christianity condemns polygamy and by extension, causes a sense of guilt in the minds of those who practice it.

Certain NGOs also strongly campaign against polygamy because of its negative social consequences. Civil rights groups also oppose polygamy as it contains a strong element of women's rights abuse. As a result, the standard, 'one-husband, one-wife' or monogamous family is preferred very strongly today. Monogamous family is most preferred because it is compatible with the modern society, its structure and demands. It makes little economic, social and spiritual sense to practice polygamy today.

Risks of cross generational sex

As studied in Unit 11.2.3, cross-generational sex takes place between two people who are at least 10 years apart in age. In most cases it involves older men and younger women. Most cross-generational sex happens outside of marriage. In polygamous societies cross-generational sex can sometimes be the beginning of polygamy.

Cross-generational sex is risky for the following reasons:

- HIV/AIDS and STI transmissions
- Imbalance in relationship
- Social and health problems



It is a risk for young girls involved with older men as the chances of HIV/AIDS and STI transmission is high. Usually older men lure young girls into sexual relationships with cash. Most of these men are serial offenders in this regard. Hence, the chance of these men carrying HIV/AIDS or STI viruses is high.

Cross-generational sex presents an imbalance in age and status. Love is either minimal or absent while money and other gifts serve to keep the relationships alive. When these gifts and favours run out sexual relationships end up in trouble or failure. This results in two equally hurt and demoralised people. Sometimes women who come out of such relationships are ridiculed and stigmatised. This can cause lasting emotional pain with shattered feelings of hopelessness and lowered self-esteem.



Learning Activities

1. Define sexual exploitation and list the common victims?

2. What makes sexual exploitation a crime throughout the world?

3. How does prostitution affect those who are engaged in it?

4. Do you agree that easy access to the internet is contributing towards the increased use of pornography? If so, how can it be controlled?



5. How is traditional polygamy different to modern-day polygamy?

11.2.5.2 Sexual harassment and abuse

Sexual abuse or **sexual molestation** is forcing undesired sexual behaviour by one person upon another. When that force is immediate, of short duration, or infrequent, it is called **sexual assault**. The offender is referred to as a **sexual molester**. The term also covers any behaviour by any adult towards a child to stimulate either the adult or child sexually. When the victim is younger than the age of consent (age of 14 in PNG), it is referred to as **child sexual abuse**.



Figure 11.2.18 An Indian prostitute being abused by her client.

Sexual misconduct can occur where one person uses a position of authority to compel another person to engage in an otherwise unwanted sexual activity. For example, sexual harassment in the workplace might involve an employer forcing his/her employee into a sexual situation using his/her power and authority. Sexual harassment in schools might involve a student submitting to the sexual advances of a teacher in fear of being punished or failed.

Sexual harassment

Sexual harassment can take many forms such as 'unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.' Such behaviour creates a hostile environment for the victim. Sexual harassment can take place anywhere including; workplaces, at schools, at public places such as shops and markets, and even at home.

Many countries have passed laws to protect people against sexual harassment and discrimination. Most of these laws were passed after the courts recognised sexual harassment as a form of crime.

Unwelcome sex

A key part of the definition of sexual harassment is the use of the word 'unwelcome.' Unwelcome, uninvited or forced conduct or communication of a sexual nature is unlawful. If two people consent or agree to engage in sexual communication then that is lawful. Sexual harassment can only happen when the victim says or does something to indicate 'unwelcomeness.'



The law prohibits unwelcome sexual conduct and words or actions of a sexual nature. Some conduct such as hugging may be sexual or non-sexual and must be evaluated in context. Sexual harassment may be physical, such as kissing, hugging, pinching, patting, grabbing, blocking the victim's path, staring, or standing very close to the victim. It may also be verbal, which may be oral or written.

Demands for dates or sex, sexual jokes, comments about the victim's body or clothing, whistles, questions or comments about the victim are all forms of sexual offenses. Sexual harassment may also be visual, such as cartoons, pictures or objects of a sexual nature.

Sexual harassment at school is committed by male teachers and students. Male teachers sometimes can force their female students into a sexual relationship. Usually, threats such as low marks and fail grades are used by teachers against female students. Male students also become offenders when they make unwelcome sexual advances against their female colleagues.

School-based sexual harassment can never be reported in fear of attacks. But victims should report it to the school administration because that is the only way to stop it.

There are many instances of sexual harassment in public places such as shops, markets, sports fields, etc. The worst cases are rapes committed by males on females. In most instances the society condones or allows such behaviour to go un-punished. But this is gradually changing as people become educated and aware of their rights.

Many supervisors at the workplaces use their position of power to commit sexual harassment. Most of them escape without being punished. Sexual harassment takes place mostly at the workplace when:

1. Submission to such conduct is made either openly or indirectly as a term or condition of an individual's employment,
2. Submission to or rejection by an individual is used as the basis for employment decisions, or
3. Such conduct has the effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Originally the problem was perceived as isolated incidents in the workplace. Over the years this has changed, making such incidents as illegal. Employers are now aware that they can be sued by the victims of workplace sexual harassment.

Sometimes victims of sexual harassment may be afraid to express their discomfort if the harasser is their boss or someone senior and respected. Victims may be coerced into going along with sexual talk or activities because they believe they will be punished if they protest.



Consent can be given to a relationship and then withdrawn when the relationship ends. Once it ends, continued romantic action or words may be seen as sexual harassment.

If the sexual advances are unwelcome, the inequality of power between a supervisor and subordinate strongly suggests that the worker engages in sexual relations out of fear.

Sexual harassment occurs when sexual conduct or communication interferes with an individual's work performance. Loss of pay and benefits or demotion based on an employee's refusal of a sexual offer from the boss is a direct violation of human rights.

Many companies have developed sexual harassment policies to prevent unwelcome sex. This policy is typically included in the personnel or employee handbook. A complaint procedure is part of the policy. A prompt and thorough investigation of a complaint can lead to an appropriate disciplinary action and minimise liability. These procedures usually specify to whom a victim of harassment can complain if the victim's supervisor is the alleged harasser.

It is the responsibility of the employer to create a fair and free work environment. Anti-harassment policies will help prevent sexual harassment at the workplace.

Child Sexual abuse

Child-sexual abuse is a form of child abuse in which a child is abused for the sexual enjoyment or pleasure of an adult or older adolescent. It is a form of child abuse and includes both direct and indirect sexual contact. It includes adults or older persons engaging in indecent exposure (of the genitals, female nipples, etc.) to a child with intent to gratify their own sexual desires or to intimidate the child. It even involves adults asking or pressurising children to engage in sexual activities, displaying pornography to a child or using a child to produce pornography.

Most sexual abuse offenders are known to their victims. In most cases fathers, step-fathers, uncles or cousins are the offenders. Also, acquaintances such as friends of the family, babysitters, or neighbours are found to be the offenders. Most child sex abuse is committed by men while women account for only a small percentage.

Effects of child sexual abuse includes shame and self-blame, depression, anxiety, post-traumatic stress disorder, low self-esteem, sexual dysfunction, chronic pelvic pain, addiction, self-injury, suicidal orientation and personality disorder. Much of the harm caused to victims becomes apparent years after the abuse happens.

Apart from children, people with developmental disabilities are often victims of sexual abuse. People with disabilities are at a greater risk for victimisation of sexual assault or sexual abuse because of lack of understanding. The rate of sexual abuse happening to people with disabilities is shocking, yet most of these cases go unnoticed.

**Rape and gang rape**

Rape is a type of sexual assault usually involving sexual intercourse or other forms of sexual penetration carried out without the victim's consent. This act may be carried out by physical force, coercion, or abuse of authority. It can also be against a person who is incapable of valid consent, such as one who is unconscious, disabled or below the legal age of consent. The term rape is sometimes used interchangeably with the term sexual assault. The key word here is 'consent', which also means permission or agreement.

Rape victims can be severely traumatised and may suffer from post-traumatic stress disorder in addition to psychological harm resulting from the act. Rape may cause physical injury, or have additional effects on the victims, such as the acquiring of sexually transmitted infections or unplanned pregnancy. Furthermore, following a rape, a victim may face violence or threats from the rapist, and, in some cultures, from the victim's own family members and relatives.

Gang rape occurs when a group of people participate in the rape of a single victim. Rape involving at least two or three violators is reported to be common around the world. Victims of gang rape are at greater risk of HIV/AIDS and STI transmission because of the many offenders involved. On the other hand, offenders are at risk of contracting HIV/AIDS and STI from fellow offenders or the victim.

Gang rapists tend to be younger and serial in their crimes. The gang often carries out the crime under the influence of liquor or drugs. Gang members are usually of the same race or religion or place of residency therefore forming a close-knit peer pressure group. Gang rapes are violent; the sexual and non-sexual injuries to the victim are often far more severe. The gang members typically dehumanise their victims before and during the rape. There is less resistance from the victim than in individual sexual assaults.

Paedophilia

Paedophilia is a sexual offence involving an older person and a younger victim. The offender who is exclusively interested in prepubescent children is called a 'paedophile.' Victims are usually children below the age of 12 and are usually defenceless against paedophiles.

Paedophilia is sometimes associated with a kind of sexual attraction that has a relation with mental health of some individuals. This term has a broader meaning to refer to a person who commits a sexual crime and leaves behind some under-aged victims. It involves child pornography, child grooming, stalking and indecent exposure.

According to the American Medical Society, paedophiles are defined by their desires that definitely differ from child molesters who are defined by their acts. Paedophiles are men treated as mentally ill who need to reduce their sexual drive. Therefore they are said to possess a paedophilic disorder – a form of mental disorder.



Paedophile is a person who is convicted by law for child abuse. This person is also described by the medical society as a person of mental disorder. Through paedophilic action a paedophile finds a big interest to offend children of special physical attraction. Sometimes it is the fathers or step fathers abusing their own children.

Case study 5: Monbeina's abusive boss

Monbeina Kiage is a front-desk receptionist at Island Shipping company's headquarters in Lae city. She is 27 years of age and is single. She loves her job and has worked with this company since she graduated from Goroka Business college 22 years ago.

Last year the company's General Manager, Mr. Humphrey Max resigned due to illness and was replaced by Fox Stanton, a 50-years old Australian. Monbeina used to recall those good old days when she loved working under Humphrey.

Since Fox arrived at the company he began teasing Monbeina in a manner that she did not liked. She still continues to dislike the way Fox treats her. Below are some of the treatments which she recalls receiving from Fox.

- Staring directly into her eyes
- Touching her buttock, arms, neck and hair
- Standing very close to her when talking to her
- Calls her to his office for petty issues
- Makes funny jokes on her

Monbeina, being a very strong-willed woman from Simbu, thinks she has had enough and is planning to report the matter, but she is also afraid that she might lose her job. She is still thinking very hard about the treatment she continues to receive from Fox. She also doesn't know who to share the problem with. She said that one fine day she will stand up to her abusive boss and is waiting for that right moment to strike.

Incest

Sexual abuse by a family member is called incest. It results in more serious and long-term psychological trauma, especially in the case of parental incest. Most offenders are biological fathers, step-fathers, uncles and cousins. The damaged relationships are hard to mend when it involves parents and children. Children are the ones who end up living with the effects of incest. Offenders, on the other hand, live with a guilty conscience for the rest of their lives. When caught, they are always charged and given long-term imprisonment.

In PNG we often read or hear of incest cases in the media. Most of these cases involve parents, usually fathers and their daughters or step-daughters. Because victims are under-aged they do not resist the offenders. While some victims report to authorities others choose to remain silent out of fear and shame. It is a problem which needs greater awareness to stop. Preventive measures must be taken.



Learning Activities

1. Make a list of some of the negative consequences of rape. List them in order of their seriousness.

2. What is sexual harassment?

3. What is the difference between a child molester and a paedophile?

4. Do you think sexual harassment is a problem in PNG? If so, give some examples to prove your opinion.



11.2.6 Human and legal rights

Introduction

The focus of sub-units 1-5 was on sex, sexuality and sexual relationships. In this sub-unit we will study human and legal rights. These rights are an integral part of human societies just as sex is. Therefore, it is fitting to study the basics of human and legal rights. Knowing these rights will enable you to live in harmony with others around you. Knowing and respecting other peoples' rights is important. It becomes easier for others to respect your rights when you respect their rights.

Because human rights are very important, problems arise when these rights are violated. It is therefore important for you to study the key human rights which are recognised and approved globally. You will also learn in this unit what the government of PNG and NGOs (non-government organisations) are doing to protect human rights in the country.

You are reminded once again of your duty to attempt the learning activities. Correct your answers by comparing them against the model answers provided at the end of this study guide.

11.2.6.1 Human rights

Human rights are the fundamental rights which a person is entitled to on the basis of him or her being a human. Human rights are established by custom and international agreement that impose standards of conduct on all nations. They are therefore universal. Civil liberties, on the other hand, are freedoms established by the law of a particular country and applied in its own territory.

Human rights are integral or essential to all human beings regardless of their nation, location, language, religion, ethnic origin, etc. Human rights are both universal and egalitarian. They are universal in the sense of being applicable everywhere and every time. They are egalitarian in the sense of being the same for everyone regardless of race, sex, nationality, religion, language, status and power.

When human rights are violated the rule of law applies to correct it. Human rights should not be taken away except as a result of due process based on specific circumstances. Therefore, it is important that every one of us must know our basic human rights in order to defend ourselves when those rights are violated by others.

The most commonly referred human rights are:

- The right to personal liberty and due process of law
- Freedom of thought, expression, religion, organisation, and movement
- Freedom from discrimination on the basis of race, religion, age, language, and sex



- Access to basic education, employment and property.

International conventions, treaties and declarations

Human rights laws have been defined by international conventions, by treaties, and by the United Nations. These laws prohibit practices such as torture, slavery, summary execution without trial, and arbitrary detention or exile.

The universal declaration of human rights, adopted by the U.N. General Assembly in 1984, also became an important human rights document. The international community created a number of multilateral human rights treaties or agreements to develop an international code of human rights law out of the U.N. Charter. The two most significant of these are:

- the International Convention on Civil and Political Rights and
- the International Convention on Economic, Social and Cultural Rights.

These two conventions came into effect in 1976. The two covenants, along with the U.N. Charter, the Universal Declaration of Human Rights, and an accord called the 'Optional Protocol' to the Covenant on Civil and Political Rights constitute a body of law called the 'International Bill of Human Rights.'

In 1997, the government of Papua New Guinea approved in principle to establish Human Rights Commission for PNG with the minimum standards set by the UN. This commitment was reaffirmed in 2007 and in 2008 a draft organic law on the establishment of the human rights commission was prepared. Unfortunately this important bill remains in its draft form to date. It is unclear whether the government remains committed to the establishment of this commission.

Covenant on Civil and Political Rights

The Covenant on Civil and Political Rights includes:

- protections for the right to life, except after conviction for serious crime;
- freedom from torture and other cruel inhuman punishment;
- freedom from slavery and prohibition from slave trade;
- freedom from arbitrary arrest or detention;
- human treatment of prisoners;
- freedom of movement and choice of residence;
- legal standards, including equality before the law, fair hearings before an impartial tribunal, presumption of innocence, a prompt and fair trial, the right to counsel, and the right to review by a higher court;
- freedom of thought, conscience, and religion; and



- freedom of association, including association in trade unions.

Covenant on Economic, Social and Cultural Rights

The Covenant on Economic, Social, and Cultural Rights protects additional rights, many of which have yet to be realised in poorer countries. These include the right:

- to work;
- to just wages and safe working conditions;
- to social security and social insurance;
- to a decent standard of living and freedom from hunger;
- to universal basic education; and
- to an enjoyment of the cultural life and scientific progress of the country.

ILO Convention on Indigenous and Tribal Peoples

All over the world there exist groups of indigenous and tribal people with their own cultural, social, political, economic and religious systems. Sweeping globalisation and modernisation over the last 200 years have threatened the livelihood and survival of these people. Papua New Guinea is among those nations with a significantly high count of indigenous and tribal people. With over 800 indigenous tribes and languages PNG is one of the most heterogeneous countries in the world. Indeed, recognition of indigenous rights in PNG is still poor and the divide in language, customs and tradition, has resulted in regular feuds or disputes.

The International Labour Organisation (ILO) has developed a Convention to protect indigenous and tribal peoples of the world. PNG has not ratified either the ILO Convention on Indigenous and Tribal Peoples in Independent Countries (1989) or the United Nations Declaration on the Rights of Indigenous Peoples.

Political Freedom

The Constitution provides for all people to participate meaningfully in politics. It therefore provides for the rights of citizens to change their government peacefully through periodic elections. All citizens possess the right to vote and political parties are able to operate free from restrictions and outside influence. However, political rights are sometimes violated and abused in some parts of PNG during election times. For example, in the most recent elections violence was common in the Highlands which affected free and fair voting.

The right to freedom of speech and freedom of press as provided for in the national Constitution are generally respected. There is no evidence of officially sanctioned government censorship of the media. However, newspaper owners have complained about intimidation tactics used in an attempt to influence coverage of certain issues in the past.



Figure 11.2.19 Voting during an election is a human right

The right to freedom of assembly in Papua New Guinea is also present in the national Constitution but is often limited in practice. Public demonstration requires 14 days' notice as well as police approval, which is rarely granted. Many people have complained in the past over the government's refusal to allow public demonstrations over certain issues of national interest. This being the case, it can be concluded that sometimes governments can suppress their people by the use of force which is contrary to specific human rights as stipulated by specific conventions, charters, treaties and declarations.



Figure 11.2.20 People exercising their right to 'freedom of assembly' in PNG.



Learning Activities

1. What is a human right? Explain in your own words.

2. State two reasons why it is important to know your rights as a human being.

3. What is the difference between human rights and civil liberties?

4. Which of the two multilateral human rights treaties or agreements concern workplace discrimination?

5. Which multilateral human rights treaties or agreements concern freedom of movement and choice of residence?



11.2.6.2 Child rights

A child is any human being below the age of eighteen years. The term 'child' can include adult children as well as adult non-dependent children. There are no definitions of other terms used to describe young people such as 'adolescents', 'teenagers', or 'youth' in international law. Therefore, the children's rights movement is seen as different to the youth rights movement.

Types of children's rights

Defining the children's rights has become clearer in the last fifty years. However, the idea of children's rights is still evolving today. International organisations have been in the forefront trying to define children's rights. Also, some individuals have contributed greatly towards defining the rights of children. One such person is Sir William Blackstone who, in 1995, defined three parental duties to the child. These are: *maintenance*, *protection* and *education*.

Children's rights relate to a wide range of civil, cultural, economic, social and political rights. These rights tend to fall under two distinct categories:

Protection and Provision	Empowerment and Participation
<ul style="list-style-type: none">• Right to human identity, food, universal state-paid education, health care, normal development.	<ul style="list-style-type: none">• Right to association with both parents.
<ul style="list-style-type: none">• Right to care and nurturing.	<ul style="list-style-type: none">• Allowing the child the capacity for autonomous action without physical, mental and emotional abuse.
<ul style="list-style-type: none">• Right to protection from abuse and neglect.	<ul style="list-style-type: none">• Right to life and name.
<ul style="list-style-type: none">• Protection against discrimination on the basis of race, gender, sexual orientation, gender identity, national origin, religion, disability, colour and ethnicity.	<ul style="list-style-type: none">• Right to express views in matters concerning the child.
<ul style="list-style-type: none">• Right of a backward child to be reclaimed.	<ul style="list-style-type: none">• Right to freedom of thought, conscience and religion.
<ul style="list-style-type: none">• Right of orphans to shelter.	<ul style="list-style-type: none">• Right to participate in community activities concerning social, religious, educational, economic and political aspects.
<ul style="list-style-type: none">• Right of protection from economic and sexual exploitation.	<ul style="list-style-type: none">• Right to decision-making.
<ul style="list-style-type: none">• Right to play and recreation.	<ul style="list-style-type: none">• Right to evolve as a normal child.

Table 11.2.2 Core categories of children's rights



1. those advocating for children as autonomous persons under the law and
2. those placing a claim on society for protection from harm perpetrated on children because of their dependency.

Category one (1) above covers the right of empowerment and participation of children. Category two (2) covers the right of protection and provision. These two categories are explained further in table 11.2.6.1 below with specific examples of universal rights.

Children's rights law

Children's rights law is defined as the point where the law meets with a child's life. That includes:

- juvenile delinquency,
- due process for children involved in the criminal justice system, suitable representation, and effective rehabilitative services;
- care and protection for children, gender identity, national origin, religion, disability, colour, ethnicity, or other characteristics; and
- health-care and advocacy.

According to international human rights law children have two types of human rights:

Firstly, they have the same fundamental general human rights as adults.

- Secondly, they have special human rights that are necessary to protect them during their minority and defenceless state.

General rights of a child include the right:

- to security of the person,
- to freedom from inhuman, cruel, or degrading treatment, and
- to special protection during childhood.

Particular human rights of children include:

- the right to life
- the right to name
- the right to express views in matters concerning the child



- the right to freedom of thought, conscience and religion
- the right to health care
- the right to protection from sexual and economic exploitation
- the right to education.

International declarations of the Right of the Child

Universal children's rights have been recognised and refined through various declarations, conventions, treaties, ratifications and laws. The notable ones are discussed below.

League of Nations

The League of Nations (now the U.N.) adopted the Geneva Declaration of the Rights of the Child (1924), which enunciated or declared:

- the child's right to receive the requirements for normal development,
- the right of the hungry child to be fed,
- the right of the sick child to receive health care,
- the right of the backward child to be reclaimed,
- the right of the orphans to shelter, and
- the right to protection from exploitation.

United Nations General Assembly

The United Nations General Assembly adopted the United Nations Declaration of the Rights of the Child (1959), which proclaimed ten principles for the protection of children's rights, including:

- the universality of rights,
- the right to special protection, and
- the right to protection from discrimination, among other rights.

United Nations Convention on the Rights of Children

The Universal Declaration of Human Rights is the basis for all international legal standard for children's rights today. There are several conventions and laws that address children's rights around the world. A number of current and historical documents affect those rights, including the 1923 Declaration of the Rights of the Child, which was adopted by the United Nations in 1946. It later served as the basis for the agreement on the Rights of the Child.



The UN's 1989 Convention on the Rights of the Child

The United Nations' 1989 Convention on the Rights of the Child is the first international document covering the full range of human rights – civil, cultural, economic, political, and social rights. Its implementation is monitored by the Committee on the Rights of the Child. When a national government ratifies it, it commits itself to this convention and agrees to be held accountable before the international community.

The CRC is the most widely endorsed human rights treaty with 195 ratifications. South Sudan and the United States are the only two countries which have not ratified the CRC. The CRC is based on four core principles, namely:

- the principle of non-discrimination,
- the best interests of the child,
- the right to life, survival and development, and
- considering the views of the child in decisions which affect them.

The CRC, along with international criminal accountability mechanisms such as the International Criminal Court, is said to have importantly increased the profile of children's rights worldwide.

Vienna Declaration and Programme of Action

The Vienna Declaration and Programme of Action urge all nations to take action to the extent of their available resources. This is made possible through international cooperation and actions.

These national action plans and international efforts aim to reduce infant and maternal mortality rates, malnutrition, illiteracy rates and providing access to safe drinking water and basic education. All nations must also develop their action plans to fight natural disasters, armed conflicts and the extremely poor children.

This declaration requires all states to address the serious problems and conditions faced by children today. Exploitation and abuse of children, for example, is one such problem affecting children anywhere on the planet. Other problems faced by children include; infanticide, harmful child labour, sale of children and organs, child prostitution and child pornography. All nations of the world have a duty to make sure that children everywhere are safe from such problems and conditions.



Figure 11.2.21 Forced child labour in Africa

Case Study 6: Tony Piksa the street child

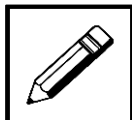
Tony Piksa is a normal, healthy-looking 8 year old boy. He is a regular face in front of Brian Bell's shopping center at Boroko, Port Moresby. He is often in the company of his peers with stacks of grocery items such as hear butts, socks, pens, shoe polish, etc. Upon meeting him you will think that he knows you based on the way he greets you. But that is how he interacts with strangers to sell his wares.

Tony is one of many such innocent children roaming the streets of Port Moresby and other urban centers of PNG. These children are commonly referred to as 'street kids.' Some of them are orphans while many have left their homes and parents due to many reasons. Tony ended up being a street kid at the age of 4 when his parents divorced.

Tony's father is from Buka and his mother is from Maprik. He was born when the parents were married for a short period of time – 5 years. His father returned to Buka, leaving young Tony and his mother stranded in Port Moresby. Because his mother had no job to support them both, she reluctantly allowed Tony to drift away from home until finally he was out of reach.

Tony and his mates live at the base of big buildings and sometimes lie on the concrete pathways at night. On a lucky day he will receive some money from sympathetic people. He even receives food from very kind people. Most of the time he lives off the small profit he makes from selling items loaned to him by the Asian traders.

Unfortunately, Tony and his group of street kids will not have a chance to get a basic education. They will not have a head start at life and work towards earning a real life. Unless somebody or some organization come to his rescue Tony will grow up to be a man on the streets. He doesn't know what the future holds for him. His full potential will not be realized for a long time to come unless he is educated and guided.



Learning Activities

1. Do you think Sir William Blackstone's three parental duties to the child are still active or valid today? Explain your answer.

2. Why do you think children's rights are special?

3. Outline the two main categories of children's rights and give at least three examples each.



11.2.6.3 Help for Children in the Local Area

Abused children can now seek help in the following locations around Papua New Guinea. We can classify these help sources under three categories: (1) Church organisations, (2) Government organisations, (3) NGOs and others. Most of these services are provided in the urban centres (towns and cities). Below are some few examples.

Save the Children Foundation

This is a non-government organisation established internationally to protect children's rights. It is found in major cities and towns of PNG. Save-the-Children Foundation is a care-giving organisation that aims to give abused children hope and protection. Apart from providing care and support to abused and neglected children, this organisation also works with other organisations (government and non-government) to develop policies and guides to minimise the incidence of child abuse in PNG.

City Mission

City Mission is a private organisation operating in Port Moresby and Lae. Its mission is to provide general care and support to street children. City Mission has so far saved many abandoned children through its programs. This group of children include orphans, homeless children, abandoned and abused children who survive on the streets. City Mission continues to take these children in, feeds and accommodates them and places them in skills training institutions.

Many former street children who came through City Mission are now in employment after acquiring valuable skills training. As a private, non-profit organisation, City Mission depends of donations from individuals and corporate bodies to keep it functioning. It is important that this valuable organisation remains operational in order to help the many abandoned, orphaned and abused street children found in urban cities and towns of PNG.

Juvenile Justice System

Juvenile justice system is part of the National Judiciary System of Papua New Guinea. It was established to help reform troubled children and youth. Child offenders are to be tried in court under different arrangements to the system which adult offenders go through. If an accused child is convicted and sentenced, he or she is sent to a child-specific jail for rehabilitation. Children, when mixed with adult offenders, are usually abused in prison. That is why they are sent to separate jails.

Convicted children go through rehabilitation programs while in jail. There are education programs in place for children to undergo while in prison. The aim of the juvenile justice programs is to reform the child so that he or she can fit back into the society as a normal person and live a normal life.



UNESCO

This is an arm of the United Nations, and international humanitarian organisation. UNESCO (United Nations Educational, Scientific and Cultural Organisation) has specific programs for children. It is a broad-based organisation with various objectives, but they are all aimed at the welfare of children.

There is a UNESCO office with representatives operating in Papua New Guinea. Various programs are offered through this organisation for the benefit of children.

The United Nations Children's Fund (UNICEF) has been operational in Papua New Guinea since 1986, assisting children and women in key social development issues. The current UNICEF Country Programme 2008-12 is human rights and results-based, with a focus on adopting a program approach (rather than executing projects) and working in full partnership with the government. Full integration with, and support for, Sector Wide Approaches (SWAPs) is a key strategy used by UNICEF. It advocates strongly for children's rights and seeks to make good use of resources of the Papua New Guinea Government and other development partners and stakeholders. The UNICEF Country Programme is focused on four outcome areas where UNICEF has a comparative advantage in programming and as a development partner. Those four areas, also referred to as 'social indicators' are:

- Health, Nutrition and Water and Environmental Sanitation (WES)
- Education
- Child Protection
- HIV/AIDS/AIDS

Papua New Guinea has made progress against a number of these social indicators during the first 15 years after independence in 1975. Life expectancy increased from 40 years in 1971 to nearly 50 years in 1980, while the under-five mortality rate declined from 93 per 1,000 live births in 1996 to 75 per 1,000 live births in 2006.

Kids Alive International

This is a non-governmental, international organisation that aims to rescue street children and other abandoned children in the world. It opened up its PNG office in East and West Sepik provinces in 1992. This organisation is largely involved in the two Sepik provinces. It aims to give abandoned children a decent life and a chance to live a normal life. Most of their clients have either been abused or involved in violent relationships.

Child Fund (PNG)

Child Fund (PNG) is an independent international child-focused development agency. It works in partnership with children and their communities to create lasting and meaningful change in



the community. It does that by supporting long-term community development and promoting children's rights.

The PNG branch is located in Port Moresby and has programs which are currently being rolled out to other provinces. As a non-government organisation it has its own funds to support its programs. It aims to create awareness in communities throughout the country on issues affecting children such as violence against children and inhuman treatment such as rape, child labour, etc.

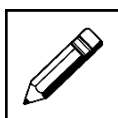
The National Education System

The national education system plays an important role in educating the children in the country. Schools - in particular from elementary to secondary schools – are places where children learn modern education. Schools also have formal rules and policies that aim to safeguard the rights of those children who are in attendance. Children, when their rights are being abused, can turn to the school administration or their teachers for protection.

The National Government

The national government of PNG plays a major part in passing laws that aim to protect children. It also adopts international agreements and laws which aim to give children a better life. One important piece of legislation the government of PNG passed in 2007 is the 'Lukautim Pikinini' Act. This law was later amended in 2009 to give more protection to children. Under this law it is a crime to commit a range of offences against children in PNG. Molestation, rape, physical abuse, dissenting, etc. are some of the crimes covered in this Act. This and other related laws are aimed at reducing the suffering among children and increase their ability to access prevention and intervention support that will enable them to exercise their rights including improving their health and education.

The Government has also strengthened the legal foundation for programme development for children by agreeing to the Convention of the Rights of the Child (CRC) in 1993.



Learning Activities

1. What is the purpose of the juvenile justice system?



2. Do you agree that organisations like City Mission, Save the Children, Child Fund and Kids Alive are doing enough to protect the rights of children in PNG?

3. How can you as a youth help in promoting children's rights in your local area?

NOW WRITE THE UNIT TEST FOR UNITS 11.2.4 TO 11.2.6 AND SEND IT TO YOUR PROVINCIAL COORDINATOR FOR MARKING.

THE TEST IS OUT OF 15 MARKS AND CAN BE FOUND IN YOUR UNIT TEST ASSESSMENT BOOKLET



11.2.7 Risky and safer sexual behaviour

Introduction

Sex, being a basic need, is expressed in various ways to satisfy that basic need. As such it also comes with responsibilities and rights. People who engage in any form of sexual behaviour also need to be aware of those responsibilities and rights. When these rights and responsibilities are abused and misused consequences of various types follow.

One of these consequences is the risk of HIV/AIDS and sexually transmitted diseases (STIs). These sex-related diseases have dire consequences on the individual who contracts it as well as the nation as a whole.

In this sub-unit you will be introduced to the different levels of risk in relation to HIV/AIDS and STIs. This unit is very important as it will safeguard you from these dangerous diseases. As a young person you need to know these diseases in order to take personal responsibility over your sexual life now and in the future.

As usual, there are learning activities found throughout the sub-unit for you to attempt. Check the model answers at the end of this study guide to correct your answers.

11.2.7.1 Different levels of risk in relation to HIV/AIDS and STIs

Sexual practices and HIV/AIDS risk

The risk of getting HIV/AIDS through sexual contact varies widely depending on the type of sexual activity people get involved in. Some activities carry a much higher risk of HIV/AIDS transmission than others. Risk therefore depends on several factors such as condom use, number of sexual partners, knowing HIV/AIDS status, taking HIV/AIDS medicines, etc.

In the sections that follow you will learn the different categories of risk of HIV/AIDS transmission. It ranges from no-risk to high-risk.

No risk of HIV/AIDS transmission

Of course, one can reduce his or her risk of getting HIV/AIDS by not having sex at all. This is called abstinence. If a person does not have any form of sexual contact he or she is 100% protected from contracting HIV/AIDS. There are also other ways of eliminating the risk of contracting HIV/AIDS and STIs such as those listed below.

- If sexually active people abstain from sex they will not contract HIV/AIDS.
- If two sexual partners remain faithful to each other they will also be safe from HIV/AIDS.
- If sexual partners do not use needles, syringes and body piercing objects, they will not contract HIV/AIDS.



Furthermore, HIV/AIDS will not be transmitted through the following practices:

- hugging,
- social (closed-mouth) or dry kissing,
- non-sexual massaging,
- phone sex, cyber-sex, sexy talk,
- masturbation (without a partner's body fluid),
- dry rubbing or body-to-body rubbing,
- playing,
- having conversations, and
- sharing clothes.

Also, HIV/AIDS cannot be spread through air or water, insect bites, saliva, tears, sweat, casual contact like shaking hands or sharing dishes.

Low risk of HIV/AIDS transmission

Listed below are some measures or practices which carry a very low risk of HIV/AIDS transmission.

Being faithful

If people choose to have sex, they can reduce their risk if they and their partners have been tested and know that they are HIV/AIDS-negative. After knowing their HIV/AIDS status, they must be faithful to one another by being monogamous. Being monogamous means 1) a person has only one sexual partner and 2) both partners are having sex only with each other. Being honest and faithful with each other will go a long way in protecting them from HIV/AIDS and other STIs. Both partners must resist any temptation to engage in casual sex with unknown persons.

The use of condom is always recommended for people who wish to engage in sex outside of marriage or a steady relationship. This is because it provides some level of protection against HIV/AIDS. However, condoms do not provide absolute safety. If condoms are not used properly it increases the chances of HIV/AIDS transmission during sexual intercourse. Old or worn-out condoms can break during sexual intercourse and can expose both partners to HIV/AIDS risk.

Having sex with a total stranger for the first time increases the chances of HIV/AIDS transmission even if there exists some level of trust. It is a gamble that both partners take when they agree to engage in sexual activity. If a person finds it hard to resist the temptation to have



sex with a stranger, he or she must always demand or negotiate for the use of a condom. Through the use of a condom the risk of HIV/AIDS transmission can be greatly reduced.



Learning Activities

1. Why is it important for you to take full responsibility for your own sexual life?

2. Is condom use very safe? Explain your answer.

3. How can a person be truly free from HIV/AIDS and other forms of STI?

High risk of HIV/AIDS transmission

HIV/AIDS can be transmitted through certain bodily fluids: blood, semen (cum), pre-seminal fluid, rectal fluids, vaginal fluids, and breast milk. Those people who engage in behaviours that put them in contact with these bodily fluids may be at risk of getting HIV/AIDS. These behaviours include having vaginal or anal sex without a condom or without being on medicines that prevent or treat HIV/AIDS, or sharing drug equipment such as needles and syringes with someone who has HIV/AIDS.

The following situations pose a high risk of HIV/AIDS transmission:

- Having unprotected sex with someone whose HIV/AIDS status is not known.
- Those who have injected drugs (including steroids, hormones, etc.) and shared equipment such as needles or syringes with others.
- Those who exchange unprotected sex for food, shelter, drugs, or money.
- Those who were diagnosed with, or sought treatment for a sexually transmitted disease, like syphilis.



1. Those who were diagnosed with or sought treatment for hepatitis B or tuberculosis (TB).
2. Those who were sexually assaulted or raped.
3. Having unprotected sex with someone who has multiple sexual partners.
4. Having unprotected sex with anyone who has any of the risk factors listed above or whose history is unknown.

We can further come up with the following categories of people who have a high risk of HIV/AIDS transmission.

1. Prostitutes

Prostitutes are people who sell sex for money, food, and other forms of incentives. These people make a living out of selling sex. They offer their bodies to anyone, including total strangers. Prostitution is a very big industry or business in many developed countries. There are designated places for prostitutes to operate from. Given the number of clients prostitutes serve each day the risk of contracting and transmitting HIV/AIDS and other STIs is very high. Of course there are rules to follow in such places, but even in very safe circumstances such as the use of condom, HIV/AIDS and STI transmission can occur.

2. Bi-sexual

Bi-sexual people have multiple sex partners who can be either male or female. A person who has sex with both a male and a female is at risk of contracting HIV/AIDS and STIs unless he or she is engaged in safe sex. But even in safe sex, the risk of transmission is always present.

3. Gays

Gays are usually men who have sex with other men. Gays usually have anal sex, and anal sex is one of the riskiest forms of sex. The risk of HIV/AIDS transmission is very high in anal sex. Therefore, men who engage in anal sex with other men are at high risk of contracting HIV/AIDS and other STIs.

4. Substance abusers

Substance abuse can be either alcohol or drugs or any other products that are harmful to the human body. When people take substance such as drugs, they can engage in unsafe sex. While under the influence of drugs or alcohol a person gets out of control. They are unable to determine which behaviour is right and which is wrong. It is during such a time that the person can take part in unsafe sex.

5. Mother to child

HIV/AIDS positive mothers can pass on the virus to their babies. An HIV/AIDS-positive mother who is not being treated for HIV/AIDS during pregnancy, labour, or delivery has a



25% chance of passing the virus to her baby. However, the good news is that there are ART drugs (Standard antiretroviral therapy (ART) consists of the combination of antiretroviral (ARV) drugs to maximally suppress the HIV virus and stop the progression of HIV disease) that can protect babies from HIV/AIDS infection. When an HIV/AIDS-positive mother receives ART drugs during pregnancy, and delivery; has her baby by caesarean section; and avoids breastfeeding, the chance of passing the infection to her baby falls less than 2%. The newborn babies are also given treatment after birth to protect them.

Some women only find out that they are HIV/AIDS-positive when already in labour. But there are treatment options that can help protect their babies. If they receive ART drugs during labour and delivery and avoid breastfeeding, the chance of passing the infection to the baby can still be significantly decreased.

Very high risk of HIV/AIDS transmission

There is a very high risk of HIV/AIDS transmission in the following situations:

- Engaging in a sexual intercourse (anal and vaginal) with someone who is HIV/AIDS positive.
- Sharing needles and syringes with someone who is HIV/AIDS positive will result in HIV/AIDS transmission to the unaffected partner.
- A prostitute receiving anal sex (penis in the anus or 'bottoming') without a condom. This is called 'receptive anal sex' or 'bottoming'. The partner receiving anal sex (bottom) is at greater risk of getting HIV/AIDS than the partner performing anal sex (top).
- Receptive vaginal sex (penis in the vagina) for a woman without a condom is considered a high-risk behaviour for HIV/AIDS transmission if the man's HIV/AIDS status is unknown.
- Insertive vaginal sex (penis in the vagina) for a man without a condom is also considered a high-risk behaviour for HIV/AIDS transmission if the woman's HIV/AIDS status is unknown.

Strategies for reducing HIV/AIDS and STI transmission

Below are some recommended practices for reducing the transmission of HIV/AIDS.

- **Choose less risky sexual behaviours.** Oral sex is much less risky than anal or vaginal sex. Anal sex is the highest-risk sexual activity for HIV/AIDS transmission. Oral sex can be considered safe but it may present some risk. This is particularly true if there are sores in the mouth which may come into contact with semen or vaginal fluid.
- **Use condoms consistently and correctly.** When used consistently and correctly, condoms are highly effective in preventing HIV/AIDS.



- **Less number of sexual partners.** The number of sex partners determines a person's HIV/AIDS risk. The more partners one has, the more likely a person is of contracting HIV/AIDS. Many people in the country who have HIV/AIDS are not aware of their HIV/AIDS status, so this greatly increases the risk of contracting HIV/AIDS by having random sexual partners.
- **Talk to a doctor about pre-exposure prophylaxis (PrEP).** PrEP is taking HIV/AIDS medicine daily to prevent HIV/AIDS infection. PrEP should be considered if a person is HIV/AIDS-negative and is in an ongoing sexual relationship with an HIV/AIDS-positive partner. PrEP should also be considered if a person is HIV/AIDS-negative and have had a sexually transmitted disease (STD) or any anal sex with a partner without condoms in the past six months.
- **Talk to a doctor right away (within 3 days) about post-exposure prophylaxis (PEP) for possible exposure to HIV/AIDS.** HIV/AIDS-negative people who have anal or vaginal sex without a condom with someone who may be HIV/AIDS-positive are exposed to HIV/AIDS. Also, HIV/AIDS-negative people who have anal or vaginal sex without PrEP are exposed to the HIV/AIDS virus. If the sexual partner is HIV/AIDS-positive and is taking antiretroviral therapy (ART) consistently and correctly, the exposure of HIV/AIDS is lower. Also, starting PEP immediately and taking it daily for 4 weeks reduces a person's chance of getting HIV/AIDS.
- **Get tested and treated for other sexually transmitted diseases (STDs) and encourage your sexual partner to do the same.** Sexually active people should get tested at least once a year. STDs can have long-term health consequences. They can also increase the chances of HIV/AIDS transmission.
- **Encouraging HIV/AIDS-positive partners to get and stay on treatment.** ART reduces the amount of HIV/AIDS virus (viral load) in blood and body fluids. If taken consistently and correctly, ART can keep people with HIV/AIDS healthy for many years, and greatly reduce their chances of transmitting HIV/AIDS to sex partners

**Case study 7: Ofoe Taky's encounter with death**

Ofoe Taky was a very promising 25 year old man working for PNG Power as a linesman in 2013. He was working in Kimbe as a shift-supervisor when he met this attractive woman in a night club. Ofoe was too drunk at the time when he met this mysterious angel who called herself Wila. Wila looked gorgeous and charming. Ofoe could not move an inch away from Wila the whole night.

A few more hours at the pub and Ofoe found himself in the company of Wila at a settlement on the fringe of Kimbe town. Ofoe was a very responsible man all his life. He has had some encounters with one-night-stands like Wila before but this woman was so different. As they were about to have sex Ofoe asked Wila if it was alright for him to use a condom. To which Wila said she was a virgin and she could not allow foreign objects to be used on her. After some arguments Ofoe finally decided to leave Wila and return home.

A year later, one of Ofoe's workmates reported to Ofoe that his beautiful girl – Wila was diagnosed with HIV/AIDS and was admitted to hospital. Wila died of TB four weeks later at the Kimbe General Hospital.

Ofoe could not believe how lucky he was. He began telling this story to his work mates and other friends. He was spared the risk of contracting HIV/AIDS because of his decision to reject unsafe sex with Wila. Ofoe lives to tell his story today and continues to spread the message of safe sex.

**Learning Activities**

1. What is the difference between PrEP and PEP?

2. Some people think that having unprotected sex only once will not lead to HIV/AIDS and STI transmission. Is it true? Explain.



3. What steps can a HIV/AIDS positive, pregnant mother take to prevent the transmission of HIV/AIDS to her unborn baby?

4. Outline the strategies that will greatly reduce the transmission of HIV/AIDS.

5. What is the difference between 'homosexuals' and 'heterosexuals', and which group faces more risk of HIV/AIDS transmission?



11.2.7.2 Risky settings and times

HIV/AIDS is a disease that comes with its specific methods of transmission as discussed earlier. By avoiding the stated methods one can easily avoid HIV/AIDS completely. In this section we will look at times and settings which can promote the spread of HIV/AIDS and other STIs. By avoiding these settings and times or by being extra careful, one can avoid HIV/AIDS and STIs.

Dances

Many young people today want to dance, whether it is at the school, campus, village, town or a club. There is nothing wrong with going out to dances because it is part of entertainment. A dance provides an opportunity for people to meet new friends, share drinks and have fun. However, the danger part lies in binge drinking, heavy partying and unprotected sex. Sex crimes such as rape are also common during the aftermath of dances. Even HIV/AIDS transmission takes place during such times.

At the dance, young people are particularly vulnerable because they are no longer under the care and control of their parents or guardians. That is when they are weak and can be easily tempted and side tracked. Drinking beer complicates the situation and places young people in a very risky position. Under the influence of liquor anything can happen. When intoxicated with beer people's ability to reason and think normally is affected or clouded. As a result they end up doing things which they wouldn't do when normal.

When going out for a dance, it is advisable for young people to be in good company. They must be as sober as possible, particularly girls, because their weakest point occurs under the influence of liquor. Females must also be in the company of someone who they trust and depend on. Their safety can be ensured by their trusted companion.

Being alone with boyfriend or girlfriend

Going out on a date with a boyfriend or girlfriend is one way of building a relationship. It leads to better understanding and communication. However, this can be a risky thing to do as well, particularly in unsafe areas such as settlements, bus stops, entertainment areas, etc.

The risk can be both internal and external. Internal risk refers to the dominant partner, usually boys or men, forcing girls into sex. Boyfriends can force their girlfriends into having sex when they are alone. When alone and away from parental protection, girls are highly exposed to rape and other forceful behaviours from their boyfriends.

External risk refers to both partners being attacked by gangsters and rapists when alone in an unsafe environment. There have been cases of couples being attacked and raped in the past. In PNG where rape and murder cases are high, boyfriends and girlfriends should not go out alone into places that put their lives at risk.



Figure 11.2.22 Being alone with a friend in a risky setting

Harvest season

Seasonal crops like coffee present opportunities for increased levels of fun and entertainment. The level of excitement and fun-filled activities increases as the crop harvesting season peaks. Cash-flow during this time is high and more money is in the hands of parents and children alike. As a result activities like binge drinking, gambling, sex trade, etc. increase during the peak season.

It is under these conditions that the transmission of HIV/AIDS is further promoted. Indeed many sex workers target such opportunities to make a living. In the process HIV/AIDS transmission takes place.

People living in the coffee-growing provinces experience high cash flow during the coffee ripening and picking season. Coffee appears to be best example here because it has a distinct season during the months of May-July when coffee production increases in volumes. Growers end up with sufficient cash in their pockets to spend. Careless people end up spending that money in the wrong places such as gambling and drinking. This further risks their lives. The National Health Department sends out warnings to people but it is up to the people to take care of their lives and money.

Graduation parties

Young people get excited during the graduation period from November to March the following year. Primary and secondary schools and college graduations are normally held in December, while universities and some colleges hold their graduation in March of the following year. The period prior to, during and after the graduation ceremonies is usually filled with much excitement and activity. Celebrations usually involve drinking, feasts, dances, excursions, etc.

Graduation parties organised by young people do not always turn out fine. Given the lack of adult supervision, young people end up in excessive drinking and partying. It also leads to teenage, unprotected sex which leads to other problems. HIV/AIDS transmission is always a constant risk faced by young people during times such as this. Because of the high level of peer-pressure, young people end up doing things they never planned to undertake initially.

**Social games/sporting events**

In the months leading up to Christmas, it is common in PNG to have organised sporting activities. Sports of all types are organised and played in urban and rural areas by young people. Such initiatives are sometimes funded by local politicians for everyone to enjoy and benefit. The intention is always good since sports keep young people away from harmful activities such as drugs, alcohol, stealing, etc.

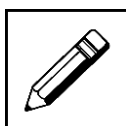
Despite the good intentions, there is also a negative side of social games which is of concern to everyone. Young people use the games as an opportunity to look for their partners. They prefer meeting each other during the games. Some of these meetings lead to unsafe sexual activities such as unprotected sex. So the risk of HIV/AIDS transmission is ever-present during social games.

Special events

Special events such as the annual Blues versus Maroons state of origin rugby league clash present a perfect opportunity for the transmission of HIV/AIDS and STIs. Many people in PNG drink and take drugs before, during and after the match. It is a social occasion that has contributed to social problems such as family problems, binge drinking, fighting and even deaths. Other social events of similar nature such as cultural shows also promote social activities which further increase the risk of HIV/AIDS transmission.

Political campaign season

In some parts of PNG, such as the highlands, political campaigning leading up to a national election is always a time of great excitement. During this time people move around freely in support of their candidates. Cash and food items are handed to supporters which lures many people to visit the candidates in their 'campaign houses.' This constant movement of people also presents opportunities for people to engage in unsafe sex.

**Learning Activities**

1. Why is going to a night dance a risky thing to do?



2. Find out from your local area a social event that is frequently attended by young people and list some risky behavior you notice among young people. For each of these behaviors you noted, state the chances of HIV/AIDS and STI transmission.

11.2.8 Voluntary counselling and testing, anti-retroviral therapy and home-based care

Introduction

One of the consequences of unsafe sex is the transmission of HIV/AIDS and STIs. Since HIV/AIDS has no medical cure the Health department of PNG continues to warn people against the risk of contracting this deadly disease.

Scientists have developed a medicine called ART (anti-retroviral therapy) to help HIV/AIDS-positive people live longer. In this sub-unit you will learn more about this medicine and the process of administering this drug safely. Also, you will learn about a process called VCT (voluntary counselling and testing) aimed at testing people of HIV/AIDS and the follow-up counselling sessions.

There are learning activities spread out in this sub-unit which you are once again urged to attempt. The answers are provided at the back of this booklet for you.



Figure 11.2.23 A counselling session in progress

11.2.8.1 Voluntary Counselling and Testing (VCT)

Voluntary Counselling and Testing (VCT) is a process through which testing and counselling (pre and post-test) are undertaken by a person. It is a decision which we all should make. If we find that we are HIV/AIDS-positive, we can:



- Learn more about the virus and how it affects the body
- Look after our health so that we live longer
- Get information and counselling about how to live positively with the virus. This means learning to accept the fact that we are HIV/AIDS positive, seeking emotional support, eating a healthy food, learning how to control the amount of stress in our life and planning for the future.
- Learn to recognise the signs of infections and treat them promptly.
- Find out what resources are available within our community to help us.
- Find out about prophylactic drugs. These drugs do not cure HIV/AIDS, but can prevent us from getting common opportunistic infections such as TB and Pneumonia.
- Access Nevirapine. This is a drug available that lessens the chance of a pregnant mother passing the virus onto her baby.
- Get emotional support by seeking counselling and joining support groups.
- Make sure that we don't infect anyone else or get re-infected ourselves.

What is counselling?

Counselling is a private conversation between a specially trained person (counsellor) aimed at helping you to help yourself. Counselling encourages you to explore possible solutions to your problems, and to consider the impact that certain decisions may have on your life. HIV/AIDS counselling provided at VCT sites is free and confidential. This means that the Counsellor cannot tell anyone about your result without your permission.

Pre-Test Counselling

This is the kind of counselling you get before you decide whether you want to have the HIV/AIDS antibody test. Some of the issues the counsellor will discuss with you are:

- What counselling is and the role of the counsellor.
- Your personal history.
- Whether you have any health problems.
- What your risk of being HIV/AIDS infected is.
- What you know about HIV/AIDS/AIDS.
- Information about HIV/AIDS/AIDS, including the test procedures and what HIV/AIDS-positive people can do to make sure they stay as healthy as possible for as long as possible.



- What impact a positive, negative or indeterminate result would have on your life and how you think you would react to receiving them.
- What kind of support system you have including who you would be able to tell if you tested HIV/AIDS-positive.
- How you have coped with problems in the past.

Post-Test Counselling

This kind of counselling comes after you have had the test. During this session the counsellor will:

- Give you your test result.
- Allow you to express yourself about being HIV/AIDS positive, negative or indeterminate.
- Help you to revisit the issues you raised during the pre-test counselling session, including plans you may have made.
- Discuss any immediate problems and help you to decide on a plan of action.
- Answer any questions you may have and provide you with useful information.
- Discuss positive living.
- Give you positive information on what resources exist in your community to help you.

Ongoing HIV/AIDS Counselling

Ongoing counselling is the kind of counselling that happens after you have received your test result. The aims of ongoing counselling are to:

- Help you to manage the impact that HIV/AIDS has on your own life.
- Encourage you to take control of your health and take charge of your life.
- Assist you in tackling your problems.
- Provide emotional and psychological support.
- Help you to plan for the future.
- Explore issues around death and dying.
- Refer you to community resources.

Location of test sites in local areas

There are currently many HIV/AIDS testing centres or sites in the country. Below are some places where you will find HIV/AIDS test sites:

- Public hospitals
- Private hospitals



- Private clinics
- Church-run hospitals and clinics
- Universities and colleges
- Churches and NGOs

These testing sites have been mandated or given the approval by the national health department of PNG to carry out confidential HIV/AIDS testing on any person willing to know his/her HIV/AIDS status. There are no fees charged by these clinics.



11.2.8.2 Anti-retroviral therapy (ART)

Antiretroviral therapy (ART) is a method of treatment for people with HIV/AIDS and AIDS. It helps the immune system to recover. However, it is not a cure for HIV/AIDS. It only slows the growth of HIV/AIDS.

There are six different kinds of ART drugs. Each one of them in some way prevents the HIV/AIDS or other virus from being able to multiply within the human body. Some prevent the infected cells from targeting healthy cells. Others make sure that targeted cells are not completely infected.

When used consistently, ART prevents the HIV/AIDS virus from multiplying and from destroying a patient's immune system. In addition, ART can prevent the spread of HIV/AIDS to others.

Need expert doctor's advice

A doctor's expert advice is needed from the time of HIV/AIDS testing to the prescribing and use of ART. Doctors are needed to determine the CD4 cell count before prescribing ART. ART allows the body to replenish or replace the white blood cells called 'CD4' cells. CD4 cells are types of white blood cells in the body that aid the immune system and keep it strong. These cells are seriously depleted or reduced in patients suffering from HIV/AIDS.

ART will need to be taken for life. Because of this doctors are needed to find the right combination of drugs to treat patients. Most commonly, HIV/AIDS patients will take three separate kinds of medication for the rest of the patient's life. Also, a patient must have easy access to a constant supply of these medicines to remain strong and healthy.

Pre-exposure prophylaxis (PrEP)

PrEP stands for Pre-Exposure Prophylaxis. The word 'prophylaxis' means: 'to prevent or control the spread of an infection or disease.' PrEP is a way for people who don't have HIV/AIDS to prevent HIV/AIDS infection by taking a pill every day. The pill contains two medicines that are also used to treat HIV/AIDS.

Along with other prevention methods like condoms, PrEP can offer good protection against HIV/AIDS if taken every day. However, PrEP is not for anyone who:

- Is in an ongoing relationship with an HIV/AIDS-infected partner;
- Is not in an equally monogamous relationship with a partner who recently tested-negative;
- Gay or bisexual man who has had sex without a condom or been diagnosed with a sexually transmitted infection within the past six months;
- Heterosexual man or woman who does not regularly use condoms when having sex with partners known to be at risk for HIV/AIDS; or



- Has within the past six months, injected illicit drugs and shared equipment or been in a treatment program for injection drug use.

PrEP is a powerful HIV/AIDS prevention tool. People who use PrEP should use it along with other effective HIV/AIDS prevention strategies such as:

- Using condoms consistently and correctly,
- Getting HIV/AIDS tests with the partners,
- Choosing less risky sexual behaviours such as oral sex,
- If injecting drugs, participate in a drug treatment program or using sterile drug injection,

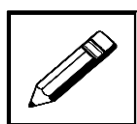
Post-exposure prophylaxis (PEP)

PrEP is only for people who are at ongoing risk of HIV/AIDS infection. For people who need to prevent HIV/AIDS after a single-risk event of potential HIV/AIDS exposure – such as sex without a condom, needle-sharing injecting drug use, or sexual assault – there is another option called ‘post-exposure prophylaxis’ or PEP. PEP must begin within 72 hours of exposure.

Both PrEP and PEP can only be prescribed by a health care provider and must be taken as directed to work. These medicines work by blocking important pathways that HIV/AIDS uses to set up an infection. If taken daily, the presence of the medicine in the bloodstream can often stop HIV/AIDS from taking hold and spreading in the body.

Where to get ART locally

VCT Centres are located right around PNG. They can be found at locations such as churches and its agencies, government-run hospitals, universities and colleges, etc.



Learning Activities

1. What is VCT (Voluntary Counselling & Testing) and how does it help to manage HIV/AIDS in PNG?

2. How is ‘pre-counselling’ different to ‘post-counselling?’



3. What is ART (Anti-Retroviral Treatment), and how does it work?



11.2.8.3 Home-based care

Home-based care is a HIV/AIDS management program that is centred on the home environment. This program outlines steps and strategies needed to be taken by a HIV/AIDS-positive person while still living at home. It is also a useful program for relatives of the infected person to know because they too will have to play a part in ensuring that the infected person lives a normal life.

Home-based care programs emphasise more on positive living. Positive living means living with HIV/AIDS in such a way that a person takes control of his/her physical, emotional, social and spiritual life. Below are some steps that a person can follow to live better with HIV/AIDS.

Accept the feelings

Finding out that one has HIV/AIDS may make him or her feel angry and confused. Some people feel sad, some go into shock and may feel numb, and others are scared. It is important to realise that they are undergoing a crisis so these feelings are normal. Therefore, they should accept that it is part of the process of coming to terms with their HIV/AIDS status. The strength of these feelings will lessen over time but a lot of people may sleep badly, not feel like eating, and feel tearful for a few weeks after being told they have HIV/AIDS. If these feelings are still very strong after about three weeks people may seek professional help from a counsellor or doctor.

Control stress

Stress is known to make a person's immune system weak. If a person's immune system is weak it will not be able to fight infections well. A person can lessen the amount of stress in the body by:

- Finding out about how to live positively with HIV/AIDS
- Seeking counselling
- Sharing feelings with a friend or counsellor
- Joining a support group like Church fellowship group
- Setting goals for the future
- Making sure to eat a well-balanced diet
- Putting aside some time to relax by listening to music, reading, going for a walk, etc.
- Tackling problems one at a time.

Look after personal health

Find out as much as you can about HIV/AIDS and one's own health. There are a lot of things to do to help one's personal health such as regular physical exercise and eating a well-balanced diet. Eating good food including fruits and vegetables is important to stay physically healthy. Also, avoid excessive smoking and drinking of alcohol because these substances can weaken a person's immune system.



11.2.8.4 HIV/AIDS and Aids Policy

Department of Education Policy (2005)

In 2005 the National Department of Education (NDoE) responded to multiple challenges of HIV/AIDS through the development of its national HIV/AIDS Policy for the national education system. This policy has four key strategies which are:

1. Prevention for students;
2. Care and support for students;
3. HIV/AIDS in the workplace; and
4. Managing education responses to HIV/AIDS/AIDS

In 2006, the HIV/AIDS/AIDS/STIs Implementation Plan 2007-2012 for the PNG Education System was developed. This is a five-year implementation plan based on the national HIV/AIDS Policy. The main aim of the policy and the implementation plan is to guide the national education department and its partners to conduct HIV/AIDS prevention, care, treatment and support programs and activities for students, teachers, parents and communities.

The department, through the support of its partners, aims to effectively implement the activities in the HIV/AIDS/AIDS/STIs Implementation Plan 2007-2012. Schools at all levels are required to be a part of the implementation plan in response to the HIV/AIDS epidemic. Similarly, all tertiary institutions are required to actively engage in the implementation of the Plan. Universities, colleges and other private training providers have an important role to play in containing the HIV/AIDS epidemic.



11.2.8.5 Basic counselling service

Counselling is an important service for HIV/AIDS patients. Professional counsellors use a number of skills or strategies to conduct their profession effectively. Below are some of these techniques.

Active listening

Good counsellors listen actively by showing genuine interest and listening attentively to their clients. Clients tend to open up and speak out well when they feel that someone is listening with interest. Active listening involves creating a friendly atmosphere which further promotes open communication.

Paraphrasing

Paraphrasing is another communication technique. To paraphrase means to repeat what someone has said in your own words. It can be stated as a question or a statement. Paraphrasing is a sign of active listening. It shows that the listener has been listening to every word spoken by the speaker.

In counselling, the counsellor paraphrases what the client says after listening. This provides some positive motivation for the speaker to express himself or herself fully.

Questioning

In any counselling session the counsellor asks specific and general questions as a way of extracting information from the client. These questions are usually developed ahead of time and are asked at various points in the counselling session. There are different types of questions which aim to achieve different results. Some questions can be probing while others can be reinforcing. Open ended questions allow for a free flow of responses while closed questions require specific answers. Leading questions aim to help bring out a desired response. By asking a variety of questions the counsellor can obtain useful information which can be used to help the client.

Empathy

To have empathy is to pay attention to others without defensiveness, so that you can understand what they are communicating from their point of view. Some people seem to be natural communicators because they have empathy.

By being empathetic, counsellors try to find meaning in people, not in words. By being meaning centred, counsellors become more concerned with what is literally said. In any counselling session the counsellor sees problems more clearly, plan appropriate messages, and accepts reasonable compromises without losing respect. Through empathy both the counsellor and the client create a better relationship and have their needs met.

How to be patient

The counsellor must be patient with his or her client when in a counselling session. Being patient means not reacting quickly or making judgements. Sometimes the client can become



defensive and even shy away from expressing himself or herself fully. Under such circumstances it is easy for an inexperienced counsellor to give up, become angry or make hasty judgements. But an experienced counsellor will always exercise patience throughout the session, even if no useful information is obtained at all.

Confidentiality

Confidentiality refers to the trust established by a counsellor to keep all information secret. A client provides his or her information to the counsellor knowing that such information is confidential or of a private nature. That trust must always be maintained by the counsellor. If that trust is breached, the integrity of the counsellor will be questioned. Professional counsellors swear an oath to keep their clients information secret and use it only for the intended purpose. This oath must always be maintained.

Helping peers to make own decision

Professional counsellors operate on the understanding that it is not their duty to make decisions for the client. Rather, they help clients to identify their problems and help them to reach decisions and/or solutions that are suitable for them. The counsellor's job is to facilitate a solution and not to take the lead in solving a problem that a client has. That is the key role of any professional counsellor. By being willing to listen to problems a counsellor helps a client to also find good solutions to problems.



11.2.8.6 Risky and safer sexual behaviour skills

Prioritising

Prioritising is an important skill that involves putting things in order of importance. Some people fail to prioritise things and end up making mistakes which they regret. For example, marrying too early or marrying a wrong partner can be a regretful experience which sometimes results from the lack of prioritising. Similarly, some people choose to delay any form of sexual activity but not everyone. Therefore, the priorities we set in life will determine whether we enjoy our sexual life with a good partner or not.

Justifying

To justify means to defend a decision, behaviour or an action. Sexual decisions and behaviours do not just happen by chance. They are usually a result of some preplanning or thinking. Your sexual decisions and behaviours must always be defended or supported by some reason, purpose or explanation. Usually when you learn to set priorities in your life you will find it easier to justify your sexual decisions too.

Critical analysis and evaluation

These are two skills which people ought to possess in order to avoid risky sexual behaviours. Firstly, critical analysis is a process of seriously examining oneself in relation to sex, sexual behaviours and the risk factor. Through critical analysis a person can break down his or her sexual orientation, his or her sexual drives and desires and the importance of sex to his or her life. He or she can then explore means and ways to control his or her sexual desires and orientation.

Secondly, critical evaluation requires a person to seriously assess or evaluate his or her sexuality. That includes finding out the importance or value of sex in his or her life and how it affects his or her life in general. Not everyone values sex the same way. Some people place more value on a relationship and less value on sexual activity. But to others, sex is seen as the lubricant to a healthy relationship.

Decision-making

Decisions made about sex are vital to the wellbeing of a person. Every decision, including those about sexuality is important and therefore they require careful thought and consideration. Decisions about whether to use a condom or not, for example, is as important as deciding whether to have a sexual partner at all or not.

Through the process of critical analysis and evaluation a person can arrive at a decision regarding his or her sex life. Having sexual relationships with a person is a result of the decision-making process. This decision can sometimes be affected by alcohol and drugs. Therefore, it is important to make decisions about sex when a person is sober and not under the influence of drugs and alcohol.

**Goal-setting**

Goal setting is important because it helps to direct all attention and resources in one direction. All human beings must therefore set goals about sex. They should know what their overall goal is in relation to sex. For example, abstaining from sex outside of marriage could be one person's goal. Another person's goal may be to have as many friends as possible before selecting the best possible partner for life. Yet, another person's goal may be to remain single until he or she is thirty (30) years old.

After an overall goal is set, a person should set a series of short to medium-term objectives to help achieve it. Objectives have a short time frame and are achievable. Objectives also help a person take a step at a time until the overall goal is reached.

The objectives can be listed so that they can be easily read and followed. These objectives must be easy to accomplish. Small, daily activities such as thinking positive, developing healthy relationships and abstaining from sex can all be included on a person's daily list. Tasks or activities which become repetitive over time help a person form positive and helpful habits. Medium term objectives can also be listed but they don't normally make the daily objectives list.

It must not be forgotten that both medium term and short term goals are developed out of an overall, main goal. Goals and objectives therefore have a direct relationship or link.



Learning Activities

1. What is 'home-based care', and how does it help people with HIV/AIDS?

2. Why it is important for a HIV/AIDS positive person to control his/her emotions?

3. How does the National Education Department's HIV/AIDS Policy help schools and institutions manage HIV/AIDS among their students and staff?

4. What is 'empathy' and how important is it in counselling?



11.2.8.7 Correct use of male and female condom

Male and female condoms

A male condom is a thin sheath worn over a man's erect penis to keep seminal fluid (cum) or pre-seminal fluid (pre-cum) from entering his partner's body during oral, anal or vaginal sex. Lubricant can help prevent condoms from breaking. Water-based and silicon-based lubricants are safe to use with latex condoms.

A female condom is a thin pouch worn inside the woman's vagina to keep her partner's seminal fluid (cum) or pre-seminal fluid (pre-cum) from entering her body during intercourse. The female condom has a ring on each end. The ring on the inside holds the condom in place inside the vagina, while the outer ring stays outside to cover the labia.

Condoms are usually worn during sexual intercourse for two reasons:

1. Prevent pregnancy.
2. Prevent transmission of HIV/AIDS and STIs during sexual intercourse.

Condoms can be freely accessed at local or urban clinics, police stations, health centres, hospitals, VCT sites, hotels, guest houses, lodges, student dormitories, etc. Sexually active people should know beforehand where to access condoms when they want to have sex with a partner.

Male and female condoms can be used to protect a person from HIV/AIDS and other STIs. However, they do not provide 100 percent guarantee against HIV/AIDS and STIs. This is because HIV/AIDS and STIs can still travel through if condoms are not worn correctly or if they are torn during intercourse.



11.2.8.8 Abstinence strategies

What is abstinence?

Abstinence from sexual intercourse is an important behavioral strategy for preventing human immunodeficiency virus (HIV/AIDS), other sexually transmitted infections (STIs), and pregnancy among adolescents. Many adolescents, including younger adolescents, have not initiated sexual intercourse and many sexually experienced adolescents and young adults are abstinent for varying periods of time. There is broad support for abstinence as a necessary and appropriate part of sexuality education.

Resisting pressure

Most people get pressured into sex because they don't know how to resist pressure. When you face pressure to have sex, take a step back and look at it clearly. What are you hoping to get from the experience? Will it deliver you what you think it promises? And if it doesn't deliver, how will you feel when it is all over? By asking such questions you can find the strength to resist pressure.

The other thing that builds immunity to pressure is to know that you are loved. It helps to be valued at home by your parents and family. It is good to have friends who can affirm you. You are valuable and precious and special. And if you truly understand that, you won't need to fall for the lie of acceptance by peer pressure.

Make a plan and be prepared for the times you will face peer pressure. Here are some questions that might help you to prepare yourself. Where am I likely to be pressured into sex? Can I avoid the place? What is a good reason I can give for avoiding sex? Who is likely to pressure me? Why have I resisted the pressure of sex? How can I say no to sex in a friendly and gentle way? If I am really in a tight spot, is there someone I can call to talk to about it?

Assertiveness

Assertiveness means being decisive, confident and firm. It is a skill used by people to stand firm on their rights while not offending other people. Being assertive in a sexual relationship is important because it involves two people with two sets of opinions, rights, and responsibilities.

Assertive people express their feelings, needs and ideas. They stand up for their rights in ways that do not violate the rights of others. These types of people are emotionally honest, direct and expressive. These behaviours lead to better self-esteem and self-confidence. They lead to freer and more honest relationships with others, and often results in goals being achieved.

To be fully functional and enjoy the feelings of having control of yourself in your relationships you need to be able to express your feelings. But, expressing your feelings will only help you and your relationships if you are telling the truth about your feelings.



Consider the three-part assertive messages below:

Parts	Example
1. Behavioural description	When you ask me to have sex with you
2. Disclosure of feelings	I feel uneasy and scared
3. Clarification of the effects of the other person's behaviour on you.	Because I am a strong Christian and it goes against my religious principle of having sex when I am truly married to you.

There are three-components of the message above, which are:

1. Behavioural description
2. Disclosure of feelings
3. Clarification of the effects of the person's behaviour on you.

Always make your description specific. Limit your description to observed behaviour only. And make your description as objective as possible. Do not make judgements and avoid character assassination as it offends the other person.

This technique can be applied to both negative and positive situations. The other person will then know exactly how to please you in the future. You must own your feelings by saying 'I' rather than 'You'. Express your feelings directly and don't beat around the bush. A three-part assertion message works because it describes how the other person's behaviour affects you.

Decision-making

Making a decision is not always easy. In order to make a good decision, one must follow the following steps:

1. Identify and define the problem
2. Generate possible solutions
3. Pick the best solution and apply it
4. Evaluate the solution to see if it works or not.
5. If the solution works, leave it as it is.
6. If it does not solve the problem, go back to generating another solution and apply it.
7. This process should be repeated until the problem is solved.



These steps can be applied when confronted with sex-related problems. By carefully each step you will be increasing the chances of making a decision that does solve the problem at hand.

Goal setting

Goal setting is a powerful tool that can be used to motivate and challenge a person. Knowing that you have achieved a goal gives you a sense of accomplishment and gives you a way to keep track of what you have completed in a given time. Goal setting can be used in every type of situation and life. However there is a right way and a wrong way to set goals. Well set goals are clear and you can objectively determine whether or not the goal has been reached. Poorly set goals are not clear and you can't necessarily tell what it will look like once the goal has been achieved. The result is frustration and lack of effectiveness.

Self-esteem

A person's self-esteem refers to how he or she feels about himself or herself and the level of self-confidence and pride. Some people have a very high self-esteem. These people value themselves highly and have a high self-image or self-belief. They feel that they are better than others because of certain characteristics, skills or talents they possess. Other people have a low self-esteem. Such people do not value themselves highly. They have a low self-regard and believe that they are generally not better than others.

People with high levels of self-esteem tend to be better off in sexual relationships. They can be very assertive in their relationship and get the desired results out of their relationship. A low self-esteem, on the other hand, is a recipe for a problematic relationship. People with low self-esteem end up being manipulated by others and end up with feelings of regret and anger.

Self-control

Self-control requires that a person sets limits or boundaries in life. Such limits or boundaries determine a person's behaviour in a relationship. People with high levels of self-control are the ones that end up achieving their goals in any relationship such as marriages. Self-control is very important when it comes to sexual relationships. The ability to say no is a sign of self-control. Not everybody has that ability to say no to things like alcohol, drugs and sex. In order to say no to these things a person must first develop his or her self-control skill.

Managing emotions

Sex is an emotionally charged activity. There are emotions at play when people get involved in a sexual relationship. Controlling those emotions is very important to a good relationship. Being able to control feelings about sex is an important skill. Sometimes people get too carried away in their excitements and sensations that they lose control and engage in regrettable activities like unprotected sex.



11.2.8.9 Negotiating safer sex or abstinence

Win-win negotiation

Negotiations often take place between sexual partners before sex takes place. The quality of such negotiations really determines whether safe sex takes place or not. Very often it is the dominant partner who wins in such negotiations. Males, being the dominant in most relationships, have the upper hand, leaving their female partners with little or no room for negotiations. Because of this imbalance negotiation sometimes end up being one-sided.

For safe sex to take place both partners must have equal say in their decision regarding sex. They must create a 'win-win' situation in which both partners end up being equal winners. In other words, they both end up being happy at the end of their sexual activity. For example, the use of a condom provides a win-win situation in which both parties feel safe while enjoying their sex.

Below are some win-win situations which sexual partners should consider.

- Using male and female condoms
- Deferring sex to avoid pregnancy or until properly married.
- Taking an HIV/AIDS test before committing to a relationship
- Agreeing to be faithful to each other in a sexual relationship
- Agreeing to break up a relationship because one partner disagrees to have sex

Reducing conflict

Conflicts arise in every relationship over differences. In a marriage, for instance, a conflict could arise over the timing of sexual intercourse, or pregnancy. Because two separate individuals are involved differences in opinion, values, principles and preferences always exist. These differences, when not addressed properly, give rise to conflicts as each party tries to achieve his or her set goals in the relationship.

Abstinence is another cause for conflict. When two people disagree over abstinence conflicts arise leaving two very disappointed people. Usually, the partner who wishes to have sex is the one affected the most because his or her desire is suppressed. In such a situation it takes real patience and courage to bring the situation under control. The partner opting for abstinence is the one who has to bring the situation under control with carefully crafted words and alternatives. He or she can use religious, cultural, social and economic reasons to defend his or her decision or preference for abstinence.

**Case Study 8. Joan and Jack's friendship**

Joan is a 20 year old female student at University of Goroka. She is from Milne Bay and comes from a very strong Methodist family background. She majors in Biology in the Science faculty and is in her final year. Jack, her boyfriend for 2 years, comes from East Sepik. He majors in Creative Arts at the same university and is also in his final year.

They have been friends for two long years without having sex. Their decision to defer sex was based on both religious and traditional reasons. Because they are strong Christians they know very well that sex outside of marriage is a sin. They both share the same view that sex should be only for married couples.

From a traditional point of view, Jack cannot have any sexual encounter with a girl until he undergoes the Sepik initiation ceremony. Since Jack grew up in Tari, he did not have the chance to experience his traditional initiation into manhood. Jack plans to return to Angoram this Christmas and take part in this very important ceremony. His father, a village chief, is going ahead to prepare the initiation ceremony for his son this Christmas. After that he can marry a wife and start a family life, according to Sepik culture.

For now Jack and Joan truly enjoy each other's company and trust each other completely. Joan really loves Jack because he is an extraordinary boy. Jack, on the other hand, feels that he is too lucky to find that Joan is still a virgin waiting for him. They plan to get married in 2016 after they complete their studies at the University this year.

**Learning Activities**

1. How does the male and female condoms help prevent the transmission of HIV/AIDS?

2. Do you think the use of condoms is effective in PNG? Explain your answer.



3. Is Abstinence an easy strategy to follow in PNG?

4. Develop a three-part assertive statement that refuses a friend's offer of some homebrewed alcohol.

NOW WRITE THE UNIT TEST FOR UNITS 11.2.7 TO 11.2.8 AND SEND IT TO YOUR PROVINCIAL COORDINATOR FOR MARKING.

THE TEST IS OUT OF 15 MARKS AND CAN BE FOUND IN YOUR UNIT TEST ASSESSMENT BOOKLET



11.2.9 Addiction, Alcohol and Drug Abuse

Introduction

Alcohol and drugs are part of every social environment in the world. People consume or take these items at various times and in various volumes or amounts for social and personal reasons such as pleasure and relaxation.

Drugs and alcohol are two substances which can make people become addictive when abused. Addiction is a health and social problem for every society today, for both young and old people. Alcohol and drugs use and addiction cannot be eliminated overnight. But through education and awareness the problem can be brought under control in the society.

In this sub-unit the word 'addiction' and its consequences on the human body will be explained. This sub-unit will make you reach the conclusion that the abuse of drugs and alcohol are not good for the body.

There are various learning activities provided throughout the sub-unit for you to attempt. Check your answers against those model answers provided at the end of the booklet and make your own corrections.

11.2.9.1 What is addiction and abuse?

Abuse

To 'abuse' means to mistreat, misapply or misuse which sometimes become habitual. Drug abuse, child abuse, alcohol abuse and human rights abuse are examples. Here in this unit we will consider drug and alcohol abuse, which are problems affecting our communities today. A related term that we will also study is 'addiction.' There is a strong relationship between the words 'abuse' and 'addiction.'

Alcohol and drug abuse are patterns of drinking or using drugs that result in harm to a person's health, well-being, relationships, and productivity. A person who constantly abuses drugs and alcohol is at risk of becoming an addict. Continuous abuse of drugs and alcohol can lead to physical and psychological dependence.

Addiction

Addiction is a compulsive or forceful behaviour developed by some people. Compulsion is the force or pressure which comes from within an addicted person to continue a particular behaviour or action. It describes a state in which a person finds it hard to control his or her behaviour. A compulsive addict is at a high risk of health problems. He or she can also be a risk to other people too.

Addiction is a chronic, often relapsing or worsening brain disease. It causes uncontrollable behaviours with harmful consequences. Addiction to drugs and alcohol can occur when people take these two substances continuously over a period of time. Heavy users of alcohol and drugs



are at greater risk of developing an addiction to them. Heavy consumption affects the brain and leads to a loss of self-control. It also affects people's ability to resist intense impulses or urges to take drugs or alcohol.



Figure 11.2.24 An alcohol addict

Other Areas Alcohol, Drug Abuse and Addiction Affect

The Community

- Brings conflict in homes and families
- Spoils the peace and order
- Causes problems at school and work place
- Causes injury during sports and other activities
- Causes problems on road drivers or innocent lives through accidents
- Causes people to commit crime like steal, rape or hold ups
- Causes violence
- Affects student's performance at school

Our Culture and Spiritual Lives

- Disrespect of our good values and elders



- Becomes lazy
- Disrespect of our religious beliefs

Our Nation

- Alcohol and Drug Addicts are unreliable and productivity suffers at all levels
- Law and order problems caused is bad for investors
- Affects family life leading to divorce and separation

11.2.9.2 Addiction and its effects on the human body

Effects on the brain

Drugs contain chemicals that tap into the brain's communication system. They disrupt or disturb the way nerve cells normally send, receive, and process information. In other words it interferes with the structure of the brain. There are at least two ways that drugs cause this disruption:

1. By imitating the brain's natural chemical messengers.
2. By overstimulating the 'reward circuit' of the brain.

It does not only affect the brain but also

- The stomach and intestine
- The liver
- Heart and muscles
- Blood
- Kidneys
- Sex organs



Figure 11.2.25 The human brain is the control centre of the body

Imitating the brain's natural chemical messengers

The human brain naturally produces a lot of chemical messengers called '**neurotransmitters**.' Neurotransmitters play an important role in the brain's communication system. Indeed, the brain is the centre of all communication that goes on in the human body. Neurotransmitters carry messages between the brain and the rest of the body.

Interestingly, some drugs such as marijuana and heroin have a similar structure to neurotransmitters. This similarity allows the drugs to 'fool' the brain's receptors and active nerve cells to send abnormal or false messages. An addicted person doesn't know that his or her brain is being fooled by the drug or alcohol. Therefore he or she goes on to enjoy moments of excitement.

There are two specific types of neurotransmitters which are usually affected by drugs and alcohol. These are:

1. Dopamine
2. Glutamate

Dopamine

Cocaine and other drugs can cause the nerve cells to release abnormally large amounts of natural neurotransmitters, mainly dopamine. **Dopamine** is a type of neurotransmitter present in brain regions that control movement, emotion, motivation, and feelings of pleasure.

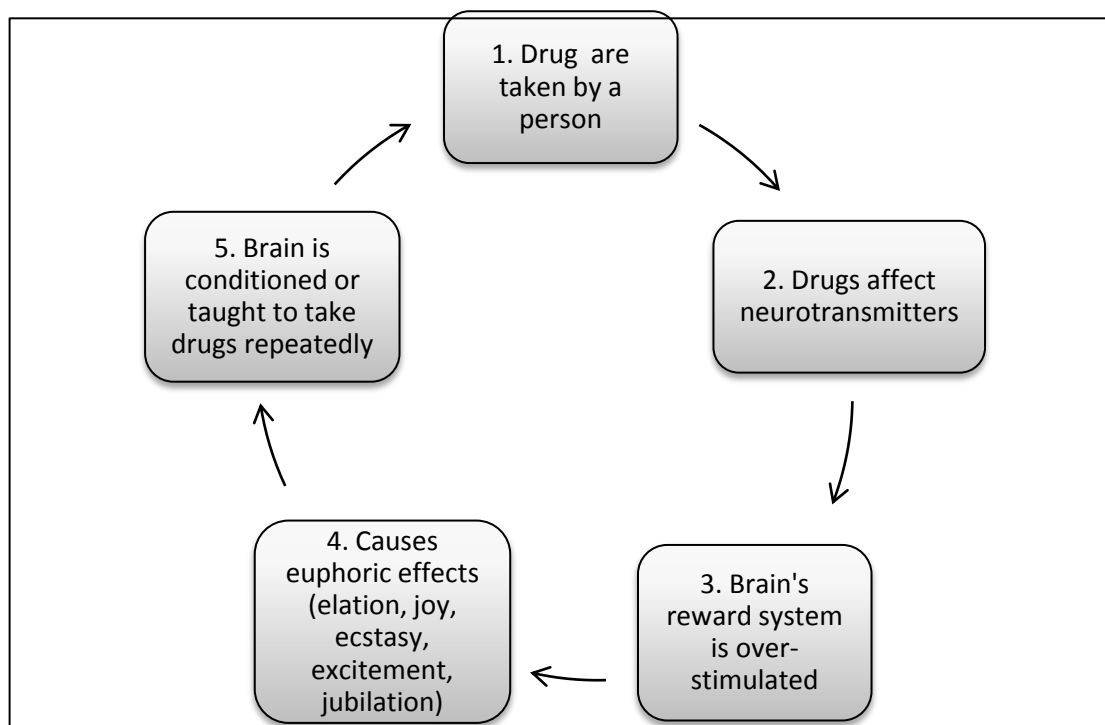


Figure 11.2.26 The 'drug-use' cycle.



These drugs can prevent the normal recycling of brain chemicals needed to shut off the signalling between neurons. The result is a brain oversupplied with dopamine. The overstimulation of this reward system, which normally responds to behaviours linked to survival (eating, seeking protection and love, etc.), produces euphoric effects. This reaction sets in motion a pattern that 'teaches' people to repeat drug abuse because of its rewarding behaviour.

As a person continues to abuse drugs, the brain adapts to the irresistible flows in dopamine by producing less dopamine or by reducing the number of dopamine receptors in the reward circuit. The result is a lessening of dopamine's impact on the reward circuit, which reduces the abuser's ability to enjoy not only the drugs but also other events in life that previously brought pleasure. This decrease compels the addicted person to keep abusing drugs in order to bring the dopamine function back to normal. However, now larger amounts of the drug are required to achieve the same level of dopamine. This produces an effect known as 'tolerance.'

Glutamate

The ability to learn and think properly is an important function of the brain. However, long-term drug abuse causes changes in the other brain chemical systems and circuits, in particular glutamate.

Glutamate is a neurotransmitter that influences the reward circuit and the ability to learn. When the normal level of glutamate is changed by drug abuse, the brain attempts to compensate to keep the balance. In the process it can impair cognitive or thinking functions. Brain imaging studies of drug-addicted individuals show changes in areas of the brain that are critical to judgement, decision-making, learning, memory, and behaviour control. Together, these changes can drive an abuser to take drugs compulsively despite adverse and devastating consequences.

Effects of drug and alcohol abuse

Drug and alcohol addicts find it difficult to live normal lives. They are unhappy when without drugs or alcohol. Because of the damage to their brain they are unable to think and behave rationally or properly. Not many things can make them happy the way drugs and alcohol do. As a result they become dependent on drugs and alcohol. In other words, they become addicted.

Addicted people are mostly less productive in their lives. They find it hard to work and live normal lives. They either depend on others or resort to illegal means to survive. Some of the serious crimes in the society are committed by drugs and alcohol addicts.

Lives are ruined by drugs, alcohol and other substances. Young people risk their education and future when they abuse drugs or alcohol. Their potential and ability to live productive, useful and normal lives is affected by drugs and alcohol.



Learning Activities

1. Define the terms below:

a. Abuse:

b. Addiction:

2. Briefly explain how drugs and alcohol affects the brain of a user.

3. State a difference and a similarity between 'glutamate' and 'dopamine.'

4. Why do drug addicts find it hard to live normal lives?



11.2.9.3 Preventing alcohol abuse

Alcohol is a substance found in drinks such as beer, spirit and wine. Its effects can be mild, moderate or heavy depending on its strength and concentration. Alcoholic drinks make people drunk and affect their ability to think rationally and behave properly. In a drunken state a person can place himself or herself in danger. He or she can also perform actions which are not normal. The more alcohol a person takes, the less normal he or she becomes.

The strength of an alcoholic drink depends on the brewer and the methods used to brew it. South Pacific Brewery, for example, has a range of alcoholic drinks with different levels of alcohol content. The company has factories which test the level of alcohol to ensure that it is right for consumers. Its filtering machines make sure that the right amount of alcohol passes through. On the other hand, 'home brewers' in villages and settlements hardly control alcohol levels in their products. As a result these drinks are highly toxic with high alcohol content. Home brewed drinks work very quickly in the body and the effects last longer and can sometimes be fatal.

In general, alcohol abuse is harmful to the body, particularly the liver, heart, lungs, and the brain. A high level of alcohol in the body can poison these vital but tender organs. Diseases such as liver cancer, hepatitis or liver inflammation, diabetes, mental disorder, heart failure, etc. normally result from alcohol abuse. These diseases not only affect the individual but his or her family, the community and the nation as a whole.

Binge drinking and alcohol abuse

A problem observed to be common in PNG today is binge drinking. It involves the uncontrollable consumption of alcohol for extended time period. Sometimes called 6 to 6 drinking, it involves the continuous buying and drinking of alcohol for more than 12 hours. People who engage in binge drinking put themselves at risk.

Papua New Guinea is among the top ranking countries in terms of alcohol related accidents and deaths. Uncontrollable alcohol consumption contributes to the increased level of violence in the country. Hospitals continue to treat high numbers of patients affected by alcohol. The consequences of uncontrolled drinking are just enough to discourage people from excessive binge drinking.



11.2.9.4 Preventing drug abuse

Addiction to drugs and alcohol is preventable. That means a person who takes alcohol and drugs moderately can stop before becoming addicted. There is always a fine line between moderate intake and abuse. Once that line is crossed a person enters the zone of addiction.

Drug addiction is a preventable disease. Prevention programs involving families, schools, communities, and the media are very important in reducing the abuse of drugs and alcohol. When people perceive drug abuse as harmful, they can avoid drugs and alcohol. Thus, education and outreach helps youths and the general public understand the risks of drug abuse. Teachers, parents, and medical and public health professionals must keep sending the message that drug addiction can be prevented.

Managing abuse and addiction

Fortunately, treatments are available to help people overcome addiction's powerfully disruptive effects. Treatment that is tailored to each patient's drug abuse patterns and any co-occurring medical, psychiatric, and social problems can lead to full recovery.

Similar to other chronic, relapsing diseases, such as diabetes, asthma, or heart disease, drug addiction can be managed. But a relapse and a return to drugs or alcohol can be common among users too. However, relapse does not signal treatment failure. Rather, it indicates that treatment should be adjusted or that an alternative treatment is needed to help the individual regain control and recover.

Drugs come in various types, forms and names. Some names are scientific while others are social. The extent or level of effects on a user differs according to type, structure and content of drugs. Their effects range from mild to very severe. Table 11.2.9.1 below presents a summary of the main drugs that we know of.

Type of substance	Effects	Prevention
Tobacco	Tobacco affects the lungs of the smoker. It can lead to cancer and death. Non-smokers can also be affected. It is a health risk.	Those who smoke excessively can quit or reduce their intake. This is only possible when the smoker is aware of the effects and is willing to quit.
Marijuana	This is a drug which affects users mentally. It fools the brain by sending sensational signals which substitute the normal neurotransmitters. Excessive use or abuse is likely to cause brain damage, which can further lead to mental illness.	People can quit or reduce their intake of marijuana if they chose to and are willing to do so. Addiction to marijuana is curable.



Betel-nut	Betel-nut or buai affects the chewer's gums and teeth. It leads to mouth and gum cancer. People can die from cancers caused by betel-nut.	The habit of chewing betel-nut is a tradition in many parts of PNG. But given the health risks of mouth cancer, chewers can quit if they are fully willing.
Alcohol	Alcohol intake affects the brain, causing a person to become drunk. Alcohol fools the brain by playing around with the neurotransmitters which send certain signals.	It takes a long while for alcohol addicts to quit, but it is possible to quit if addicts are fully willing to quit.
Other drugs	Many other drugs such as cocaine and ice or methamphetamine, when taken, affect the brain in the same manner that marijuana does to the brain. The user is at risk of developing mental illnesses over a period of time.	Many social drug users have quitted in the past. So it is possible to give up on drugs. People can develop a strong will power through proper guidance to quit drugs.

Table 11.2.3 Common drugs, their effects and quitting



11.2.9.5 Misuse of medicines

Medicines are sometimes referred to as medical drugs because they have the ability to work both positively and negatively in our body. There are many types of health or medical drugs in use today. These drugs are used to treat a wide range of diseases ranging from mild flu and cough to cancer. There is ongoing research in medical laboratories in the world to develop new and effective medicines for existing and new forms of diseases. Diseases which were untreatable some 10 to 15 years ago are now treatable, thanks to the ongoing work of medical researchers and pharmaceutical companies.

Every medicine has a specific disease to cure. That is decided at the time of its manufacture. Doctors and pharmacists have been trained to figure out which medicine can cure a particular disease. They are the only people who can prescribe the right medicines for us when we are sick. Because medicines also have dangerous substances we must be careful when we take them. Carelessness can lead to side effects. Here we will consider some of these careless practices.

Overdose

Medicines have the ability to cure diseases when taken correctly as prescribed by the doctors and nurses. An overdose happens when more than the required amount of medicines is taken at one particular time. In almost all cases of drug overdose, the patient often experiences severe complications resulting in death. Whether it is deliberate or accidental, overdose of medicines should always be discouraged or prevented.

Out-of-date medicines

Like all manufactured goods, all medicines have an expiry date. This expiry date is written or labelled on the packet, tin, box, etc. Hospitals have a system in place to check and use drugs that are still current. Using expired drugs can lead to other problems and side effects. One outcome would be that the disease will not be cured if the drug is expired. Therefore, it is important to always check the labels for the expiry date before taking any medicine. That includes drugs sold at the pharmacies such as City Pharmacy.

Illegal, corruptly sold or fake drugs

You may have read in newspapers or have seen street sellers selling prescription medicine such as 'amoxicillin' and the new malaria drug, 'mala one'. It is a dangerous practice because medicines are only supposed to be prescribed by a medical doctor or a pharmacist. Also, medicines are meant to be sold at authorised pharmacies or hospitals and clinics.

The consequences of obtaining and using street-drugs could range from mild complications to severe medical problems. That is why the government has warned and stopped people selling drugs sold on the streets. We should play our part by not buying such medicines because our health is very important and we'd rather be treated by qualified doctors and nurses.



Buying and taking these medicines for minor illnesses such as flu, cold or body aches without professional advice from medical experts pose a grave danger to the user. Medicines should be prescribed by well-trained doctors and nurses after thorough medical examination and diagnosis of illness in hospitals and health centres.

Long term consequences are that the user's body develops resistance to the effects of these medicines which make it easy for other disease to attack them. Even the greater risk is that the treatable disease finally develops resistance to these common and often-used medical drugs.

The PNG national department of health does not have any policy currently in place to stop this illegal activity. However, this problem is alarming and should be treated in the same manner as cannabis, alcohol and homebrew. People should not buy prescription medicines sold on the streets by unauthorised dealers since it is illegal and dangerous.

Case study 9: Ismael's near death encounter with street medicine

Ismael Waninara is a self-taught mechanic from Rabaul, ENB. He works so hard on client's cars, trucks and other machines. People love and respect him as a hardworking, self-taught mechanic.

One day Ismael woke up feeling sick. He felt dizzy and could not get to work. Ismael told his wife about his health and further asked her to go out and look for some medicines at the local clinic.

Rachael, his wife of seven years told Ismael that she knows where to find the right medicines and started out in the morning. But instead of heading for the clinic she went to the local market and headed for a section where local herbs and prescription medicines were sold. After looking around she spotted what looked familiar to her eyes – a capsule coated with yellow and red colour. She had heard wonderful healing stories of this medicine before.

Rachael spent K5 to purchase 5 capsules for her husband and hurried home in no time. Thanking Rachael, Ismael took all five medicines at the same time. After a few hours Ismael passed out. He had overdosed himself with those five capsules and his body went numb. A neighbor realized what went wrong and rushed him to the Vunapope general hospital.

Upon tests and observations the doctor confirmed that Ismael had not only overdosed himself but that he did so with the wrong medicines. His illness was a mild form of pneumonia and only required some warm water and a lot of rest and sleep to recover over 2 days. The doctor also informed that Ismael could have died if he wasn't brought to the hospital on time. Rachael felt so guilty and sorry at the same time about how close she had come to killing her husband unintentionally. The doctor cautioned Rachael that she should never ever purchase medicines from the street again.



Learning Activities

1. Why is homebrew a very dangerous form of alcohol than other manufactured alcoholic drinks?

2. Briefly explain how alcohol affects the human brain.

3. Why is it that medicines sometimes referred to as drugs?

4. How dangerous is it to buy medicines sold on the streets? Explain.



11.2.9.6 Drug problems in other countries

Crack Cocaine

Crack cocaine (nicknamed 'crack') is believed to have been created and made popular during the early 1980s. It is produced by applying a scientific process through which the freebase precipitate from the ammonia mixture is removed. The filtration processes are also omitted. Baking soda is now most often used as a base rather than ammonia for reasons of lowered odour and toxicity. However, any weak base can be used to make 'crack' cocaine.

When taken, its effects last for 10-15 minutes. During this time smokers experience complete or 'whole body orgasm'. They demand more as soon as the realisation for heaven-on-earth comes. The instant of gratification is usually shorter followed by a great increase in energy and confidence. It creates a compulsive or habitual cycle in which one quickly exhausts his or her resources and turns to other ways to get the drug.

Cocaine

Cocaine is obtained from the leaves of a plant called coca. It is a powerfully addictive-stimulant drug. It stimulates the central nervous system while suppressing appetite or hunger.

The powdered form of cocaine is either inhaled through the nose (snorted), or dissolved in water and injected into the bloodstream.

Its effects can last from 20 minutes to several hours, depending upon the dosage of cocaine taken, purity and method of administration. The initial signs of stimulation are hyperactivity, restlessness, increased blood pressure, increased heart rate and euphoria. The euphoria is sometimes followed by feelings of discomfort and depression and a craving to experience the drug again. Sexual interest and pleasure can be greater than before. Side effects can include trembling, fear, and weakness, which usually increase with frequent usage.

Heroin

Heroin is processed directly from the extracts of the opium poppy. Opium is the plant and poppy is its flowery type product. It was originally created to cure people addicted to morphine (an analgesic and narcotic drug obtained from opium and used medicinally to relieve pain).

Upon crossing the blood-brain barrier, heroin is converted into morphine, which mimics or copycats the actions of endorphins. This activity creates a sense of well-being; a sense of euphoria described as an 'orgasm' centred in the gut. One of the most common methods of heroin use is via intravenous injection (injection into the blood veins).

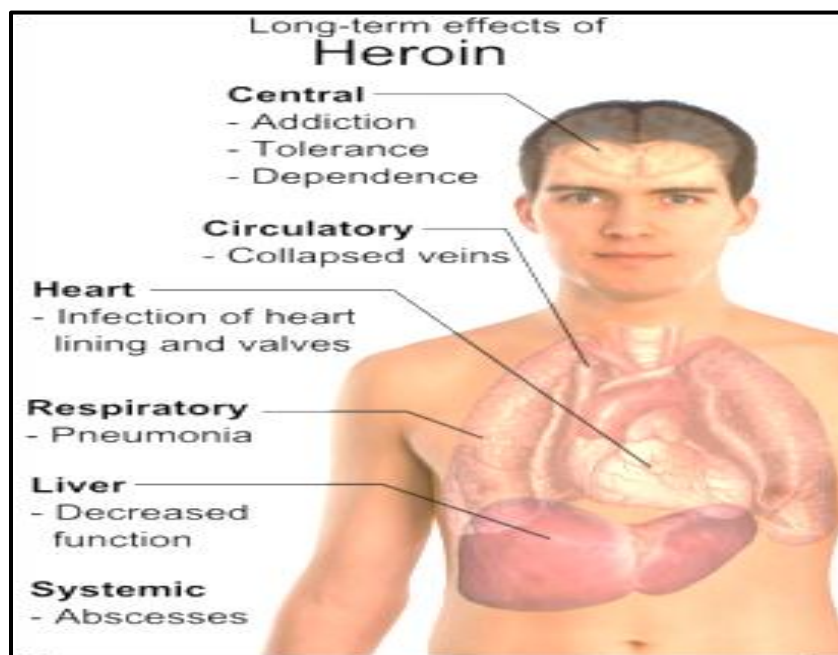


Figure 11.2.27 Effects of heroine on the body

Marijuana

Cannabis, known as marijuana in its herbal form, is a psychoactive product of the plant. It is very common in Papua New Guinea. Cannabis is an illegal drug in this country.

Humans have been consuming cannabis since prehistory. However, in the 20th century there was a rise in its use for recreational, religious or spiritual, and medicinal purposes. It is estimated that about four percent of the world's adult population use cannabis annually.

The state of intoxication due to cannabis consumption is known as a 'high'. It is the state where the mental and physical abilities are noticeably changed due to the consumption of cannabis. Each user experiences a different high, depending upon factors such as dose, chemical composition, method of consumption and environmental setting.



Figure 11.2.28 Marijuana plant leaves

**Ecstasy**

Ecstasy comes from a family of drugs called 'club drugs'. Others include Ketamine, GHB and Poppers. Club drugs are sometimes called recreational drugs. They are often used with sex and meditation.

The primary effects of club drugs include an increased awareness of the senses, feelings of openness, euphoria, empathy, love, happiness, feeling of mental clarity and an increased appreciation of music and movement. These sensations make physical contact with others more pleasurable.

Ecstasy can alter a person's judgement and impair his or her decisions about sex. He or she may be more likely to have unplanned and unprotected sex or use other drugs, including injection drugs and meth. Those behaviours can increase a person's risk of exposure to HIV/AIDS and other forms of STIs.

LSD (acid)

LSD stands for Lysergic acid diethylamide. Arguably the most regarded of all psychedelic drugs, it is considered mainly as a recreational drug and a tool to supplement various types of exercises for transcendence including meditation, psychonautics and illegal psychotherapy.

LSD's psychological effects (called trip) vary greatly from person to person, depending on factors such as previous experiences, state of mind, environment and dose strength. They also vary from one trip to another. An LSD trip can have long term psychoemotional effects.

Methamphetamine (including 'ice')

Methamphetamine, popularly shortened to meth, is a psychostimulant drug. It is also known as 'ice.' Methamphetamine enters the brain and triggers a cascading release of neurotransmitters such as *norepinephrine*, *dopamine* and *serotonin*. Since it stimulates the mesolimbic reward pathway, causing euphoria and excitement, it is prone to abuse and addiction.

Users may become obsessed or perform repetitive tasks such as cleaning, hand-washing, or assembling and disassembling objects. Withdrawal is characterised by excessive sleeping, eating and depression-like symptoms, often accompanied by anxiety and drug-craving.

Petrol or solvent sniffing

Petrol sniffing is a lesser known form of drug addiction that is common among Australian Aborigines across the Northern Territory and Western Australia. The practice was first observed in 1951.

Petrol sniffing produces a variety of short-term effects from pleasurable feelings of excitement, to alcohol-like intoxication, to loss of consciousness. The effects are experienced within a few minutes and only last for less than an hour. Short term effects include euphoria and excitement, feeling light, sensations of numbness or dizziness. These effects may be followed



by giddiness, nausea, slurred speech, sneezing, coughing, short-ness of breath, indigestion, chest pain, hallucinations, muscle weakness, loss of motor coordination and slowed reflexes.

Long term use can damage internal organs, the brain and the nervous system because petrol is a solvent. When sniffed, its fumes travel up the nose and dissolve fatty tissues in the brain. Some damages can be reversed by ceasing use of certain substances, but permanent damage can occur to the brain, liver and kidneys. The person becomes degraded, disabled or dies. On a larger scale, petrol-sniffing devastates not only the sniffer's health but also their families and the wider community by increased domestic violence and family breakdown.

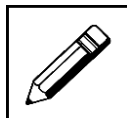
Steroids

The use of steroids continues among some athletes to gain an advantage over fellow athletes. Anabolic steroids refer to hormones that are either taken orally or by injection that influence the body's hormonal system to produce extra testosterone. Anabolic refers to this muscle building capability. The goal of taking anabolic steroids is to increase muscle mass.

Abuse of anabolic steroids begins as early as high school in many developed countries. The abuse of steroids can cause serious side effects later on the user's body. Also, it is unethical to take this drug as it gives unfair advantage to the user over other athletes. It becomes a problem when people over-use it.



Figure 11.2.28 A man abusing anabolic steroids



Learning Activities

1. How is crack cocaine different to the normal cocaine?

2. State one effect that all drugs have in common.

3. Why is it difficult to quit drugs after you get started?

4. What is the main purpose of using steroids? Is it a good practice?



11.2.9.7 Quitting

Quitting drugs and alcohol is a very difficult decision which an addict makes. It is also a conscious decision which comes after much thought and self-reflection. This decision is influenced by both internal and external forces. Internally, a person may come to realise the harmful effects of drugs or alcohol before calling it quits. External pressures may come from friends, family members, relatives, peers, law enforcement agencies, employers, teachers, pastors, etc.

Having a drug or alcohol addiction can make a person feel as though there's no hope for getting better. But no matter how bad things have gotten, they can still beat their addiction with perseverance and patience. Below are the key steps to be taken to quit drugs and alcohol addiction.

Decision-making

The first step in quitting a life of drugs and alcohol addiction is to make a firm decision to quit. It takes real courage to make a decision to quit drugs and alcohol. This decision can be helped by external parties such as friends, peers, family members, employers, etc. However, an addicted person must also make a personal decision to quit. It must come from the person himself or herself. In that way he or she can take ownership of the decision to quit. A person should at least have some reasons to quit. These reasons will become the source of motivation to stand on the decision.

Action planning

Once a decision has been made to quit, a specific action plan must be put in place to solidify or strengthen the decision. This plan will help an addicted person to stay away from drugs and alcohol for as long as he or she can. This plan will serve the purpose of helping the addicted person to manage temptations and cravings. It also includes how to deal with boredom and discouragement, and learning how to meet responsibilities that have been neglected.

In order to break old habits, an addicted person must plan out every hour of his/her day. This will help in developing a new routine that does not include drugs or alcohol. The new routine should be centred on personal goals such as finishing school, raising family, finding employment or playing sports. Eventually healthy habits can be developed that can distract a person from using drugs and help him/her achieve set goals.

Once healthy habits have been developed it is vital to keep track of the daily tasks. This will help in seeing exactly what has been accomplished throughout the day. A simple daily planner should be created to keep track of daily things which needed to be accomplished. At the end of each day this list should be checked and ticked off.

Goal setting and objectives

The final goal is quitting alcohol or drugs. This may not be achieved at once but the goal will help a person chart his or her next steps. Goal setting is important because it helps by directing all attention and resources towards it. An overall goal such as quitting drugs or alcohol will not



work alone unless a series of objectives are set. Objectives have a short time frame and are achievable.

The objectives can be listed so that they can be easily read and followed. These objectives must be easy to accomplish. Small, daily activities such as taking shower every day or eating a proper meal every day can all make the list. Medium term objectives such as getting a job or returning to school can also be listed but they don't normally make the daily objectives list.

It is important to note here that both medium term and short term goals are developed out of an overall goal. There is a strong relationship between goals and objectives which must not be lost.

Healthy substitutes

Below is a list of healthy substitutes for an addicted person after he/she has decided to quit.

- a. Get regular exercise and even take up sports as a way of handling stress of beating drug addiction.
- b. See a nutritionist to obtain a nutrition program. A person will be able to get his/her body back by eating properly and taking care of his or her nutrition.
- c. Find a healthy way to cope with stress and tension such as exercise, meditation, etc. to avoid the urge to take drugs or alcohol again.
- d. Maintain strong and healthy relationships with other people. Also, keep a healthy balance between physical and mental activity to maintain stability needed to stay free from drugs and alcohol.
- e. Take up arts such as drawing, painting, singing, dancing, etc.
- f. Determine the last time you engaged in a hobby. Make an effort to give more time to your hobbies and personal interests such as rock climbing, dance, stamp collecting, photography, playing an instrument, learning another language, etc.

Asking for help and being supported

There are many sources of help available to former drug and alcohol addicts. Some of these are listed below.

- a. **See a doctor.** Consult with a doctor who specialises in chemical addictions. This professional can give guidance on treatment options for a particular drug or alcohol addiction.
- b. **Check into a rehabilitation facility.** It is important to detox under the care of a rehabilitation facility to help deal with the physical effects of withdrawal.



- c. **Start seeing a counsellor.** Successful treatment includes individual and group counselling. A counsellor might use motivational interviewing to help an addicted person see if he or she is still committed to change.
- d. **Be open to getting help for different aspects of life.** A person must be ready to seek help for his/her physical, mental, emotional, and spiritual wellbeing.
- e. **Be in good company.** Stop hanging out with regular drug users. Instead start to associate with sober friends, at least for the first month, people who can add value to you and your life.

Supporting others

Giving support to other addicts is as important as receiving support. Support groups will help addicts realise that there are people who've been through similar experiences. They feel just as desperate and ashamed as other addicts. Giving and receiving support can be a useful way to heal and become more responsible. Drug and alcohol addicts should look around for self-help, peer support group in their local area.

Monitoring progress

All progress – big or small should be monitored on a weekly basis. Improvements can be noticed, which will motivate a person to keep going. By checking with a person's urge again, he/she can gauge its level.

Writing down every positive changes seen happening is important to the process of monitoring progress. If a person starts to feel like starting again he or she should try a process called *urges surfing*. This is a relapse prevention technique. By recognising and accepting urges, a person will be able to ride them out, or 'surf' them. When people suppress their urges they tend to make the urge worse.

Rate the urging on a scale of 1 to 10 (1 being hardly any urge to 10 being a pressing urge). Wait for 10 minutes. Get yourself occupied with an activity, such as cleaning the house or writing a list or doing laundry. Check with your urge again to gauge its level. If you still experience a high level of urge, continue to get busy with another activity. Repeat the process until the urge is minimal.

'Cold turkey'

People with a good history of strong will power can quit "cold turkey" or abruptly. Depending on the drug, this is usually the best method of quitting. But be careful when attempting to quit through sheer will power. If the challenge of quitting is too much for your will to handle and you fail, your willpower will be destroyed beyond the point of recovery. To avoid this, undertake challenges in small steps to build up your will power. Will is necessary in any method of quitting that you decide to use.

**'Reduction': reducing use slowly; controlled use**

Another method of quitting which is also tied to willpower is restricting your access to the drug or alcohol by any means necessary or available. When there is absolutely no way to acquire the drug, for instance, a person can eventually give up and let it go. This could be an artificial restriction if willpower allows for it. Otherwise an actual restriction can do. Resisting all thoughts that might pop up about the drug is vital.

**Learning Activities**

1. Explain the reason why it is important to quit drugs at an early stage rather than leaving it too late in life.

2. How important is 'willpower' to quitting drugs and alcohol? Explain.

3. Why must an addicted person set new goals in life if he/she wants to quit drugs or alcohol?

4. Is it that easy for every drug user to quit suddenly (cold turkey)? Explain.

NOW WRITE THE UNIT EXAM PAPER FOR UNIT 11.2 AND SEND IT TO YOUR PROVINCIAL COORDINATOR FOR MARKING.

THE EXAM IS OUT OF 50 MARKS AND CAN BE FOUND IN YOUR EXAMINATION BOOKLET



Summary

All human beings have some sort of relationship in life. Therefore, humans and relationships are inseparable aspects of every society. That is true for all of us as we do have one or more relationships with other people around us.

Every human beings form relationships that differ in nature, value, meaning and duration. One type of relationship that stands out the most in every society is sexual relationships. It is part of humanity. Sexual relationships can be both positive and negative in nature. But given its significance sexual relationships has been the focus of the most part of this unit.

Sexual relationship is a part of a bigger topic called human sexuality. They are formed by human beings to satisfy their sexual or love needs. Aspects of sexuality such as erotic love, intimate friendship, human mating and procreation give meaning to sexual relationships.

Responsible sexual relationships provide lasting and mutual benefits for both partners. The expression of human sexuality is only possible through a positive, responsible sexual relationship. However, negative consequences must be expected when people become careless, irresponsible or abusive in their relationships that include fornication.

Cross-generational sex is common in many countries including PNG. It is a negative type of relationship in the modern context because of the negative consequences it can bring. Likewise, other sexual behaviours and relationships such as homosexuality, pornography, prostitution, promiscuity, extra-marital sex and polygamy produce negative sexual consequences. HIV/AIDS/AIDS, STIs, Teenage pregnancy, Domestic violence, Sexual abuse and Low self-esteem are some of the common consequences associated with negative sexual relationships.

Sexual exploitation, sexual abuse and sexual harassment are other behaviours that inflict pain, shame and stigma for many victims. The victims are often those weak and defenseless members of the society such as women and children. There are international conventions and national laws that prohibit such harmful behaviours.

Every relationship, including those that are sexual in nature, is covered under human and legal rights. These rights give an individual power to choose his or her sexual relationships. At the same time these rights protect an individual from being abused in a relationship whether forced or voluntary. By respecting the rights of a sexual partner a sexual relationship will always remain positive for both parties.

Every human being has his or her basic rights. These rights are mostly universal while some are domestic. Knowing these rights will help a person behave appropriately and respect other peoples' rights too. He or she will be able to avoid risky sexual behaviours if they violate his or



her basic rights. Also knowing the different levels of sexual risk is a right for all humans. This will help them avoid HIV/AIDS, STIs and other negative outcomes.

Voluntary Counseling and Testing (VCT) is both a right and an obligation. It is every person's duty to check his/her HIV/AIDS status. It is also every person's right to know whether he/she is HIV/AIDS free. Knowing the results will empower the individual to live a healthy and longer life.

Alcohol and drug abuse and addiction are two problems also common everywhere. There are consequences can be devastating for users or drinkers. It is every person's right to know the effects of drugs and alcohol and to stay free from these harmful substances. Those who are already addicted to these substances can seek counseling and rehabilitation services and live normal lives again.



Answers to Learning Activities

Unit 11.2.1

1. **Sex** refers to differing physical attributes: chromosomal patterns, genital arrangements, reproductive arrangements, and much secondary characteristics such as distribution of bodily hair, pitch of voice, and so on.

Gender refers to social identity which is related to the assumed sex differences. It is the social meaning given by a society.

2. The categories of sex are *male*, the fertilizer, and *female* the fertilized.

The categories of gender are *feminine* and *masculine*.

3. Human sexuality concerns peoples' ability to have erotic or stimulating experiences and responses. Sexuality may be experienced and expressed in a variety of ways, including: thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships.
4. To enjoy sexual experiences and responses. Sexual experiences can be erotic and/or stimulating. It is indeed a special relationship because sexuality is at the heart of every human society. People form sexual relationships to express sexual feelings and responses in a variety of ways such as through behaviors, practices, roles, actions, desires, etc.
5. Human sexual relationships are very advanced, have deeper expression, meaning and practice. A sexual relationship is formed primarily to promote the partners' sexual needs. Sexual needs can be physical, emotional, social, spiritual or biological. Human sexuality is guided by traditions, norms, ethics and principles.
6. Knowing our sexual rights is an important part of being in a sexual relationship. A good knowledge of these rights will help develop a healthy relationship with another person. These rights will help guide us to become responsible people in the community. It will help us to avoid problems that often stem from the abuse of these rights.
7. Sexual rights will be violated causing further problems for the partners. The relationship will be affected, sometimes leading to break-up or other types of conflict such as violence.

If we neglect these responsibilities, the relationship may suffer some consequences. In most cases, relationships may become unsafe and unfriendly when responsibilities are neglected. One can be hurt or abused when another party acts irresponsibly. For example, if an HIV/AIDS patient knowingly has sex with a healthy person, he or she knowingly or



intentionally destroys the health and future of the uninfected person. It is an irresponsible act.

8. Refer to figure 11.2.1.2 and pick out five of those responsibilities which you consider as very important for you to follow in your life. There is no right or wrong answer here.

Unit 11.2.2

1. A principle is a belief, opinion, standard or norm. Principles are usually developed over time and used to guide human behaviour, attitude and action. Without principles there will be a lot of problems in this world.

Given the importance of sex and sexuality, human societies have developed various principles to guide human sexuality. Many of these principles help humans practice safe and responsible sex. Sex principles can be categorised as religious, traditional and modern.

2. There is no right or wrong answer for this question. Therefore, you are to do what the question is asking you. Do not skip this question because there is no correct or incorrect answer here.
3. This question requires you to express your opinion. There is no right or wrong opinion, but you must make sure that your reasons are logical and convincing. It must make sense to you when you read it.
4. Modernisation presents a lot of freedom for people. Such freedom has never been experienced during traditional times. Now people are free to express their sexual feelings and engage in all kinds of sexual relationships. Modernisation is also responsible for the rise of non-traditional sexual practices such as same sex relationships. Such practices have been suppressed in traditional societies for a very long time. Education is another means through which people are becoming increasingly aware of their sexual roles, rights and responsibilities. Hence, they are able to express those rights and responsibilities freely and at will with little or no control or restriction at all. In the process their safety is compromised. This can be proven by looking at the rise in HIV/AIDS statistics in PNG and elsewhere. Other STIs are also on the rise. Sexual diseases have never been a part of traditional societies because sex back then was controlled strictly.
5. There is no right or wrong answer to this question. Instead, you are to do what the question is asking. Your explanation must be clear enough for another reader to read and understand it. Imagine that your tutor will read your answer.
6.
 - i. No babies will be born to replace older people
 - ii. Population will decrease steadily



- iii. Other social activities will be reduced or will cease
 - iv. Sexual need will not be met, leading to other problems such as rape.
7. For this question, you are to first of all come up with a position on the question, and then provide reasons to justify or support your position. It is a sensitive question, therefore you must think carefully before you answer. There is no right or wrong answer to this question. However, your opinion must be reasonable to convince another person such as your tutor.

Unit 11.2.3

1. Cross-generational sex occurs between two people; one who is more than five years older than the other. In most cases it is between older men and younger women. It is practiced by men and women for various reasons.

Young women often engage in this relationship for material things including money. However, some are forced into such relationships by family members or through cultural obligations.

Older men engage in this relationship for reasons such as feeling young again or avoiding HIV/AIDS and other STIs. Also, younger women are more attractive than older women so men fall for them easily and are willing to give money and other valuable items in order to attract them.

2. This question does not require a right or wrong answer. Instead, it provides an opportunity for you to practice an important social skill called surveying to find out facts or information. It will be good if you can write a paragraph or two describing the type of cross-generational sex relationship which you observe or discover in your community.
3. This question requires you to provide your opinion based on what you know or see happening today. You are to be as realistic as possible, taking into account the current social environment, and give your honest opinion or prediction of the future as far as cross-generational sex is concerned. Make sure to provide your reasons to justify or support your answer.
- 4.
- i. Loss of self-esteem for young women/girls
 - ii. Social/marital problems between married couples
 - iii. Promiscuity and prostitution among young girls
 - iv. Girls being treated as sex objects and not as human beings
5. This question requires you to provide your opinion on cross-generational sex. Whether you say 'yes' or 'no' you are to provide your reasons for your answer. Make sure to think



critically before you answer this question. Use the consequences of cross-generational sex to help you come up with your answer and justification.

Unit 11.2.4

1. Sexuality is an integral part of human beings as it connects the desire, energy and pleasure of the body to knowledge of human intimacy, for the sake of:

- erotic love,
- intimate friendship,
- human mating, and
- procreation

Sexuality is shaped by these factors listed below:

- Culture
- Tradition
- Personal beliefs
- Experience and upbringing
- Moral values
- Spiritual values
- Relationship with others
- Physical emotions and desire
- Media (books, films, radio, television, advertisements, magazines)

2. Society – it's past and present shapes and influences sexuality. Historical developments, religious beliefs, economic values systems, etc. influence sex, sexual pleasure, marriage, etc.

Society gives meaning to sexuality based on its beliefs, norms and traditions. Some societies are sexually repressive while others are tolerant. Repressive societies tend to place many restrictions or 'taboos' over sexuality. The study of sexuality also includes human identity within social groups, sexually transmitted infections (STIs) and birth control measures.

Different societies develop unique value systems concerning everything including sex. So, sex is not an isolated activity but is an important part of a society.

3. Transgender categories are: homosexual, heterosexual, bisexual, asexual, pansexual or polysexual.
4. So that they can make sense of their sexual experiences in order to understand their sexual behaviour. It helps adolescents organise their past experiences and at the same time gives them information to draw from their current and future sexual thoughts and experiences. It helps them come to terms with their own sexuality.



Sexual self-concept affects sexual behaviour for both men and women. It also affects relationship development for women. It helps them develop a positive self-esteem to better evaluate sexuality. Also, it will help them avoid the negative evaluations and thoughts on sex and sexuality.

5. It is partly due to the society in which they belong. Girls are thought to resist sex during their upbringing. Boys, on the other hand, are seen as future power-bearers and so are allowed to think freely about sex, even to the point of wanting to experience it at an early age.
6. No. Not all people progress through the four dominant or major stages as outlined by Masters and Johnson. Some people, particularly men, fail to reach the ejaculation and resolution stages. Some women also skip the ejaculation stage, depending on their mood during sexual intercourse. However, in general, normal couples do experience these four distinct stages during sexual intercourse.
7. Yes, it is possible depending on what stage they are in and what mood they are in during sexual intercourse.
8. Your answer could be 'no' depending on your personal beliefs. But in general masturbation is considered a healthy practice for individuals, especially when they do not want to take the risk of having sex with another person. Also, it is a good stress-reliever for those people who are unmarried or whose partners are not available immediately for sex.
9. The answer here can be partly 'yes' and partly 'no'. Yes, because it is based on a person's gender given at birth and is also a product of hormones and chromosomes. This is the widely held scientific view.

No, because recent scientific studies have shown that a person's sexual orientation or sexual attraction to another person develops during a person's lifetime after birth. Some people who were born normal have surprisingly turned to members of the same sex during their adolescence period or adulthood period.

10. This question asks for your opinion or stand on this issue. It is a sensitive issue in PNG as it is in other countries right now. Churches are strongly opposing it, so are other sectors of the society. However, at the same time, the U.S. and other countries are leaning towards the legalisation of same-sex marriages. So, it is really an ethical problem right now. Your position should be expressed by looking at all angles of the argument. Do realise that your answer is neither wrong, nor right. It only explains your position or stand on the issue. Logical reasoning is important in your argument.
11. As in question 10 above, this question asks you to express your opinion. Whether you say yes or no doesn't really matter. You only provide logical points to support your answer. Logical reasoning based on facts and related issues will help you write a good response to this question.



Unit 11.2.5

1. Sexual exploitation is the sexual abuse of weaker members of the community such as children, youth, and women. Usually older members of the society are responsible for the exploitation of youth, women and children. It is mainly done through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basic needs of life, and money.
2. Firstly, laws have been passed by nearly every country to protect the abuse of weaker members of the society such as children, youth and women. Therefore, when these laws are broken it becomes a crime.

Secondly, when sex is not consensual it becomes either forceful, or against the natural will of a victim. In many cases, victims are forced by their circumstances such as poverty to give into sexual abuse. When it is against their will, it becomes a crime automatically as it goes against their basic human rights.

3. Prostitution is about selling sex for money. Because sex is an important part of human beings, it destroys a person's ego and self-esteem or self-worth when he/she engages in prostitution. Prostitutes everywhere are held in very low regard because they sell sex for money or other material possessions.

From a cultural, religious, legal and ethical perspective, prostitution is considered an unattractive, filthy and unhealthy practice. So, from a moral, cultural and spiritual perspective, it is wrong for humans to sell sex for money or other gifts. Prostitution destroys a person's value and self-worth and it also promotes the spread of STIs and HIV/AIDS.

4. Your answer here could be either yes or no. Firstly, if you say yes, then you are correct because access to pornography is easy on the internet. These days people can access the internet on their mobile devices as well as laptops and desktop computers. It makes it very easy for people to access pornographic materials today. The government does not have a policy in place today to prevent easy access to the internet. Pornography contributes to prostitution, sexual abuse and even rape in the society.

If you answered no, then you may also be correct because there are no statistics or evidence available to prove that the internet promotes pornography viewing and prostitution. Also, not everyone has access to the internet even if it is easily accessible on their mobile phones.

5. Traditional polygamy was practiced only by chiefs, warriors and anyone with high status in the community. It was acceptable among the people for men with status to practice it. As such problems related to polygamy were minimized by the community. Traditional polygamy was in fact promoted by the society.

Modern polygamy is distinctly different in some respects. Firstly, it is practiced not by traditionally recognized chiefs, warriors or any such persons with status. Secondly, modern



laws come very close to making polygamy illegal. Thirdly, the use of money as material wealth is very high. Fourthly, individual human rights are promoted to the extent that it makes polygamy a form of human rights abuse.

6.

Rape victims are traumatised for the rest of their lives.

Rape victims lose their dignity and self-worth.

Rape victims are exposed to HIV/AIDS and STIs.

Rape victims also receive physical injuries too; sometimes they are killed in the act.

Rape victims find it hard to live normal lives.

Note: you can add more to the list above.

7. Sexual harassment refers to any 'unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.' Sexual harassment can take place anywhere including the workplace, at school, at public places and markets, and even at home.

8. A paedophile is exclusively interested in prepubescent (relating to or in the period preceding puberty) children. Victims are usually children below the age of 12 and are defenceless.

Paedophilia and molestation are similar in the sense that they both target younger victims. However, they both are different too. A paedophile is defined by his desire that is also related to a form of mental disorder or addiction. A child molester commits the act of molestation but is not influenced by a mental disorder. A molester can also perform sexual acts on children older than 12 too and does it purposely to satisfy his sexual desires.

9. For this question the obvious answer is 'Yes' even though some of you may be totally unaware of this problem. Already sexual harassment is a problem in our modern and traditional societies today. You should be able to ask around or try to recall an incident in which someone was harassed or abused sexually by another person.

Unit 11.2.6

1. Human rights are the fundamental rights which a person is entitled to. Human rights are established by custom and international agreement that impose standards of conduct on all nations. They are therefore universal and cannot be questioned.

2.



- a. The rights will empower us to feel, think, behave and live like full human beings in our society.
- b. Knowing our basic rights will enable us to defend these rights when they are violated by other people.

Note: You can add more to this list.

3. Civil liberties are freedoms established by the law of a particular state and applied in its own territory. For example, in the United States, each of the 52 states has its own list of civil liberties established and applied independently. Some of these civil liberties are similar. Human rights, on the other hand, are universal for everyone regardless of where they come from, what race they belong, their language, culture, economic status, etc.
4. The International Convention on Economic, Social and Cultural Rights.
5. The International Convention on Civil and Political Rights
6. Yes, Sir William Blackstone's three parental duties to the child (*maintenance, protection and education*) are still in use today. In fact his definition formed the basis of others who expanded on it later. If you look at it these three duties are valid today as they were in 1952 when they were first introduced by him.
7. Yes, indeed they are very special because children are special. Children are special for many reasons. One important reason is that they are weak and defenceless. At the same time they are innocent and ignorant of the dangers that surround them. Therefore, as weaker members they have a special need to be protected against abuse and mistreatment. Secondly, children represent the future of mankind. The transition between different generations is not possible without children. Thirdly, from a biblical perspective, children are a gift from God. Therefore, they are a treasure to the family, especially parents.
8. The two main categories are:
 - a. Protection and provision
 - b. Empowerment and participation.

For each of the two categories listed above you should find some examples. For more information you can refer to table 11.2.6.1.

9. This is a special system set up by the government to deal with civil and criminal matters concerning children. When children commit a crime they are put through this system where they are tried in court and if found guilty, are sent to special facilities for children. There,



specialists work with the children to try and rehabilitate or correct them. Convicted children also learn while in prison and upon their release, are sent to proper schools to continue. The main aim of this system is to correct the children from their mistakes.

10. Firstly, you cannot provide an accurate answer for this question unless you conduct a source to find out what exactly they are doing and how much impact they are having on the lives of the children in PNG. However, what you can say is that these are privately funded organisations working in PNG to help disadvantaged children. Therefore, their efforts, however small, must be appreciated by Papua New Guineans. Some of these organisations have spent so much of their resources so far in helping children in PNG.
11. It really depends on your opinion and your creative ideas. You might want to think of sporting activities as a way to help young people socialise and get away from negative influences such as alcohol and drugs. Or you may want to get involved in a children-based organised and take part in their activities. The list is endless. You will have to think critically and come up with practical ways to help other youth in your community.

Unit 11.2.7

1. Because nobody else will if you do not take care of your own sexual life. Also, the dangers and risks of careless and reckless sexual lifestyles are high. If you don't take care of your own sexual health and life then you will end up with related problems like teenage pregnancy (for girls) or you may contract sexually transmitted diseases. The worst situation is contracting HIV/AIDS, which does not have a cure yet. That is why you should take care of your own sexual life.
2. No, it is not a totally safe method, though it comes highly recommended. Condoms can break during intercourse and expose partners to HIV/AIDS and STI. Also, condoms can come off if not worn properly or are of the wrong type. Therefore, it is not safe to put your trust completely on condoms.
3. The only sure ways of staying free from HIV/AIDS are:
 - a. Abstain from sex until you are married;
 - b. You and your boyfriend/girlfriend should go for a blood check, get a negative result before engaging fully in marriage; and
 - c. Once married, stay totally faithful to your partner. Never cheat on each other.
4. **Pre-exposure prophylaxis (PrEP)** is an HIV/AIDS medicine taken daily to prevent HIV/AIDS infection. PrEP should be considered if a person is HIV/AIDS-negative and is in an ongoing sexual relationship with an HIV/AIDS-positive partner. PrEP should also be considered if a



person is HIV/AIDS-negative and have had a sexually transmitted disease (STD) or any anal sex with a partner without condoms in the past six months.

Post-exposure prophylaxis (PEP) is for HIV/AIDS-negative people who have anal or vaginal sex without a condom with someone who may be HIV/AIDS-positive are exposed to HIV/AIDS. Also, HIV/AIDS-negative people who have anal or vaginal sex without PrEP are exposed to the HIV/AIDS virus. If the sexual partner is HIV/AIDS-positive and is taking antiretroviral therapy (ART) consistently and correctly, the exposure of HIV/AIDS is lower. Also, starting PEP immediately and taking it daily for 4 weeks reduces a person's chance of getting HIV/AIDS.

5. No. This is a faulty reasoning. If you have sex only one time with some who is HIV/AIDS positive then you will contract the disease. The chances of contracting HIV/AIDS will be minimised if you use a condom. The same thing is true for other STIs.
6. Below are the steps needed to be taken:
 - a. HIV/AIDS-positive mother receives ART drugs during pregnancy, and delivery;
 - b. Delivers her baby by Caesarian section;
 - c. If avoids breastfeeding, the chance of passing the infection to her baby falls less than 2%; and
 - d. The newborn babies are also given treatment after birth to protect them.
7. Outline the strategies that will greatly reduce the transmission of HIV/AIDS.
 - **Choose less risky sexual behaviours.** E.g. choose oral sex over anal or vaginal sex.
 - **Use condoms consistently and correctly.**
 - **Less number of sexual partners.** Restrict the number of sexual partners to only one if possible.
 - **Talk to a doctor about pre-exposure prophylaxis (PrEP).** PrEP should be considered if a person is HIV/AIDS-negative and is in an ongoing sexual relationship with an HIV/AIDS-positive partner. PrEP should also be considered if a person is HIV/AIDS-negative and have had a sexually transmitted disease (STD) or any anal sex with a partner without condoms in the past six months.
 - **Talk to a doctor right away (within 3 days) about post-exposure prophylaxis (PEP) for possible exposure to HIV/AIDS.** HIV/AIDS-negative people who have anal or vaginal sex without a condom with someone who may be HIV/AIDS-positive are exposed to HIV/AIDS. Also, HIV/AIDS-negative people who have anal or vaginal sex without PrEP are exposed to the HIV/AIDS virus. If the sexual partner is HIV/AIDS-positive and is taking



antiretroviral therapy (ART) consistently and correctly, the exposure of HIV/AIDS is lower. Also, starting PEP immediately and taking it daily for 4 weeks reduces a person's chance of getting HIV/AIDS.

- **Get tested and treated for other sexually transmitted diseases (STDs) and encourage your sexual partner to do the same.**
- **Encouraging HIV/AIDS-positive partners to get and stay on treatment.** ART reduces the amount of HIV/AIDS virus (viral load) in blood and body fluids. If taken consistently and correctly, ART can keep people with HIV/AIDS healthy for many years.

8. Homosexuals are people who get attracted to people of their same sex. They have sexual relationships with a same sex person. Male homosexuals are called 'gays' while female homosexuals are called 'lesbians'.

Heterosexuals are people who are attracted to people of the opposite sex. They have sexual relationships with a person of the opposite sex.

Both groups face the risk of HIV/AIDS transmission but It is the gays who face a higher level of risk because of the fact that they perform anal sex. Anal sex poses a greater risk of HIV/AIDS transmission.

9. Night time is generally a risky time for youths, particularly females, to move around. This risk is increased further by going to a night dance because at such occasions all sorts of party goers are present. The HIV/AIDS status of these party goers is not known at all. Also, the risk is made worse by the presence of alcohol, and maybe drugs. Sex and sex crimes are often reported during such occasions too. So a combination of these factors will definitely expose you to a higher level of risk of HIV/AIDS transmission.
10. This is a task which you are to perform yourself. There is no right or wrong answer but you are to use your creative skills to undertake this task.

Unit 11.2.8

1. As the names says, it is a voluntary decision someone makes to get tested for HIV/AIDS and to also undergo counselling before and after the HIV/AIDS testing process.

VCT is a vital program in PNG as it is globally. This program enables everyone to come forward and be tested without any fear. In so doing people can know their HIV/AIDS status. This program helps the HIV/AIDS-positive people by putting them through effective counselling so that they live healthy and normal lives as long as possible. It also encourages HIV/AIDS-negative people to remain negative for as long as they can.



2. Pre-counselling helps prepare a person to undertake HIV/AIDS testing. This is an important step as it gives support and explanation about HIV/AIDS. It makes people less frightened or anxious about the testing of HIV/AIDS.

Post-counselling is helpful for both the positive and negative results. If the result is negative the counsellor will encourage the individual to remain that way and avoid any risky behaviour or situation. The HIV/AIDS-positive person receives counselling to help him/her stay healthy, take the necessary drugs, control his/her diet, get emotional support, etc.

3. Antiretroviral therapy (ART) is a method of treatment for people with HIV/AIDS and AIDS. It helps the immune system to recover. However, it is not a cure for HIV/AIDS. It only slows the growth of HIV/AIDS.

There are six different kinds of ART drugs. Each one of them in some way prevents the HIV/AIDS or other virus from being able to multiply within the human body. Some prevent the infected cells from targeting healthy cells. Others make sure that targeted cells are not completely infected.

4. Home-based care is a HIV/AIDS management program that is centred on the home environment. This program outlines steps and strategies needed to be taken by a HIV/AIDS-positive person while still living at home. It is also a useful program for relatives of the infected person to know because they too will have to play a part in ensuring that the infected person lives a normal life and stays longer.
5. Emotions are the root cause for stress. Stress leads to many health problems including death. HIV/AIDS-positive people are prone to a lot of emotional thoughts which can lead to stress and poor health. It is easy for these people to destroy their chances of living longer if they think negatively about their HIV/AIDS-status. Therefore, it is important that they control their emotions and try as much as possible to remain positive all the time.
6. The National Department of Education's HIV/AIDS Policy is an important document for all educational institutions in the country. This policy states clearly the dangers and effects of HIV/AIDS. It also outlines the steps needed to avoid HIV/AIDS. All educational institutions in the country are required to understand this document and apply it for staff and students. By so doing it will safeguard them against the risks of HIV/AIDS. It also aims to educate students and staff of the steps needed to stay safe from HIV/AIDS. These measures include discrimination, VCT, ART, care for the HIV/AIDS victims, etc.
7. Empathy is a noun which means to pay attention to others without defensiveness, so that you can understand what they are communicating from their point of view. It sometimes means to put yourself in another person's 'shoes', so to speak. Some people seem to be natural communicators because they have empathy.

Being empathetic means to find meaning in people and not in the words they speak.



8. HIV/AIDS transmission is only made through the fluids produced by male and female genitals (vagina and penis). If the flow of these fluids is totally restricted then HIV/AIDS will be contained or stopped from being transmitted. Condoms provide an effective means of preventing body fluids from entering one partner or the other during sexual intercourse.
9. There is no right or wrong answer to this question. All you need to do is to firstly find out if condoms are widely used in PNG. You also need to know how effective condoms are used by both males and females. Not all sexual partners wear condoms. Even if they wear it, there is no guarantee that they wear it properly as required. Sometimes condoms can break during intercourse.
10. Abstinence comes from the root word 'abstain', which means to avoid something altogether. If sex is abstained the risk of HIV/AIDS transmission will be totally avoided. However, in PNG, as it is with other countries, abstinence remains an elusive practice. Not everyone prefers staying completely away from sex. Therefore, to say that abstinence is effective in PNG is a false statement.
11. You can develop your own assertive statement using the guide below. Remember that every assertive statement has three (3) parts, which are: (a) behavioral description, (b) disclosure of feelings, and (c) clarification of the effects of the other person's behavior on you.

<i>Parts</i>	<i>Example</i>
1. Behavioural description	When you ask me to take part in drinking homebrew alcohol;
2. Disclosure of feelings	I feel uneasy and scared
3. Clarification of the effects of the other person's behaviour on you.	Because I home-brew drinks are very highly toxic as they contain a very alcohol content which is unsuitable for my body.

Unit 11.2.9

1.
 - a. To 'abuse' means to mistreat, misapply or misuse which sometimes become habitual.
 - b. Addiction is a compulsive or forceful behaviour developed by some people. Compulsion the force or pressure which comes from within an addicted person to continue a particular behaviour or action. It describes a state in which a person finds it hard to control his or her behaviour.
2. Drugs contain chemicals that tap into the brain's communication system and affect or disturb the way nerve cells normally send, receive, and process information. Drugs disrupt the brain by:



- I. By imitating the brain's natural chemical messengers.
 - II. By overstimulating the 'reward circuit' of the brain.
3. **Dopamine** is a type of neurotransmitter present in brain regions that control movement, emotion, motivation, and feelings of pleasure.
- Glutamate** is a neurotransmitter that influences the reward circuit and the ability to learn. Drugs change the level of glutamate and impair the cognitive or thinking functions of the brain. The part of the brain that controls thinking, judgement, decision-making, learning, memory, and behaviour control is affected through drug abuse.
4. The constant abuse of drugs leads to addiction. Once addicted, it becomes difficult to live normal lives because the brain's neurotransmitters are affected. This effect takes time to be reversed and only through properly organized rehabilitation of the addict. If left unattended for too long the addicted person will develop mental illness and soon walk the streets like any other mentally affected person. In PNG we find many young men on the streets behaving abnormally because of the long term effects of drugs. Here in PNG there aren't many drug rehabilitation centers for these people. Therefore, many of them are left unattended and develop full mental illnesses.
 5. Homebrew is brewed using technology that is not authentic or approved. Unlike the recognised brewers, these home-based brewers use raw techniques to convert raw materials into alcohol which is usually very high in alcohol content and is toxic or poisonous. This poses a very serious health risk to the users. Many users/drinkers have complained of pain in the body due to constant abuse of homebrew. Extreme cases of death have also been reported in PNG.
 6. In general, alcohol abuse is harmful to the body, particularly the liver, heart, lungs, and the brain. A high level of alcohol in the body can poison these vital but tender organs. Diseases such as liver cancer, hepatitis or liver inflammation, diabetes, mental disorder, heart failure, etc. normally result from alcohol abuse.
 7. Because medical drugs have the ability to work in the body just like drugs do. However, medicines are specially manufactured to cure certain diseases in the body. Even cocaine and marijuana have medicinal properties which, if used well, can cure certain diseases.
 8. It is very dangerous to buy drugs sold on the streets because firstly these drugs have no prescription from a doctor. Secondly, we don't know if these drugs are overdue or not. Therefore, it is dangerous to buy drugs on the streets even if they look familiar.
 9. The difference exists in the processes undertaken to arrive at the final products. Normal cocaine is derived from the cocoa plant while crack cocaine is usually obtained through ingredients that are mostly manufactured.



10. All drugs have the ability to affect the brain and interfere with the brain's neurotransmitters. As a result the brain gets fooled and takes the drugs as neurotransmitters such as glutamate or dopamine. Drugs affect the supply of dopamine, glutamate and other specific neurotransmitters, and in the process affect the normal functioning of the brain.
11. Usually, the feelings of sensation derived from drug use is so appealing or enticing for the user. It appears to be a pleasant lifestyle so users continue to indulge in drugs, not knowing that each time they take drugs, they are taking a step away from normal life and into the life of drug abuse and addiction. The effects are not felt immediately while the sensational feelings are real and always felt immediately each time drugs are taken. So this journey is started slowly but becomes irreversible over time.
12. Steroids are taken as supplements by professional sports people such as athletes and rugby players. This drug enhances the performance of the body through the addition of new tissues which provide extra energy to the body to compete at an improved level. However, this drug has become the point of argument in recent times because of the unfair advantage it provides to those athletes who take it. Steroids and other performance enhancing drugs have been banned by many sporting codes globally because of the unfair advantage it provides.
13. Willpower is the central force in the brain that pushes an individual to take action or not to take action. The difference between quitters and constant addicts is willpower. People with a strong willpower to do anything always end up doing what they intend to do, even if they fail. The difference between talking, planning, and doing is of course willpower. So, to quit drugs and alcohol it takes a large amount of serious willpower. Without this ingredient it is difficult to quit anything and change for the better. People find it hard to quit or achieve certain goals because they lack the willpower.
14. New goals signal change and a new way of life. It indicates that someone wants to part company with old ways of living and to start making a change for the better. Goals direct action in life. Without goals actions are meaningless. Life becomes misguided or misdirected when there are no goals in life.



REFERENCES

(Work in progress)



GLOSSARY

(Work in progress)

Internet Resources

(Work in progress)



APPENDICES

(Work in Progress)

**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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