



DEPARTMENT OF EDUCATION

GRADE 11

PERSONAL DEVELOPMENT

UNIT 4 – MY RELIGIOUS VALUES



FODE DISTANCE LEARNING



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



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GRADE 11

PERSONAL DEVELOPMENT

UNIT MODULE 1

I AM A ROLE MODEL

TOPIC 1: WHAT IS A ROLE MODEL?

TOPIC 2: AM I A ROLE MODEL?

TOPIC 3: SOCIAL ISSUES IN SCHOOLS

TOPIC 4: BEING A MENTOR AND A PEER EDUCATOR

TOPIC 5: ACTION PLANNING AND TAKING ACTION



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DIANA TEIT AKIS
PRINCIPAL

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SECRETARY'S MESSAGE

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

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

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

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

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

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

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

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

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

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

UKE KOMBRA, PhD

Secretary for Education



UNIT 4: MY RELIGIOUS VALUES

INTRODUCTION

Religious values define what people expect of themselves and of others based on the beliefs common to the religions they practice. Such values represent the core principles that guide daily decision making.

11.4.1: DIFFERENT RELIGIONS IN PAPUA NEW GUINEA

This topic discusses secularism, life without god; then the different religions and Christian churches that exist in Papua New Guinea.

11.4.2: HOW CHURCHES IN PAPUA NEW GUINEA WORK TOGETHER

This topic discusses the way different Christian churches coexist in Papua New Guinea. This unit will help you to find out and learn more about the values that people share even though they come from different parts of the world and have different religions.

11.4.3: HOW OTHER CHRISTIANS AND RELIGIONS IN PAPUA NEW GUINEA WORK TOGETHER

This topic discusses different Christian churches that exist in Papua New Guinea. In this unit you will explore the work that different Christian denominations and religions performed. These religious beliefs affect every human being and influence the way people think, behave, and find solution to the problems that they face.

11.4.4: UNIVERSAL VALUES AND UNIVERSAL RIGHTS

This topic discusses different Christian churches moral and ethical values that each uphold, that form the core principles of the churches' doctrines. Looking at these universal values will help you understand issues in the world that relate to religion, the economy, politics and social issues. Knowing our universal rights is very important in pursuing our values and goals. The universal rights also make people feel safe in their homes and community. Having universal values and knowing our universal rights helps individuals to form their own conscience on what is right and wrong, and behaving the right way, instead showing anti-social behaviour.

11.4.5: ANTI-SOCIAL BEHAVIOUR, GAMBLING AND VIOLENCE

This topic discusses different Christian churches view about anti-social behaviour, gambling and violence. A community or an organisation will function well if the members of the community follow the shared values and principles that guide the way they relate to each other, in good times and bad times

11.4.6: CONFLICT RESOLUTION, COUNSELLING AND TOLERANCE FOR DIVERSITY

This topic discusses conflict resolution, counselling and tolerance in a diverse society. Learning the methods in solving conflicts and the importance of counselling is a vital skill that you should know. The conflict resolution processes and the counselling skills will assist you in helping people around you. And this unit booklet will also provide a basic know-how on the conflict resolution and counselling skills.



The following icons are used in this module:



Student Aims



Student Activity



Time Frame



Note



Practical Student Activity



Answers to Learning Activities



Objectives or aims

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

- define important terms such as christian, denominations, faith, religious practices, universal values, universal rights, religious tolerance, conscience, anti-social behavior, gambling, violence, conflicts, conflict management, conflict resolution, and counseling.
- compare differences between Christian denominations, and other religions.
- describe the major religious beliefs of Christian churches and other religions
- identify and describe the different roles of churches in the community, country, and the world.
- explain the brief history of churches forming alliances in PNG, and the PNG Council of Churches and its functions.
- identify and explain universal rights and universal values.
- describe the different stages in the formation of conscience.
- identify and explain the causes of anti-social behavior, gambling, and violence.
- identify the varying types of anti-social behavior, gambling, and violence.
- describe the effects of anti-social behavior, gambling, and violence.
- explain the different methods in solving conflicts and reaching an outcome
- identify different types of counseling and counseling skills.



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.



11.4.1 Different Religions in Papua New Guinea

11.4.1.1: Secularism

Secularism is the belief that religion and religious bodies should have no part in political or civic affairs or in running public institutions, especially schools. It is the rejection of religion or its exclusion from a philosophical or moral system. In simple terms, it means, there is no god.

Philosophy is concerned with the study of the nature of life and reality, or of related areas such as ethics or logic. Morals is principles of right and wrong as they govern standards of general or sexual behavior. Moral relates to issues of right and wrong and to how individual people should behave.

Secularism is the exclusion of or rejection of religion from public affairs

Now, suppose that notion is true, that there is no god in existence in the universe, will the world be like it is today? Will there be schools? Will there be Christian teachings? Will there be peace in most parts of the world? Will ethnic groups coexist in towns and cities? Will towns and cities ever been built, by people with diverse cultural backgrounds, diverse moral values and ethical standards? Think about these questions.

Papua New Guinea does not practice secularism. The government of PNG used Christian principles to form our eight national goals and directive principles, and the constitution. Thus allows churches to establish schools and teach religious education as a subject.

Secularism provides avenue for the rich to be richer, slavery and suppression, unequal quality of life, and limited freedom and people are subjects to the government and masters. Secularism suppresses information, and promotes caste system.

Did our ancestors believe in secularism? No, they had their own way of appreciating the presence of God. However, our ancestors believed that there were different gods (polytheism) in existence for different purposes in life unlike Christian belief. Our ancestors believed that god exists in monster animals, in trees, in sacred places (pantheism).

But a minority few of our ancestors did believe in secularism, and lived their care free life, and legends tell us that such people and groups of people extinct, and gone into oblivion or worth forgetting as their existence lacked shared morals values.

Back in the days of our ancestors, though there was limited secular practice, faith in polytheism and pantheism allowed oppression and suppression of clansmen. And every person was a subject to the chief or war leader. Freedom of expression and participation from every man and woman and child was limited. There is no social justice.

Pagans are not secularist. Pagans simply refuse to accept Christian faith and practice polytheism or pantheism. In the current situation, where about thirty per cent of school age children go to school and have learned or heard about the Trinity; God Father, the Son and



the Holy Spirit; those are group of people who can be called pagans when they refuse to practice Christianity but subside to polytheism and pantheism. While the atheist believe that there is no existence of God. And Syncretism is a belief that all faiths lead to one God.

Secularism can evolve in someone's life when he or she is obsessed with the spouse, the work, the money, pleasure, personal possessions and other earthly things. With secularism, Religion, English, Mathematics, Science and Social Science may not be taught as a subject as they are taught today in schools.

**STUDENT ACTIVITY 1**

1. What is meant by the term 'secularism'?

2. When did the first missionaries land in your own place or province?

3. Describe what the early missionaries brought with them apart from school and medical services.

4. What would a group of people with secularism ethics do if they were the first to concur Papua New Guinea?

5. Would Sir Michael Thomas Somare ever have a chance to contest election and win, then rule the country peacefully (under secularism) from 1975 up to the time he was replaced?



6. Will the constitution of our country be so vibrant as it is today under annexation by secularism?

7. is secularism a form of polytheism?

8. Briefly state what you think about life with GOD and life without God.

9. Do you believe that God exists?

10. How can you prove that God exists?



11.4.1.2 Different Christian Denominations, their Brief History and Belief

The Churches brought in schools and health services to Papua New Guinea. The churches used the schools to teach religion. Without the school churches would not be able to teach us about Jesus Christ and the Bible.

The Churches used English as a medium of communication, so had English as another learning subject. Mathematics was necessary to enumerate objects to make communication more understanding. Other learning subjects became important when students went to higher levels such as standard 3 or grade 3. However, the prime focus was to empower the indigenous people with the knowledge of existence of God the Father, the Son, and the Holy Ghost; through which the people of two different worlds (missionaries and indigenous) can coexist.

Different missionaries and Churches landed in different parts of Papua New Guinea. Within the Catholic Church, there were different missionaries as such as SVD, Franciscans, Marists, Jesuits and St. Johns priests and brothers who arrived. Like other churches, these missionaries provided health and education services.

According to some estimates, there are roughly 4,200 different religious practices in the world. The word religion is sometimes used interchangeably with "faith" or "belief system". The main religions are Christianity, Islam and Buddhism. And the religions within Christianity are Eastern Orthodox, Roman Catholic and Protestants.

The Religious Christians came to PNG to reveal the story:

A man is born of a virgin (Blessed Mary), was itinerant preacher for three years and claimed to be God and did miracles like raising the dead and changing water into wine, and is crucified in a very public way and buried in a rich man's tomb that was guarded by Roman Government. He rose again after three days as He claimed.

Atheist may consider this as just another myth. But why did this story thrive and survived for two millennia? How does this story have the reach among the different cultures, peoples, social classes and different eras that non Jesus beliefs and myths don't have? How did this story endure technological changes and discoveries, changes in culture, changes in government, changes in political and historical events, challenges of intellectuals and survived for 2000 years?

Many have died believing in this story. Many have been persecuted believing in this story. The early missionaries came to PNG believing in this story. They did not fear that they may be killed. With 33 per cent following in the world, there is no religion like Christianity. There isn't a corner in the world that doesn't have a Christian community.

There have been powerful testimonies from many people down through the ages regarding changed lives, miracles, life events that have been inexplicable, deathbed experiences that have impacted millions of people.



And the story can be retold in the New Testament from the Bible. The bible, which was written some 320 years after the birth of Jesus Christ, and inspired by GOD.

Religion is people's beliefs and opinions concerning the existence, nature, and worship of a deity and divine involvement in the universe and human life; in short, **the beliefs and worships**.

The early missionaries' focus was the Word of God. To spread the word of God, they had to build schools. Since the school age children had to travel distances, they set up boarding schools. In that way, they could train the indigenous people, who would then continue their mission.

The teaching of religion as a subject in schools gained popularity and momentum as medicine provided quick relief to illnesses and thus replaced often long PNG traditional rituals as a cure to illnesses.

What Is Meant By The Term "Christian"?

The word Christian has different meaning to different people. The term Christian can be used to describe the type of people or to identify the individuals. The word "Christian" is derived from the Greek word Christós, a translation of the Biblical Hebrew term mashiach. Below are few definitions.

adjective.

1. Professing belief in Christ Jesus or following the religion based on the life and teachings of Christ Jesus.
2. Relating to or showing characteristic (virtues) of Christianity such as kindness and goodness.

noun.

1. A person who believes in Jesus as Christ or follows a religion based on the life and teachings of Christ Jesus.
2. A person who lives according to the teachings of Christ Jesus.

Christian - a religious person who believes that Jesus is the Christ, and who is a member of a Christian denomination.

We happen to have so many Jesus in this century, but we have only one Christ, the son of Virgin Mary and Joseph, and descendent of King David.

Jesus Christ came down to earth to make the Word true: that he will be born, die and rise again on the third day. It is the same Jesus, God the Father had promised to Abraham, Issac and Elijah that will come down to earth and redeem His people. It is the Jesus whose story thrived and survived for 2000 years.

As Christians, we have to have compassion, and show love to all peoples of different religion, churches, castes, and cultures as these are attributes of Jesus Christ. Jesus died a public death because of his love for us was so immense. And we have a responsibility to reflect Jesus love to all mankind. And that was the same principle, why the early missionaries and



Church Orders came to PNG. And they told us the story, and showed us love and compassion, mainly through education and health services.

What Is 'Denomination'?

A denomination is a group of religious congregations united under a common faith and name, usually organized under a single administrative and legal hierarchy.

A Christian denomination would therefore be a group of church congregations who worship on Saturday (Sabbath) or on Sunday, and, believe and follow the teachings of Jesus Christ. A 'non-Christian' does not believe and follow the teachings of Jesus. A **Christian denomination** is an identifiable Christian religious body under a common name, structure, and doctrine within **Christianity**. Divisions between one group and another are defined by doctrine and church authority.

A **denomination** is a religious grouping; a religious grouping within a faith that has its own system of organization. Relationships between denominations range from mutual respect and cooperation to denial that the other group is really "Christian".

Religion → Denominations → Sects

A Christian sect is a **nonmainstream** religious group; a religious group with beliefs and practices at variance with those of the more established main groups (denominations). Under a denomination, there can be many Christian sects.

What Is An Example Of A Christian Sect?

Say, in the Roman Catholic Denomination, the Charismatic Movement is a sect accepted within the church, who focus more on worshipping the Holy Spirit than the Trinity. And Baptists and Presbyterians are sects of Protestant Churches.

Often, sects like Charismatic Movement in Catholic Church, is mistakenly regarded as a cult movement. Cult is a misguided and unorthodox religious practice, whose beliefs are false, extreme and authoritarian.

Christian Denomination and Sects In PNG

Below are the main Christian denominations in PNG according to the year 2000 religious affiliation census:

- Roman Catholic Church (27.0%)
- Evangelical Lutheran Church of Papua New Guinea (19.5%)
- United Church (11.5%)
- Seventh-day Adventist Church (10.0%)
- Anglican Church of Papua New Guinea (3.2%)

The others listed below are sects:

- Pentecostal (8.6%)



- Evangelical Alliance (5.2%)
- Baptist (0.5%)
- Salvation Army (0.2%)
- Other Christian (10%)
- Church of Christ (0.4%)

Other Christian sects would include: Methodists, Baha'i, Guitnius Lutheran, New Tribe, Apostolic, Christian Revival, Four-Square, Kwato, Latter Day Saints, and many more.

In 2010, emerging Christian sects include the Jehovah's Witnesses and the Members Church of God International.

There are about 5 Christian denominations in PNG, and the number is increasing as the major Christian denominations split into various denominations and names, as well as Christian sects are attracting more and more followers.

Whether you are a believer under a denomination or a sect, God the Father empowers people with deep faith in Him, who can perform miracles on earth. If a sect is not preaching what the bible says, then the sect is a cult. If the sect is preaching compassion and love, and retelling the story of Jesus Christ, then the sect is just as genuine Christian sect and as powerful as the mainstream churches of different denominations.

Brief History And Belief Of Major Christian Denominations in PNG

Christianity has been divided into 3 major denominations over the centuries and into numerous Christian sects. Each sect has its own distinctive beliefs and practices, but they are generally considered a branch of the mainstream Christian denomination if they agree on the core doctrines like the divinity of Jesus Christ and the authority of the bible. Christians make up about 33 per cent of the current world population.

The 3 main branches of Christianity are:

1. Roman Catholic (Unorthodox)
2. Eastern Orthodoxy
3. Protestants.

Chalcedonian Christianity divided into the Unorthodox (**Roman Catholic Church**) and Eastern Orthodox Church in the Great Schism of 1054. That was some 1020 years after the death of Jesus Christ. And about 734 years after the Holy Bible had been written.

The Protestant Reformation created new Christian denomination after the year 1500, that separated from the **Roman Catholic Church** and evolved into many different denominations and sects.

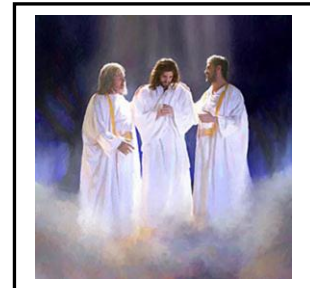
Protestants have so many branches, as given by the church tree below. Protestants may have been the first to land in PNG, followed by the Roman Catholics. There is no written



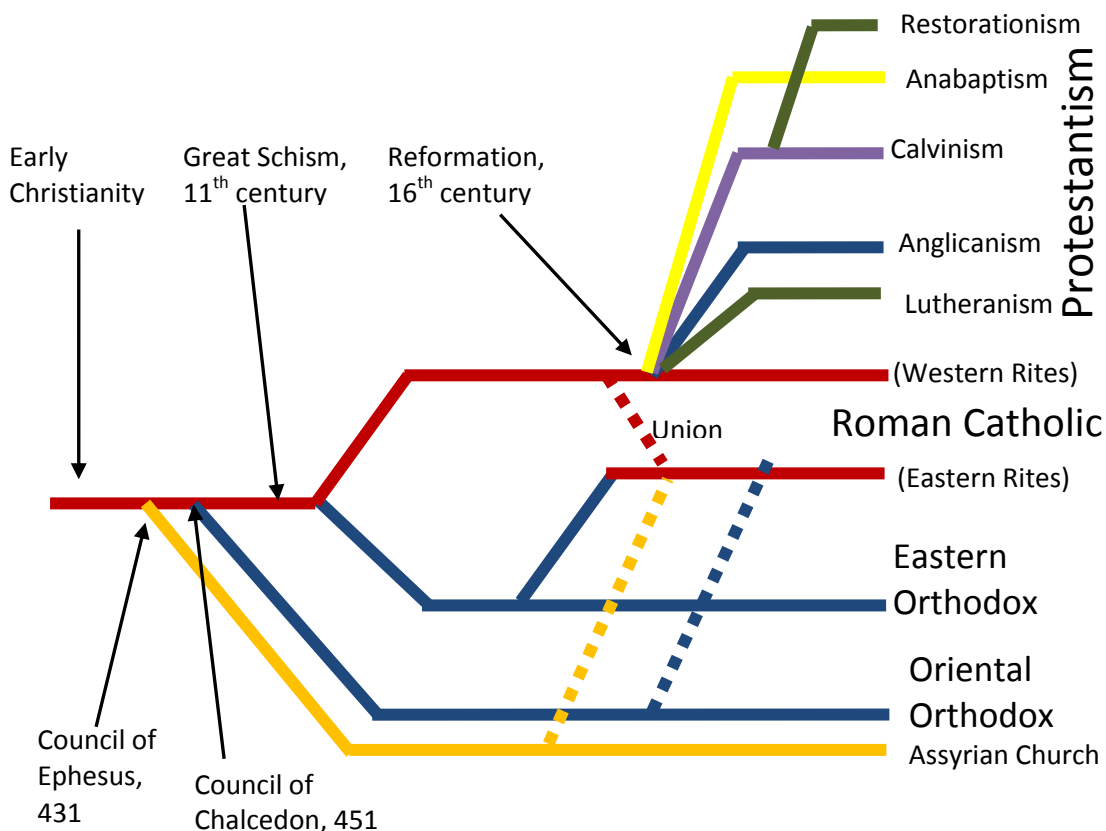
record of the presence of the Eastern Orthodox Church activity in PNG. So there were only two Christian churches who entered and brought in education and health services whilst preaching the Good News.

The common belief held among the Christian churches are:

1. that the God Christians worship is the God of Abraham, Jacob and Moses. The Creator, and the Truth; the living God. Who gave His Son Christ Jesus to redeem His people,
2. there are 3 Persons in One God, and
3. And all the teachings based on the Holy Bible are indispensable truth.



Major Branches within Christianity



The Great Schism came about in the 11th century. A SCHISM is a major split within an established religious denomination, mainly on the grounds of differences in belief or practice, that leads to the setting up of a separate breakaway religious organization, or the offense of causing such a split.

Schism is a division in religious denomination

In 1517, Martin Luther observed corruption in Rome, so he nailed his 95 Theses to the door of the church in Wittenburg, Germany and that was the first public act of Reformation. That



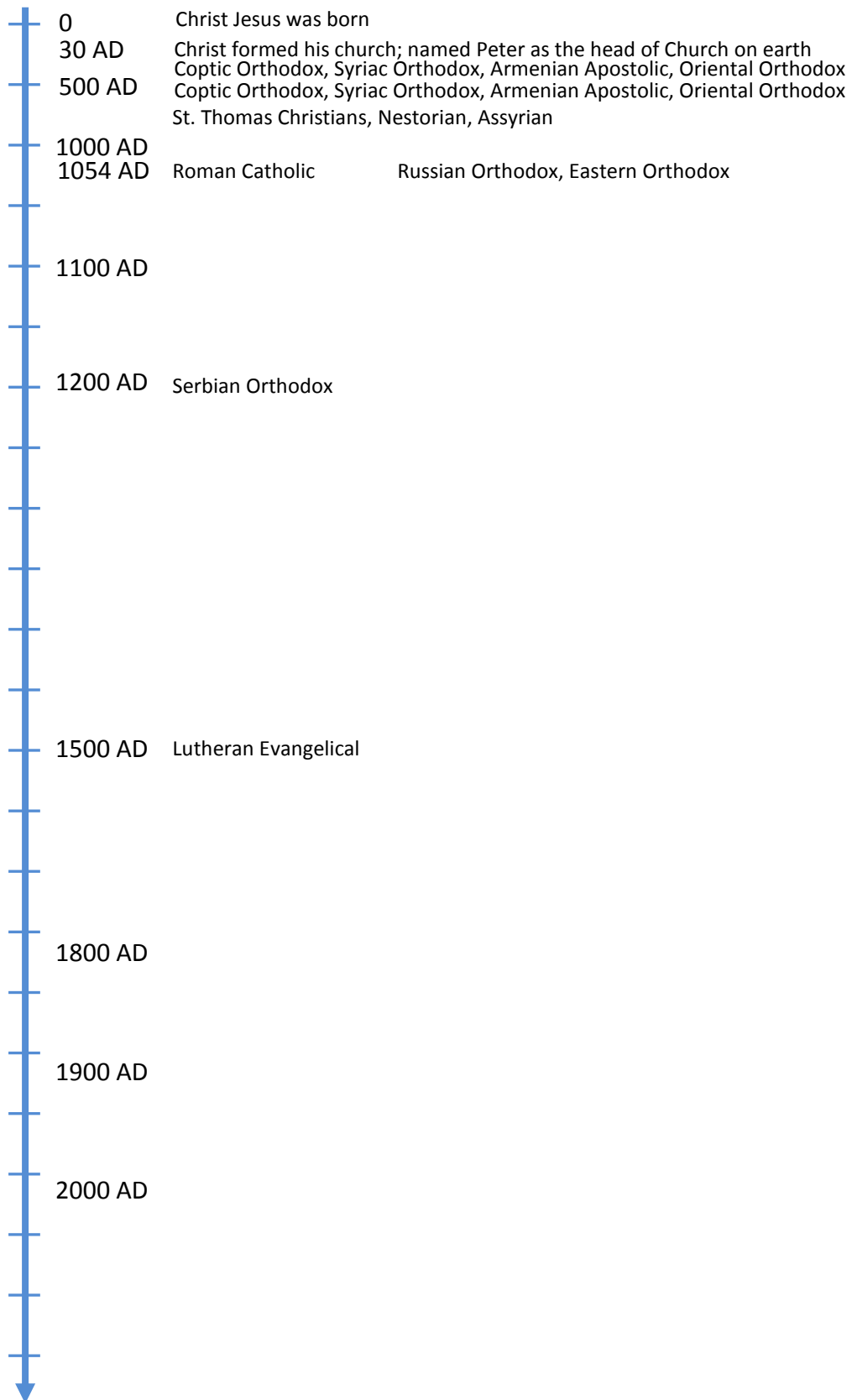
was in the era of Pope Leo X. In 1534, King Henry VIII declared himself the head of the Church of England. In 1536, the Calvin's Institute came about. In 1540, the Jesuit Order was founded, and the Catholic Reformation was underway.

The Reformation in the 16th century saw the creation of the Protestant Churches in Lutheran, Anglican, Calvinism, Restoration and Anabaptist churches. That was the period when King Charles II was in reign in England, and King Henry VIII decided to marry two wives, and Martin Luther decided to serve God as a married priest.

From the tree diagram, we can see that the Roman Catholic Church today has certain practices adopted from Assyrian Church, Oriental Orthodox, Eastern Orthodox, and Catholics of Eastern and Western Rites.



Historical Timeline of Christian Denominations Formation





Listed below are the founder, the starting date and starting location of a number of Christian Faith groups and traditions.

Faith Group or Tradition	Founder	Date (C.E)	Location
Roman Catholic	Jesus, Peter	Circa 30	Judea
Orthodox Churches	Jesus, Peter	Circa 30	Judea
Lutheranism	Martin Luther	1517	Germany
Swiss Reformed Church	Zwingli	1523	Switzerland
Mennonites	No single founder	1525	Switzerland
Anglican Communion	King Henry the VIII	1534	England
Calvinism	John Calvin	1536	Switzerland
Presbyterianism	John Knox	1560	Scotland
Baptist Churches	John Smyth	1605	Holland
Dutch Reformed	Michaelis Jones	1628	Netherlands
Amish	Jakob Ammann	1693	Switzerland
Methodism	John Wesley	1739	England
Quakers	George Fox	1647	England
Moravians	Count Zinendorf	1727	Germany
Congregationalism	John & Charles Wesley	1744	England
Swedenborg	Emanuel Swedenborg	1747	Sweden
Brethren	John Darby	1828	England
Later-day Saints	Joseph Smith	1830	NY, USA
Seventh Day Adventists	Ellen White	1860	NH, USA
Salvation Army	William Booth	1865	England
Jehovah's witnesses	Charles Russell	1870	PA, USA
Christian Science	Mary Baker Eddy	1879	Pleaseant View, NH, USA
Pentecostalism	Charles Parham	1900	CA, USA
Wordwide Church of God	Herbert W. Armstrong	1933/1947	OR, USA
Unification Church	Sun Myung Moon	1954	South Korea

This book does not intend to question your convictions but to provide to you the information on when different Christian faiths evolved. Evolution of churches is manifested, and can be linked to Prophet Daniel's interpretation of the king's dream about the statue with a golden head.

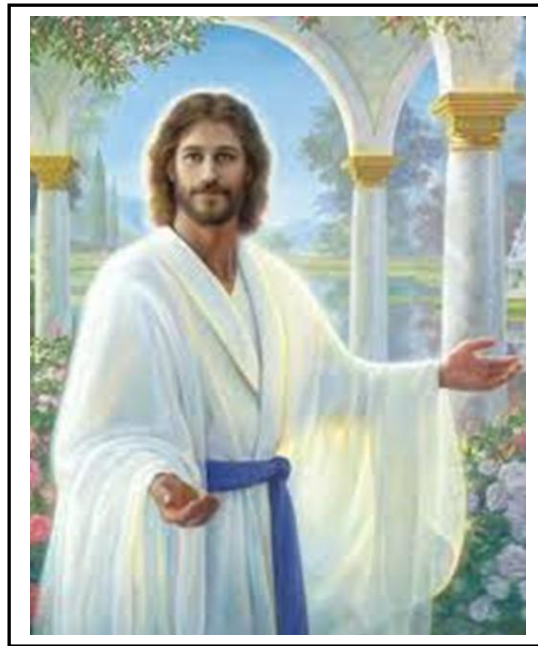
It must also be noted that, Moses was a pagan selected by God to lead the Israelites out of slavery from the Egyptian rule. Moses was then communicating directly with God, and his faith in YWYW (Yaweh) became deeper and deeper.



It is your deep faith in God the Father, the Son and the Holy Spirit, that will get you to Heaven, not your church.

History of Christianity into PNG

The missionaries came to Papua New Guinea in the 19th century. They were the catholic missionaries of the order of Marists. After them came the Lutheran missionaries and the United Church missionaries of the protestant churches. They landed here when there was no communication with rest of the world. The country was hostile, and parts of Papua New Guinea practiced cannibalism. The culture was diverse, and the people believed in polytheism.

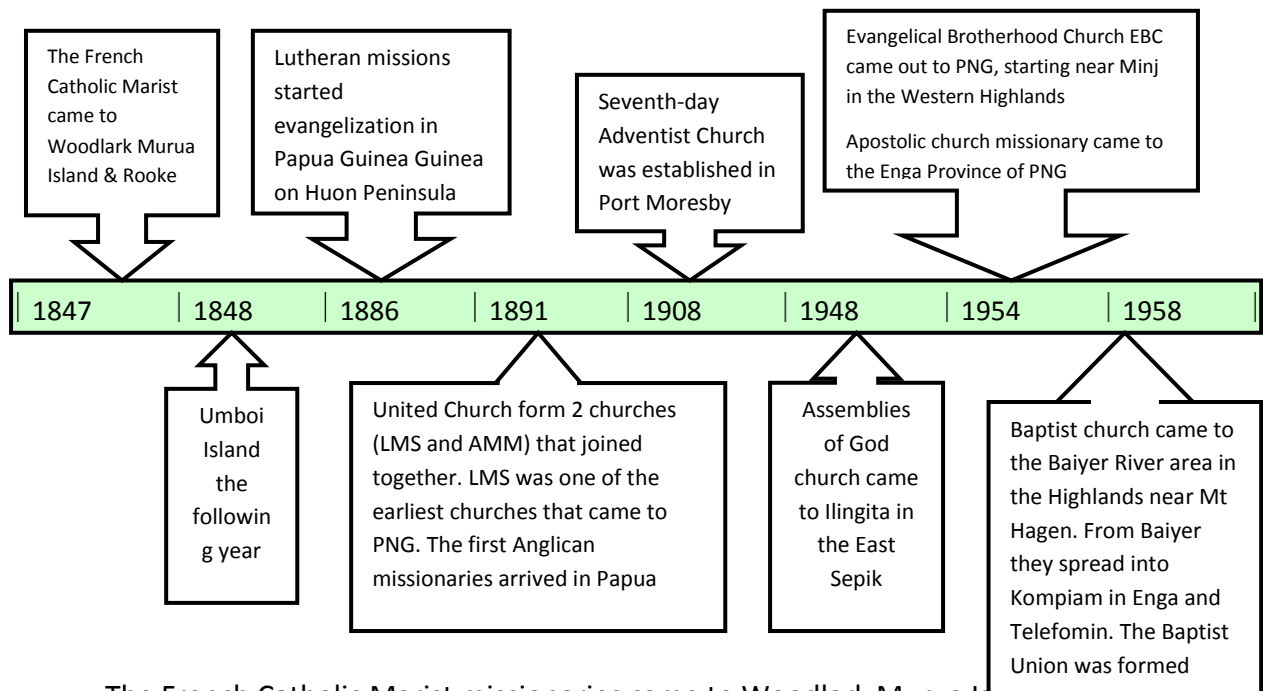


Come follow me!

The Seventh-day, Assembly of God, EBC and the Baptist arrived later in the 20th century. They all came for the one mission; to preach the word of God to the people of Papua New Guinea, and convert them into Christians, and become followers of Christ Jesus.



Timeline of Missionaries coming to Papua New Guinea



- The French Catholic Marist missionaries came to Woodlark Murua Island in 1847 and Rooke
- Umboi Island the following year.
- Lutheran missions started evangelization in Papua New Guinea in 1886 on the Huon Peninsula.
- United Church formed from 2 churches (London Missionary Society LMS and the Australasian Methodist Mission) that joined together.
- LMS was one of the earliest churches that came to PNG. The first Anglican missionaries arrived in Papua in 1891
- Seventh-day Adventist Church was established in Port Moresby in 1908.
- Assemblies of God church came to Ilingita in the East Sepik Province 1948.
- Baptist Church came to the Baiyer River area in the Highlands near Mount Hagen in 1949. From Baiyer they spread into Kompam in Enga and Telefomin. The Baptist Union was formed in 1958.
- Evangelical Brotherhood Church EBC came out to Papua New Guinea in 1954, starting near Minj in the Western Highlands.
- Apostolic church missionary came to the Enga Province of PNG in 1954.



The **French Catholic Marist missionaries** first landed on Woodlark Murua Island in 1847. However, the effects of malaria on the missionaries and influenza on the indigenous soon brought an end to the project, and the surviving missionaries left in 1855. The next group of missionaries from the **London Missionary Society**, arrived on the South Papua coast in 1871.

They used evangelists from Polynesia Samoa and the Cook Islands in particular. Shortly afterwards, **Wesleyan Methodists** arrived in the Bismarck Archipelago, and the **Catholic** effort began again with German and French missionaries in the islands of New Britain, Papua, and along the New Guinea north coast. They were followed by **Lutherans, Anglicans, Seventh-day Adventists**, and the **Liebenzell Evangelical Mission**. Thus in the pre-World War I period there were seven denominational groups working in PNG.

After the defeat of Germany in the First World War, much of the Lutheran missionary work was continued by the American and Australian Lutheran Churches. Also, between the two world wars, the **Unevangelised Fields Mission (UFM)** entered Papua.

Servicemen returning home from the Pacific Islands campaigns of World War II were instrumental in stimulating an interest in the world's last great unknown' and many other denominations began to arrive. These included the **Baptists**, the **Assemblies of God**, the **South Seas Evangelical Mission** and the **Christian Brethren**, the **Australia in Churches of Christ**, the **Swiss Evangelical Brotherhood Mission**, the **Nazarene Mission**, the **Apostolic Church Mission**, and the **New Tribes Mission**. Prominent among the Churches were Pentecostal-type missions such as the **Four Square Gospel Church**, the **Christian Revival Crusade**, and the **Swedish Pentecostal Philadelphia Church**.

By 1971 there were over 30 churches working in PNG. The number of Christian churches, organizations and sects in the country has grown. Many express their Christian beliefs in different Liturgical ways and day to day practices. Many have similar belief; they believe in the God of Noah, Abraham, Isaac and Jacob.

Christian Denominations And Their Belief

Any Christian Denomination based her moral teaching on the Holy Bible. The Holy Bible has two parts: Old Testament and New Testament. The moral teaching of the prophets can be read from the Old Testament. The moral teachings were taught in relation to Gods guidance of Israel's history.

God led the people of Israel out of slavery in Egypt, and led them to a new land: that is the bible teaches about the past and the future.

The belief of all different forms of Christian denomination is based on their worship and their interpretations of the teachings of Jesus Christ.

Even though Christian denominations believe and follow the teachings of Jesus Christ, they do not agree on all the text in the bible. Each denomination has its own interpretation of the teachings, which will be discussed later in Lesson 3 of this topic. The main difference



Protestant Churches and the Roman Catholic is Protestants preach the Liturgy of the Word, while the Roman Catholics preach the Liturgy of the Body of Christ.

One other reason in different interpretations is due to Martin Luther deleting seven (7) scriptures from the initial forty six (46) scriptures written in the Old Testament at the time he formed his Lutheran Evangelical in the 16th century. Christian Churches who adopted their bible from Martin Luther's version will have less 7 scriptures than the Roman Catholic Church bible. The total number of scriptures in the New Testament is 27 so that adds up to 73 scriptures.

The other reason for differences in interpretations is due to basing ones teaching on Old Testament versus New Testament. The Old Testament is the first part of the Bible that gives accounts of the Genesis, the Psalms and prophetic works. The New Testament is the second part of the Christian Bible that gives accounts of life and teachings of Jesus Christ in 27 scriptures, which contain the Gospels, the Acts of Apostles, the Epistles and the Book of Revelations. The scripture is inspired by God, and useful for teaching, correcting and training, so that the people of God are equipped for the good works we are called to share with the world.

Many churches (denominations and sects) practice Liturgy of the Word. The Roman Catholics believe that Eucharist (Liturgy of the Body) is the food for the soul. When the un-livened bread and wine are blessed by a priest, the two transform into flesh and blood of Christ Jesus. That was a ritual Christ performed before his twelve disciples on the Last Passover and said to them, " Do this in memory of me." [Liturgy of the Body]

However, all Christian churches uphold the Ten Commandments as a cornerstone of their moral values and ethical practices. According to Exodus in the Old Testament, the Ten Commandments are the ten laws given by God Father to Moses on Mt. Sinai. The ten laws summarize human obligations to God (in the first three) and to each other (other seven).

Those who uphold the Ten Commandments, and strive to be pure, experience apparitions of Virgin Mary, the angels and saints. Many experiences we meet today, is manifested in the bible. They are manifested in the Gods guidance to people of Israel out of Egypt.

There were instances when Israelites lost faith, and God allowed soldiers to persecute them. And God saved Noah and his blood line, because they were pure.

Today, we hear about personal testimonies, apparitions and miracles such as the Marion Apparition in Zeitoun (1968-1970), the Incorruptable Corpses such that of St. Bernadette (129 years after her death) and many more.

These experiences point to one thing. God EXISTS!

Ten Commandments

1. I am the Lord thy God, thou shall not have any strange gods before Me
2. Thou shall not take the name of the Lord thy God in vain.



3. Remember to keep holy the Sabbath day
4. Honour thy father and mother
5. Thou shall not kill
6. Thou shall not commit adultery
7. Thou shall not steal
8. Thou shall not bear false witness against thy neighbour
9. Thou shall not covet thy neighbour's wife
10. Thou shall not covet thy neighbour's goods

The first commandment forbids idolatry, the worship of false gods and goddesses, and it excludes polytheism and insists on monotheism.

The second commandment required faithfuls to love God with all their heart, soul, mind and strength. Faithfuls must honour the name of God with equal passion and vigor.

The third commandment requires the faithful to keep Sabbath holy; for Jews it begins on Friday evening and ends at sundown on Saturday, while Catholics, Protestants and Orthodox Christians observe Sabbath on Sunday, to honour the day Christ rose from the dead.

The fourth commandment obliges the faithful to show respect for their parents – as children and adults.

The fifth commandment forbids murder of innocent life. Though killing an unjust aggressor to preserve your own life is still killing, but not murder or immoral. Murder includes abortion and suicide.

The sixth commandment forbids physical sexual activity with someone else's spouse, cheating on your spouse (affair with single man or woman); forbids physical sexual activity between two unmarried people (fornication), prostitution, pornography, homosexuality, masturbation, group sex, rape, incest, paedophilia, bestiality and necrophilia.

The seventh commandment forbids the act of taking someone's property. The Catholic Church believes it includes cheating people of their money or property, depriving workers of their just wage, embezzlement, fraud, tax evasion, and vandalism.

The eighth commandment condemns lying; intentionally deceive another by speaking falsehood.

The ninth commandment defines human sexuality as divine gift, sacred, and in proper context – marriage. Intentional desire and longing for immoral sexuality is a sin.

The tenth commandment forbids wanting to or taking someone's property. Forbids feelings of envy, greed, jealousy in reaction to what other people have.



The constitution of Papua New Guinea envisages the Ten Commandments and the Scriptures as prescribed in one of its Seven Goals and Directive Principles. That is why Papua New Guinea embraces itself as a Christian country.

The Ten Commandments are considered divine law because God himself revealed them. They were spelled out with no room for ambiguity. The Ten Commandments are commandments for protection and not arbitrary rules and regulations. Obey them and eternal happiness is yours. Disobey them and suffer the consequences.

Our happiness and human harmony rested, not on the rules that told us what NOT to do, but on the principles behind those guidelines. We should embrace that God is love, peace and justice. God is TRUTH and is infinite. God is the Creator.



Every level of freedom has its best moments.

Without boundaries God laid for us, there is no true freedom on earth. Say, if there is no traffic rule and there are cars coming on both sides of the lane, would it be easy to cross the road?



STUDENT ACTIVITY 2

1. What is meant by the term 'Christian'?

2. Describe denomination?

3. Describe the meaning of a 'religious person'?



4. List the 5 Christian denominations in PNG according to the year 2000 religious affiliation census?

5. How many Christian denominations existed in PNG by 1971?

A. 10 only B. 20 and below C. 21 – 30 D. more than 30

6. What are the 3 main branches of Christianity?

7. Which missionaries were the first to arrive in PNG?

A. New Tribe C. French Catholic Marist
B. South Seas Evangelical Mission D. L. M. S

8. Which of these denominations came to PNG before WWI?

A. Seventh Day Adventist C. Apostolic
B. Christian Revival D. Baha'i

9. When did the Roman Catholic denomination develop?

10. When was the Seventh Day Adventist denomination established in Port Moresby?



11.4.1.3 Other World Religions or Faiths in PNG, Their Brief History and Belief

Apart from the many Christian denominations in PNG, other religions have made their way into our country. The other religions do have followers in PNG, and as Papua New Guineans face problems and difficult issues, they will find answers in the type of religion that provide the best alternative choices.

Below are the four religions that have established themselves in our country. The first three (Hinduism, Buddhism and Islam) are major world religions apart from Christianity.

1. Hinduism
2. Buddhism
3. Islam
4. Judaism

1. HINDUISM

Hinduism is the dominant religion, or way of life, in South Asia, most notably in India and Nepal. Although Hinduism contains a broad range of philosophies, it is a family of linked religious cultures bound by shared concepts, and recognisable rituals.

Hinduism has been called the "oldest religion" in the world (1500 BC), and some practitioners and scholars refer to it as Sanātana Dharma, "the eternal law" or the "eternal way" beyond human origins. Scholars regard Hinduism as ideas of various Indian cultures and traditions, with diverse roots and no founder. This "Hindu ideas and beliefs" started to develop between 500 BCE and 300 CE.

Hinduism has no central doctrinal authority and many practicing Hindus do not claim to belong to any particular denomination.

A Hindu temple is a house of god(s). It is a space and structure designed to bring human beings and gods together, infused with symbolism to express the ideas and beliefs of Hinduism.

Some Hindu Beliefs

1. One Supreme God (Brahman) manifested in many gods and goddesses.

In Hinduism, the ultimate impersonal reality underlying everything in the universe, from which everything comes and to which it returns.

2. Reverence for Our Revealed Scriptures

Hindus believe in the divinity of the **Vedas**, the world's most ancient scripture, and venerate the Agamas as equally revealed. These primordial hymns are God's word and the bedrock of Sanatana Dharma, the eternal religion which has neither beginning nor end.

**3. Three Worlds and Cycles of Creation**

Hindus believe there are three worlds of existence--physical, astral and causal--and that the universe undergoes endless cycles of creation, preservation and dissolution.

4. The Laws of Karma and Dharma

Hindus believe in karma--the law of cause and effect by which each individual creates his own destiny by his thoughts, words and deeds--and in dharma, righteous living.

5. Reincarnation and Liberation

Hindus believe that the soul reincarnates, evolving through many births until all karmas have been resolved, and moksha--spiritual knowledge and liberation from the cycle of rebirth--is attained. Not a single soul will be eternally deprived of this destiny.

6. Temples and the Inner Worlds

Hindus believe that divine beings exist in unseen worlds and that temple worship, rituals, sacraments as well as personal devotionals create a communion with these Gods.

7. Yoga Guided by a Satguru

Hindus believe that a spiritually awakened master, or satguru, is essential to know the Transcendent Absolute, as are personal discipline, good conduct, purification, pilgrimage, self-inquiry and meditation.

8. Compassion and Non-injury

Hindus believe that all life is sacred, to be loved and revered, and therefore practice ahimsa, "non-injury."

9. Genuine Respect for Other Faiths

Hindus believe that no particular religion teaches the only way to salvation above all others, but that all genuine religious paths are facets of God's Pure Love and Light, deserving tolerance and understanding.

2. BUDDHISM

The **History** of **Buddhism** spans the 6th century BC (560 BC) to the present, starting with the birth of **Buddha** Siddhartha Gautama in Lumbini, Nepal. This makes it one of the oldest religions practiced today.

Most historians agree that Buddhism originated in northern India in the 5th century B.C.E. The tradition traces its origin to Siddhartha Gautama (or Gotama), who is typically referred to as the Buddha (literally the "Awakened" or "Enlightened One").

At the age of twenty-nine Siddhartha Gautama, prince of a ruling house in Nepal abandons the luxuries of home, and the affections of a wife and a young son, to become a wandering ascetic. He is following a pattern not uncommon in India at this



time, when the rigidities of a priest-dominated Hinduism are causing many to seek a more personal religion.

Siddhartha observed the suffering in the world and set out to find an antidote. Through meditation and analysis, he attained an enlightened state of being that marked the end of attachments (and therefore suffering), and ultimately, upon his death, release from the cycle of rebirth.

The Buddha's teachings are often summarized in the Four Noble Truths, which form the basis of the first sermon he delivered after attaining enlightenment, and the Eightfold Path, which provides a basic guide for how to live in the world.

The 4 Noble Truths

1. There will always be suffering in life or a feeling that life is not perfect. Birth is suffering, aging is suffering, illness is suffering, death is suffering, experiencing the displeasure is suffering, not getting what you want is suffering.
2. Suffering is caused by craving or wanting more and more things (desire for things). This causes unhappiness because things are always changing. Getting what you want does not guarantee you happiness, it deprives you off it.
3. Accept that things change, and try not to want the things all the time. Suffering can be overcome and true happiness attained. If we stop craving useless things, and live each day at a time (not living in the future) we will be happy and free.
4. Follow the advice given in the Noble eightfold Path (to reach Nirvana).

The Eightfold Path



1. Right View
2. Right Intention
3. Right Speech
4. Right Action
5. Right Livelihood
6. Right Effort
7. Right Mindfulness
8. Right Concentration

1. **Complete or Perfect Vision**, also translated as right view or understanding. Vision of the nature of reality and the path of transformation.
2. **Perfected Emotion or Aspiration**, also translated as right thought or attitude. Liberating emotional intelligence in your life and acting from love and compassion. An informed heart and feeling mind that are free to practice letting go.



3. **Perfected or whole Speech.** Also called right speech. Clear, truthful, uplifting and non-harmful communication.
4. **Integral Action.** Also called right action. An ethical foundation for life based on the principle of non-exploitation of oneself and others. The five precepts.
5. **Proper Livelihood.** Also called right livelihood. This is a livelihood based on correct action the ethical principal of non-exploitation. The basis of an Ideal society.
6. **Complete or Full Effort, Energy or Vitality.** Also called right effort or diligence. Consciously directing our life energy to the transformative path of creative and healing action that fosters wholeness. Conscious evolution.
7. **Complete or Thorough Awareness.** Also called "right mindfulness". Developing awareness, "if you hold yourself dear watch yourself well". Levels of Awareness and mindfulness - of things, oneself, feelings, thought, people and Reality.
8. **Full, Integral or Holistic Samadhi.** This is often translated as concentration, and meditation. None of these translations is adequate. Samadhi literally means to be fixed, absorbed in or established at one point, thus the first level of meaning is concentration when the mind is fixed on a single object. The second level of meaning goes further and represents the establishment, not just of the mind, but also of the whole being in various levels or modes of consciousness and awareness. This is Samadhi in the sense of enlightenment or Buddha hood.

3. ISLAM

Islam is a religious tradition that developed in the Middle East in the 7th century C.E (610 AD). Islam Literally means "surrender" or "submission," and was founded on the teachings of the Prophet Muhammad as an expression of surrender to the will of Allah, the creator and sustainer of the world.

Prophet Muhammad was born in Mecca, believed by Muslims to be the last in a long line of prophets that includes Moses and Jesus. Because Muhammad was the chosen recipient and messenger of the word of God through the divine revelations, Muslims from all walks of life strive to follow his example.

The religion began in the Arabian Peninsula, with the Qur'an (kur ann), sometimes spelled "Koran" – as the holy book for Muslims. After the holy Qur'an, the **sayings of the Prophet (hadith)** and **descriptions of his way of life (*sunna*)** are the most important Muslim texts.

What Are Some Of The Major Beliefs Of The Religion Of Islam?

Islam is a monotheistic Muslim religion based on the word of God as revealed to Muhammad during the 7th century. In Islam, there are six **pillars of faith**: Belief in one God called 'Allah', His angels, His books to mankind, His Prophets and Messengers, the Day of Judgment, and Destiny. Islam teaches that there is one Unique God (Allah) who should be worshipped and obeyed.



Those who follow **Islam** are called Muslims or Moslem. Muslim countries are Syria, Pakistan, Algeria, Afghanistan, Iraq, Iran, and Bahrain. Other Muslim countries have a mixture of religions. There are two branches of Muslims, the Sunni and Shiite.

After the Prophet's Death: Emergence of Shi'ite and Sunni Sects of Islam

When Muhammad died in 632 BC (599 years after death of Jesus Christ), he had not named a successor. **Shi'ite** faction believed that only individuals with direct lineage to the Prophet could guide the Muslim community righteously. They thought that 'Ali, Muhammad's closest surviving blood male relative, should be their next leader (caliph). The Shi'ite make up the majority of the citizen population in Iraq, Iran, Azerbaijan and Bahrain, as well as being a politically significant minority in Lebanon.

Sunnies believed that the Prophet's successor should be determined by consensus and successively elected three of his most trusted companions, commonly referred to as the Rightly Guided Caliphs. Sunnis are a majority in most Muslim communities: in Southeast Asia, China, South Asia, Africa, and most of the Arab world.

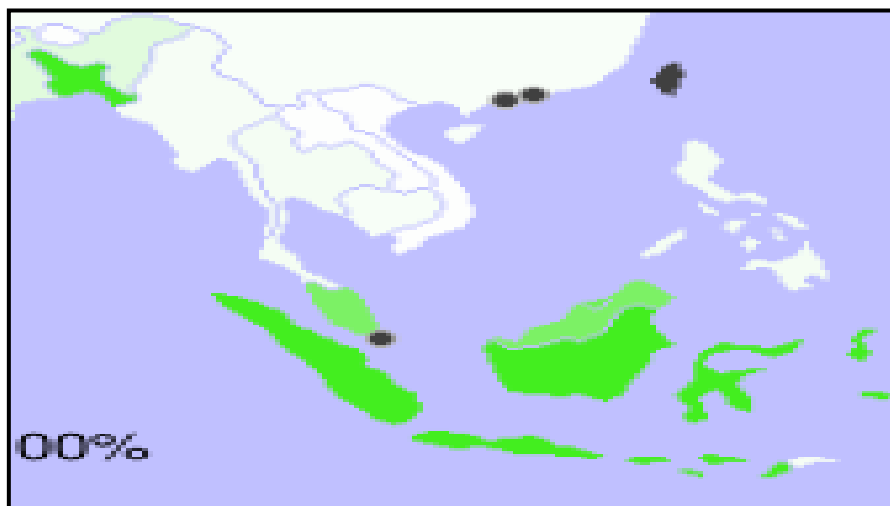


The countries with green shade have more than 50 per cent following of the Islam faith. Countries with yellow shades have less 50 per cent following of the Islam religion.



Arab Muslim Countries.

Islam faith practices martyrdom. That is, anyone who dies defending the faith of Islam finds full happiness. And women and girls are often denied education.



The Asian Muslim Countries.

Today the Islamic community remains divided into Sunni and Shi'ite branches. Sunnis revere all four caliphs, while Shi'ites regard 'Ali as the first spiritual leader. The rift between these two factions has resulted in differences in worship as well as political and religious views. Sunnis are in the majority (85%) and occupy most of the Muslim world.



4. JUDAISM

How Did Judaism Begin?

Judaism began about 4000 years ago with the Jewish people in the Middle East (Palestine) through Abraham, Isaac, Jacob and Moses. Judaism today can be branched into Orthodox and Messianic. Where Orthodox Judaism keep the old practices, and are still waiting for the first coming of Jesus; and the Messianic Judaism bases its belief and practices on the Pentateuch. They believe in peace, truth and happiness.

What Do Jewish People Believe?

Jewish people believe in the Torah, which was the whole of the laws given to the Israelites at Mt. Sinai. They believe they must follow God's laws (10 commandments) which govern daily life. Later legal books, written by rabbis, determined the law as it applies to life in each new place and time.

Judaism focuses on the relationships between the Creator, mankind, and the land of Israel. The most accepted summary of Jewish beliefs is Rambam's 13 Principles of Faith. Judaism faithfuls do not consider themselves as a Christian denomination church. To them Jesus means 'Hail Zeus', where zeus is a sky god in Hebrew. Zeus is the spiritual father of all gods and the mortals. Judaism believes in YHWH (Yaweh), the Creator.

The Israelites believe they were led to the centre of the earth (Cana, the promise land), at where they are now living. And that centre of the earth is akin to the pupil of the eye. So when one gets the pointer closer to your pupil, you wink to protect your eye. Likewise, when one country attacks Israel, God winks! to protect the people of Israel.

13 Principles of Faith

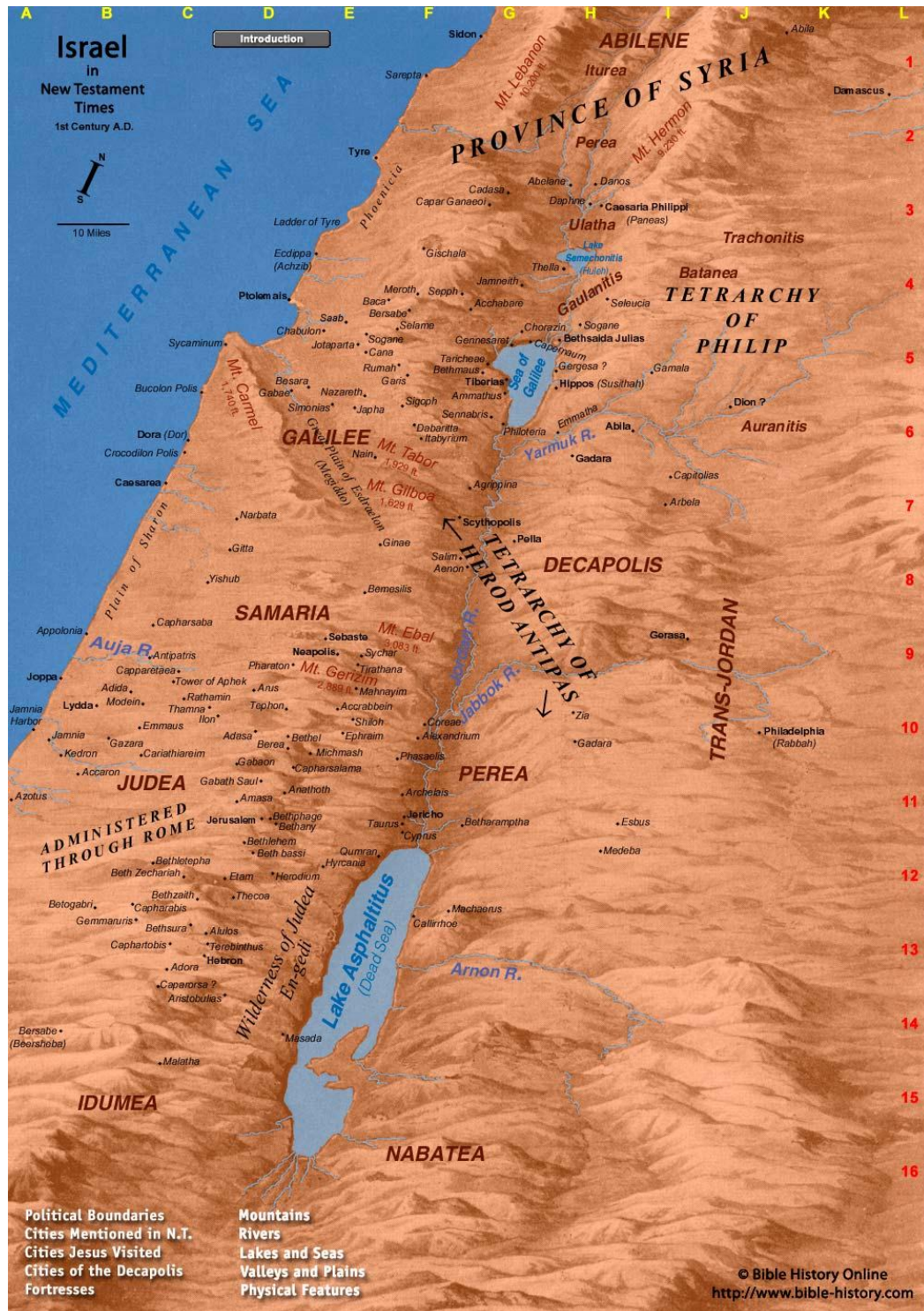
1. God exists
2. God is one and unique
3. God is incorporeal
4. God is eternal
5. Prayer is to be directed to God alone and to no other
6. The words of the prophets are true
7. Moses' prophecies are true, and Moses was the greatest of the prophets
8. The Written Torah (first 5 books of the Bible) and Oral Torah (teachings now contained in the Talmud and other writings) were given to Moses
9. There will be no other Torah
10. God knows the thoughts and deeds of men



11. God will reward the good and punish the wicked

12. The Messiah will come

13. The dead will be resurrected



Judea

**STUDENT ACTIVITY 3**

1. Apart from Christianity, name 3 other major world religions.

2. Complete the table by filling in the correct answers.

Religion	Founder	Date	Location
Hinduism		500 BCE	
Buddhism		5 Century BC 520 BCE	India/Nepal
Islam		7 Century 622 CE	Arabian Peninsula (Mecca)
	God of Abraham, Isaac and Jacob	4 000 years ago 1 300BCE	Palestine

3. The Buddha teachings is based or summarised into 2 main parts. List the 2 main parts of Buddha's teaching.

4. Which of the 4 religions in the table on question 2 is the oldest?

5. Which of these is not one of the Eightfold Path of Buddhism?

- | | |
|---------------------------|-------------------------------|
| A. Right View & Intention | C. Right Livelihood & Effort |
| B. Right Speech & Action | D. Right Behaviour & dressing |



11.4.1.4 Similarities and Differences in Denominational and Religious Practices

Religious Comparison Chart

	History	Adherents	Gods	Meaning of Life	Afterlife	Practices	Texts
Bahā'ī Faith	Founded by Bahá'u'lláh, 1863, Tehran, Iran.	5-7 million	One God, who has revealed himself progressively through major world religions.	The soul is eternal and essentially good. Purpose of life is to develop spiritually and draw closer to God.	Soul separates from the body and begins a journey towards or away from God. Heaven and hell are states of being.	Daily prayer, avoidance of intoxicants, scripture reading, hard work, education, work for social justice and equality.	Writings of Bahá'u'lláh and other Bahá'í leaders.
Buddhism	Based on teachings of Siddhartha Gautama (the Buddha) in c. 520 BC, NE India.	360 million	Varies: Theravada atheistic; Mahayana more polytheistic. Buddha taught nothing is permanent.	Avoid suffering and gain enlightenment and release from cycle of rebirth, or at least attain a better rebirth by gaining merit.	The Buddha said of death: Life is a journey. Death is a return to earth. The universe is like an inn. The passing years are like dust. Regard this phantom world As a star at dawn, a bubble in a stream, A flash of lightning in a summer cloud, A flickering lamp - a phantom - and a dream	Meditation, mantras, devotion to deities (in some sects), mandalas (Tibetan)	Tripitaka (Pali Canon); Mahayana sutras like the Lotus Sutra; others.



	History	Adherents	Gods	Meaning of Life	Afterlife	Practices	Texts
Hinduism	Indigenous religion of India as developed to present day.	900 million	One Supreme Reality (Brahman) manifested in many gods and goddesses	Humans are in bondage to ignorance and illusion, but are able to escape. Purpose is to gain release from rebirth, or at least a better rebirth.	Reincarnation until gain enlightenment.	Yoga, meditation, worship (puja), devotion to a god or goddess, pilgrimage to holy cities, live according to one's dharma (purpose/role).	The 4 Vedas, Upanishads, Bhagavad Gita, Ramayana, etc.
Islam	Based on teachings of the Prophet Muhammad; founded 622 CE in Mecca, Saudi Arabia.	1.3 billion	One God (Allah in Arabic); the same God revealed (imperfectly) in the Jewish and Christian Bibles	Humans must submit (islam) to the will of God to gain Paradise after death.	Paradise or Hell.	Five Pillars: Faith, Prayer, Alms, Pilgrimage, Fasting. Mosque services on Fridays. Ablutions before prayer. No alcohol or pork. Holidays related to the pilgrimage and fast of Ramadan.	Qur'an (sacred text); Hadith (tradition)



	History	Adherents	Gods	Meaning of Life	Afterlife	Practices	Texts
Jehovah's Witnesses	Founded by Charles Taze Russell, 1879, Pittsburgh	6.5 million	One God: Jehovah. No Trinity. Christ is the first creation of God; the Holy Spirit is a force.	Salvation is through faith in Christ and obeying Jehovah's laws. The End of the World is soon.	Heaven for 144,000 chosen Witnesses, eternity on new earth for other Witnesses. All others annihilated. No hell.	No blood transfusions, no celebration of holidays, no use of crosses or religious images. Baptism, Sunday service at Kingdom Hall, strong emphasis on evangelism.	<i>New World Translation of the Scriptures</i>
Judaism	The religion of the Hebrews (c. 1300 BC), especially after the destruction of the Second Temple in 70 AD.	14 million	One God: Yahweh (YHVH)	Obey God's commandments, live ethically. Focus is more on this life than the next.	Not historically emphasized. Beliefs vary from no afterlife to shadowy existence to the World to Come (similar to heaven).	Circumcision at birth, bar/bat mitzvah at adulthood. Synagogue services on Saturdays. No pork or other non-kosher foods. Holidays related to historical events.	Torah, or the first five books of Moses Hebrew Bible (Tanakh); Talmud



	History	Adherents	Gods	Meaning of Life	Afterlife	Practices	Texts
Mormonism	Founded by Joseph Smith, 1830, New York.	12.2 million	God the Father, the Son Jesus Christ, and the Holy Ghost are three separate individual beings	Return to God by faith in Christ, good works, ordinances, and evangelism.	All return to spirit world for period of instruction before resurrection. Mormons to heaven with God and families; others rewarded but not with God; hell for those who reject God after death.	Abstinence from alcohol, tobacco, coffee and tea; baptism for the dead; eternal marriage; temple garments under daily clothes; active evangelism.	Christian Bible, Book of Mormon, Doctrine and Covenants, and Pearl of Great Price
Rastafarianism	Founded by Marcus Garvey in the slums of Jamaica in the 1920s and 30s	1 million	God is Jah, who became incarnate in Jesus (who was black); Ethiopian Emperor Haile Selassie I was messiah.	Humans are temples of Jah. Salvation is primarily in this world and consists of liberation from oppression and return to Africa.	Some Rastas will experience "everliving" (physical immortality). Heaven is a return to Eden, which is in Africa.	Many practices based on Jewish biblical Law. Abstinence from most or all meat, artificial foods, and alcohol. Use of marijuana in religious rituals and for medicine. Wearing of dreadlocks.	Holy Piby (the "Blackman's Bible"). The Ethiopian epic Kebra Negast also revered.



	History	Adherents	Gods	Meaning of Life	Afterlife	Practices	Texts
Seventh-Day Adventist Church	Rooted in Millerite movement; founded 1863 in New England; early leaders: Ellen White, Hiram Edson and Joseph Bates	25 million	(same as Christianity); Ellen G. White considered a prophet	Live in accordance with the Bible, including the Old Testament. The Second Coming will happen soon.	A "peaceful pause" after death until the coming of Christ, then resurrection to judgment, followed by eternity in heaven or nonexistence. No hell.	24-hour Sabbath observance starting Friday at sunset; adult baptism by immersion; church services emphasizing sermon	Christian Bible; writings of Ellen G. White as helpful supplement

The 5 Major Religions

	Judaism	Christianity	Islam	Hinduism	Buddhism
Beliefs	Jews believe in the laws of God and the words of the prophets. In Judaism, however, actions are more important than beliefs.	Jesus taught love of God and neighbour and a concern for justice.	The Five Pillars, or main duties, are: profession of faith; prayer; charitable giving; fasting during the month of Ramadan; and pilgrimage to Mecca at least once.	Reincarnation states that all living things are caught in a cycle of death and rebirth. Life is ruled by the laws of karma, in which rebirth depends on moral behaviour.	The 4 Noble Truths: (1) all beings suffer; (2) desire—for possessions, power, and so on—causes suffering; (3) desire can be overcome; and (4) the path that leads away from desire is the Eightfold Path (the Middle Way).



Types	The three main types are Orthodox, Conservative, and Reform. Conservative Jews follow most traditional practices, but less strictly than the Orthodox. Reform Jews are the least traditional.	In 1054 Christians separated into the Eastern Orthodox Church and the Roman Catholic Church. In the early 1500s the major Protestant groups came into being. A variety of other groups have since developed.	Almost 90% of Muslims are Sunnis. Shiites are the second-largest group. The Shiites split from the Sunnis in 632 when Muhammad died.	No single belief system unites Hindus. A Hindu can believe in only one god, in many, or in none.	Theravada (Way of the Elders) and Mahayana (Greater Vehicle) are the two main types.
Where	There are large Jewish populations in Israel and the U.S.	Through its missionary activity Christianity has spread to most parts of the globe.	Islam is the main religion of the Middle East, Asia, and the north of Africa.	Hinduism is practiced by more than 80% of India's population.	Buddhism is the main religion in many Asian countries.

Comparing Hindu with Islam, Buddhism, and Christianity

Buddhism strongly opposed the formalized, mechanical rituals of the Brahman sect in **Hinduism**; Buddha's teachings offered escape from endless reincarnation, a method of spiritual attainment through correct views and actions (The Eight-Fold Path), and a spiritual goal (**Nirvana**): **a soul free from craving, suffering, and sorrow**.

Hindu attitudes to Animals

Hindus believe that all animals have a soul (atman) just like humans. In fact, all humans have probably been animals at some point because everyone is reincarnated many times. Hindus therefore have great respect for animals and practice ahimsa (non-violence) towards them.

Practices and Perceptions

Hindu	Muslim
<ul style="list-style-type: none"> Tend to be vegetarians (ahimsa and reincarnation beliefs foster this) Cows are sacred animals Believe in reincarnation Brahman, if it is God, is an 	<ul style="list-style-type: none"> See Hindus as polytheistic infidels not to be tolerated Eat meat (cows)-not pork Strict monotheists Believe in a personal God



- | | |
|--|--|
| <ul style="list-style-type: none"> • impersonal one • Follow caste system- no social or religious mobility within one lifetime • Formerly practice suttee | <ul style="list-style-type: none"> • Reject the concept of castes-equality of believers • Reject reincarnation |
|--|--|

Practices and Perceptions

Buddhism	Christianity
<ul style="list-style-type: none"> • Founder Siddhartha Gautama • Idolise Siddhartha Gautama • philosophy based on the teaching of the Buddha • a state of enlightenment can be attained by suppressing worldly desires • Uphold Four Noble Truths and Eightfold Path 	<ul style="list-style-type: none"> • Founder: Jesus the Messiah and Others • Idolise God the Creator • Philosophy is based on the Bible about teachings and Life of Jesus • Offering to God alone brings about salvation; penance brings spiritual cleansing • Follow Ten Commandments

Hinduism versus Christianity

	HINDUISM	CHRISTIANITY
	A vast plurality of gods and goddesses exist as part of the impersonal Brahman	There is one God, who cares deeply for each one of us.
MAN	Humans, as with all living things, are just manifestations of Brahman. We have no individual self, or self-worth.	God created mankind, and gave us free will. He cares deeply for us, and places a great deal of worth on His creation.
THE WORLD	The world and everything on it are manifestations of Brahman	God created the universe, the world, and everything on it. (Genesis 1). As God did not create Himself, the world exists separately from God.
SIN	Sin is committed against oneself, not against God	God gave us rules because He cares about us. He also gave us free will – we can choose to disobey. Disobedience (sin) is an offense against God.
SIN'S PENALTY	Since sin is committed only against oneself, the penalties are accrued only against the self. The penalty is the repeated cycle of rebirths, until you can escape to Nirvana.	Sin cannot exist in the presence of God. Therefore, the penalty of sin is spiritual death, or separation from God.

**SALVATION**

Salvation is the release from the wheel of life, the cycle of rebirths, through which we must work to better ourselves, and realize our oneness with Brahman. It must be worked out by each individual through successive lives.

Salvation is a free gift to us from God. We must only accept it. We cannot earn it. Jesus bought our salvation by taking all our sin upon Him on the cross, dying as a sacrifice for us, and then rising from the dead three days later. Salvation means spending eternity in heaven with our Almighty God

Beliefs Concerning The Origin Of The Roman Catholic Church:

- Believe in three persons in one God. God the Father, the Son, and the Holy Spirit.
- **According to the Roman Catholic Church**, the church was founded Jesus at the Last Passover, and empowered by the Holy Spirit at Pentecost, some 50 days after Jesus' execution by the Roman Army, circa 30-APR [CE](#). Peter moved to Rome, and became the first pope of the Christian movement. They believe that he was followed by a continuous succession of popes up to the present day. They teach that the Roman Church is the true church founded by God (the Son – Jesus Christ).
- **According to many liberal theologians and historians:** Peter never moved to Rome. James, the cousin brother of Jesus, headed the Jewish Christian Movement in Jerusalem after Jesus' execution, with Peter as a co-leader. Paul returned to Judea later and founded Pauline Christianity in competition to Jewish Christianity. Gnostic Christianity came still later. Only Pauline Christianity survived. They assert that centralization of church power in Rome did not occur until perhaps the mid 5th century CE. Pope Leo I, who reigned from 440 to 461 CE, claimed that the *Bishop of Rome* was the highest ranking bishop. That time period could be considered as the start of the Roman Catholic Church.
- **The Roman Catholic Church** teaches that the *Bishop of Rome* was universally recognized as the centre of authority within very early Christianity. The Eastern branch of Christianity broke away from Rome in 1054 CE. However, the two groups both recognize the **Apostolic succession** (authority passed from Jesus to his apostle Peter, and from Peter to the church) and what the Roman Catholic Church considers to be "*a valid Eucharist*."
- Distinctive beliefs of Catholics include:
 - the doctrines of **Transubstantiation** (the idea that the bread and wine at mass literally becomes flesh and blood of Christ)
 - **Purgatory** (paying off sin debt after death),
- Distinctive practices include **devotion to the saints** (praying to dead influential canonised Christians) and **Mary** (mother of Jesus), and the **use of rosary and apparitions**. Certain unexplained revelations and phenomena have been experienced by the Catholic faithfuls through petitions pledged through the Saints and Blessed Virgin Mary.
- **Seven Sacraments:** Baptism as a token of cleansing from the sin of Adam and Eve and Confirmation as a token of receiving the Holy Spirit and the other five rituals.
- Giving **Worship** to the Trinity; and **honour** to the Saints and Virgin Mary

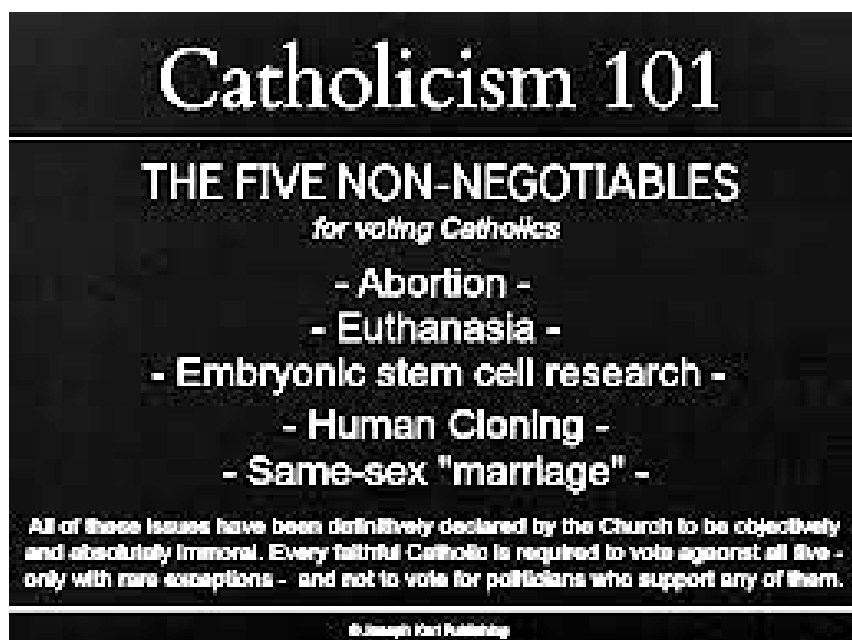


- **Bishops, Priests, Brothers and Nuns** live a celibate life to serve God.

Does the Catholic Church practised baptism by immersion? No

Does the Catholic Church believe in the second coming of Jesus?Yes

Does the Catholic Church accept practice of abortion?No



It is the teachings of Jesus and practices and life of Jesus Christ, as written in scriptures of the New Testament that the Catholic Church urges followers to uphold, along with the Ten Commandments and Seven Sacraments. The Catholic Church attempts to role model 14 Gifts and 9 Fruits of the Holy Spirit to supplement the teachings of moral and ethics to the young believers for the benefit of communal leverage, peace and universal harmony.

The Catholic beliefs and rituals are similar to the Eastern Orthodox Church. However, the Eastern Orthodox Church thanks giving mass is more traditional way of approach than the Roman Catholic Church.

The Protestant Churches

Protestants do not acknowledge the authority of the Pope, and reject many of the traditions and beliefs of the Catholic Church i.e. paying indulgence (past religious practices). Protestants emphasise the importance of reading the bible, and hold to the doctrine of salvation by faith. Protestants observe the Liturgy of the Word.

Protestants Churches are all churches that do not recognize the authority and refuse to follow directives of the Pope. Pope is the head of the Roman Catholic Church based in Rome or Vatican City.

Protestant Churches evolved around 16th century (1500 - 1599) at the time of Reformation. Most Protestant denominations have Pastors and clerics who can get married, and mostly



practised baptism by immersion (form of baptism in which part or the whole of a person's body is submerged in the water).



Many Protestants bibles have seven scriptures less than the Catholic Church bible. This is due to Martin Luther, who deliberately deleted the scriptures when he founded the Lutheran Evangelical. He did that, so that all his followers can marry and serve as clergies as he did.

Comparisons Between Christianity And Judaism

Judaism is the religion of the Jews, which has its basis in the Bible and the Talmud. In Judaism, God is the creator of everything and the source of all goodness. **Talmud** is the book of Jewish law: the collection of ancient Jewish writings that forms the basis of Jewish religious law, consisting of the early scriptural interpretations Mishnah and the later commentaries on them by Gemara.

Unlike the Roman Catholics whose basis is the life of Christ Jesus and His teachings according to the scriptures, Judaism maintains old practices of worship intertwined with the Jewish culture, and idolatry worships. Followers of Judaism are still waiting for the coming of Christ Jesus.



Christianity involves not only the Roman Catholics. It includes the Eastern Orthodox and the Protestant Churches, and all their denominations and sects. Christianity reveals the covenants between: God and Noah, God and Abraham, God and Moses, God and David. But

the new covenant in Christ Jesus as Gods final gift has a profound moral implications to the Christians.

The 'covenant' has a special place in understanding and description of the relationship between God and the people of Israel. The New Testament describes how the gift of God granted in his Son Christ Jesus manifests itself.



Compare,,,,,

HISTORY & STATS	CHRISTIANITY	JUDAISM
date founded	c. 30 CE	c. 1300 BCE
place founded	Palestine	Palestine
founders & early leaders	Jesus, Peter, Paul	Abraham, Moses
original languages	Aramaic and Greek	Hebrew
major branches	Catholic, Orthodox, Protestant	Orthodox, Conservative, Reform
sacred text	Bible = Old Testament (Jewish Bible) + New Testament	Tanakh (Jewish Bible)
inspiration of sacred text	views vary: literal word of God, inspired human accounts, or of human origin only	views vary: inspired human accounts or of human origin only
status of biblical prophets	true prophets	true prophets
status of New Testament	canonical	noncanonical, not useful
other written authority	church fathers, church councils, ecumenical creeds (all branches);	Talmud, halakhah

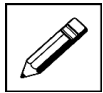


	papal decrees, canon law (Catholic)	
modern human authorities	pope (Catholic); each Christian with aid of Holy Spirit (Protestant) , Only Jesus as the High Priest for sinners	rabbis
summaries of doctrine	Apostle's Creed, Nicene Creed , New Testament only, Both the Old & New testament	13 Articles of Faith
ultimate reality	one God, Jehovah, the God of Abraham	one God, Jehovah, the God of Abraham
nature of God	Trinity - one substance, three persons	unity - one substance, one person
revered humans	Saints and Mary (catholic), church fathers, Only Jesus	prophets
identity of Jesus	Son of God, God incarnate, saviour of the world	false prophet
death of Jesus	death by crucifixion	death by crucifixion
resurrection of Jesus	affirmed	denied
second coming of Jesus	affirmed	denied
divine revelation	through Prophets and Jesus (as God Himself), recorded in Bible	through Prophets, recorded in Bible
means of salvation	correct belief, faith, good deeds, sacraments (some Protestants emphasize faith alone, others; faith with good deeds)	belief in God, good deeds
God's role in salvation	predestination, various forms of grace	divine revelation and forgiveness
good afterlife	eternal heaven after the 2nd coming occur	views vary: either heaven or no afterlife
bad afterlife	eternal hell, temporary purgatory (Catholicism belief)	views vary: either eternal Gehenna, reincarnation, or no afterlife
view of the other religion	Judaism is a true religion, but with incomplete revelation.	Christianity is a false interpretation of Judaism.
house of worship	church, chapel, cathedral,	synagogue, temple, schul



	basilica, meeting hall	
religious leaders	priest, bishop, archbishop, patriarch, pope, pastor, minister, preacher, deacon	rabbi, rebbe
sacred rituals	Sacraments, commandments	mitzvot (commandments)
major sacred rituals	baptism, communion (Eucharist), Lord Supper	observing Sabbath, wearing tallit and tefilin, prayer services
head covered during prayer?	generally no	generally yes (especially men)
central religious holy days	Lent, Holy Week, Easter (not all Christians denominations)	Yom Kippur, Days of Awe, Passover
other holidays	Christmas, saints days (not all Christians)	Chanukah, Purim
major symbols	cross, crucifix, dove, anchor, fish, alpha and omega, chi rho, halo	Star of David, chai, hamsa, tree

What

**STUDENT ACTIVITY 4**

Answer the following questions.

1. Compare these major religions; Christianity and Islam, Buddhism, and Hinduism.

Religion	God	Main Text
Islam		
Buddhism		
Hinduism		



Christianity		
--------------	--	--

2. List the one similarity and one difference between Protestants and the Catholic religion?

3. What is the difference between the Seventh Day Adventist and most other Protestants churches?

4. Write **T** for True or **F** for False for the following statements.

- a) Judaism religion believes in Jesus resurrection and his second coming. _____
- b) Judaism do not believe in the Trinity - one substance, three person. _____
- c) The Roman Catholic Church was one of the first religions to develop. _____
- d) All Christians recognise the authority of The Catholic Pope. _____
- e) Most Protestant churches do not believe in the apostolic succession in the Catholic Church. _____
- f) Hindus believe that if a person sin, it is a sin against yourself and not to god. _____
- g) Muslims eat meat, but Hindus are mostly vegetarians who held the view that cow is sacred. _____
- h) Islam believe in Reincarnation and non-violence to animals. _____
- i) Dalai Lama is an authority for Buddhist communities around the world. _____
- j) Catholics worship the saints and Virgin Mary. _____



- k) Sunni is a Protestant Church. _____
- l) All religions are Christians. _____
- m) Christianity, Muslim and Judaism are religions. _____

**Summative Activity 11.4.1**

Answer the following questions.

1. What is meant by the term 'Christian denomination'?

2. List the 5 Christian denominations in PNG according to the year 2000 religious affiliation census?

3. What are the 3 main branches of Christianity?

4. Apart from Christianity, name 3 other major world religions.

5. Complete the table by filling in the correct answers.

Religion	Founder	Date	Location
Hinduism		500 BCE	
Buddhism		5 Centaury BC 520 BCE	India/Nepal



Islam		7 Centaury 622 CE	Arabian Peninsula ()
	God of Abraham, Isaac and Jacob	4 000 years ago 1 300BCE	Palestine

6. The Buddha teachings is based or summarised into 2 main parts. List the 2 main parts of Buddha's teaching.

- i. _____

- ii. _____

7. Compare these major religions; Christianity and Islam, Buddhism, and Hinduism.

Religion	God	Main Text
Islam		
Buddaism		
Hinduism		
Christianity		

8. List the one similarity and one difference between Protestants and the Catholic religion?

9. What is the difference between the Seventh Day Adventist and most other Protestants churches?



10. Write **T** for True or **F** for False for the following statements.

- a) Judaism religion believes in Jesus resurrection and his second coming. _____
- b) All Christians recognise the authority of The Catholic Pope. _____
- c) Most Protestant churches do not believe in the apostolic succession in the Catholic Church. _____
- d) Muslims eat meat, but Hindus are mostly vegetarians who held the view that cow is sacred. _____
- e) Islams believe in Reincarnation and non-violence to animals. _____
- f) A religious person can be anyone who has a set of belief and worship a god, a human, a spirit or any form of nature. _____



Branches of churches are like human flower of Gods creation.

Bird of paradise flower.

THE LORDS PRAYER

Our Father, thou heart in Heaven
Hollowed be thy name, Thy kingdom come
Thy will be done, on earth as it is in Heaven
Give us this day, our daily bread
As we forgive those who trespass against us
And lead us not into temptation, but deliver us from all evil.

AMEN

**Answers to Activities 11.4.1****STUDENT ACTIVITY 1**

1. Secularism is not accepting God as creator. And not accepting religious morals and values as key ethical standards in governance and life.
2. It varies from place to place and province to province.
3. RELIGION; Christian Faith
4. There may be no schools. All locals will be treated as slaves.
5. No. Great Suppression.
6. Law will benefit foreigners who have business interests.
7. No.
8. Life with God promotes good moral values; life without god promotes earthly things.
9. YES.
10. A short petition pledged to God in a form of prayer, about your need, may be answered in a way you do not expect. That is a miracle to you proving Gods existence.

STUDENT ACTIVITY 2

1. A religious person who believes Jesus is the Christ and who is a member of a Christian denomination.
2. A group of religious congregations united under a common faith and name, usually organized under a single administrative and legal hierarchy.
3. A person who manifests devotion to a deity (a god, a human or spirits).
4. Roman Catholic Church (27.0%)

Evangelical Lutheran Church of Papua New Guinea (19.5%)

United Church (11.5%)

Seventh-day Adventist Church (10.0%)

Pentecostal (8.6%)

5. D



6. (i) Roman Catholic (ii) Eastern Orthodoxy (iii) Protestants
7. C
8. A
9. 0036 AD
10. 1863

STUDENT ACTIVITY 3

1. (i) Hinduism (ii) Buddhism (iii) Islam

2. Complete the table by filling in the correct answers.

Religion	Founder	Date	Location
Hinduism	No founder	500 BCE	India
Buddhism	Buddha Siddhartha Gautama	5 Centaury BC 520 BCE	India/Nepal
Islam	Prophet Muhammad	7 Centaury 622 CE	Arabian Peninsula (Mecca)
Judaism	God, Abraham and Moses	4 000 years ago 1 300BCE	Palestine

3. a) 4 Noble Truths (b) Eightfold Path
4. Judaism
5. D

STUDENT ACTIVITY 4

1. Complete the table by filling in the correct answers.

Religion	God	Main Text
Islam	One – Allah, same as Christianity and Judaism	Koran
Buddhism	None	A variety (the Tripitaka, the Mahayana Sutras, Tantra, and Zen texts.)
Hinduism	One - Brahman manifested in gods and goddess (Many gods and goddess considered in different forms of one supreme god)	The 4 Vedas



Christianity	One	Holy Bible
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2. **Similarities:** Believe in Jesus Christ and follow the teachings in the bible;

Differences: Protestants disagree with the Catholic Church on the apostolic succession, prayer to saints and Mary, and the use of rosary. (Any other answers can be marked correct depending on its validity)

3. Seventh Day Adventist worship on the Sabbath (Saturday), and keep all of the ten commandments, while most Protestants worship on Sunday and do not follow the fourth law in the ten commandments.

4. Write **T** for True or **F** for False for the following statements.

- | | | |
|------|------|------|
| a) F | d) F | g) T |
| b) T | e) T | h) F |
| c) T | f) T | i) T |



Answers to Summative Activity 11.4.1

1. A Christian denomination is a group of church congregations who worship and follow the teachings of Jesus Christ.

A group of religious congregations united under a common name and faith in the teachings of Jesus Christ

(Any answer similar to the samples above is correct)

2. i. Roman Catholic Church (27.0%)
 ii. Evangelical Lutheran Church of Papua New Guinea (19.5%)
 iii. United Church (11.5%)
 iv. Seventh-day Adventist Church (10.0%)
 v. Pentecostal (8.6%)

3. (i) Roman Catholic (ii) Eastern Orthodoxy (iii) Protestants

4. (i) Hinduism (ii) Buddhism (iii) Islam

5. Complete the table by filling in the correct answers.

Religion	Founder	Date	Location
----------	---------	------	----------



Hinduism	No founder	500 BCE	India
Buddhism	Buddha Siddhartha Gautama	5 Centaury BC 520 BCE	India/Nepal
Islam	Prophet Muhammad	7 Centaury 622 CE	Arabian Peninsula (Mecca)
Judaism	God of Abraham, Isaac and Jacob	4 000 years ago 1 300BCE	Palestine

6. a) 4 Noble Truths (b) Eightfold Path
7. Complete the table by filling in the correct answers.

Religion	God	Main Text
Islam	One – Allah, same as Christianity and Judaism	Koran
Buddhism	None	A variety (the Tripitaka, the Mahayana Sutras, Tantra, and Zen texts.)
Hinduism	One - Brahman manifested in gods and goddess (Many gods and goddess considered in different forms of one supreme god)	The 4 Vedas
Christianity	One	Holy Bible

1. **Similarities:** Believe in Jesus Christ and follow the teachings in the bible.
Differences: Protestants disagree with the Catholic Church on the apostolic succession, prayer to saints and Mary, and the use of rosary.
(Any answers similar to the sample above is correct)
2. Seventh Day Adventist worship on the Sabbath (Saturday), and keep all of the ten commandments, while most Protestants worship on Sunday and do not follow the fourth law in the ten commandments.
3. a) F d) T
b) F e) F
c) T f) T



11.4.2 How Churches in Papua New Guinea Work Together

11.4.2.1 Community Level

Different Church Organisations in PNG

While churches cooperate amongst themselves in many areas and constitute the base of a modest ecumenical movement in PNG, they are themselves composed of different streams.

The **United Church**, founded in 1968, for example, builds on the work of the former Methodist missionaries and the London Missionary Society.

Second, there is the **Evangelical Alliance** with missions and churches such as the Baptist, Liebenzeller, the Nazarene and the Salvation Army, which are all part of the larger Evangelical Alliance of the South Pacific Islands.

The Evangelical Alliance is a member of the Churches Education Council (CEC) and a number of Evangelical groups are active in the Churches Medical Council (CMC). However, while they subscribe to the principles of good governance, the Evangelical churches are not active participants in debates, movements or advocacy activities supporting good governance in the country.

The current **Lutheran Church** represents the Evangelical-Lutheran Church, the Lutheran Gutnius Church and the Lutheran Melpa Church (founded in 2000).

The third group is made up of the growing number of **Pentecostals** that function under the National Council of Pentecostal Churches (Wagner *et al.*, 1989: 206). The Pentecostals organisation includes very small groups such as the Christian Revival Crusade, Christian Life Centre and Four Square Gospel Mission.

Some Pentecostals are members of the CMC. One of their churches, the Assemblies of God, is a member of the Community Coalition against Corruption (CCAC).

Fourth, the **Seventh Day Adventist** (SDA) church constitutes a separate block as they have kept a distinct profile throughout their nearly 100-year-presence in PNG. They did not join the former Melanesian Council of Churches, founded in 1965 (now known as the PNG Council of Churches, PNGCC), out of a concern that they would be drawn into political debates and have to adopt positions not in accordance with their faith. While they have joined the CMC (for funding reasons, as one observer assumed) they are still not a member of the PNGCC. They run their own primary schools and do not participate in the CEC.

The fifth, the **Roman Catholic Church**, which has a much larger following than the Protestant Churches. The Roman Catholic has more outreach programmes through her different missionaries such as the SVD and Franciscans. The Roman Catholic plays a leading role in PNGCC. The Roman Catholic Church often volunteers to mediate in conflicts between the government and the people of PNG.



The church is leading in operating many agency schools from primary school to colleges and university such as DBTI and DWU. The church also provides HIV testing and HIV positive support programs.

Different Development Agencies And Division

Another factor that distinguishes the churches is the form and function of their development and service delivery agencies. Some have a variety of related entities, while others carry out functions, such as social services, through a single organisation.

- The Catholic Bishops Conference, for example, works through Caritas PNG, which engages in justice, peace and development activities. The Catholic Church also has agencies for and a leading church provider in religious faith activities, education, health and family life services. Most of the agencies are funded through the tithes collected from the Catholic faithfuls.
- The Anglican Church, for its part, has the Anglican Health Service, the Anglican Education Division, the Youth Ministry and Anglicare - a trust of the Anglican Diocese of Port Moresby that engages in HIV/AIDS-related activities.
- The SDA operate through the Adventist Development and Relief Agency (ADRA PNG), which sees itself as a development agency operating independently of the church.
- Other churches, like the United Church and the Lutherans, provide services directly under their own name.

The Major Church Organisations In PNG

Churches in PNG have formed an organisation with the main purpose of serving the people of PNG. The organisation is called PNG Council of Churches (formerly known as Melanesian Council of Churches founded in 1969). The **Papua New Guinea Council of Churches** (PNGCC) is a Christian ecumenical council in Papua New Guinea.

Ecumenical – relating to, or representing the whole body of churches. Promoting or tending toward worldwide Christian unity or co-operation.

The Council has four major programs:

- I. Social Concerns Desk
- II. Women's Desk
- III. Theological programs
- IV. Administration

Its members comprise:

- Roman Catholic Church



- Anglican Church of Papua New Guinea
- Gutnius Lutheran Church (Missouri Synod)
- Union Baptist
- Evangelical Lutheran Church of Papua New Guinea
- United Church in Papua New Guinea and the Solomon Islands
- Salvation Army

Evangelical Lutheran Church of Papua New Guinea and United Church in Papua New Guinea are also members of the World Council of Churches.

How do Churches in PNG work together on a Community Level?

Churches carry out worship and spiritual activities to ensure that communities function well with less law and order problems. The church programs are important to all ages, kids, teenagers, the young adults, even the elderly of the community. Churches play a huge role in shaping the life of young children growing up in different communities in PNG.

Spiritual commitment, service, cooperation, community awareness, Christian leadership, Christian involvement, and Christian values are seven (7) important purpose that churches want from the members in their respective communities.

The seven main purpose of Churches being established in a Community

Principle 1: Spiritual Commitment

This is aimed at making the youth becoming full members of the Church. We want them to read the Bible and in doing so will make them come to know and love God. It is very vital that in this way we hope to strengthen their faith make them believe that they fully belonged to the church.

Principle 2: Service

All Christians are called to serve and help one another. It is our aim and duty to see that our youths are filled with the desire to serve others in the community willingly and freely. Churches encourage the young people to contribute positively in their community and become suitable leaders by instilling hope, enthusiasm, energy and positive religious ideals into the young minds. Their talent need to be directed into the proper areas of responsibility.

Principle 3: Cooperation

By cooperation, we aim to encourage in our youth a love and respect for all people no matter what their colour, sex, religion, country, province they come from, or what ethnic groupings they belong. Most especially we want our youth to welcome youth of all Christian Churches.

**Principle 4: Community Awareness**

Our youth have first-hand experiences and knowledge of living in a community because the family and the surrounding neighbourhood life is community. Our youth therefore, must help to build up their community by bringing in and practicing spiritual values that can make the community a better place to live in so that all who live in the community will enjoy its environment and people.

Principle 5: Christian Leadership

To develop Christian Leaders is very important to any Church Youth Group Policy. Leaders are to be trained and educated for the needs of our youth. The Youth Group Leader must be a Christian who has really chosen to follow Christ, he must know what is expected to him/her as a Leader, and must know where he can go to find information about the things he doesn't know.

Principle 6: Christian Involvement

Youth should know that they have a part to play in the Lay Apostolate of the Church. They need to be educated to embrace this. Youth need to be involved in activities favoured by the Church and to take part in Church social action, which will bring about a change towards a truly Christian Melanesian Society.

Principle 7: Christian Values

Young people are entrusted to bring Christ to their friends. Bringing them to Christ could have given them a greater gift. With this in mind the youth should bring Christian values to all they do, this is economic development, political recreational and cultural activities.

It is up to this mini conference to really identify and develop a National Youth Service Action Plan which must be in-cooperated with what the Churches, NGO's and other voluntary organisations have established.

The National Youth Service is urged to establish a mutual working relationship and maintain regular and close consultation with Churches and NGO's in order to successfully achieve a common goal.

**Student Activity 4**

1. Which two churches joined to form the United Church?

2. Name two church groups that form the Evangelical Alliance.



3. Name the different Lutheran Churches in PNG

4. What is the former name of the PNGCC?

5. Which two members of the PNGCC are also members of the World Council of Churches?

6. List five of the seven reasons or purposes for church establishment in communities.



11.4.2.2 National Level

PNG Council of Churches and its Networks

Churches and church-based organisations interact through a variety of formal networks and informal consultative mechanisms. This section highlights some of the most relevant exchange and networking mechanisms.

The PNG Council of Churches (PNGCC): Formed as a national ecumenical council in 1965, the PNGCC includes seven Christian churches: the Anglicans, Baptists, Evangelical Lutheran, Gutnius Lutheran, Catholics, the Salvation Army and the United Church. In 2003, a resolution was passed mandating the PNGCC to promote development and to engage in activities to foster peace and justice. The PNGCC is also a member of the Community Coalition against Corruption, but there is little evidence that it has adopted a particular stance on 'peace and justice', corruption or policy dialogue with government or donors.

The Churches Medical Council (CMC): The CMC was established in 1972, and now has 27 members. The Council was set up to coordinate the health work of the different churches and to ensure that while maintaining their individual identities, they speak to government with one voice. The CMC is an important mechanism, as churches run about half of the country's health services, as noted above, as well as six of the nine training schools for nurses 30 and 14 training schools for community health workers. Most of the financing for church-run facilities originates from the state. But churches and church-based organisations manage health facilities on their own in terms of financial and human resources management, and regularly engage with the government on policy and operational issues.

The Churches Education Council (CEC): The CEC functions under the umbrella of the PNGCC. The member churches are the Catholic, Anglican, Lutheran, Evangelical Alliance, Four Square and United Churches. The CEC constitutes a platform to discuss education issues of concern to church-run schools (most of which are financed by the state) and teacher training colleges. It provides an interface with the National Department of Education (NDoE), but it does not have a secretariat in the NDoE, as the CMC does in the National Department of Health (NDoH).

Christian Women's Associations: Of the various Christian women's networks, the United Church Women Fellowship, founded in 1968, and the Catholic Women's Federation, formed in 1984, are the most prominent national bodies. Both are part of the PNG National Council of Women. While their original goals were to promote Christian ideals and values, they have incorporated issues such as women's rights and social development.

Consultations and informal exchanges: There are a number of consultation circles on church and religious affairs (not related to governance), as well as various informal exchanges amongst PNG church leaders. While many churches acknowledge existence and presence of each other in PNG, and accept that they all are working towards one goal: to Deliver the Good News, a minority few churches with minority followers are criticizing other major churches activities and practices, in the hope of winning more followers. Such issues can be best dealt with in such consultations and informal exchanges.



Peer organisations in the region: Caritas PNG is a good example of an organisation which values the exchanges with regional brother and sister organisations in the region through the Caritas Oceania Council. The Council itself is a forum for discussing issues of common interest, formulating work plans and agreeing on peer reviews. This mechanism has shaped commitment among the respective organisations, and has underlined the need for transparency and accountability in order to trigger change.



Symbol of Peace.



STUDENT ACTIVITY 5

Answer the following;

1. Write T for True and F for False for the following statements
 - a) PNGCC is a member of Community Coalition against Corruption. _____
 - b) Church health facilities are managed by the government. _____
 - c) Most of the financing of church-run facilities originate from the government. _____
 - d) All church-run schools, colleges and universities are managed by the CEC. _____
 - e) Christian women associations have become part of the PNG Council of Women. _____
2. Two church based organisations played an important role in the health and education sector of PNG. _____



What do these initial stands for?

a) CMC

b) CEC

3. What is the purpose of the CMC organisation?

4. What are the goals of Christian women associations?



11.4.2.3 International Level

Overseas Churches and Alliances

Ties with Australian church organisations are particularly strong. Table 2 summarises the relationships between the six major PNG congregations, and the smaller Salvation Army, with their Australian sister organisations and their development agencies.

Table 2. Relationship between PNG Churches and Australian Church-based NGOs.

PNG Churches	Accredited Australian NGO	Link between Australian NGO and Churches
Anglican	Anglican Board of Mission	Anglican Church organisation linking Australian Church with Anglicans around the World
Baptist	Baptist World Aid Australia	An activity of, and accountable to the Baptist Union of Australia
Evangelical Lutheran	Australian Lutheran World Service	Principal channel for overseas aid for the Lutheran Church of Australia governed by an appointed board
Roman Catholic	Caritas Australia	Catholic Aid and Development Agency
Salvation Army	Salvation Army Australian Development Office	Salvation Army Church Development Office
Seventh Day Adventist	Adventist Development Relief Agency (ADRA)	Seventh Day Adventist Church Development Relief Agency
United Church	Uniting Church Overseas Aid (UCOA)	Agency of Uniting International Mission under the Uniting Church of Australia

Most of PNG's church communities have strong links with international partner organisations, church federations or alliances. Cooperation with external contacts takes various forms, ranging from the provision of spiritual support or guidance to access for funding.

Some strong bilateral partnerships can be traced back to the early missionary days - the Lutheran Church, for example, continues to maintain strong ties with Lutheran communities in Germany. The Catholic Church and its ecumenical and social activities is being reported to Rome (and Pope). Then there are partnerships between networks, as is the case between the PNGCC and the National Council of Churches in Solomon Islands and Australia.

The SDA PNG Union Mission is strongly bound into an international network and is one of five Union Missions that form the South Pacific Division, based in Sydney, and reports to headquarters in Washington DC. The President of SDA PNG regularly attends the international SDA General Conference, which makes decisions for the SDA worldwide.

**Student Activity 6**

1. What is the name of the organisation of churches in Australia?

2. Apart from Australia, which country do Lutheran churches have strong ties with?

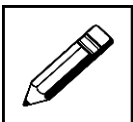
3. The Seventh Day Adventist headquarters is located in which country?

4. PNG Churches have relationship links with Australian based NGOs. What is the accredited Australian NGO for;
 - a) Roman Catholic –

 - b) Seventh Day Adventist –

 - c) Anglican –

 - d) Evangelical Lutheran –

**Summative Activity 11.4.2**

Answer the following.

1. Which two churches joined to form the United Church?

2. Name the different Lutheran Churches in PNG



3. List any four of the churches that are members of the Papua New Guinea Council of Churches.

4. List five of the seven purposes for church establishment in communities.

5. Explain in your own words, the work or service that a church provided to help your community.

6. Which of these statements is incorrect?

- A. PNGCC is a member of Community Coalition against Corruption.
- B. Most of the financing of church-run facilities originate from the government.
- C. All church-run schools, colleges and universities are managed by the CEC.
- D. Christian women association have become part of the PNG Council of Women.

7. Two church based organisations played an important role in the health and education sector of PNG. Name the two.

8. PNG Churches have relationship links with Australian based NGOs. What is the accredited Australian NGO for;

- a) Roman Catholic –
- b) Seventh Day Adventist –
- c) Anglican –
- d) Evangelical Lutheran –

**Answers to Activities in 11.4.2****Student Activity 4**

1. Methodist Church or missionaries, the London Missionary Society
2. Baptist Church, Liebenzeller, the Nazarene and the Salvation Army
3. Evangelical-Lutheran Church, the Lutheran Gutnius Church and the Lutheran Melpa Church
4. Melanesian council of Churches
5. Evangelical Lutheran Church of PNG and United Church in PNG
6. Spiritual commitment, service, cooperation, community awareness, Christian leadership, Christian involvement, and Christian values.

(any 5 from the list above)

Student Activity 5

1. a) T b) F c)F d) T e)T
2. What do these initial stands for?
 - a) Churches Medical Council
 - b) Churches education Council
3. To coordinate health work of different churches, and to ensure that while maintaining their individual identities, they speak to the government with one voice.
4. Promote Christian ideals and values; promote women rights and social development.

Student Activity 6

1. National Council of Churches in Australia
2. Germany
3. Washington DC - USA
4. What is the accredited Australian NGO for;
 - a) Caritas Australia
 - b) Adventist Development Relief Agency (ADRA)
 - c) Anglican Board of Mission



d) Australian Lutheran World Service



Answers to Summative Activity 11.4.2

1. Methodist Church or missionaries, the London Missionary Society.
2. Evangelical-Lutheran Church, the Lutheran Gutnius Church and the Lutheran Melpa Church.
3. Membership of PNGCC (*Any 4 churches from the list below*)
 - Anglican Church of Papua New Guinea
 - Gutnius Lutheran Church (Missouri Synod)
 - Union Baptist
 - Roman Catholic Church
 - Evangelical Lutheran Church of Papua New Guinea
 - United Church in Papua New Guinea and the Solomon Islands
 - Salvation Army
4. Spiritual commitment, service, cooperation, community awareness, Christian leadership, Christian involvement, and Christian values
(Any 5 answers from the list above)
5. Churches provide sets of belief to guide people and help them to become good members of the community. Churches provide positive shared values, and provide other social services like health and education. Churches help the people with disability, and its members visit the sick in the hospitals, the prisoners in jail, provide love and care to those who needs the love and care.
(Any similar answer to the sample above is correct)
6. C
7. What do these initial stands for?
 - a) Churches Medical Council
 - b) Churches Education Council



8. a) Caritas Australia
- b) Adventist Development Relief Agency (ADRA)
- c) Anglican Board of Mission
- d) Australian Lutheran World Service

11.4.3 Christian Values

Christian values are moral standards and how they affect conducts of individuals in our daily life within the Christian Church and Christian community; and other people and communities. Our Christian values are based on the life and teachings of Jesus Christ. The coming of Jesus Christ can be read from Micha 5: 1-4a, and Hebrews 10: 5-10. Birth of and description of Jesus can be read from John 1:1-18, and his death and resurrection can be read from Luke 24: 1-12 and John 20: 1-9.

New books have accounts of readings which give very good guides to values that Jesus Christ teaches. One such book is Worlds Changers Bible (Compact Edition). This book clearly outlines sections where God can speak to you directly about situations you are facing today. Situations as such as abandonment, betrayal, crisis, death, evil, future, guilt, hope, integrity, joy, love, money, needs, and obedience. It goes on with situations as power of God, rewards, suffering, tithing, and wisdom to name a few. Some of those mentioned are deemed as human and Christian values.

11.4.3.1. My Christian Values

Individual Christian values are developed daily. It depends very much on how long one studies religious instruction as a subject in school, how often one worships, and how often Christian values are discussed at home with parents.

Many established churches in PNG provide religious instruction from elementary 1 to grade 10 in their agency schools. Churches also provide catechism and church elder programs for adults, and youth religious programs. These make up your background variables that influence greatly the values you as an individual uphold; and defines the character displaying your morality and ethical standards, that conform to Christian values.

Values are desirable, trans-situational goals, varying in importance, that serve as guiding principles in one's life.

Christian values are values that Jesus Christ teaches us from the readings in the New Testament; and the prophetic teachings in the Old Testament in the Holy Bible. The teachings of the Ten Commandments in Decalogue, the 14 Gifts, and the 9 Fruits of the Holy Spirit; God's guidance of the Israelites out of slavery from Egypt in Exodus, the story of creation in Genesis, the Gospels, the Revelation, are some of our Christian reference points.

The central motivational goal for the Christian values can be characterized by the 10 basic values as listed below.

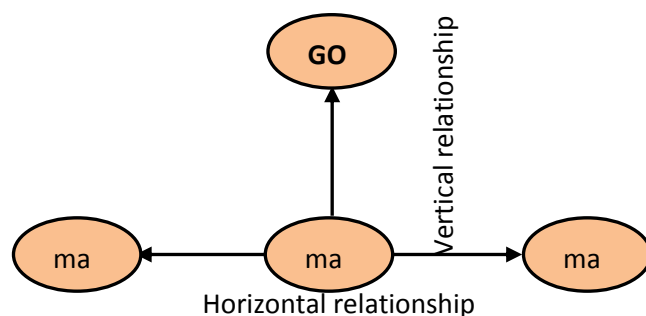


1. **Self - direction.** One is able to think and act independently in choosing, creating and exploring.
2. **Stimulation.** One experience excitement, novelty and challenge in life.
3. **Hedonism.** Pleasure and sensuous satisfaction for oneself.
4. **Achievement.** One's success showing competence according to social standard.
5. **Power.** Social status and personal prestige.
6. **Security.** Safety, harmony and stability of self, relationship and society.
7. **Conformity.** Restraint of actions that violate societal expectations and norms.
8. **Tradition.** Give commitment, respect and accept traditions an ideas that religion provide to you.
9. **Benevolence.** Preserve and enhance welfare of you have frequent or regular contact with.
10. **Universalism.** Understand, appreciate, tolerate and protect welfare of all people.

Values relating to vertical relation, between God and man are of greater importance than values relating to horizontal relationship, between man and man.

Christian values are:

- love,
- forgiveness,
- respect,
- passion,
- penance,
- abstinence,
- sacrifice,
- humility,
- peace,
- joy,
- happiness,
- empathy,





- conscience,
- sharing and caring,
- giving worship to God,
- life of prayer and living by the Word.

These values become your qualities and define your character. From your character, you build good relationships. With good relationships, you tend to have agreements with others on what you do and what you together plan to do. An individual who displays these norms and behaviours, qualities and character is deemed a devout Christian and is treated with great respect.

Often, technological advances, peer influences and environmental influences take precedence over one's conduct or behaviour. And even when an individual may have firm views about one's Christian values, he or she joins and acts against his or her own Christian values. One's obedience to one's own Christian values depends very much on how much one respects his or her parents. When an individual loses respect for parents, parental guidance and parental ideals will have little impact on a child's behaviour.

A grown up person's Christian values are likely to be more crystal clear than a younger person due to more depth of knowledge about the teachings of Jesus Christ and wisdom built over time. Often, in an adult, one can observe that he or she has conscience and speaks or acts accordingly after listening or observing. The adult is humble and regularly attends church for worship on the Sabbath. The individual is slow at arguments and criticisms, and utilizes his or her conscience to debate on religious and political issues based on one's Christian principles.

On saying that, it does not mean that teenagers do not display those behaviours. One of you could already have a deep faith in Jesus Christ; one of you could already have experienced a miracle in your lifetime. One amongst you may already be so kind, generous, is humble and provides support for a good cause when needed. And that can happen if you have deep faith in God. The more you pray to God, the stronger the bondage you build spiritually between you and God between you and Jesus and between you and the Holy Spirit. The stronger you build your spirituality, the more closer you are to God, the more you are free from all evil.

On the other hand, not all churchgoers and those who have greater knowledge about the Bible behave as good Christians. A number of them have dark secrets unrevealed, yet they continue to hold powerful positions in the church. Dark secrets like priest abusing boys, pastors becoming wealthier, church elder having extra marital affairs, and tithes not used for the church purpose to name a few.

But those evil behaviours displayed by those in powerful positions should not divert our minds from the fact that God is truth, and God exists. Amen. They will be judged just like any other laity and you on the last day. They have fallen into temptation just like Adam and Eve.



The church values make up a larger component of our individual Christian values. Our FAITH in Jesus Christ is displayed by how we conform to our Christian values and conduct ourselves daily. Our faith in Jesus Christ, and proclaiming His name will bring us salvation.

List of Some of Christian Values and Norms

Christian values a Christian is expected to uphold are ones behaviours that does not commit oneself to sin against God and humankind, and selflessness. Those are such behaviours as:

- Family
- Family values
- Kindness
- Love
- Joy
- Patience
- Goodness
- Safe
- Happy
- Security
- Caring
- Sharing
- Self-creative
- Honesty
- Penance
- Abstinence
- Conscience



We can strengthen our faith in Jesus Christ and build our spirituality by taking the following steps:

1. **Pray for oneself:** seek Gods presence in your life to glorify Him
2. **Pray for your friends:** when your friends have the wisdom of God, they too will make a difference in the community



3. **Pray for non-believers:** when others feel the presence of God, your values can be accepted as a norm; you all will experience the freedom to spread the WORD. Jesus Christ calls on each and every one to spread the Good News to the Gentiles.

When you keep in constant touch with God; pray for others to be accepted by God and win others and lost souls for His purpose, you build the boson of your own spirituality, that it gets closer and closer to Gods spirituality.



Pope John Paul II



Student Activity 7

1. Describe what is meant by 'faith'.

2. Write the prayer of the Apostles Creed.

3. Describe in your own words what it means by Christian value.



4. Our relationship with God is often described as a _____ relationship.
5. The variables that influence our Christian values are _____, _____ and _____.

6. List three Christian values not listed on page 56.

7. If your value causes disharmony within your community, would you keep it?

8. What is meant by the term 'dark secret'?

9. For how many years did Jesus Christ do pastoral duty?

- a. Are all faithfuls Christians?



11.4.3.2 My Church Values

Church values are moral standards and how they affect conducts of the faithful within the Church community, and maintaining doctrines of the church. Church doctrines are principles that shape up the ideals, beliefs, rituals and values of the church; the church envisages that all ideals, beliefs and rituals are to be observed, and upheld by every faithful of the church. These ideals, beliefs, and rituals will bring ones salvation.

Church Values are such ideals as:

- The story of the Genesis
- Catechism
- Crucifixion
- Holy Mass
- Life of Sacrifice
- Offering
- Tithes
- Forgiveness
- Penance
- Apparition
- Rosary
- Spirituality
- Consecration of the body
- Purpose of Matrimony
- The Ten Commandments
- The 14 Gifts from God
- The Fruits of the Holy Spirit
- The Story of Jesus Christ
- Morals as manifested in the bible
- The Revelation
- Gospel of the Word Sharing in the Word of God





- Live by Ten Commandments
- Give love to others
- Provide support to others
- Refrain from hurting others feelings
- Refrain from hurting others physically
- Forgiving your enemies
- Show passion given a task
- Be compassionate
- Show empathy to the depressed
- Being considerate in all your actions
- Refrain from sexual intercourse before marriage
- Refrain from extra marital affair
- Refrain from committing sexual assault
- Care for the poor and the sick
- A friend to the lonely
- Being honest in your words and actions
- Sacrifice for others benefit
- Have a strong spirituality
- Accept others as they are
- Penance and sacrifices
- Defending ones faith
- Give glory to God for one's achievement

Really, the doctrines and principles of the church are not church values. Doctrine is a rule or principle that forms the basis of the belief. The doctrines and principles provide guidelines to functions of the church. Yet the behavioural aspect of the doctrine and principle shape up church values and ones Christian values.



Below are two examples of church doctrine.

Doctrine	Meaning	Source
Original sin or inherited sin	Man is born with sin. God imputes Adam sin into you.	Catholic
Doctrine of Total Inherited Depravity or Inherited Sin Nature	Man is born with a sinful nature	Calvin-Protestant

Church Principles are as such as:

- Church Calendar
- The 7 Sacraments
- Ritual of Baptism
- Advent
- Lent
- Easter
- Xmas
- Vocation
- The Covenants
- When to observe the Sabbath
- Celibate priesthood
- Missionary Order
- Liturgy of the Body
- Liturgy of the Word
- The story of Virgin Mary
- The Work of Saints
- Abstinence from unclean food





The Christian churches core value is that the story of Jesus Christ, the Holy Spirit and God the Father is manifested through the Holy Scriptures. Our God is a Living God. God is the Creator! And God is TRUTH ! Nothing but only the truth will set you free.

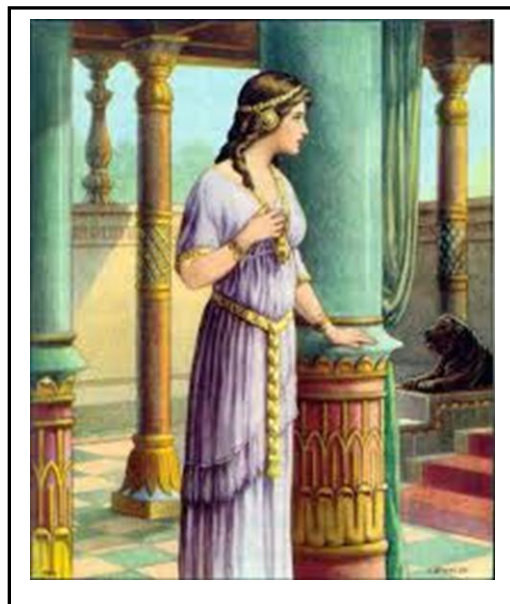
Our God is the Creator. The God of Abraham and Jacob; the God of Moses and King David. The God who sent his only Son Christ Jesus who was crucified, died and rose again to fulfil his promise.

Often Christian churches lose focus on their prime mission, that is to spread the Word of God. The Christian churches instead preach against or criticize another Christian church. It is a public SIN if a shepherd criticizes other church before the sheep.

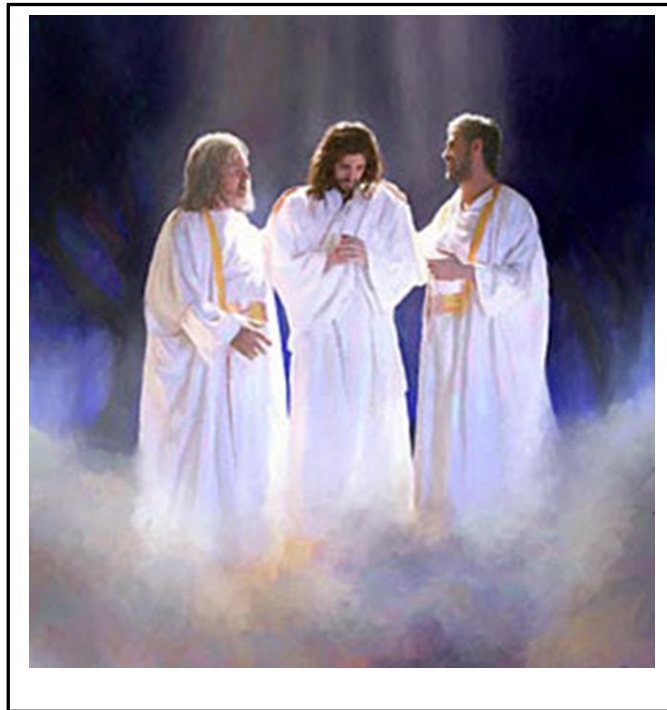
One cannot commit sin to preach the Word of God. These are polar behaviours, they do not work together. And God does not accept that behaviour. Christ Jesus died for us because of the SIN! He died to redeem us from the sin of Adam and Eve.

It is like pouring water on a bed then inviting someone to sleep on that bed at night or, putting the brake of a car on before, calling out to push the car inorder to push start the car.

That attitude, behaviour and mentality of Christians in our country should change completely and we should respect and accept other Christian church's existence.



It is the responsibility of the young people to gradually change the mindset over time; so the people of all Christian churches can respect and appreciate each other's doctrines and practices as time goes by. When young Christians are taught to accept other Christians, as time goes by, Christian churches will accept each other and live and work side by side for GOD's GLORY.



Moses, Christ Jesus and Eliah



Student Activity 8

1. Describe Church value.

2. Compare and contrast principle and doctrine.

3. List 3 most important principles your church would demand that you observe.

- i.

- ii.

- iii.



4. List 3 things you like most in the way your church worships God.

i. _____

ii. _____

5. List 3 of your church values.

i. _____

ii. _____

iii. _____

6. Compare your church values with your classmate's church value, who is from a different church.

i. _____

ii. _____

iii. _____

7. Do you think that one day the Roman Catholic Church will have a woman priest?

8. Describe 'salvation' in your own words.

9. When a church member gives his testimony, what does he really talking about?

10. List 3 behaviours that is deemed as unchristian by your church.

i. _____

ii. _____

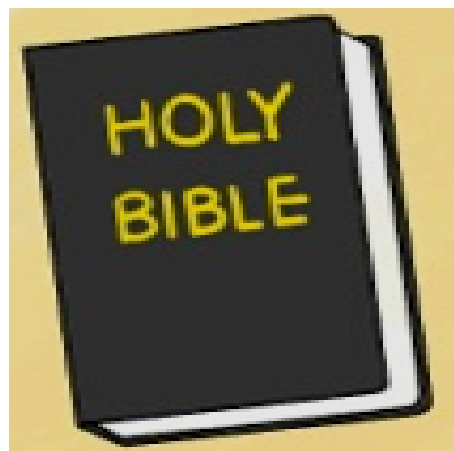
iii. _____



11.4.3.3 Christian Scripture : The Holy Bible

Christians based their teachings of Jesus Christ from the Holy Bible. It is a Christian belief that at the time of writing the scriptures, they were inspired by God. The bible is a collection of all these scriptures.

The Christian churches based their teachings in their liturgies on the Word of God. The Word of God is what is perceived to be the inspired writing of the scriptures in the Holy Bible. The Holy bible has two parts, the Old and New Testaments. The testaments are covenants between God and human kind.



The Holy Bible was written in 320 AD. That was some 290 years after the life of Jesus Christ on earth. And the Holy Bible is the oldest book on earth. There may be other bibles as such as **King James Version**. This is the bible authorized by King James I, to be used by Church of England in 1611 AC. But that is not the Holy Bible. Eastern Orthodox and Roman Catholic churches consider a bible with 73 scriptures as the Holy Bible.

11.4.3.3.1 Books of the Old Testament : 46 Scriptures

The first part of the Christian Bible is the Old Testament, which corresponds to the Hebrew Bible, that recounts the creation of the world and the history of ancient Israel and contains the Psalms and the prophetic books, with prophecy of the coming of Jesus Christ the Redeemer. This Old Testament contains the following books: Genesis, Exodus, Leviticus, Numbers, Deuteronomy (Pentateuch), Joshua, and Judges (Heptateuch). They make up the first 7 books.

Genesis- first book of the Pentateuch: a book of the Bible, in which the creation of the world is described.

Exodus- second book of the Pentateuch: a book of the Bible which describes the flight of the Israelites from Egypt and Moses receiving the Ten Commandments on Mount Sinai.

Leviticus- third book of the Pentateuch: a book of the Bible that contains the priestly tradition of the Levites, traditionally attributed to Moses; continuing from the end of the book of Exodus.

Numbers- fourth book of the Pentateuch: a book of the Bible that gives an account of the Israelites' experiences in the wilderness after they left Egypt.

Deuteronomy- fifth book of the Pentateuch: a book of the Bible that repeats the Ten Commandments and records much of Mosaic Law.

The Pentateuch are the first 5 scriptures attributed to the command of Moses.



Joshua- sixth book of the Heptateuch: a book of the Bible that describes the Hebrew invasion and partition of Canaan under Joshua's command.

Judges- seventh book of the Heptateuch: a book of the Bible that tells the story of the Israelites from Joshua's death in the 13th century BC to Samuel's birth in the 11th century BC.

The other books are Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, Hosea, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther, Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Isaiah, and Jeremiah.

The Psalms 8; 19; 139; 145; and 148 show theological understanding of creation and shows God's work in creation and salvation.

Then there are the books of Lamentations, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi.

Justice is the basic theme in all the prophetic works. Since God led the Israelite out of slavery, they should live according to the Ten Commandments according to the prophets. It discusses the covenants between God and men, such between God and Moses, and God and David.

The above are 39 of the books of the bible used by the Protestants Churches. Their bibles do not contain Wisdom, Sirach, Tobit, Baruch, Qoheleth, 1 Maccabees and 2 Maccabees. Whether you have 46 scriptures or 39 scriptures in your Old Testament bible, both should give the same account of stories in the 66 common scriptures.

11.4.3.3.2 Books of the New Testament: 27 Scriptures

The second section of the Christian Bible is the New Testament; it deals with the life and teachings of Jesus Christ, containing the Gospels, the Acts of the Apostles, the Epistles, and the Book of Revelations. The Gospel is the unquestionable TRUTH. This testament begins with the 28 gospels of Mathew, 16 gospels of Mark, 23 gospels of Luke and 21 gospels of John. At the heart of the New Testament, Jesus says of Himself: "I am the way, the truth, and the life" (John 14.6). That is, in order for us to be able to go to the Father in Heaven, we have to live by His teachings and practices.

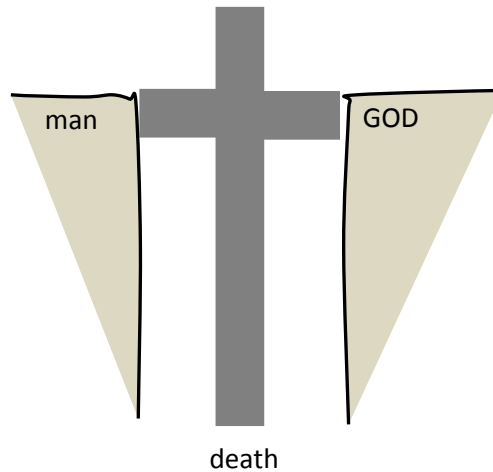
Second section of Christian Bible:

This New Testament contains:

1. The Gospel of Mathew
2. The Gospel of Mark
3. The Gospel of Luke
4. The Gospel of John
5. Acts of the Apostles



6. Romans
7. 1 Corinthians,
8. 2 Corinthians
9. Galatians
10. Ephesians
11. Philippians
12. Colossians
13. 1 Thessalonians
14. 2 Thessalonians
15. 1 Timothy
16. 2 Timothy
17. Titus
18. Philemon
19. Hebrews
20. James
21. 1 Peter
22. 2 Peter
23. 1 John
24. 2 John
25. 3 John
26. Jude
27. The Book of Revelations



Often, in a church mass three readings are read. The first two are taken from the Old Testament and the final reading is taken from one of the gospel scriptures. Reading your bible daily will help you guide you in your daily interactions with other people. In the bible you can find indications and norms of right behaviour to attain fullness of life. The Holy Scripture is a source of revelation on which to ground ones faith and is an indispensable reference point for morality.



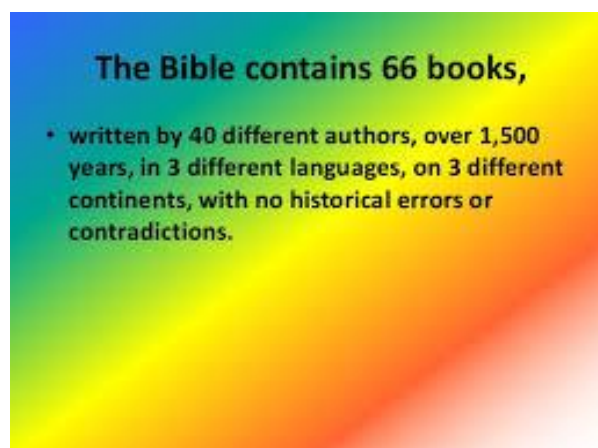
Your deep faith in God will bring you wonders. But without faith it is impossible to please Him: for he that comes to God must believe that He is, and that He is a rewarder of them that diligently seek him. (Hebrews 11:6)

Build your spirituality through confession and forgiveness, to strengthen your spiritual bond with the Trinity. Live by the Ten Commandments; as your soul is the house of God. When your spirituality bond with God is strong, you can interpret dreams or foresee the future, witness an apparition and even, make miracles when in desperate need.

To build your spirituality, peace in heart is important. The boson of your spirituality grows bigger when you have peace in heart. As the Lord God says " Love me with all your heart". So when the boson of your spirituality comes in contact with the boson of Gods spirituality, there will be reaction. A reaction like when atoms of two different elements come in contact. When your spirituality comes in contact with Gods spirituality, God will answer to your petition as you requested.



The fruits of the Holy Spirit are love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control. Against such there is no law. (Galatians 5:22-23)



**Student Activity 9**

1. How many books are in the Old Testament? _____
2. List the next two books that come after the Pentateuch.
_____, _____, _____, _____, _____
3. How many books of the gospels are in the New Testament?

4. How old was Anna when she conceived John the Baptist?

5. List the names of the disciples of Jesus whose names do not appear as gospel or epistles writers.

How old was Jesus Christ when He was crucified, died and was buried?

6. Write the lines given by the texts:
Gen 1:1 _____
Ex 2:2 _____
Lev 3:3 _____
Num 4:4 _____
Deut 5:5 _____
7. Why did God allow the Israelites to be spotted by the Egyptian soldiers; that the Israelites had to cross through to safety by the Red Sea?

8. Which geographical location on earth looks similar to the lower portion of the human heart when cut in half?

9. Did Moses set foot on the promise land before he died?

**Summative Activity 4.3**

1. Read Galatians 5:16-25 and Philippians 2:5,12-23 and answer the question: Will God do anything to change my character, or is it up to me?
2. What does the bible say about 'faith' in your everyday life in Romans 3:24-25 and Isaiah 26:3?
3. What does the bible tell us about in Psalm 32:8 and Luke 12:6-7?
4. Obedience is a Christian value. Obedience is important in spiritual life. What does God promise to those who obey Him in John 14:15-17 and Jeremiah 7:23?
5. List the fruits of the Holy Spirit.
6. The Prayer of Jesus in John 17:9, Jesus said: "Now, Father bring me into the glory we shared before the world began." What does Jesus Christ tell us by saying ...' glory we shared ...'?
7. The book of Genesis tells us about Jacob and his 12 sons. Name the mother of his son Joseph.
8. Your Christian values define your character and sets your relationship with other people in your community. Without the intervention of the Holy Spirit, do you think other people who do not share your values accept you as you are?
9. In which book of the bible are these words of Jesus " I am the Alpha and the Omega- the beginning and the end. I am the one who is, who always was, and who is still to come – the Almighty One".
10. Are Israelites the descendants of Esau or Jacob?

**Answers to Activity 11.4.3****STUDENT ACTIVITY 7**

1. Faith is belief and trust in somebody or something without logical proof.
2. Write the prayer of the Apostles Creed.
3. Describe in your own words what it means by Christian value.
4. Vertical Relationship.
5. Parental guidance, religious instruction, environmental factors.
6. (any three deemed Christian value)



7. No to be just; yes if one is to be unjust.
8. Unrevealed facts about behaviours that is contrary to church doctrine and principles.
9. 3 years
10. No.

STUDENT ACTIVITY 8

1. Church value is an ideal the church demands from the faithfuls to comply with.
2. Principle is And a doctrine is
3. (varies with churches)
4. (any 3, varies with church)
5. (any 5, varies with church)
6. (compare to appreciate each others church; do not debate!)
7. No. Never.
8. Salvation is the deliverance from sin through Jesus Christ.
9. Testimony is public speaking out of one's experience of Gods presence in his life.
10. (compare to appreciate each others church; do not debate!)

STUDENT ACTIVITY 9

1. Old Testament has 46 books.
2. Joshua and Judges.
3. 4 books: Gospels of Matthew, Mark, Luke and John
4. Beyond biologically accepted period of conception.
5. Andrew, Philip, Nathanael, Thomas, Judas.
6. Jesus Christ was 33 years old.
7. Gen 1:1 "In the beginning God created the heavens and the earth".

Ex 2:2 The woman became pregnant and gave birth to a son. She saw that he was a special baby and kept him hidden for three months(birth of Moses).

Lev 3:3 "The priest must present part of this peace offering as a special gift to the LORD. This includes all the fat around the internal organs," (Peace Offering)



Num 4:4 The duties of the Kohathites at the Tabernacle will relate to the most sacred objects.

Deut 5:5 I stood as an intermediary between you and the lord, for you were afraid of the fire and did not want to approach the mountain. He spoke to me, and I passed his words to you. This is what he said:

8. Israelites turned to their idol worships.
9. Mt. Mor and the two valleys next to it (Israel).
10. No



Answers to Summative Activity 11.4.3

1. Only the fruits of the Holy Spirit can guide one in every part of his life; with utmost faith in God, the Spirit will give one power and desire to do what pleases God.
2. People are made right with God when they believe that Christ Jesus sacrificed his life as a penalty for our sins; only those who trust in the Lord and have fixed thoughts in him will find peace.
3. The Lord promises that He will guide us along the best pathway of our life, advise us and watch over us; and God keeps His promises.
4. If you love me obey my commandments. And I will ask the Father, and he will give you another advocate, who will never leave you. He is the Holy Spirit, who leads into all truth. The world cannot receive him, because it isn't looking for him, because he lives with you now and later will be in you. (John 14:15-17) This is what I told them: 'Obey me, and I will be your God, and you will be my people. Do everything as I say, and all will be well.' (Jeremiah 7:23)
5. Fruits of the Holy Spirit: love, peace, joy, kindness, goodness, faithfulness, gentleness, self-control and long-suffering.
6. Christ Jesus tells us that he was in Heaven, and was with the Father, and is God.
7. Mother of Joseph was Rachel.
8. The intervention of the Holy Spirit through obedience in our life, gives us spiritual strength, which empowers our thoughts to reach out without fear.
9. The book of Revelations.
10. Israelites are descendants Jacob.



11.4.4 Universal Values and Universal Rights

11.4.4.1 Universal Values

Before looking closely at the term 'universal values', let's find out about the meaning of the term 'value' first.

What Are 'Values'?

Values guide the way we live our lives and the decisions we make. A value may be defined as something that we hold dear, those things or qualities which we consider to be important and worth keeping.

Values are principles, ideas, standards or qualities that an individual or group of people hold in high regard.

People believe that some things are important and other things are less important, but not everyone has the same ideas about the value of different things. A 'value' is commonly formed by a particular belief that is related to the worth of an idea or type of behaviour. Some people may see great value in saving the world's rainforests. However a person who relies on the logging of a forest for job may not place the same value on the forest as a person who wants to save it.

Values can influence many of the judgments we make as well as have an impact on the support we give to people. It is important that we do not influence people's decisions based on our values. We should always work from the basis of supporting the values.

Values are lasting beliefs and ideals shared by the members of a culture. Values can be what is good or bad and desirable or undesirable. Values have major influence on a person's attitude and behaviour and serve as broad guidelines in all situations.

Examples:

- The values that the organisation focused on in its communications with the employees indicated the company's relationship to the community.
- I wanted to continue to date her because I realised that she and I had the same values in life and the same dreams in life.
-



STUDENT ACTIVITY 9

What are some of my values?

1. Manners—are they old fashioned? Do they hold a high or low value in your life?



2. Pride—are there things you need to be proud of? Do you value pride or do you value humility?

3. Clothes—how important are clothes at work? At play?

4. Behaviour on the sports field—what behaviours do you value? Sportsmanship? Winning? Team spirit? Individuality?

5. What do you value about family life?

Write down some of the values you hold in these areas. Talk to friends and family members. Ask them the same questions. Do the answers differ?

What are Universal Values?

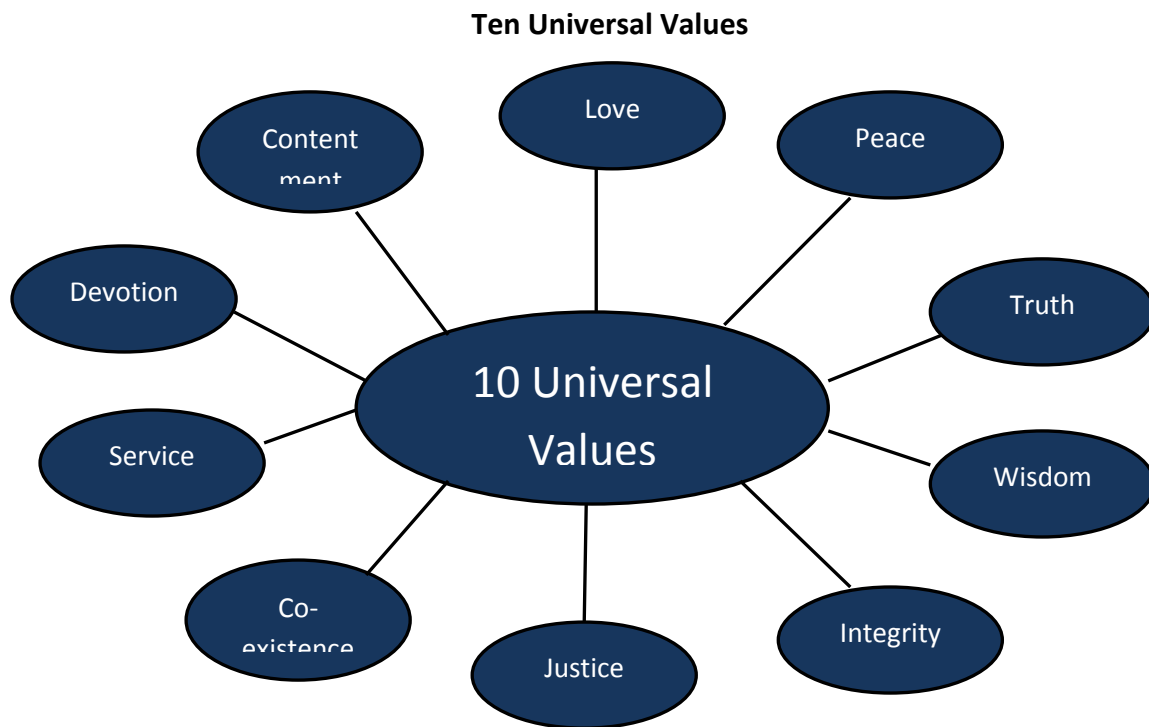
A value is a universal value if it has the same value or worth for all, or almost all people. Spheres of human value encompass morality, aesthetic preference, human traits, human endeavour, and social order.

Universal value is a value that is shared by people from many different places. Example, people all over the world agree that killing another human being is wrong.

Examples Of Universal Values

There are so many good examples of values that people around the world desire and share, even though people come from different race and have different cultures.

Love, peace, honesty, caring, trust, respect, generosity, responsibility, mercy, modesty, and equality are some of the many universal values that people value.



Description Of A Few Universal Values.

Value	Description
<i>tolerance</i>	<i>Recognizing and accepting the differences in people (diversity), treating people fairly, treating all people equally (equity)</i>
<i>Love</i>	<i>Love your family, friends, country and all people in the world.</i>
<i>honesty</i>	<i>Making ethical decisions, transparent, not being corrupt and supporting anti-corruption, personal integrity, conviction and conscience.</i>
<i>Peace</i>	<i>Solving conflict and making peace, understanding different ways to maintain peace, think of ways to help other people not yourself</i>
<i>Respect</i>	<i>Value other people, yourself and property</i>
<i>Trust</i>	<i>Being reliable, consistent and faithful so people will believe in you.</i>

Different Types Of Values

We can speak of universal values, because ever since human beings have lived in community, they have had to establish principles to guide their behaviour towards others.

In this sense, honesty, responsibility, truth, solidarity, cooperation, tolerance, respect and peace, among others, are considered universal values.

However, in order to understand them better, it is useful to classify values according to the following criteria:

- **Personal Values:** These are considered essential principles on which we build our life and guide us to relate with other people. They are usually a blend of personal family values and social-cultural values.



- **Family Values:** These are valued in a family and are considered either good or bad. These derived from the fundamental beliefs of the parents, who use them to educate their children. They are the basic principles and guidelines of our initial behaviour in society, and are conveyed through our behaviours in the family, from the simplest to the most complex.

- **Socio-Cultural Values:** These are the prevailing social, economic and cultural values of our society, which change with time, and either coincide or not with our family or personal values. They constitute a complex mix of different values, and at times they contradict one another, or pose a dilemma.

For example, if work isn't valued socially as a means of personal fulfilment, then it indirectly devalues honest work for a living.

Another example of the dilemmas that social-cultural values may pose is when they promote the idea that "the end justifies the means". With this as a pretext, terrorists and arbitrary rulers justify violence, intolerance, and lies while claiming that their true goal is peace.

- **Material Values:** These values allow us to survive, and are related to our basic needs as human beings, such as food, clothing and protection from the environment.

- **Moral Values:** The attitudes and behaviours that a society considers are tenets for coexistence, good order, and general well-being.

- **Spiritual Values:** They refer to the importance we give to non-material aspects in our lives. They are part of our human needs and allow us to be content with life. They add meaning and foundation to our life, as do religious beliefs.

- **Christian Values:** Are values that are ways and teachings of Jesus Christ. We are to follow His steps (1 Peter 2:21). Thus His values are to become our values.

Christian Values

Though not specifically enumerated in the bible, the following are few of the many Christian values taught in the bible.

1. Keep Gods 10 Commandments	John 2:3-4
2. Have Faith and Trust in God	Mark 11:22
3. Humble ourselves as little children	James 4:10
4. Do good works	Eph 2:10
5. Repent and commit to holding fast to the truth of the Bible`	Acts 2:38
6. Cultivate spiritual gifts to serve others	Romans 12: 6-13
7. Seek God's righteousness	Matt 6:33



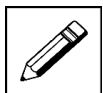
8. Live at peace with others

1 Cor 14:33

These and many more not listed, are attributes we should value in our lives as Christians. It is our responsibility to find out what the core Christian values are from the only source of information God has provided- the Bible. Until we read and try to make meaning of the bible texts, we will never truly understand and appreciate the types of values and universal values.

Imagine the world, if everyone functions according to the Christian values, thus yield optimal performance; will there be conflicts between Christians and Muslims, Sunni's and Shiites, and the Palestine and Israel? Will there be wars, gender based violence, suicide, corruption and secularism in high places, excessive gambling, and unequal distribution of wealth and poverty?

God made it clear that those who reject any of His values (Christian Values) have a fatal flaw in their thinking (Matt 5:19, 19:5). The result of conflicting and wrong values will lead to chaos, confusion, hatred and violence.

**STUDENT ACTIVITY 10**

1. What are 'values'?

2. What are universal values? List 2 examples of Universal Values and 2 examples of Personal Values.

3. How can a value be an individual and a universal value at the same time? Explain how love is both an individual value and an universal value.

4. Complete the table by filling in the appropriate universal values; Tolerance, love, honesty, peace, respect, and trust,

	<i>Recognizing and accepting the differences in people (diversity), treating people fairly, treating all people equally (equity)</i>
	<i>Show to your family, friends, country and all people in the world.</i>
	<i>Making ethical decisions, transparent, not being corrupt and supporting anti-corruption, personal integrity, conviction and</i>



	<i>conscience.</i>
	<i>Solving conflict and making peace, understanding different ways to maintain peace, think of ways to help other people not yourself</i>
	<i>Value and look after other people, yourself and property</i>
	<i>Being reliable, consistent and faithful so people will believe in you.</i>

11.4.4.2 Universal Rights

What Are Rights? Rights are “legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental rules about what is allowed of people or owed to people.

Human Rights are “Things which you are entitled or allowed; freedoms that are guaranteed”.

Rights are freedoms that you have simply because you are human. You have the right to live, the right to speak your mind, and the right to be treated as equal.

There are many types of rights, and most apply to certain groups only (e.g. Children’s rights and worker’ rights). But human rights apply to absolutely everyone everywhere. That means kids, old people, soccer players, garbage collectors, teachers, Indians, Arabs, Christians, Muslims, your mum and dad, your neighbour, friends, and you. You all have the same exact human rights. In other words the human rights are universal (for everyone).

Universal rights are human rights that are meant to protect everyone from harm, abuses such as discrimination, intolerance, injustice, oppression and slavery.

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives from different countries with different legal and cultural backgrounds from all regions of the world; the **Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948** as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. That means, each country has a responsibility to ensure that the country it trades with enforces human rights for her people.

Universal Declaration of Human Rights (Summary) **Adopted by the United Nations on December 10th 1948**

- Article 1** All human beings are born free and equal.
- Article 2** Everyone is entitled to the same human rights without discrimination of any kind.
- Article 3** Everyone has the human right to life, liberty, and security.
- Article 4** No one shall be held in slavery or servitude.



-
- | | |
|-------------------|--|
| Article 5 | No one shall be subjected to torture or cruel, inhuman or degrading treatment or punishment. |
| Article 6 | Everyone has the human right to be recognized everywhere as a person before the Law. |
| Article 7 | Everyone is equal before the law and has the human right to equal protection of the law. |
| Article 8 | Everyone has the human right to a remedy if their human rights are violated. |
| Article 9 | No one shall be arrested, detained, or exiled arbitrarily. |
| Article 10 | Everyone has the human right to a fair trial. |
| Article 11 | Everyone has the human right to be presumed innocent until proven guilty. |
| Article 12 | Everyone has the human right to privacy and family life. |
| Article 13 | Everyone has the human right to freedom of movement and residence within the state, to leave any country and to return to one's country. |
| Article 14 | Everyone has the human right to seek asylum from persecution. |
| Article 15 | Everyone has the human right to a nationality. |
| Article 16 | All adults have the human right to marry and found a family. Women and men have equal human rights to marry, within marriage, and at its dissolution. |
| Article 17 | Everyone has the human right to own property. |
| Article 18 | Everyone has the human right to freedom of thought, conscience and religion. |
| Article 19 | Everyone has the human right to freedom of opinion and expression. |
| Article 20 | Everyone has the human right to peaceful assembly and association. |
| Article 21 | Everyone has the human right to take part in government of one's country directly or through free and fair elections and access to the public service. |
| Article 22 | Everyone has the human right to social security and to the realization of the economic, social and cultural rights indispensable for dignity. |
| Article 23 | Everyone has the human right to work, to just conditions of work, to protection against unemployment, to equal pay for equal work, to sufficient pay to ensure a dignified existence for one's self and one's family, and the human right to join a trade union. |
| Article 24 | Everyone has the human right to rest and leisure. |
-



- Article 25** Everyone has the human right to a standard of living adequate for health and well-being, including food, clothing, housing, medical care and necessary social services.
- Article 26** Everyone has the human right to education including free and compulsory elementary education and human rights education.
- Article 27** Everyone has the human right to participate freely in the cultural life and to share in scientific progress, as well as to protection of their artistic, literary or scientific creations.
- Article 28** Everyone is entitled to a social and international order in which these rights can be realized fully.
- Article 29** Everyone has duties to the community.
- Article 30** None of the human rights in this Declaration can be used to justify violating another human right.
- Human rights are Universal, Indivisible, Interconnected and interrelated
 - With equality and without discrimination for all women and men, youth and children
 - Democracy must be a delivery system of human rights
 - All must know, own, organize, plan and act, guided by human rights as a way of life.

Articles 1, 3 and 7 have been selected and explain further for you.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

There is no one above the law of this country. Your life is just as important as a street seller, PMV driver, leader in Parliament, Pilot or an old man and a sick little girl or a crippled little boy.

Endowed with reason and conscience means that a person has the ability to solve a problem or work out an answer about what is right or wrong after thinking about all the relevant facts.

Article 3

Everyone has the right to life, liberty and security of person.

Liberty means freedom, and Security of person means to feel safe from danger.

**Article 7**

All are equal before the laws are entitled without any discrimination to equal protection of the law.

People should be given a fair treatment when suspected of a crime or offence. They must be given the right to stand up in court and defend themselves. Suspects must be treated as “not guilty, until proven guilty by the court”. Everyone must be treated fairly without fear of the disciplinary forces e.g. Policeman and Solders.

Many people know something about their rights. Generally they know they have the right to food and a safe place to stay. They know they have a right to be paid for the work they do. But there are many other rights.

When human rights are not well known by people, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise.

The 30 articles may deem as huge and over arcing in our life with the political backing globally. But this set of articles is summarized in the Ten Commandments and manifested in the Bible.

With compassion and love, and walking the path of Jesus Christ it is needless to memorise all these articles. We can live an amicable life and enjoy, embrace and cherish the richness in freedom God wanted us to live in.



Do not deny me my rights!

**STUDENT ACTIVITY 11**

Answer the following.

1. What is the meaning of 'right'?

2. Write the correct Article number beside the corresponding human rights.

Article	Human Rights
	The right to own property
	The right to nationality
	The right to have a fair trial
	The right to be free from slavery
	The right of being born free and equal

3. What are universal rights?

4. What is the qualification or eligibility to have the human rights?

5. Where and when was the Declaration of Human Rights proclaimed?



11.4.4.3 Formation of Conscience

What is conscience?

'Conscience' is judgment (aptitude, faculty, intuition) that assists in distinguishing right from wrong. Moral judgment may derive from values or norms (principles and rules).

Conscience is the reason, employed in questions of right and wrong. It is that within a man which approves or condemns his actions.

A simple illustration of conscience ruling and protecting the character is contained in the story of the boy who, when asked why he did not pocket some pears, for nobody was there to see, replied, "Yes, there was: I was there to see myself; and I don't intend ever to see myself do a dishonest thing."

Conscience is a principle without which a man falls easily into temptation; and every temptation succumbed to means degradation of his best instincts. He feels that he is no longer the same, but something weaker, something polluted, and the secret uneasiness and self-reproach which pursue him are the biting of conscience.

Each individual is unique in some way. This distinction assigns a higher value to each human life, saving each person from becoming just another number. This individuality gives us purpose and allows us to make choices that define us; as humans we distinguish ourselves by who we are and not what we are.

Individuality gives us purpose and allows us to make choices that define us; as humans we distinguish ourselves by who we are and not what we are. When faced with a moral dilemma or an ethical situation, society has been conditioned to do the right thing; no matter the outcome. Generally, human intentions are good. Yet we still have crime, war and horrific events occurring daily; humans lose their unique individuality, distinction and they do become just another number.

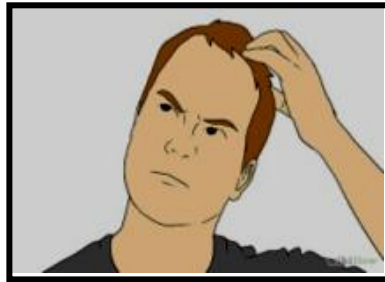
The question that arises from this is:

"How do we follow our conscience and not follow the crowd?"

Man has the ability to do the right thing through **inner truth** and **reflection**, these two characteristics aid one in exercising their conscience.

Forming your **conscience** is a matter of:

1. Learning the objective truth about what is right and wrong
2. Engaging the intellect in moral reasoning.
3. Internalizing the moral reasoning so your moral choices are just part of who you are.



Humans have three levels of morality

1. Doing what is right simply because one fears punishment;
2. Doing what is right to receive praise; finally, the highest form of morality is;
3. Doing what is right because we know it is right in our inner most cores, remaining true to ourselves, our inner truth.

Forming Your Conscience

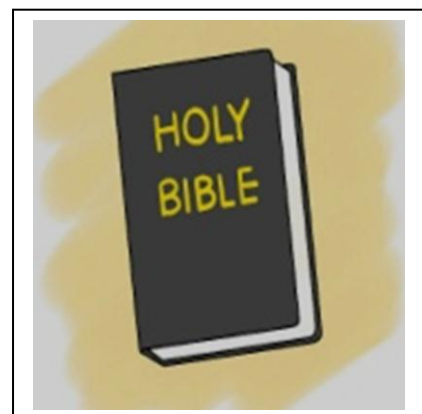
So how do you form your moral conscience? Keep learning, focus on love, grow in self-discipline and be intentional about avoiding sin and growing in goodness. There's your plan!

Stages in the Formation of Conscience

Punishment/Obedience	stage 1 of conscience formation; we do something to avoid punishment
Personal Usefulness	stage 2 of conscience formation; we act in order to receive a reward
Good Boy/Nice Girl	stage 3 of conscience formation; we act in order to please others
Law and Order	stage 4 of conscience formation; do something because it is the law or because authority figures have declared it to be right
Social Contract	stage 5 of conscience formation; do something according to the consensus of the social body
Personal Conscience	stage 6 of conscience formation; we act based on values such as equality and/or justice

How to Develop a Well Formed Conscience (The Christian Way)

A conscience is not simply an inner voice, unlike the idea of an angel and a devil perched on our shoulders. A conscience is something that we must work on over time by forming, informing, and following it. A popular method to form a conscience utilizes the 'SEER' method, which stands for "**Study, Elect, Execute and Review.**" This article will describe the steps of the SEER method, as well as a real-world example of how it can be used in daily life.





Steps

1. **Study the conscience.** The Bible has great moral wisdom and knowledge that can help develop a well formed conscience.

Remember God; Think about the action that is about to be done. Is it going to please god? This step is when the actual decision (to act or not act) comes into play.

1. If the action is of a lesser good, or greater evil, one should not perform it. Prayer helps.
2. **Execute:** if our conscience tells us that our action is right, after the first two steps, then we should act. "Moral acts express and determine the goodness or evil of the individual who performs them". This means we are responsible for our actions.
3. **Evaluate the action that was performed.** Was it the best action? Will this decision prosper me? IS this something God will consider right?
4. **Repeat:** we have an ongoing obligation to form, inform, and follow our conscience.

The SEER method can assist us in this. Thus the SEER method is a cycle that we can do every time we find ourselves in a situation, starting with our first moral action.

Real Life Example of Conscience

Vignette 1

Imagine a thirteen year old boy asks his seventeen year old relative for advice. The thirteen year old asks his relative about underage drinking.

"Hey, I figured out where the key is hidden to my dad's liquor cabinet! I am really interested in drinking some of his Tequila, but I am not sure. Every time I am about to open it, I get this weird feeling. I am just not sure if it is right," says the young boy.

Mike, his older relative responds to him, "Well, let's *study* the action. Do you think it is sinful?" The boy has a puzzled look on his face.

Mike elaborates, "Are there any of the Ten Commandments that would prohibit you doing that?"

The young boy responds, "Well, I guess it is sort of stealing."

"Anything Else?" Mike asks.

"I guess I wouldn't be honouring my mother and father."

"And if your dad notices that his Tequila is gone..."



"I guess then I would have to lie to him. That is three Commandments I would break!" Mike, proud of his younger relative, responds, "God made you amazing. Do you think that God would want you stealing liquor, or do you think that is less than what He expects?"

"How do I figure that out?"

Mike suggests that they pray together.

After the prayer, the boy remarked, "I don't think God wants me to do that, so I am not going to."

Mike says to the boy, "I am proud of you for your decision. I think you are doing the right thing by not stealing any. Do you think you are doing the right thing?"

The boy nods his head in agreement.

Vignette 2

Pope Francis: Wait and see on Trump.

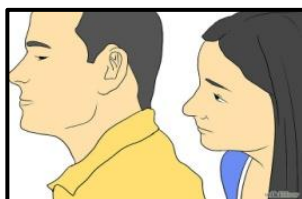
Comments on specific policies, as reported by El Pais Newspaper, about Donald Trump's inauguration as the 45th US president.

Pope Francis: I think that we must wait and see, I don't like to get ahead and of myself nor judge people prematurely. We will see how he acts, what he does, then I will have an opinion. But being afraid or rejoicing beforehand because of something that might happen is, in my view, quite unwise. It would be like prophets predicting calamities.

Advice to the European Leaders and people as reported by El Pais Newspaper.

Pope Francis: ...should not repeat the same mistakes as in the 1930's when they turned to "saviours" to resolve the economic and political crisis only to end up in war. Crisis provokes fear, alarm. In my opinion, the most obvious example of European populism is Germany in 1933. A people that was immersed in a crisis, that looked for his identity until this charismatic leader came and promised to give their identity back, and he gave them a distorted identity, and we all know what happened. In times of crisis, we lack judgment, and that is a constant reference for me.

Pope Francis urged Donald Trump to be guided by ethical values, ... to take care of the poor and the outcast during his time in office as the 45th President of the United States.

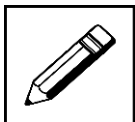


**STUDENT ACTIVITY 12**

1. Write T for True and F for False for the following statements.
 - a) Conscience is the judgment in working out right from wrong. _____
 - b) Conscience is a principle that helps you out when facing a temptation. _____
 - c) The conscience of everyone works the same way. _____
 - d) Conscience is inbuilt in the mind, and not learned. _____
2. List any one of the three moralities that humans have.

3. How many stages are there in the formation of conscience?

4. The Christian process of forming conscience is known as the “SEER” method. What does the ‘SEER’ stands for?

**Summative Activity 11.4.4**

1. How can a value be an individual and a universal value at the same time?

2. What can you do to show qualities of respect and honesty to yourself, family and other people around you?

	Respect	Honesty
Self		



Family		
Others		

3. What is the difference between the term 'right' and 'universal rights'?

4. Write down 5 Article of human rights that you can remember from the Universal Declarations of Human Rights

Article	Human Rights

5. List the three moralities that humans have.

i. _____

ii. _____

iii. _____

6. List the 6 stages in the formation of conscience

i. _____

ii. _____



- iii. _____
- iv. _____
- v. _____
- vi. _____

7. The Christian process of forming conscience is known as the “SEER” method. What does the ‘SEER’ stands for?

S – _____

E – _____

E – _____

R – _____



Answers to Activities in 11.4.4

STUDENT ACTIVITY 10

1. Values are principles, ideas, standards or qualities that an individual or group of people hold in high regard.
2. Universal value is a value that is shared by people from many different places. Example, people all over the world agree that killing another human being is wrong.
3. A **value** is a **universal value** if it has the same **value** or worth for all, or almost all people.
4. Complete the table by filling in the appropriate universal values; Tolerance, love, honesty, peace, respect, and trust,

tolerance	<i>Recognizing and accepting the differences in people (diversity), treating people fairly, treating all people equally (equity)</i>
Love	<i>Show to your family, friends, country and all people in the world.</i>
honesty	<i>Making ethical decisions, transparent, not being corrupt and supporting anti-corruption, personal integrity, conviction and conscience.</i>
peace	<i>Solving conflict and making peace, understanding different ways to maintain peace, think of ways to help other people not yourself</i>
respect	<i>Value and look after other people, yourself and property</i>
trust	<i>Being reliable, consistent and faithful so people will believe in you.</i>

**STUDENT ACTIVITY 11**

1. Human Rights are “Things which you are entitled or allowed; freedoms that are guaranteed”.
2. Write the correct Article number beside the corresponding human rights.

Article	Human Rights
17	The right to own property
15	The right to nationality
10	The right to have a fair trial
4	The right to be free from slavery
1	The right of being born free and equal

3. Universal rights are human rights that are meant to protect everyone from harm, abuses such as discrimination, intolerance, injustice, oppression and slavery.
4. Being a human being
5. Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948

STUDENT ACTIVITY 12

1. True and False
 - a) T
 - b) T
 - a) F
 - b) F
2. Three Morality
 - Doing what is right simply because one fears punishment;
 - Doing what is right to receive praise; finally, the highest form of morality is;
 - Doing what is right because we know it is right in our inner most cores, remaining true to ourselves, our inner truth.
3. Six (6)
4. Study, Elect, Execute and Review

**Answers to Summative Activity 11.4.4**

1. Universal value is a value that is shared by people from many different places.
Example, people all over the world agree that killing another human being is wrong.
2. A value is a universal value if it has the same value or worth for all, or almost all people.
3. *(Any answer similar to the samples is correct)*

	Respect	Honesty
Self	Abstain from taking drugs and alcohol, Keep myself fit and healthy	Love myself, correct my own mistake when I am wrong, accept my mistakes, and admitting my faults
Others	Understand different people and act in the right way, behave well in the community, Help anybody that needs help.	Do not gossip, correct others when they do anything wrong, return any lost and found items, do not take bribes, say no to any corrupt practice
Family	Obey my parents, listen when my parents are talking to me, understand my family	Always tell the truth to my parents, do not support the family when a family member is at fault,

4.

(Any answer similar to the samples below is correct)

- Rights are things which a group of people or organisation are entitled or allowed to, while universal rights are human rights that are meant to protect everyone.
 - Different groups can have different rights that are meant for the group only, whereas human rights are meant for every human being.
5. *(Any correct Article and its corresponding Human rights similar to the sample below is correct)*

Article	Human Rights
1	The right of being born free and equal
4	The right to be free from slavery
10	The right to have a fair trial
15	The right to nationality
17	The right to own property

6. Three Morality
 - Doing what is right simply because one fears punishment;
 - Doing what is right to receive praise; finally, the highest form of morality is;



- Doing what is right because we know it is right in our inner most cores, remaining true to ourselves, our inner truth.

7. Six Stages of Conscience

- i. Punishment/Obedience
- ii. Personal Usefulness
- iii. Good Boy/Nice Girl
- iv. Law and Order
- v. Social Contract
- vi. Personal Conscience

8. **S** - Study

E - Elect

E - Execute

R - Review



11.4.5 Anti-Social Behaviour, Gambling and Violence

11.4.4.1 Anti-Social Behaviour

What is anti-social behaviour? **Anti-social behavior** is behaving in a disruptive or harmful manner to the well-being/ property of another person or to the functioning of a group or society. Anti-social behaviour causes harassment, alarms and distress to others.

Pro-social behaviour refers to "voluntary actions that are intended to help or benefit another individual or group of individuals". This **definition** refers to consequences of a doer's actions rather than the motivations behind those actions.

It involves helping, sharing, donating, co-operating and volunteering. These actions may be motivated by empathy and by concern about the welfare and rights of others.

Anti-social behaviour may be **overt** (be seen or noticeable openly), involving aggressive actions against siblings, peers, parents, teachers, or others, such as verbal abuse, bullying and hitting; or **covert** (cannot be displayed openly), involving aggressive actions against property, such as theft, vandalism, and fire setting. Covert anti-social behaviours in early childhood may include noncompliance, sneaking, lying, or secretly destroying other people's property. Anti- social behaviours also include drug and alcohol abuse and high-risk activities involving individuals and others.

Anti social behaviour (ASB) is a broad term used to describe day-to-day incidents of nuisance and disorder that affects people's lives. This can cover everything from litter to aggressive dogs, vandalism to noisy neighbours and public drunkenness to noisy vehicles - but it generally falls into these categories.

ASB can be addressed effectively when the Christian ethical values are drilled in schools to children aging from 7 to 16 years. Children are provided examples of negative effect of not complying to Christian ethical values. Other ways of attending to ASB issues is advocacy and peer group teaching.

Examples of ASB

- alcohol abuse
- drug abuse
- prejudice and stereotypes
- domestic violence
- tribal fighting
- bullying
- child abuse or neglect
- loud music



- gambling,
- corruption, and so on

ASB Category

1. **Personal** - ASB is perceived to be targeted at an individual or group rather than the community at large
2. **Nuisance** - ASB is causing trouble, annoyance or suffering to the community at large rather than an individual or group.
3. **Environmental** - The incident is not aimed at an individual or group but targets the wider environment, e.g. public spaces/buildings.

Anti-social behaviour can be broken down into two components:

- a) The presence of anti-social (i.e., angry, aggressive, or disobedient) behaviour.
- b) The absence of pro-social (i.e., communicative, affirming, or cooperative) behaviour.

Most children show some anti-social behaviour during their development, and different children demonstrate varying levels of pro-social and anti-social behaviour.

Some children may show high levels of both antisocial and pro-social behaviours; for example, the popular but rebellious child. Some, however, may exhibit low levels of both types of behaviours; for example, the withdrawn, thoughtful child.

High levels of antisocial behaviour are considered a clinical disorder. Young children may show hostility towards authority, and be diagnosed with oppositional-defiant disorder. Older children may lie, steal, or engage in violent behaviours, and be diagnosed with conduct disorder.

Conduct disorder – a behavioural and emotional disorder of childhood and adolescence. Children with a conduct disorder act inappropriate, infringe on the rights of others, and violate the rules and norms of their society.

Oppositional-defiant disorder (ODD) – A **persistent disruptive behaviour** that includes 3 or more of the following types of anti-social behaviours occurring frequently over a six-month period: loss of temper; arguments with adults; defiance or refusal to comply with adult's requests/rules; annoying others deliberately and being easily annoyed; blaming others with unwillingness to accept responsibility for mistakes or behaviour; angry, resentful, spiteful, and vindictive behaviours.

Do you have a conduct disorder, or oppositional-defiant disorder? Is there someone in your family that shows a conduct disorder, or oppositional-defiant disorder?

Do you know someone who has a oppositional-defiant disorder?

**Causes of Anti-social Behaviours**

Below is a list of factors that cause the people to perform the disruptive behaviours.

i. Family problems

A child may show anti-social behaviour in response to domestic violence, child abuse, or specific events in life e.g. death of a parent or divorce.

High risks in family setting that can trigger off anti-social behaviours;

- a) Parental alcohol and drug abuse
- b) Parental history of anti-social behaviour
- c) Parental disruption due to divorce, death, or other separation
- d) Economic distress due to poverty and unemployment.

ii. Genetic factors

Genetic factors and abnormalities with how the brain is formed.

iii. Neurobiological risks

Risks include maternal drugs use during pregnancy, birth complications, low birth weight, parental brain damage, traumatic head injury, and chronic illness.

iv. Media

Heavy exposure to media violence through television, movies, internet sites, video games and even cartoons

v. Environment

Chaos and disorder in the community with less concern of rules will influence individuals, especially children.

More Examples Of Anti-Social Behaviour

Other examples of this behaviour include:

- noise nuisance, such as playing loud music or slamming doors
- using or threatening violence
- student cult activities
- abusive language
- school versus school fights
- vehicle nuisance /inappropriate use



- firework nuisance
- dogs barking and fouling
- street or residential drug dealing
- graffiti
- offensive behaviour
- intimidation
- vandalism
- Vehicle Abandoned (not stolen)
- Rowdy or Inconsiderate Behaviour
- Rowdy/Nuisance Neighbours
- Littering
- Trespass
- Nuisance Calls
- Street Drinking
- Prostitution-Related Activity
- Noise
- Begging/Vagrancy

This is not a complete list of all kinds of anti-social behaviour. Some of these examples can also be criminal offences. That is why it is important to solve the anti-social behaviour at an early stage.

Why is tackling ASB important?

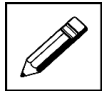
ASB is a key driver for public confidence to law enforcing agencies and as the police. Failure to tackle ASB leads to increased violence and crime. There will be increased authoritarian and extreme behaviours, giving rise to retaliation and payback. When such behaviours become epidemic and endemic, street safety will be at stake, driving fear into women and children.

All parties should get involved, as this affects all residents of the particular community. Where the police and the NGO can provide the logistics, and the government can provide funding to the advocates and the community elders to address ASB issues.



The extreme effects of ASB can be death, giving rise to ethnic payback killing and or tribal fights in PNG. The fabric of matrimony may be lost.

Again, ASB issues should not be discussed in isolation from the Word. Each should be aligned with the moral values manifested in the Bible.

**STUDENT ACTIVITY 13**

1. What is anti-social behaviour?

2. What is pro-social behaviour?

3. List 3 categories of anti-social behaviour.

4. What is the difference between an overt and covert anti-social behaviour?

5. List 3 factors that cause anti-social behaviours

6. Why is important to tackle anti-social behaviour?

7. Write down two words that relates to or show a pro-social behaviour.



11.4.5.2 Gambling

What is gambling?

Gambling is taking risky actions in playing games of chance in the hope to win money. E.g. “he gambles on NRL games”; bet, wager, place a bet, lay a bet, stake money on something, back the horses, try one's luck on the horses, play the poker machine; ‘Gambling’ is betting (wagering) that must result either in a gain or a loss.

Gambling is the wagering of money or something of material value (referred to as "the stakes") on an event with an uncertain outcome with the primary intent of winning additional money and/or material goods.

Gambling thus requires three elements to be present: consideration, chance and prize.[1] The outcome of the wager is often immediate, such as a single roll of dice or a spin of a roulette wheel, but longer time frames are also common, allowing wagers on the outcome of a future sports contest or even an entire sports season.



Regulation

Many jurisdictions, local as well as national, either ban gambling or strictly control it by licensing. Such regulation generally leads to gambling tourism and illegal gambling in the areas where it is not allowed.

The involvement of governments, through regulation and taxation, has led to a close connection between many governments and gaming organizations, where legal gambling provides significant government revenues in many countries including PNG, Monaco or Macau, and China.

How Gambling Works

Whether playing a slot machine or buying a scratch card, it helps to know your winning. This section will help you understand what is meant by odds and probability, so you can make informed decisions before you chose to spend money on gambling.

What's The Chance You're Going To Win?

Probability is “the likelihood of a specific outcome or event taking place”. To work this out, you divide the number of specific outcomes with the number of possible outcomes.

For example, if you were rolling a dice and wanted the number three to come up, there is only one *specific* outcome; at the same time, there are six *possible* outcomes because the dice could land on one, two, three, four, five or six. So the probability of you rolling a three is 1 in 6.

**Randomness**

Randomness “means that each possible outcome has the same chance, or probability, of occurring”. For example:

- When you roll a dice, the probability of rolling a two is the same as the probability of rolling a six, which is the same probability of rolling any of the other numbers. So you could say that the chance of rolling a specific number is one in six.
- When you flip a coin, the probability of it landing on heads is the same as the probability of it landing on tails, so you could say that it has a 50% chance or it's 50/50.

The reason each outcome is as likely as all of the others is that it all depends on chance. If a flipped coin landed on heads several times in a row, it's easy to think that it has to come up tails on the next flip.

However, the coin doesn't “remember” what it has landed on before in the same way it doesn't “decide” what to land on next. No matter what has happened already, the probability of it landing on head or tails is always 50/50. Unless you can see the future, the result of a rolled dice or flipped coin is unknown and unpredictable, so we can say that the outcome is random.

Random occurrences means the next event that will occur does not rely on a fixed pattern, plan or system. If it does, many people will win and owners of the type of gambling will lose money and business. Every event occurring in gambling is independent from previous and past events.

Remember: despite what you might think, you can't work out or control an outcome that's based on chance and randomness – people who try to do this often lose a lot of money. They might win now and then, but this is also down to chance. Thinking that you can beat the system can cause or lead to big problems. Many habitual gamblers lost their wealth, lost their wife , and ruin their family life.

Types of Gambling

Gambling happens in different forms such as horse racing, poker machines, cards games, bingo, fast money schemes, sweep stake, high low and so on. The major types of gambling will be discussed below.

1. Slot Machines

Slot machines can be found in most pubs, amusement arcades and other locations. The player inserts money and presses buttons to make the reels spin round.

The combination of pictures that line up when they've stopped spinning means you've either lost or won, although sometimes the machine might have a bonus feature to keep the game going a little longer.

**2. Lottery**

There are many different types of lotteries but they all work around the same system. Whether it's the National Lottery, Dg cell Phone lottery, or even a raffle ticket you've bought, some of the people that take part will win money or prizes, whilst most won't win anything at all.

3. Scratch Cards

A scratch card is a small piece of card with a thin covering that can be scratched away using a coin. Scratch cards are available at different prices. The more expensive the card is, the larger the prizes available or the higher the chances of the player winning one.

Sometimes a symbol beneath the scratch-able area has to match a particular type, and sometimes three of the same symbol or monetary amounts need to be uncovered in order to win.

Either way, the player may have a higher chance of winning on a scratch card than the lottery, but the prizes are smaller and there's still a larger chance that nothing will be won at all.

4. Poker

In poker, two or more players are given cards that have been shuffled at random. They then bet on the value of their cards, which is called their "hand", and bets are placed in the "pot" in the middle of the table.

A player wins everyone's bets by having the highest amount using two cards in their hand and three on the table. Players try to force others to "fold", meaning they've dropped out of the game and lost their bets. Poker does require some skill, but in the end only one player can win and chance plays a large part.

5. Blackjack

Blackjack is a relatively simple card game. A player is dealt cards one by one with the aim of their combined value (one, two, three etc.) adding up to as close to 21 as possible without going over.

If your cards add up to over 21 you automatically lose – this is called "busting". But if they add up to under 21 whilst being higher than that of the other player or dealer, you win.

One of the risks of blackjack is that it's very easy to keep taking another card, or a "hit", which will usually result in you busting and your opponent winning the game.

6. Roulette

Roulette is a game in which the croupier (casino host) spins a ball around a wheel which has 37 red or black numbered holes around its circumference.



Players may choose to place bets on the ball landing on either a single number or a range of numbers; the colors red or black, or whether the number is odd or even.

The odds at which each outcome pays out depends on the probability of that outcome happening.

7. Bingo

Bingo is a game in which players are given cards with random numbers printed on them. The bingo caller shouts out numbers one by one as they're removed from the ball machine, and the player marks off each number if it's on their card. The winner is the first person to mark off five numbers in a row or another required pattern.

Bingo is all down to chance – the numbers on your cards and the numbers drawn from the machine are entirely random – but you also need to listen up because if you miss your number when it's called out, it's game over.

8. Sports Betting And Racing

There are various types of bets that you can place on sports, most of which can be made at betting shops, also known as bookmakers or bookies. The odds of an individual sportsperson, team, horse or dog are provided and you can bet your money on them, but even if they're expected to win it doesn't mean they definitely will.

If, for example, a horse is a strong runner, it might be given odds of 2/1, meaning that if you bet £1 and it wins, you'll get £2 back plus your original stake (so £3 overall).

Meanwhile, if another horse is expected to lose and is given odds of 100/1, if you bet £1 and it wins, you'll get £100 back plus your original stake (so £101 overall).

However, chance always plays a large part in all games and bets – the horse that people expect to win may slow down or even fall over, and the horse with poor odds may have more energy than usual and beat all of the others. Or maybe not – there are so many things that could happen.

9. Online Gambling

Most of the types of gambling described here can also be found online as well as in shops, arcades or casinos, and virtual forms of gambling share many of the same features as offline, or land-based, gambling.

Odds and House Edge

In gambling, the "odds" are the chances a person has of winning a bet, but these always work against that person.

The "house" refers to the people who offer the bet (the casino, bookmaker, slot machine owner etc.) and they always have the "edge". This means that the designers of the machine or game make sure that it works in their favour and they will always make money overall.



In every betting game, the odds are against the player. Every person who hits the jackpot on a slot machine is actually winning money that previous players lost. Sadly, the longer you gamble, the more likely it is that you will lose money, because the odds are against you. Many problem gamblers have the false belief that they will be able to "beat the system" but over time they'll lose money, probably an awful lot of it.

The odds of winning the National Lottery jackpot are about 1 in 14 million. Think of it like this: your friend Dave lives somewhere in London and you want to call him at home but don't have his number. If you try reaching him by dialling one of 12.5 million London phone numbers, your odds of getting his number right on the first try are better than the odds of winning the lottery jackpot.

Skill or Chance?

Some forms of gambling are down to chance, and some may involve some skill. Here's a breakdown:

Chance:

- Lottery, Euro millions etc
- Scratch cards
- Bingo
- Roulette
- Slot machines

Skill (at least partially)

- Blackjack
- Poker
- Horse racing
- Sports betting



The Effects of Gambling: Gambling Rewards and Risks

You may have mixed feelings about gambling. Perhaps you recognize yourself in statements on both sides of this list:

Rewards

I gamble because:

- I love the thrill of playing.
- I know a big payout could solve all my problems.
- Gambling is my only shot at becoming a millionaire.
- I feel important when I win. I love being able to treat my family and friends.
- I have a sure system. It's just a matter of time before I win again.
- When I am on, I can make money fast and easily.
- Gambling lets me forget my problems and pain for a while.
- Gambling is the one thing in my life that is just for me. When I gamble, I'm in control.
- Gambling gets me out of the house. I feel safe and welcome.
- All my friends gamble.

Risks

I'm thinking about getting help because:

- My partner is threatening to leave me if I don't stop.
- We fight all the time about my gambling.
- I'm tired of sneaking around, lying and hiding my losses.
- My reputation has been hurt.
- Creditors are hassling me. I'm looking at bankruptcy.
- Gambling is all I ever think about. It has taken over my life.
- I've stopped caring about things that should be important to me.
- I've borrowed money from so many people. I feel ashamed to face them.
- I'm afraid I'll lose my job because I'm always so distracted.
- My health is suffering.
- I don't even enjoy gambling most of the time.
- I feel like such a loser. Sometimes I hate myself so much I want to end it all.

Impact on Families

Gambling problems hurt families in many ways:

Money problems: When family members learn that savings, property or belongings have been lost, it can make them feel anxious, angry and betrayed.

Emotional problems and isolation: Gambling problems cause strong negative feelings among family members, which make it harder to solve problems. Many partners of those with gambling problems do not want to be emotionally or physically close with the person who has hurt them. Family members may avoid other people, because they feel ashamed. This makes it hard to get love and support.

Physical and mental health: The stress of gambling problems sometimes causes health problems, for both the person who gambles and the family. This can include anxiety, depression and stress-related problems such as poor sleep, ulcers, bowel problems, headaches and muscle pains.



Burnout: Many families under stress have trouble coping. One member may try to keep things in control by taking on more tasks. This can lead to burnout or exhaustion. Family members often forget to take care of themselves or to have fun.

Impact on children: When a parent or caregiver has a gambling problem, children can feel neglected, depressed and angry. They may believe they caused the problem and that if they are good, the problem will stop. Children may believe they must take sides between their parents. They may stop trusting a parent who makes promises he or she doesn't keep. Some children may try to draw attention away from the parent with the gambling problem by misbehaving.

Physical and emotional abuse: Family violence is more common when families are in crisis. Gambling problems can lead to physical or emotional abuse of a partner, elder parent or children. If this is happening in your family, get help right away.

Anxiety and Depression: Many people who gamble excessively feel stressed, anxious and depressed. This can make sleeping, thinking and solving problems more difficult.

Suicide Risk: Rates of suicide are higher for people who gamble excessively, and for their family members.

Common problems reported by family members of people with gambling problems include;

- the loss of household or personal money;
- arguments;
- anger and violence;
- lies and deception;
- neglect of family;
- negatively affected relationships;
- poor communication;
- confusion of family roles and responsibilities;
- the development of gambling problems or other addictions within the family.
- Excessive borrowing

Types of Gamblers

- Professional: Gambling is his primary source of income; makes his living gambling.
- Casual Social Gambler: Gambling is one of many forms of entertainment; gamble infrequently.



- Serious Social Gambler: Gambles as a major source of entertainment; plays regularly at one or more types of gambling, and does so with great absorption and intensity.
- Relief-and-Escape Gambler: Major activity in person's life of equal importance with family and business; but rest of life goes on without integrity being seriously impaired, more than a pastime.
- Compulsive Gambler: Gambling is only thing in life; ignores family and business and often turns to crime to support his/her habit.
- Antisocial Personality: Like career is getting money by illegal means; those who gamble try to fix gambling games.

What does the Bible say about gambling?

**STUDENT ACTIVITY 14**

1. What is gambling?

2. Which type of gambler 'gambles as a source of entertainment; plays regularly at one or more types of gambling?'
 - A. Professional
 - B. Serious Social Gambler
 - C. Compulsive Gambler
 - D. Casual Social Gambler
3. List 6 types of gambling.

4. What does 'probability' means?

5. Which of these statements is incorrect?
 - A. Odds are the chances to a person winning a bet.
 - B. The house always have the edge
 - C. Despite what you think, you can't work out or control an outcome.
 - D. Bingo and Slot machines are forms of gambling that involves skills.



6. List 4 risks or effects of gambling on family

11.4.5.3 Violence

What Is Violence?

‘Violence’ is behaviour involving physical force intended to hurt, damage, or harm someone or something. Violence is an ASB.

What Is Aggression?

Any behavior intended to cause physical or psychological harm to a person (including self), animal or object.

Other terms that can be used instead of violence are brutality, ferocity, brute force, force, and ruthlessness. The act of violence is an anti-social behaviour that is disruptive, and may lead to aggression.

Violence and other forms of abuse are most commonly understood as a pattern of behaviour intended to establish and maintain control over family, household members, intimate partners, colleagues, individuals or groups. While violent offenders are most often known to their victims (intimate or estranged partners and spouses, family members, relatives, peers, colleagues, etc.), acts of violence and abuse may also be committed by strangers.

Violence may occur only once, can involve various tactics of subtle manipulation or may occur frequently while escalating over a period of months or years. In any form, violence profoundly affect individual health and well-being. The roots of all forms of violence are found in the many types of inequality which continue to exist and grow in society.

Violence is used to establish and maintain power and control over another person, and often reflect an imbalance of power between the victim and the abuser.

Violence is a choice, and it is preventable.

There is a strong relationship between levels of violence and modifiable factors such as concentrated poverty, income and gender inequality, the harmful use of alcohol, and the absence of safe, stable, and nurturing relationships between children and parents. Strategies addressing the underlying causes of violence can be effective in preventing violence when they are learnt through taught or experience.



Main Classification

Violence can be divided into three **(3) main** categories:

- I. **Self-directed violence** refers to violence in which the perpetrator and the victim are the same individual and is subdivided into *self-abuse* and *suicide*.
- II. **Interpersonal violence** refers to violence between individuals, and is subdivided into *family and intimate partner violence* and *community violence*. The former category includes child maltreatment; intimate partner violence; and elder abuse, while the latter is broken down into *acquaintance* and *stranger* violence and includes youth violence; assault by strangers; violence related to property crimes; and violence in workplaces and other institutions.
- III. **Collective violence** refers to violence committed by larger groups of individuals and can be subdivided into social, political and economic violence.

Types of Violence	
1. Physical	5. Verbal
2. Sexual	6. Religious
3. Emotional	7. Cultural
4. Psychological	8. Financial

When someone wants to control another person, they will often use violence. There are some types of violence that are more familiar than others, but there are some that are not talked about so much. Below you will find descriptions of the main types of violence.

1. Physical Violence

Punching, kicking, slapping, hair-pulling and attacking with a weapon such as a knife or a stick are all forms of physical violence.

Physical Violence is violence that is inflicted upon the body.

Physical violence includes, but is not limited to:

- Using physical force which results in pain, discomfort or injury;
- Hitting, pinching, hair-pulling, arm-twisting, strangling, burning, stabbing, punching, pushing, slapping, beating, shoving, kicking, choking, biting, force-feeding, or any other rough treatment;
- Rape;



- Inappropriate touching of opposite sex;
- Assault with a weapon or other object;
- Deliberate exposure to severe weather or inappropriate room temperatures;
- Torture; and
- Murder.

2. Verbal Violence

It could mean shouting at someone, calling them names or swearing at them.

Verbal violence is expressed using words.

Verbal abuse includes, but is not limited to:

- Recalling a person's past mistakes;
- Expressing negative expectations;
- Swearing and using abusive words at someone; and
- Commenting on women as sex subjects;

3. Psychological Violence

Psychological violence occurs when someone uses threats and causes fear in a person to gain control.

Psychological violence includes, but is not limited to:

- Threatening to harm the person or her or his family if she or he leaves;
- Stalking / criminal harassment;
- Socially isolating the person;
- Inappropriately controlling the person's activities;
- Repetition of a certain behaviour or gesture on self or someone else;
- Oppress someone.



4. Emotional Violence

Emotional violence occurs when someone says or does something to make a person feel stupid or worthless.

Emotional violence includes, but is not limited to:

- Blaming all relationship problems on the person;
- Not allowing the person to have contact with family and friends; and
- Blame on an innocent with no reason or proof of evidence, and then gossip to win others view as the blamed person is perceived guilty.

Emotional and Psychological Violence involve using manipulation to control another person. This could include threats, intimidation, destruction of property, harming pets, embarrassing the other person in front of friends or family, telling the person that they are worthless, extreme possessiveness, accusing the person of things they have not done, such as flirting with someone else and stopping them from seeing their friends and family.

5. Sexual Violence

Sexual Violence is where a person is forced to take part in forced sexual activity (i.e., kissing, grabbing, fondling) without their consent.

This includes forced sexual intercourse between a married couple or two people. Sexual violence includes, but is not limited to:

- Forcing a person to view pornographic material;
- forcing participation in pornographic filming;
- Making unwelcome sexual comments or jokes;
- Leering or unpleasant behaviour;
- Forced prostitution;
- Marital rape,
- Rape

Unfounded allegations of promiscuity and/or infidelity;

- Purposefully exposing the person to HIV-AIDS or other sexually transmitted infections.



6. Financial Violence

In a situation of financial violence, the other person has no access to money, which leaves them helpless and unable to escape their circumstances.

Financial violence is a form of control over another person, where one person controls all the money in the relationship.

Financial abuse includes, but is not limited to:

- Illegally or improperly using a person's money, assets or property;
- Acts of fraud; pulling off a scam against a person;
- Living in a person's home without paying fairly for expenses;
- Withholding money intended for family welfare.

7. Spiritual Violence

Spiritual (or religious) violence occurs when someone uses a person's spiritual beliefs to manipulate, dominate or control the person.

Spiritual violence includes, but is not limited to:

- Not allowing the person to follow her or his preferred spiritual or religious tradition;
- Forcing a spiritual or religious path or practice on another person;
- Belittling or making fun of a person's spiritual or religious tradition, beliefs or practices; and,
- Cult practices (as in secondary schools).

8. Cultural Violence

Cultural violence occurs when a person is harmed as a result of practices that are part of her or his culture, religion or tradition.

Cultural violence includes, but is not limited to:

- Forcing husband to pay bride price when his culture does not practice that;
- Abusing wife for a behaviour deemed inappropriate in one's own culture;



- Payback killing; and
- Payback marriages.

What is Domestic Violence?

Domestic Violence is any violence that takes place within intimate relationships among partners or families within a household. That can be wife bashing, child slapping and infighting among parents and grown up children.

Who is affected by Domestic Violence?

Domestic Violence can happen in intimate relationships or within families. Anyone can experience domestic violence, regardless of age, religion, culture, nationality, class, sexual orientation, disability or sex. While there are more women than men who face Domestic Violence, men can also experience all types of Domestic Violence. There are specialist agencies who can support men in this situation.

Causes of Violence

Violence cannot be attributed to a single factor. Its causes are complex and occur at different levels. To study the complexity of factors causing violence, the ecological, or social ecological model is often used.

The following four-level version of the **ecological model** is often used in the study of violence:

The first level identifies **biological and personal factors** that influence how individuals behave and increase their likelihood of becoming a victim or perpetrator of violence: demographic characteristics (age, education, income), genetics, brain lesions, personality disorders, substance abuse, and a history of experiencing, witnessing, or engaging in violent behaviour.

The second level focuses on **close relationships**, such as those **with family and friends**. In youth violence, for example, having friends who engage in or encourage violence can increase a young person's risk of being a victim or perpetrator of violence. For intimate partner violence, a consistent marker at this level of the model is marital conflict or discord in the relationship. In elder abuse, important factors are stress due to the nature of the past relationship between the abused person and the care giver.

The third level explores the **community context**—i.e., schools, workplaces, and neighbourhoods. Risk at this level may be affected by factors such lack of discipline as the existence of a local drug trade, the absence of social networks, and concentrated poverty. All these factors have been shown to be important in several types of violence.

Finally, the **fourth level** looks at the **broad societal factors** that help to create a climate in which violence is encouraged or inhibited: the responsiveness of the criminal justice system, social and cultural norms regarding gender roles or parent-child relationships, income inequality, the strength of the social welfare system, the social acceptability of violence, the availability of weapons, the exposure to violence in mass media, and political instability.



Effects of Violence

Beyond deaths and injuries, highly prevalent forms of violence (such as child abuse and intimate partner violence) have serious lifelong non-injury health consequences. Victims may engage in high-risk behaviours such as alcohol and substance abuse, smoking, and unsafe sex, which in turn can contribute to cardiovascular disorders, cancers, depression, diabetes and STI's including HIV/AIDS, resulting in premature death. **"Violence may beget violence".**

Consequences of Violence

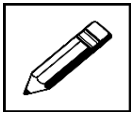
There are endless effects of violence on individuals, families, communities, properties, and the environment. The effects are direct, indirect, or seen and unseen to the eye. Below is a summary list of effects that can happen when violence occur.

1. Injury
2. Divorced
3. Death or murder
4. Destruction to property and the environment
5. Pay back killing
6. Psychological effect
7. Long term conflict between individuals, families, and communities.
8. Disturbance to peace and order



Give hope to the depressed.

Empathy is a powerful **antidote** to violence. **Empathy** is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling. **Empathy** is known to increase pro-social (helping) behaviours.



STUDENT ACTIVITY 15

1. What is violence?

2. What are the 3 categories of violence?

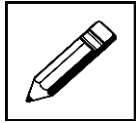
3. List 4 types of violence

4. How can empathy be a powerful antidote for violence?

5. Name the model that is often used to study the factors that contribute to violence.

6. List one main level of classifying factors that contribute to violence.

7. List 3 effects of violence that you have witnessed.



Summative Activity 11.4.5

1. What is the difference between 'anti-social behaviour' and 'pro-social behaviour'?

2. What is the difference between an overt and covert anti-social behaviour?

3. List and explain 2 causes of anti-social behaviours

4. List 6 types of gambling.

5. List 4 risks or effects of gambling on family

6. Match these types of gamblers with their correct definition. *Professional, Casual Social Gambler, Serious Social Gambler, Relief-and-Escape Gambler, Compulsive Gambler, and Anti-Social Personality.*



- a. _____ gamble as a source of entertainment; plays regularly at one or more types of gambling.
- b. _____ gambling is the only thing in life; ignore family and business and often turns to crime to support his/her habit.
- c. _____ gambling is the primary source of income; Makes his/her living gambling
- d. _____ life career is getting money by illegal means.
- e. _____ gambling is one of many forms of entertainment; gamble infrequently.
- f. _____ gambler who gamble due to stress or pressure from work and family.

7. List eight (8) types of violence

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

8. How can empathy be a powerful solution for violence?

**Answers to Activities 11.4.5****STUDENT ACTIVITY 13**

1. Anti-social behavior is behaving in a disruptive or harmful manner of another person or to the functioning of a group or society. Anti-social behaviour causes harassment, alarms and distress to others.
2. Pro-social behaviour refers to "voluntary actions that are intended to help or benefit another individual or group of individuals".
3. (i) Personal (ii) Nuisance (iii) Environmental
4. overt anti-social behaviours are displayed openly for everyone to see and covert anti-social behaviour are done secretly and not displayed openly.
5. (Any of these is correct)
Family problems , Genetic factors, Neurobiological risks, Media & Environment.
6. Failure to tackle ASB leads to increased crime, especially violence with injury and criminal damage
7. (any 2 of these words) empathy, sharing, helping, donating, volunteering, co-operating, communicating and affirming.

STUDENT ACTIVITY 14

1. Gambling is taking risky actions in playing games of chance for money/ Gambling' is betting (wagering) that must result either in a gain or a loss.
2. C
3. i. Slot Machines iv. Poker vii. Bingo
ii. Lottery v. Blackjack viii. Sports betting and racing
iii. Scratch cards vi. Roulette ix. Online gambling
4. Probability is "the likelihood of a specific outcome or event taking place".
5. D
6. **Money problems, Emotional problems and isolation, Physical and mental health, Burnout, Impact on children** misbehaving, **Physical and emotional abuse**, Anxiety and Depression, Suicide Risk, arguments, anger and violence, lies and deception, neglect of family, negatively affected relationships, poor communication, confusion of family roles and responsibilities.



(Any other effects you think is correct)

STUDENT ACTIVITY 15

1. Violence' is behaviour involving physical force intended to hurt, damage, or kill someone or something.
2. Self-directed violence/ Interpersonal violence/ Collective violence
3. Physical/ Sexual / Emotional/ Psychological / Verbal/ Religious/ Cultural/ Financial
4. Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling. Empathy is known to increase pro-social (helping) behaviours.
5. ecological model or social ecological model
6.
 - I. Biological and personal factors
 - II. Close relationships, such as those with family and friends..
 - III. Community context
 - IV. Broad societal factors
7. Two students fighting, school fights, two women fighting, tribal fights, provincial or regional fights e.g. Enga – Kerema and Sepiks versus the Highlands, Police man fighting with Soldiers.

(Any answers that are similar or to the ones in the topic studied can be marked correct.)



Answers to Summative Activity 11.4.5

1. Anti-social behavior is behaving in a disruptive or harmful manner that causes harassment, alarms and distress to others.

Pro-social behaviour are "voluntary actions that are intended to help or benefit another individual or group of individuals".
2. Overt anti-social behaviours are displayed openly for everyone to see and covert anti social behaviour are done secretly and not displayed openly.



3. (Any 2 answers from these sample is correct)

- Family problems - A child may show anti-social behaviour in response to domestic violence, child abuse, or specific events in life e.g. death of a parent or divorce.
- Genetic factors - Genetic factors and abnormalities with how the brain is formed.
- Media - Heavy exposure to media violence through television, movies, internet sites, video games and even cartoons
- Environment - We learn, behave and express ourselves according to our community. Chaos and disorder in the community with less concern of rules will influence individuals, especially children.
- Neurobiological risks - Risks include birth complications, parental brain damage, and traumatic head injury can influence individual behaviours.

4. i. Slot Machines iv. Poker vii. Bingo
 ii. Lottery v. Blackjack viii. Sports betting and racing
 iii. Scratch cards vi. Roulette ix. Online gambling

5. Money problems, Emotional problems and isolation, Physical and mental health, Burnout, Impact on children misbehaving, Physical and emotional abuse, Anxiety and Depression, Suicide Risk, arguments, anger and violence, lies and deception, neglect of family, negatively affected relationships, poor communication, confusion of family roles and responsibilities.

(Any other effects similar to the sample above is correct)

6. Match these types of gamblers with their correct definition. *Professional, Casual Social Gambler, Serious Social Gambler, Relief-and-Escape, Compulsive, and Anti-Social Personality.*
- a. Serious Social Gambler gamble as a source of entertainment; plays regularly at one or more types of gambling.
 - b. Compulsive gambling is the only thing in life; ignore family and business and often turns to crime to support his/her habit.
 - c. Professional gambling is the primary source of income; Makes his/her living gambling
 - d. Anti-Social Personality life career is getting money by illegal means.
 - e. Casual Social Gambler gambling is one of many forms of entertainment; gamble infrequently.



- f. Relief-and-Escape gambler who gamble due to stress or pressure from work and family.
- 7. Physical/ Sexual / Emotional/ Psychological/ Verbal/ Religious/ Cultural/ Financial
- 8. Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling. Empathy is known to increase pro-social (helping) behaviours.



11.4.6 Conflict Resolution, Counselling and Tolerance for Diversity

11.4.6.1 Conflict Resolution

What is a conflict?

“**Conflict** refers to some form of friction, disagreement, or discord arising between individuals and or groups. This happens when the beliefs or actions of one or more members of the group are resisted. The behaviour is deemed unjust and unfair or oppressive and life threatening.

What is the meaning of interpersonal conflict?

“Interpersonal conflict is a disagreement between connected individuals who each want something that is incompatible with what the other wants”.

A conflict can be destructive, leading people to develop negative feelings for each other and spend energy on conflict that could be better spent elsewhere. It can also deepen differences, and lead groups to polarise into either/or positions.

A well-managed conflict can also be constructive, helping to ‘clear the air’, releasing ill emotion and stress, and resolving tension, especially if those involved use it as an opportunity to increase understanding and find a way forward together out of the conflict situation and arrive at a amicable resolution.

Types of Conflicts

There are 3 main types of conflicts and their classifications are;

- **Personal or relational conflicts** are usually about identity or self-image, or important aspects of a relationship such as loyalty, breach of confidence, perceived betrayal or lack of respect.
- **Instrumental conflicts** are about goals, structures, procedures and means: something fairly tangible and structural within the organisation or for an individual.
- **Conflicts of interest** concern the ways in which the means of achieving goals are distributed, such as time, money, space and staff. They may also be about factors related to these, such as relative importance, or knowledge and expertise. An example would be a couple disagreeing over whether to spend a bonus on a holiday or to repair the roof.

Conflicts can be further classified as;

- i. Within people (intrapersonal).
- ii. Between people (interpersonal).
- iii. Within groups (intragroup).



- iv. Between groups (intergroup).

What is conflict and what is conflict management?

Conflict management is the process of limiting the negative aspects of **conflict** while increasing the positive aspects of **conflict**. The aim of **conflict management** is to enhance learning and group outcomes, including effectiveness or performance in organizational setting.

What is conflict resolution?

“**Conflict resolution** is a way for two or more parties to find a peaceful solution to a disagreement among them”. The disagreement may be personal, financial, political, or emotional. When a **dispute** arises, often the best course of action is negotiation to **resolve** the disagreement. That is, both parties are consulted and agree upon course of action to satisfy them.

The term conflict resolution is also known as dispute resolution or alternative dispute resolution. Other methods adopted for conflict resolution includes negotiation, mediation, and diplomacy. Sometimes arbitration, litigation, and formal complaint processes such as ombudsman processes are also referred as conflict resolution.

Five Main Method Of Conflict Resolution

There are five main strategies for dealing with conflicts, all of which can be considered to get a result or outcome. The three main outcomes are;

- i. **win-win outcome**,
- ii. **win-lose outcome** or
- iii. **lose-lose outcome**.

Generally, conflict resolution adopts the following five methods:

1) Compete or Fight (Forcing)

This is the classic win/lose situation, where the strength and power of one person wins the conflict. It has its place, but anyone using it needs to be aware that it will create a loser and if that loser has no outlet for expressing their concerns, then it will lead to bad feeling.

2) Collaboration

This is the ideal outcome: a win/win situation. However, it requires input of time from those involved to work through the difficulties, and find a way to solve the problem that is agreeable to all. (Takes more time).

3) Compromise or Negotiation

This is likely to result in a better result than win/lose, but it's not quite win/win. Both parties give up something, in favour of an agreed mid-point solution. It takes less time than collaboration, but is likely to result in less commitment to the outcome. (Give a little, get a little).

**4) Denial or Avoidance (Withdrawal)**

This is where everyone pretends there is no problem. It's helpful if those in conflict need time to 'cool down' before any discussion or if the conflict is unimportant, but cannot be used if the conflict won't just die down. It will create a lose/lose situation, since there will still be bad feeling, but no clearing the air through discussion, and results, in Transactional Analysis terms, in 'I'm not OK, you're not OK'.

5) Smoothing Over the Problem

On the surface, harmony is maintained, but underneath, there is still conflict. It's similar to the situation above, except that one person is probably OK with this smoothing, while the other remains in conflict, creating a win/lose situation again. It can work where preserving a relationship is more important than dealing with the conflict right now, but is not useful if others feel the need to deal with the situation.

Why should you resolve conflict?

The main goal of negotiation with your opposition is to come to an agreement that benefits all parties. Some other good reasons to negotiate are:

- **To understand more about those whose ideas, beliefs, and backgrounds may be different from your own.** In order to resolve a conflict, you'll need to look at the conflict from your opponent's point of view and learn more about this person or group's perspective and motivations.
- **To ensure that your relationships with opponents continue and grow.** If you make peace with your opponents, you increase your own allies in the community. Successful negotiations pave the way for smooth relationships in the future.
- **To find peaceful solutions to difficult situations.** Full-blown battles use up resources, time, energy, good reputation, motivation. By negotiating, you avoid wasting these resources, and you may actually make new allies and find new resources!

How Should You Resolve A Conflict?

There are seven steps to successfully negotiating the resolution of a conflict:

1. Understand the conflict (empathy)
2. Communicate with the opposition
3. Brainstorm possible resolutions
4. Choose the best resolution
5. Use a third party mediator
6. Explore alternatives
7. Cope with stressful situations and pressure tactics



In conflict resolution, the best solution is the solution that is best for both sides. Of course, that's not always possible to find, but you should use all your resources to solve your conflict as smoothly as you can.

Your ability to humble yourself and accept criticism, then pick out on your opposing parties weakness, and point out the weakness, can be a very powerful tool. This will set your opposing party and backward step in their aggression. When pointing out the mistakes, be selective in your words that you do not offend. Being self-defensive in discussions will only provoke more hate and anger.

If the conflict creates a tense situation, it is wiser to call for police presence before discussions begin. Some conflicts may seem so simple, yet end up with fatality. Other conflicts may seem unsolvable at first, but with the presence of key people in the community and the police, a win-win resolution can be attained.

Do not under estimate any conflict, as you do not know what course of reaction those affected may take against you, your family or your community. Use your conscience and avoid stimulating violent reaction.

Conflicts arise because we have different values, mutual distrusts, fear and protectionism. Conflicts will be difficult to solve if either party maintains polar views about an issue, and is deep rooted in the cultural or religious beliefs and practices. Conflict situation may worsen when one party enforces its values and beliefs to be accepted by the other party.

As Christians, God is present. However difficult, tense and challenging the situation is, if He is allowed to intercede, whichever strategy that is employed, to solve the conflict will seem so ideal and a perfect method. For God to intercede, it requires your PRAYER seeking His help!



Forgive one another.

**STUDENT ACTIVITY 16**

1. Match these terms to their correct definitions below; *conflict*, *conflict management*, *interpersonal conflict*, *conflict resolution*.

Terms	Definitions
	A way for two or more parties to find a peaceful solution to a disagreement among them.
	Interpersonal conflict is a disagreement between connected individuals who each want something that is incompatible with what the other wants.
	The process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of is to enhance learning and group outcomes.
	Some form of friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group.

2. List the 3 main types of conflicts

3. Conflicts between groups are called intergroup. What is the specific name used for each of the conflicts that occur;

- a) Within groups - _____
- b) Between people - _____
- c) Within people (individuals) - _____

4. List the five main strategies for dealing with conflicts.



5. List three main outcomes for resolving conflicts.

6. Why should you resolve conflicts?

7. The steps below can be used in resolving conflicts. Put the steps in the correct order from one to seven.

Understand the conflict, Communicate with the opposition, Brainstorm possible resolutions, Choose the best resolution, Use a third party mediator, Explore alternatives, and Cope with stressful situations and pressure tactics

- i.

- ii.

- iii.

- iv.

- v.

- vi.

- vii.



11.4.6.2 Counselling Skills

What is the meaning of 'counselling'?

Counselling is a type of talking therapy that allows a person to talk about their problems and feelings in a confidential and dependable environment. A **counsellor** is trained to listen with empathy (by putting themselves in your shoes). They can help you deal with any negative thoughts and feelings you have.

Counselling is the process of assisting and guiding clients, especially by a trained person on a professional basis, to resolve especially personal, social, or psychological problems and difficulties.

Many people will, at some point in their lives, find themselves in the role of a counsellor without having a true understanding of the concept of counselling or what the role of the professional counsellor entails.

There is a big difference between a professional counsellor and a person who uses some counselling skills as part of their role, for example their role as a friend or colleague. A professional counsellor is a highly trained individual who is able to use a different range of counselling approaches with their clients.

Aims of Counselling

- Provides essential security and comfort
- Provides insight
- Generate self-awareness
- Facilitate confidence

Types of Counselling

There are three main types of counselling or support. These are:

- 1) Individual work with one counsellor and either one client, a couple or some members of a family.
- 2) Group work where a counsellor leads or facilitates the group.
- 3) Self-help groups where there is no leader. Members attend on an equal basis for mutual support.

Counselling is:

- The process that occurs when a client and counsellor set aside time in order to explore difficulties which may include the stressful or emotional feelings of the client.
- The act of helping the client to see things more clearly, possibly from a different view-point. This can enable the client to focus on feelings, experiences or behaviour, with a goal to facilitating positive change.



- A relationship of trust. Confidentiality is paramount to successful counselling. Professional counsellors will usually explain their policy on confidentiality, they may, however, be required by law to disclose information if they believe that there is a risk to life.

Counselling is not:

- Giving advice.
- Judgemental.
- Attempting to sort out the problems of the client.
- Expecting or encouraging a client to behave in a way in which the counsellor may have behaved when confronted with a similar problem in their own life.
- Getting emotionally involved with the client.
- Looking at a client's problems from your own perspective, based on your own value system.

The Role of a Counsellor

First and foremost the counsellor is aware that no two people are alike. No two people understand the same language in the same way; their understanding will always be linked to their personal experience of the world. Therefore, during the counselling process, it is important that the counsellor does not try to fit clients into his/her idea of what they should be and how they should act.

Why are Counselling Skills Important?

The counsellor must	So that the client can	The counsellor May	So that the client can
Listen	Develop his/her thinking	Ask questions	Develop her/his own thinking
Not Judge	Feel safe and respected	Summarize	Hear her/his thoughts and know she/he is understood
Pay attention	Know you care		
Accept the client's feelings	Know he/she is not being judged		



Think about the client	Get the best help possible
------------------------	----------------------------

Counselling Skills

Communication skills are obviously of utmost importance to counsellors, there are lots of skills including: *active listening, clarification, reflection and effective questioning skills*.

The counsellor will attempt to build a certain amount of **rapport** with their client, but not to an extent that would allow them to become emotionally involved.

Counsellors need to be empathetic, seeing things from the client's point of view, rather than sympathetic (feeling sorry for their clients). Empathy can help the counsellor to ask appropriate questions and lead the client to positive conclusions.

These Are Some Effective Skills Used In Counseling.

1. Attending/Normalizing
2. Use of silence
3. Reflecting and Paraphrasing
4. Clarifying and the use of Questions (Closed and Open-ended Questions)
5. Focusing
6. Building Rapport
7. Summarizing

Let's analyse some of the basic information for some of the counselling skills above.

1) Attending Behaviour

- Orienting oneself physically and psychological
- Encourages the other person to talk
- Lets the client know you're listening
- Conveys empathy

a) Attending Skills

SHOVLER (Or SOLER – *the underlined*):



- **S: Face the other Squarely**
- **H: Head nods**
- **O: Adopt an Open Posture**
- **V: Verbal Following**
- **E: Speech**
- **L: Lean toward the other**
- **E: Make Eye Contact**
- **R: Be Relatively Relaxed**

b) Listening Skills

Listening → Hearing + Understanding

(Listen attentively, active listening for verbal and non-verbal responses)

Understanding includes;

- What is told by the person
- How it is told/ untold,
- What happens in me, as counsellor at that time

Three factors that provide helpful details about the counselee.

i) **'Linguistic':** actual words, phrases and metaphors used to convey feelings.

'ii) **'Paralinguistic':** not words themselves but timing, accent, volume, pitch, etc.

'iii) **'Non-verbal':** 'body language' or facial expression, use of gestures, body position and movement, proximity or touch in relation to the counsellor.

All three of the above factors express the internal state of the counselee and can be 'listened' to by the attentive counsellor.

2) Four Types Of Counselling Interventions

i) Open-Ended Questions

Open-ended and probing questions invite more than one or two word responses. These can be used to gather information, increase clarity, stimulate thinking, or create discussion?



- Questions that clients cannot easily answer with “Yes,” “No,” or one- or two-word responses
- How did you feel when that happened?”

Purposes of Open-Ended Questions:

To begin an interview; To encourage client elaboration; To elicit specific examples; To motivate clients to communicate.

ii) Closed-Ended Questions

Questions that the other can easily answer with a “Yes,” “No,” or one- or two-word responses e.g. “Do you like your job?”; “Did you had a few beers before driving?”

Purposes of Closed-Ended Questions:

To obtain specific information; To identify boundaries of a problem or issue; To narrow the topic of discussion; To interrupt an over-talkative client

iii) Reflection

Reflection is the echoing back of the last few words that the client has spoken.

e.g.: *Counselee*: We moved from gulf at the beginning of last year but none of us really settled down. My wife never did like living in such a large city. I found it difficult to get a job....

Counsellor: You found it difficult to get a job...

Counselee: Well, it was difficult to start with, any way. I suppose I didn’t really try hard enough ...

Counsellor: You didn’t really try hard enough ...

3) Paraphrasing

The counsellor rephrases the content of the client’s message

Example:

- Client: “I know it doesn’t help my depression to sit around or stay in bed all day.”
- Counsellor: “It sounds like you know you should avoid staying in bed or sitting around all day to help your depression.”



Purposes of Paraphrasing

To convey that you are understanding the client; Help the client by simplifying, focusing and crystallizing what they said. This may encourage the client to elaborate or provide a check on the accuracy of your perceptions.

When to use it?

When:

- You have a hypothesis (statement assumed to be true about an observation) about what's going on with the client.
- The client is in a decision making conflict.
- The client has presented a lot of material and you feel confused.

It is very important to make use of the counselling skills to have a successful session. Showing respect, trust and confidentiality, provide empathy and responses, and listen attentively with an open mind. Be non-judgemental, non-hurting, non-threatening and non-punishing, but show genuineness and build rapport to solve the problem.

Knowing some counselling skills should help you to address some of the situational problems that arise around you or in your life.

Every behaviour and its remedy is manifested in the bible. Both the Old and New Testaments will provide good pictorial and philosophical examples. Some issues can only be easily solved with the intervention of the Trinity. The intervention of the Trinity will only come about when you ask. That is, say a prayer of your petition with the client before you begin with the session.

Always have deep faith in God, and ask him to build your faith and His response will be felt. Sometimes, the despair your client feels may be caused by evils. Ask God to cleanse you both from your wrongs or sinful behaviours before you begin.



A prayer has power to potentially change any situation, even the most challenging ones in a miraculous way. God accepts any prayer since he's always willing to meet us where we are. But if we pray without expecting God to respond, we're limiting what we are inviting him to do in our lives.



STUDENT ACTIVITY 17

1. What is counselling?

2. Who is a counselee?

3. What is the aim of counselling?

4. List the three main types of counselling or support.

5. List any 3 effective counselling skills

6. SOLER is an important Attending skill. What does SOLER means

S –

O –

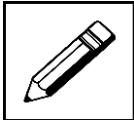
L –

E –

R –



7. Give an example of a closed-ended question.

**Summative Activities 11.4.6**

1. What is the meaning of conflict resolution?

2. List the five main strategies for dealing with conflicts.

3. List the three main outcomes for resolving conflicts according to its proper definition.

- a. _____: Both parties are satisfied with the result.
- b. _____: Both parties walk away feeling unsatisfied
- c. _____: One of the parties involved is happy with the result while
the other person is unsatisfied with the outcome.

4. Why should you resolve conflicts?

5. Which of the steps below is the first step in resolving conflict is correct?

- A. Explore alternatives



- B. Choose the best resolution
- C. Understanding the conflict
- D. Brainstorm possible resolutions
6. SOLER is an important Attending skill. What does SOLER means?
- S** –
- O** –
- L** –
- E** –
- R** –
7. What is a 'closed-ended question'?
- _____
- _____
- _____
8. Give an example of a type of open-ended question.
- _____
- _____
9. Counselee do show non-verbal responses. What is a non-verbal response?
- _____
10. Use other words to show the meaning for each letter of the word COUNSELLING. See the example of the word KEY below, and do the same for the word COUNSELLING. Make sure the words that you construct must show the qualities of counselling.
- K** – Knowledge
- E** – Empowers
- Y** – You
- C** – _____
- O** – _____
- U** – _____



N – _____
S – _____
E – _____
L – _____
L – _____
I – _____
N – _____
G – _____

**Answers to Student Activities 11.4.6****STUDENT ACTIVITY 16**

1. Match these terms to their correct definitions below; *conflict*, *conflict management*, *interpersonal conflict*, *conflict resolution*.

Terms	Definitions
Conflict resolution	A way for two or more parties to find a peaceful solution to a disagreement among them.
Interpersonal conflict	Interpersonal conflict is a disagreement between connected individuals who each want something that is incompatible with what the other wants.
Conflict management	The process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of is to enhance learning and group outcomes.
Conflict	Some form of friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group.



2. The 3 main types of conflicts
 - **Personal or relational conflicts**
 - **Instrumental conflicts**
 - **Conflicts of interest**
3.
 - a) Intragroup
 - b) Interpersonal
 - c) Intrapersonal
4. The five main strategies for dealing with conflicts.
 - **Compete or Fight (Forcing)**
 - **Collaboration**
 - **Compromise or Negotiation**
 - **Denial or Avoidance (Withdrawal)**
 - **Smoothing Over the Problem**
5. List three main outcomes for resolving conflicts.
i) win-win outcome (ii) win-lose outcome (iii) lose-lose outcome
6. Why should you resolve conflicts?
 - To understand more about those whose ideas, beliefs, and backgrounds may be different from your own.
 - To ensure that your relationships with opponents continue and grow.
 - To find peaceful solutions to difficult situations.

(The answers above are in summary form from the information in the topic)
7. The steps below can be used in resolving conflicts. Put the steps in the correct order from one to seven.
 - i. *Understand the conflict*
 - ii. *Communicate with the opposition*



- iii. *Brainstorm possible resolutions*
- iv. *Choose the best resolution*
- v. *Use a third party mediator*
- vi. *Explore alternatives*
- vii. *Cope with stressful situations and pressure tactics*

(The answers are already in the correct order from 1 - 7)

STUDENT ACTIVITY 17

1. *a) The process of assisting and guiding clients, especially by a trained person on a professional basis, to resolve especially personal, social, or psychological problems and difficulties.*
b) Counselling is a type of talking therapy that allows a person to talk about their problems and feelings in a confidential and dependable environment.
2. The person with a problem who needs help from a counsellor to work out an outcome to the problem.
3.
 - i) Provides essential security and comfort
 - ii) Provides insight
 - iii) Generate self-awareness
 - iv) Facilitate confidence
4. List the three main types of counselling or support.
 - Individual work with one counsellor and either one client, a couple or some members of a family.
 - Group work where a counsellor leads or facilitates the group.
 - Self-help groups where there is no leader. Members attend on an equal basis for mutual support.
5. List any 3 effective counselling skills

Attending; Use of silence; Reflecting and Paraphrasing; Clarifying and the use of; Questions (Closed and Open-ended Questions); Focusing; Building Rapport; Summarizing; Showing respect; trust and confidentiality; provide empathy and responses; and listen attentively with an open mind; Being non-judgemental;



non-hurting; non-threatening and non-punishing, but show genuineness and build rapport to solve the problem.

6. **SOLER** means;

S – sit squarely, or Face the other squarely

O – open posture,

L – lean forward

E – eye contact

R – relaxed attitude

7. Example of a closed-ended question.

- Do you have the confidence to be a counsellor?
- Have you quit smoking?

(Any similar questions to the sample above is correct)



Answers to Summative Activity 11.4.6

1. Conflict resolution is 'A way for two or more parties to find a peaceful solution to a disagreement among them'.
2. The five main strategies for dealing with conflicts.
 - **Compete or Fight (Forcing)**
 - **Collaboration**
 - **Compromise or Negotiation**
 - **Denial or Avoidance (Withdrawal)**
 - **Smoothing Over the Problem**
3. List the three main outcomes for resolving conflicts according to its proper definition.
 - i. Win-win outcome: Both parties are satisfied with the result.
 - ii. Loose-loose outcome: Both parties walk away feeling unsatisfied



iii. Win-lose outcome: One of the parties involved is happy with the result while the other person is unsatisfied with the outcome.

4. Why should you resolve conflicts?

- To understand more about those whose ideas, beliefs, and backgrounds may be different from your own.
- To ensure that your relationships with opponents continue and grow.
- To find peaceful solutions to difficult situations.

(Any answer similar to the samples above is correct)

5. C

6. **SOLER** means;

S – sit squarely, or Face the other squarely

O – open posture,

L – lean forward

E – eye contact

R – relaxed attitude

7. A question that requires a one word (**Yes** or **No**) as the answer.

8. Give an example of a type of open-ended question.

- Why do you feel that way?
- What is your view on that?

9. Body language' or facial expression, use of gestures, body position and movement, proximity or touch in relation to the counsellor.

10. **C** – Confident

O – Open

U – Unconditional Positive Regard

N – Non Directive

S – Safe

E – Emphatic



L – Learning

L – Listening

I – Inner Self

N – Non Judgemental

G – Genuine



Summary

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

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

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

To be a successful Mentor you have to:

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

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

Peer Education is educating peers on a specific subject, especially due to common or epidemic social issue. For example, educating peers on consequences of social issues such as fights and sexual harassment. Peer mentor is a peer appointed or trained to assist peers in their endeavour to be successful in their academic and general school performances. A



mentor is someone, often older and more experienced, who advises and guides younger person. Often a peer educator becomes a peer mentor or mentor as well.

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



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**GLOSSARY**

WORD	PAGE	WORD	PAGE
Acquaintance	12	Moral and Ethical Principles	19
Advocacy	91	Myers-Brigs Model	61
Affect display	47	Negotiation	28
Age Discrimination	79	Neuroticism	59
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Aggressiveness	44	Passive-aggressive behavior	27
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**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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