

National Catholic Education Agency Programme

DARE TO LOVE



PERSONAL DEVELOPMENT

GRADES 5—8

TEACHER'S GUIDE

Written & Produced by Sr. Helen Warman Olsch

Published with the assistance of Caritas Australia/AusAid

DARE TO LOVE

PERSONAL DEVELOPMENT PROGRAMME

TEACHER'S BOOK

GRADES 5—8

This book has been prepared by the National Christian Education Coordinator, Sr. Helen Warman, Olsb, in response to the directions of the Catholic Bishops' Conference of Papua New Guinea and the Solomon Islands for use in Grades 5—8 in Catholic Community and Primary Schools. While the main source of information for this book has been Bishop H. Slattery's South African Programme, many other sources have been used to enrich the Programme. Thanks especially for the use of the Personal Development material produced by the National Education Department, the Don Bosco "Education for Life" material, "HIV/AIDS Life Skills Programme" developed by Caritas Haiti and "Personal Development and Human Sexuality" produced by the NCEC. Special thanks to the Governor General, Grand Chief Sir Paulius Matane, who has allowed the use of material from his book, "50 Golden Years".

The production, printing and distribution of this Programme would not have been possible without the generous financial assistance given by CARITAS AUSTRALIA and AUSAID. The continued assistance of these two Donor Agencies to the National Catholic Education Commission for the professional development of both teachers and students is greatly appreciated.

This Programme does not intend to cover the full Personal Development Curriculum for Grades 5—8. For other important topics teachers will need to make use of the "Health and Personal Development Supplementary Materials, Samples of Work", 2008, produced by the Curriculum Division of the Department of Education. This book contains much additional valuable information for healthy living.

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Dear Teachers,

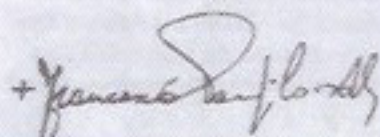
Since the beginning of time people have been explorers, inventors, researchers and adventurers. In this way our world has developed, expanded and progressed. Our inventions and discoveries have brought both improvement and destruction. We now have medicines that can cure illness that once killed; but we also now have machines, guns and bombs, that can destroy people and places. The world that was once so big with many far away places has now come close to us through the invention of wireless, television and mobile phones. What was once far away has now become close and part of daily life. Because of the vast developments in the field of transportation strangers now meet, live and work with each other.

This has all meant a change in life style for all peoples. This change has greatly effected the classroom situation where you and your students come to know and understand this world and its progress. The purpose of Education is to give the truth and ALL TRUTH to learners. Today that includes the essential TRUTH of who we are, where we come from, what is the purpose of our life and how that life is meant to be lived. Each one has to come to a deeper understanding and appreciation of one's role as man and woman. This means being at ease with one's sexuality.

The presence of HIV/AIDS in our society makes it necessary for classroom teachers to cooperate more directly with parents in ensuring that children have a complete understanding and appreciation of who they are as male and female and how they should treat themselves and each other as they grow and mature to adulthood. When friendships and relationships begin and develop with real understanding of and respect for the other, the God given gift of Human Sexuality enriches the life of each person and society. It is through your efforts, as teachers, to plant and nurture this appreciation and respect, that you will become the researchers, and adventurers of today's world providing a safer, healthier and holier future for our students.

While recommending these books for all grades from Grade 5 to 8 and, the Second Volume, Grades 9-12 I thank Bishop H. Slattery, msc, of South Africa, for permission to adapt his books to our PNG situation.

May the One who is both our Teacher and Example bless you and your efforts,



+ Francesco Panfilo SDB

Bishop of Alotau/Sideia

Deputy Bishop of Education CBC PNG.

INTRODUCTION.

"Dare to Love" is the Catholic Education Agency's Personal Development Programme. There are two books in this series. The first printed was for Grades 9—12. This second volume is for Grades 5—8. We all know that in recent years we have all been, in some way, effected by the HIV/AIDS epidemic that has swept the world. There is no one country or place that has not been touched by this virus. This has been a call for each of us to look at our values, how we see ourselves and the gift of sexuality God has given to each of us and how we live our lives. For our young people this means knowing what life is for and how it is to be lived if one is to have happiness and peace.

The title "Dare to Love" is presenting our young people with a challenge. They are asked to look at love as a gift they can give to others. It is a challenge asking them to make their life, love giving, life giving and self giving. Love is presented to us by all forms of media as something that is meant to satisfy me and my needs. We know that Jesus presented love to us as a way of service. From our own experience of real love—the love of a mother for her child, the love of a faithful husband and wife, the love of parents for children—real love means doing things for others rather than others doing things for me. The sexual love that awakens in a young person at puberty is just that, an awakening. It is the beginning of a time of great growth. A time when a new kind of learning and living begins. The question is "Who is going to be in control?" Myself or my feelings? It is the correct answer to this question that young people have to learn as they progress through this Personal Development Programme.

To give love to others, one has first to be at ease with oneself. That self appreciation comes as each one becomes more aware of God's personal interest and presence in one's life. To be all that God made each of us to be is in itself a challenge. At this time of growth, life for young people can be like an explosion where life offers so much. While an explosion can be disastrous it can also be wonderful, like nature exploding into new life. The flowering of one's sexuality, as young people come to an appreciation of all they are yet to become, needs guidance, counselling and consideration as well as facts and knowledge. If this knowledge does not come to them from you, the teacher it will come in the form of half truths and untruths from all around them. We know that while it is true that "the truth will set you free" it is also true that misconceptions and ignorance bring fear.

As you and your students travel through this programme may each come to accept the challenge offered and "dare to love" in a way that will bring greater freedom and peace to your lives, your families and our country.

There is a vast difference between the students in Grade 5 and those graduating from Primary School in Grade 8. It will be for the teachers in all the Grades from Five to Eight to decide which material is suitable for their age group. Units, 1—8 can be done by all, at a different level of understanding, as students grow in self knowledge. The Units on sexuality will be of greater benefit to the upper Grades while all need a basic, deepening, knowledge and understanding of HIV/AIDS.

This book covers the Church's teaching and values with regard to who we are as a person and all each of us was created for. Other suitable lessons on Personal Development should be taken from the Curriculum Department material.

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UNIT ONE:

I AM UNIQUE.

OUTCOME: Children will develop an awareness and appreciation of their own uniqueness by preparing a personal information sheet.

BACKGROUND INFORMATION:

Each child has been uniquely created, loved and redeemed by God. Every person is special, wanted by God and has a purpose in this world. What are your own special needs?

PREPARE: Drawing on newsprint or BB showing life as a journey. Ink pad.

Copy of diagram of three in one boxes and a circle (6cm) cut from strong paper for each child.

A copy of Psalm 139 for children to read or see while answering questions.

SESSION 1. LIFE AS A JOURNEY.

- a) Introduce the idea that life is a journey using the drawing.
- b) Invite the children to draw their own journey so far, starting with their date of birth.

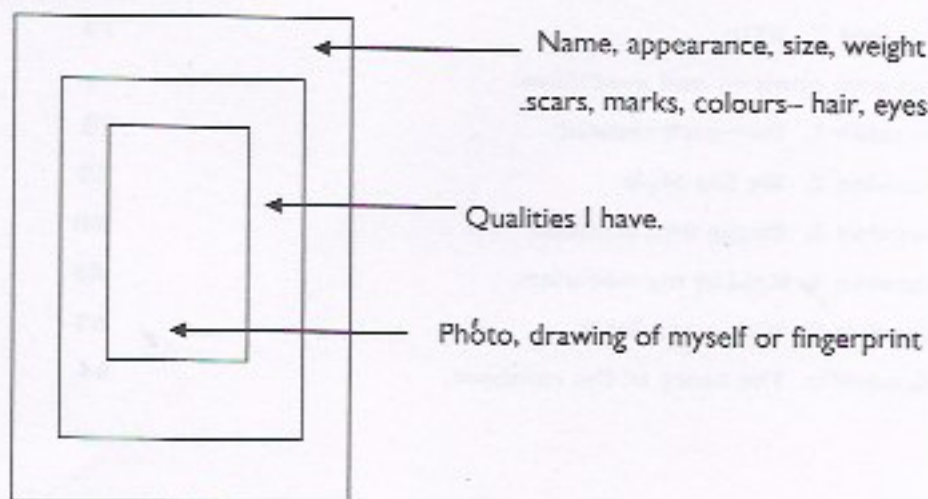
Add whatever events they remember. Encourage children to share one thing they can remember.

- c) **INPUT:** Your life is a gift from God. Your life began long before the day you were born. It began long before your mother knew she was carrying you. It began long, long ago in the Mind and Heart of God. God called you to begin your life at your conception, the very first moment of your life. Your mother and father were God's helpers, God's co-creators. For nine months you grew and were formed in your mother's womb. This was the start of your journey for you to become the special person God meant you to be.

SESSION 2. PERSONAL INFORMATION SHEET.

- A) Give each child a copy of this diagram and explain how it is to be filled in. (page 9)

Information about myself



- b) In groups (4-5) children share what makes them different; what makes them special and unique.
- c) Direct children to look closely at their fingerprint and compare it with others.
Ensure they see the differences. This is one thing that confirms them as being unique.

SESSION 3. MY BADGE.

Give a blank circle to each child to make a badge.

Each child writes something special about themselves on the badge.



Children tell what they have written on their badge and why they choose this sentence.

Children wear their badge or place it on their desk where it can be seen.

SESSION 4. SCRIPTURE REFLECTION.

- a) Give children time to become still and quiet.
- b) Invite them to sit still and listen quietly to what God thinks of them.
- c) Read slowly Psalm 139: 1-6, 13, 17.

Lord You have examined me and You know me.

You know everything I do.

From far away You understand all my thoughts.

You see whether I am working or resting; You know all my actions.

You are all around me on every side.

You protect me with Your power.

Your knowledge of me is too deep; it is beyond my understanding.

You created every part of me; You put me together in my mother's womb.

I praise You because You should be honoured;

all You do is strange and wonderful.

I know it with all my heart.

When my bones were being formed; carefully put together in my mother's womb.

When I was growing there in secret,

You knew that I was there; You saw me before I was born.

The days given to me had all been recorded in Your book

Before any of them ever began.

O God how wonderful I find Your thoughts about me.



- b) A short silence after the reading of the Psalm.
- c) Invite children to share what God is saying to them in this Psalm.

The following questions may help:

- + Why does God want to know all about you? (Because God loves me).
 - + What does God know about you? (Everything).
 - + How does God know this? (Because God formed me and made me).
 - + When did God first know you? (Even before I was in my mother's womb).
 - + Why do you praise God? (Because God is so wonderful; loves me).
 - + What are some of the special things God know about you? (Whether I am working, Sleeping, , all my actions).
 - + How does this make you feel about God? (Love, thank, praise, remember, ask God for help).
- d). Write your own prayer thanking God for making you special and watching over you on your journey from conception until now.

- e). **REFLECTION:** To be done by children in their own free time.

Talk to your parents or relatives to find out stories surrounding your birth, naming and early childhood. Write a story about these things using the title "The Beginning of My Life's Story".

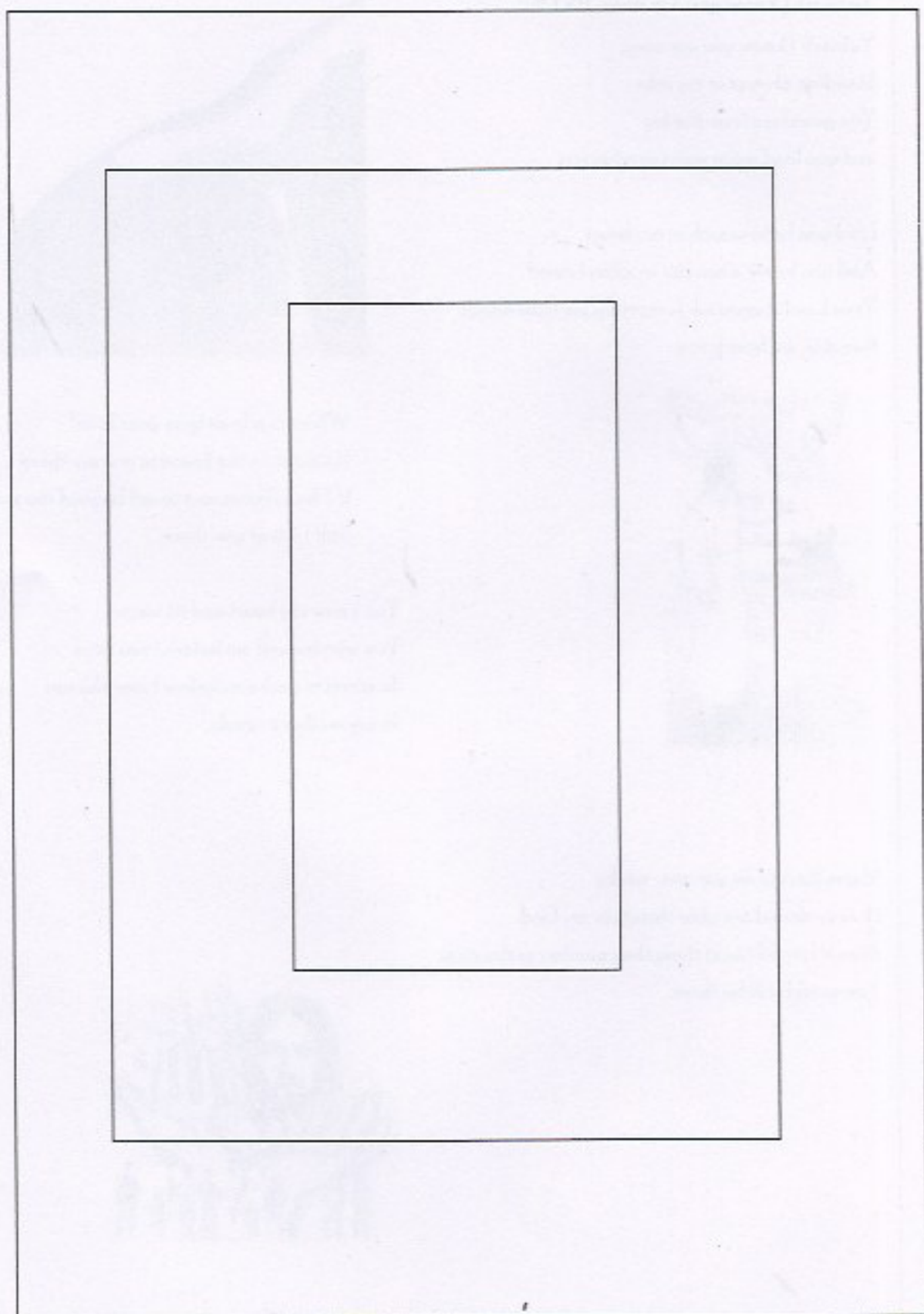
Compose and teach the class a song such as "I am special, that's how God made me".

OR

Ideas from the Psalm could be used to make a song similar to "Yahweh I know You are near". (page 10).

In the higher grades have a song competition with students composing their own song.





Yahweh I know you are near. (Ps 139).

Yahweh I know you are near,
Standing always at my side
You guard me from the foe
and you lead me in ways everlasting.

Lord you have searched my heart
And you know when I sit or when I stand
Your hand is upon me protecting me from death
Keeping me from harm.



Where can I run from your love?
If I climb to the heavens you are there.
If I fly to the sunset or sail beyond the sea
Still I'd find you there.

You know my heart and its ways.
You who formed me before I was born.
In secret of darkness before I saw the sun
In my mother's womb.

Marvellous to me are your works.
How profound are your thoughts, my God.
Even if I could count them they number as the stars
You would still be there.



UNIT TWO:

Session One.

I AM HAPPY TO BE ME.

OUTCOME: Children become more aware of themselves as a unique person, each with a unique story.

They learn how to appreciate themselves and develop self esteem.

BACKGROUND INFORMATION:

Each person is created in the image and likeness of God. Therefore each person deserves esteem and respect. When one has self-esteem and appreciation of oneself others begin to show them respect and appreciation.

PREPARE: Drawing for the story (Step 2). Words of closing song, "If I were a butterfly"; Bible; Drama involving some children; words for those taking part in the drama.

SESSION 1. Revision:

Recall Unit 1. Ask children what they discovered about themselves from the lesson and their homework. Recall I am special, unique. God was thinking about me long before I was born

SESSION 2: Drama. God and the Daisy (Page 12).

- a) Present the story in drama form with selected children acting the parts.
- b) Lead the children in discussion to discover the message of the story.
 1. What was the matter with the trees?
 2. Why was the baobab tree depressed?
 3. What was wrong with the gum tree?
 4. Why was the mango tree so disgusted with itself?
 5. What was the apple tree complaining about?
 6. How did all this make God feel?
 7. What did God ask the daisy?
 8. Why was the daisy's answer different from the trees?
 9. How did the daisy make God feel?



Summarise the children's answers using drawings of the various trees and the daisy. Help the children discover **the message**. There are many things we do not like or appreciate about ourselves. We need to look and find out why God made us, as we are, and appreciate the good things God has given to each (to me).

THE STORY OF THE TREES AND THE DAISY.

GOD AND THE DAISY.

The story is told, that after creating the seed bearing plants and trees, God went for a walk in the garden to enjoy the wonders of creation. God came across a very big baobab tree. Its branches were twisting and stretching in despair.



God asked, "What is the matter?"

The Baobab tree replied, "I am depressed because I am not slender, tall and straight as the gum tree". God walked on over to the gum tree and found it shaking with anger. It said, "I cannot stand being so ugly. My bark is always peeling off and my leaves are not as beautiful as those of the mango tree."

Turning to the mango tree God heard a voice say: "I am disgusted with myself for no matter how hard I try my fruit is always kidney shaped and contains a very large seed. It does not have the cool, rounded, colourful, smooth appearance of the fruit of the apple tree."



God strode over to the apple tree and heard it say, in a complaining voice, "My fruit is the wrong colour. It is not as bright and cheerful as that of the orange."



Saddened God sat down on a rock to rest. After trying so hard to plant a beautiful garden with different trees and plants, God found that not one of them seemed satisfied. All that God had heard, so far, were complaints.

Sitting there thinking God caught sight of a daisy struggling to grow in a space between two rocks and near a thornbush. But the daisy seemed happy, smiling, swaying, almost dancing, in the gentle breeze.



God asked the daisy, "Do you have any complaints?"

"None", replied the small, cheerful, bright flower with its white petals.

"I believe You made me a daisy and all I want is to be the best daisy I can be."

God walked on, cheered at the success of His creation and God decided to take the risk of creating you and me.

ACTIVITY.

Pretend you are one of the trees and write your reply to God if you were asked what you thought about yourself.

Students could draw a large white daisy and write around it all the things they learnt about the daisy from the story: struggling for space, growing between stones and thorns, smiling and uncomplaining, just what the daisy wanted to be.

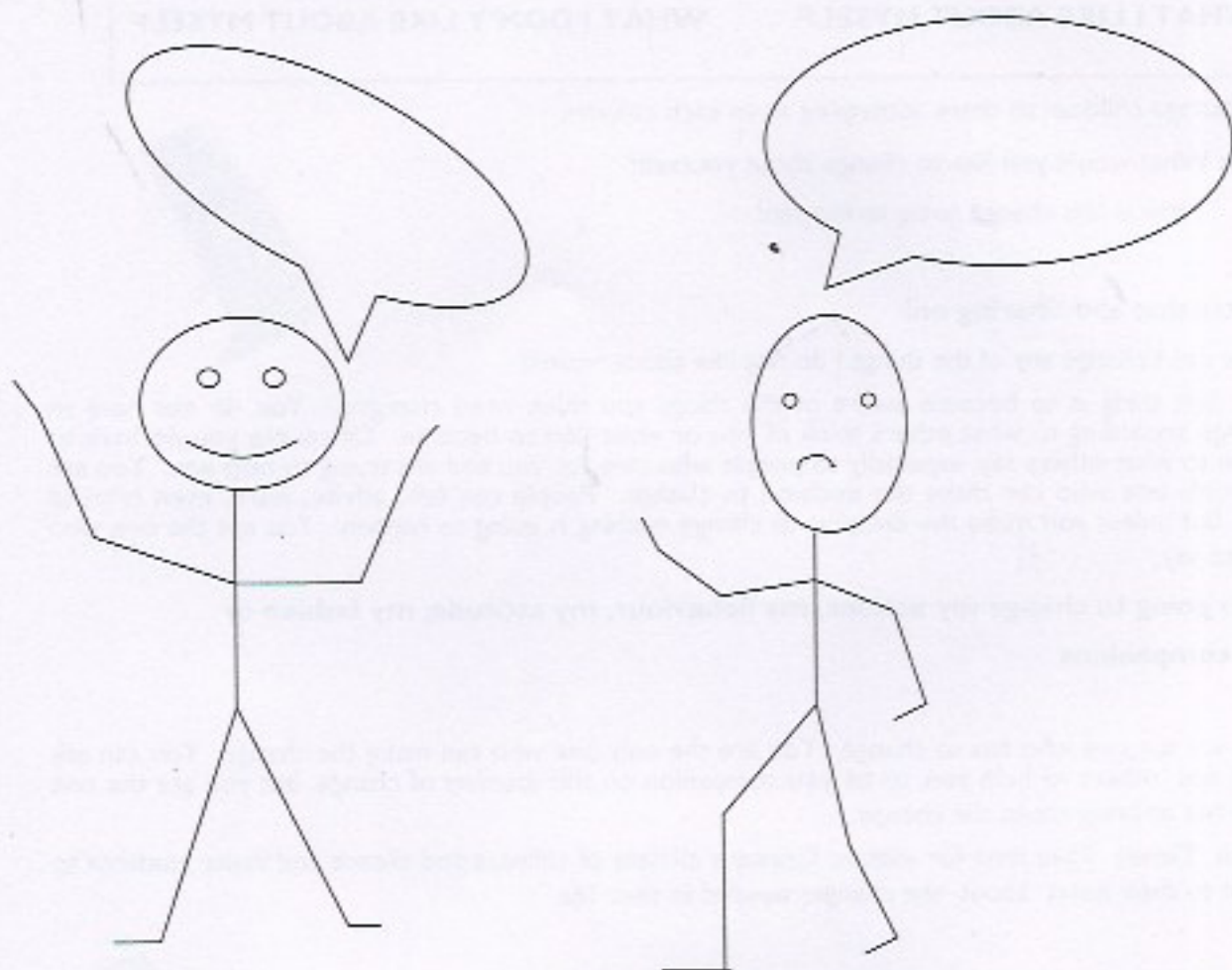
Reflection: How happy am I in the place I now am?

*Also see the Story of the Rainbow (page 84).

SESSION 3.

AM I HAPPY TO BE ME?

Invite the children to give examples of what they would say to God about themselves.
Draw stick figures to write their reply.



WRITE the answer you would give if God asked you the question, "Are you happy with the way I made you?" Then tell God why you give this/these answers.



ACTIVITY:

Divide a page in an exercise book into two columns, with the headings

WHAT I LIKE ABOUT MYSELF and **WHAT I DO NOT LIKE ABOUT MYSELF**.

Each child fill in as many things as they wish in both columns.

WHAT I LIKE ABOUT MYSELF

WHAT I DON'T LIKE ABOUT MYSELF

Encourage children to share something from each column.

Ask: What would you like to change about yourself?

How is this change going to happen?



Discussion and Sharing on:

How can I change any of the things I do not like about myself?

The first thing is to become aware of the things you think need changing. You do not have to change according to what others think of you or want you to become. Of course you do have to listen to what others say, especially to people who care for you and are trying to help you. You are the only one who can make the decision to change. People can talk, advise, warn, even criticise you, but unless you make the decision to change nothing is going to happen. You are the one who has to say:

I am going to change my actions, my behaviour, my attitude, my fashion or my companions

You are the one who has to change. You are the only one who can make the change. You can ask God and others to help you, to be your companion on this journey of change, but you are the one who has to bring about the change.

Take Time: Take time for silence. Create a climate of stillness and silence and invite students to listen to their heart about the changes needed in their life.

SESSION 4. A GOOD SELF IMAGE.

Children tell times when they were praised or congratulated for what they did or said.

Remind them of times you, as teacher, have praised them or been proud of them because of what others said about them.

How do you feel when someone says something good about you?

What are some other times when you felt pleased with yourself?

INPUT:

When you accept yourself, appreciate yourself, when you are happy with what you do or are happy just to be yourself, who you are, you have **self esteem**. You have a **good self image**. Your value as a person does not come from what is outside of yourself—your ability or possessions, what you own, what you wear, what you look like, what you can do or even what others think about you.

Your **real value as a person** comes from:

WHO YOU ARE— A UNIQUE PERSON MADE BY GOD
and **WHAT YOU THINK OF YOURSELF AS A PERSON.**



IF I WERE A BUTTERFLY

If I were a butterfly, I'd thank You Lord for giving me wings.

And if I were a bird in a tree I'd thank You Lord that I could sing,

And if I were a fish in the sea I'd wriggle my tail and I'd giggle with glee

But I just thank You, Father, for making me, ME.

Chorus:

For You gave me a heart and You gave me a smile. You gave me Jesus and You made me Your child,

But I just thank You Father, for making me ME.

If I were an elephant, I'd thank You Lord by raising my trunk.

And if I were a kangaroo, You know I'd hop right up to You.

And if I were a wriggly worm, I'd thank You Lord that I could squirm,

But I just thank You Father for making me ME.

Chorus:

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But I just thank You Father for making me ME.

Chorus:

Print and cut apart for students.

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And if I were a bird in a tree I'd thank you Lord, that I could sing,

And if I were a fish in the sea I'd wriggle my tail and I'd giggle with glee

But I just thank You, Father, for making me, ME.

Chorus:

For You gave me a heart and You gave me a smile.

You gave me Jesus and You made me Your child, And I just thank You Father, for making me , ME.

If I were an elephant,

I'd thank You Lord by raising my trunk.

And if I were a kangaroo,

You know I'd hop right up to You.

And if I were a wriggly worm,

I'd thank You Lord that I could squirm,

But I just thank You Father for

making me, ME. *Chorus:*

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I'd thank You Lord for giving me wing,

And if I were a bird in a tree I'd thank You Lord that I could sing,

And if I were a fish in the sea I'd wriggle my tail and I'd giggle with glee thank

But I just thank you father for making me ME.

Chorus:

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If I were an elephant ,

I'd thank You Lord by raising my trunk,

And if I were a kangaroo You know I'd hop right up to You.

And if I were a wriggly worm I'd thank You Lord that I could squirm.

But I just thank You Father for making me, ME.

Students write the following in their books:

TO BE HAPPY I NEED SELF ESTEEM WHICH ONLY I CAN DEVELOP



SESSION 5. Scripture reflections.

a). Bible Reading; Genesis 1: 26—31.

- Read the passage slowly.
- Allow a time of silence for reflection on the passage.
- Invite students to share what God is saying to them.
- Students write a summary of the reading in their books.



WE ARE MADE IN THE IMAGE AND LIKENESS OF GOD.

How, as part of God's creation, are we different from the animals?

(We can do things: write, read, speak, pray, love).

Lead children to see that the greatest gift God has given to us, the gift that makes us like God, is the ability to **think, choose freely, decide, make decisions, to**

SAY: "YES" or "NO".

We have the ability to: **LEARN, ACT, DECIDE, .**

Encourage children to talk about **decisions** and **choices** they have made at home, school, with friends. What are times when they have had to say **"YES"** or **"NO"** to what others asked of them?

What are some of the things they can do and have learnt?

It is in these ways that we are made like God and so different from the rest of creation.

SING the song "If I were a butterfly".

6. REFLECTION. (In free time/at home).

- Draw ways which show how you are like God.
- Look in a mirror. There you see an image of yourself. When God looks at you He sees an image of Himself.
- Write a prayer thanking God for making you in His image and telling God what you like most about yourself.

Luke 7: 36-40.

A Pharisee invited Jesus to have dinner with him and Jesus went to his house and sat down to eat. In that town was a woman who lived a sinful life. She heard Jesus was eating in the Pharisee's house so she bought an alabaster jar full of perfume and stood behind Jesus by his feet crying and washing his feet with her tears. Then she dried them with her hair, kissed them and poured the perfume over them. When the Pharisee saw this he said to himself, "if this man really were a prophet, he would know what kind of woman this is who is touching him; he would know what kind of sinful life she lives".



Luke 19:

Jesus looked up and said, "Hurry down Zacchaeus because I must stay in your house today". Zacchaeus hurried down and welcomed him with great joy. All the people who saw it started grumbling, "This may have gone as a guest to the house of a sinner!"

Have two groups of students act out the stories.

Did Jesus worry about what people thought of him?

If he was worried about what the Pharisee thought what would he have done?

If he was concerned about the crowd's opinion how would he have treated Zacchaeus?

Was the woman concerned about what people thought of her?

How do you know?

Was Zachaeus concerned about the people's opinion of him and what he did?

How do you know?

Ask students to give examples of people who did what they felt was right and not what others thought of them.

Nelson Mandela, the South African leader was one and Sun Sau Su Chee from Burma another.

Children could find out facts about these two great people.

UNIT THREE:

I AM SPECIAL: LEARNING TO TAKE CARE OF MYSELF.

OUTCOME: Children will be aware of the need to take care of themselves, of their body, mind, heart and spirit. With guidance from others they learn to take responsibility for their own growth in these areas.

BACKGROUND INFORMATION:

The whole person needs care—body, mind, heart and spirit. As Christians we believe that God created us and has a plan for each one's life. Not everyone takes notice of or follows God's plan.

PREPARE: Dramatization of story. Newspaper (blank paper) for drawing (Step 2).

SESSION 1. The Story of Connie Cuscus.

Connie was different from her brothers and sisters. They would go to bed when their mother told them, but not Connie. She stayed up and watched television until it was late. Sometimes she watched TV until two o'clock in the morning. While she watched she filled herself with popcorn and drank fizzy cool drink. To get the popcorn and drink she used the money her mother had given her to buy food at school. You can imagine she went to bed feeling very sick after eating and drinking so much. Her eyes were red and sore and she felt so tired.

The next morning all her brothers and sisters were up early. They talked happily while they ate breakfast and prepared to go off to school in good time. Where on earth was Connie her mother wondered. Connie was still fast asleep in bed and her mother couldn't wake her up. Connie's mother was really worried about her. Why was Connie so different from the other children? At ten o'clock Connie's mother finally managed to wake her. She told her to come and have some breakfast as she had made some lovely porridge which Connie liked very much. But Connie cuscus was grumpy and wouldn't eat any breakfast. She walked away from the table without having tasted the delicious breakfast her mother had prepared for her.

Even after sleeping so late Connie still felt tired and her stomach made funny, rumbling noises from all the popcorn and fizzy drink she had eaten and drunk the night before. Her eyes were still red and sore. She stumbled back to bed and tried to sleep again. But no matter which way she turned she couldn't get back to sleep. She lay on her bed all morning feeling miserable. She didn't want to do anything except lie on her bed and wait for the TV to start. In the meantime her mother was thinking about her as she cleaned the house. Talking to Connie didn't seem to help. Then she had a good idea. If Connie wouldn't listen to her, she would get Connie's best friend, Harold the giraffe, to help. She found Harold and his friends playing ball at the playing field. She called Harold aside and told him about Connie. Harold was worried. How could anyone watch TV until two o'clock in the morning and eat so much popcorn?

Harold went over to Connie's house. There he found her lying on the bed staring at the ceiling. She really was happy to see Harold who told her he was worried about the way she had spent so much time watching TV and eating and drinking too much rubbish food. Connie was sad when she heard what Harold had to say. So, when Harold invited her to come and play with the others, Connie agreed to go along. Her mother was so pleased.

Connie cuscus enjoyed playing ball with Harold and his friends. She began to feel so much better. Her stomach didn't ache and her eyes were no longer tired and stinging. That night when her mother called her for bed Connie didn't stay to watch TV. She came at once, washed, climbed into bed and was soon asleep. She dreamed about the fun she had had and of all the goals she would score in the future.

The next morning Connie was up early. It felt good to be alive and well again. Connie was hungry and ate her breakfast without complaining. "I don't feel like watching TV today. I would much rather go to school and play games with Harold and my other friends", Connie told her mother.



Connie's mother was so pleased. She thanked Harold for helping her solve Connie's problems. As Connie went off to school her mother smiled. She went inside and sang as she cleaned the house.



Draw out lessons from the story in discussions with the Class.

What was Connie doing to make herself so unhappy?

How did her behaviour make her feel?

What other effects did her behaviour have on her?

Who else did her behaviour effect? How?

Why was her mother so concerned?

What helped Connie change?



How did she change? (Got up early, wanted to go to school, ate a healthy breakfast, forgot about watching T.V.).

What effect did these changes have on her?

What effect did they have on others?

What do you think would have happened if Connie had not listened to and followed Harold?

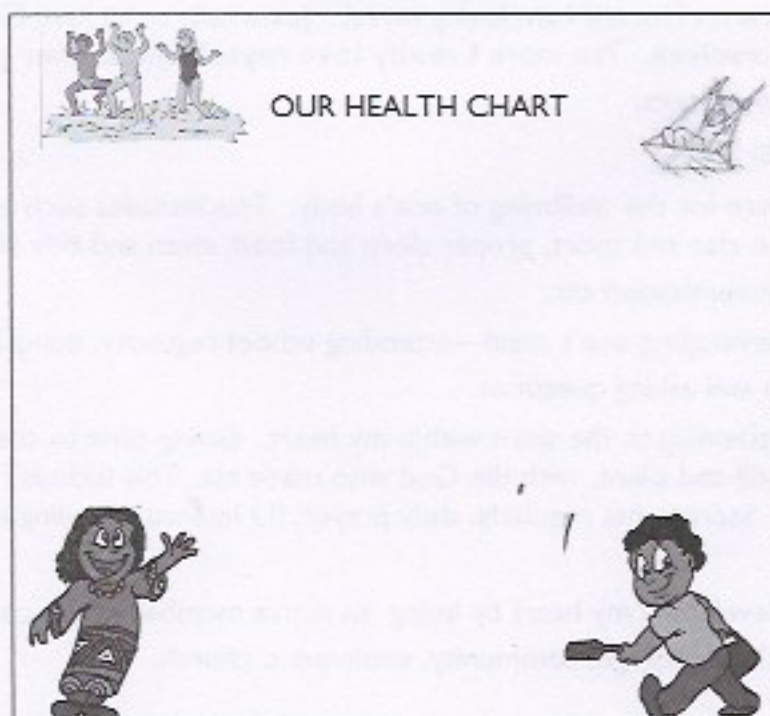
Apply this to students' own lives.

What sport is played; how many hours daily or weekly, especially at weekends, spent in front of TV; what outdoor occupations —fishing, gardening, gathering fire wood; how far does each walk each day—measure it? Who walks, a decent distance, at least four times a week?

What suitable changes can or should be made to ensure a healthier life style?

Suggest each student decides on at least one definite change and resolve to do it.

Students could possibly make a **HEALTH ACTIVITY CHART** and each one add a suitable mark each time some health activity is done.



SESSION 2. Taking care of myself.

Explain:

a). All the things we do effect our whole life. The food we eat, the things we do, like watching too much TV, or not doing any exercise, all effects our **body, mind, heart** and **spirit**. If our body is heavy, tired and lazy we become unsociable; our mind is slow to respond and our spirit is miserable. To be a real person each one of us has to care for our

BODY, MIND, HEART AND SPIRIT.

These are not four separate part. Together, **BODY, MIND, HEART** and **SPIRIT** make up just the **ONE PERSON**. A well cared for body means a clear mind, a happy heart and a light spirit. A neglected body means a dull mind, a sad heart and a miserable spirit.

b). **Group Work.** Divide the class into small groups giving each Group one of the following topics. (Each topic can be worked on by several groups depending on the size of the class).

Each Group prepare a poster to illustrate their topic:

- Care of self means care for the wellbeing of my body.
- Care of self means developing my mind.
- Care for self means looking after my heart –being aware of the people around me.
- Care of self means looking after the spirit in me.
- Care of self means developing my talents and giving time to healthy activities.
-



Each group present their poster.

After each presentation the class and teacher can add other points they think need to be included.

Stress: When I take care of myself I am loving myself. Jesus tells us to love God and love our neighbour as ourselves. The more I really love myself the better prepared I will be to really love others.

TEACHING POINTS:

Care of self means care for the wellbeing of one's body. This includes such aspects as daily hygiene, physical exercise and sport, proper sleep and food, clean and tidy clothes, care of minor sicknesses, immunization etc.

Care of self means developing one's mind—attending school regularly, doing homework, reading, responding to and asking questions.

Care of self means attending to the spirit within my heart. Giving time to silence and prayer. Being alone, still and silent, with the God who made me. This includes attending Church, receiving the Sacraments regularly, daily prayer, R.I lessons, reading the Good News,

Care of self means developing my heart by being an active member of the community around me—family, school, village, community, settlement, church.

Care of self means developing my talents such as in sport, singing, music, art, gardening, service for others.

SESSION 3. REFLECTION AT HOME.

Write an essay on "How I can take care of and improve myself".

Include the following points:

Care of self means care for the wellbeing of my body.

Care of self means care for the well being of my mind.

Care of self means developing my heart by being an active member of the community around me—family, school, village, church or community.

Care of self means care the wellbeing of the spirit within me.

Care of self means developing my talents and giving time to healthy activities.



MUSIC



SHARING

CARE FOR MYSELF MIND, HEART, SPIRIT



**SILENCE
STILLNESS**



The company of others.



**Gathering in
community**

UNIT FOUR.

DEVELOPING MY CHARACTER.

OUTCOMES: The discovery of the need to develop talents and character strengths and the awareness of the need to deal with weaknesses.

BACKGROUND INFORMATION:

Each person has special gifts and strengths. We will be accountable to God for developing these gifts, as the Gospel story of the Talents tells us. Our weaknesses have to be overcome. Teachers can be a great help to their students in discovering their gifts and respectfully making them aware of their weaknesses and shortcomings and assisting them in overcoming and changing these.

PREPARE: Story of Paulias Matane. Bible Drama.

SESSION 1. The story of Paulias Matane

Paulias Matane is our Governor General. That means he represents Queen Elizabeth in P.N.G. That makes him the highest ranking person in the country. What has he come from and how did his life begin? Paulias was born in 1931 of a Tolai mother in New Britain. When he was not yet four years old his mother died in childbirth. At the funeral the little boy cried bitterly, not because his mother was dead, as he was too young to understand, but because the men were so unkind as to bury her in the ground. Every Monday, after that he went with his grandmother to clean up round the grave. While the old lady swept Paulias sat on the grave whispering and calling his mother to wake up. It was during these regular visits to the cemetery that Paulias first met a little girl called Kaludia la Peril who was five years younger than he was. She was the daughter of a retired policeman who lived near the cemetery. Being an only child she played a lot by herself but when Paulias and his grandmother made their regular visit she would come and talk to them. When the Second World War began in 1942 the visits stopped as Paulias was afraid of the planes flying overhead and the bombs they dropped which killed so many and destroyed so much.

In 1945 the war ended but it was a long while before things returned to normal. In 1947, when Paulias was sixteen years old, he was recruited, with a group of other young men, to help build Toma Village Higher School. The following year, when he turned seventeen he was enrolled as a Grade One at the first Government School in the area and so began to learn to read and write. When he discovered school took away much of his freedom he did not want to stay. However he did stay because to leave would bring shame to his family and, to follow the custom, he had to obey the elders who all wanted him in school. It was here he met up again with the little girl of the cemetery visits, Klaudia. In 1949 she was among the first group of girls enrolled at the school.

In 1951 Paulias was one of the first students from Toma Village to be selected to attend Kerevat Central School's Grade Five. The following year, 1952, when he was twenty one, he was promoted to Grade Six. Paulias remained at Kerevat until he completed his education in 1955. He remained at Sogeri to do his



Teacher training. In January 1957, before beginning his teaching career in Toma Village, he married Kaludia in the Viviran village Church. Then, leaving his wife in his father's care, he took up the role of a teacher. The school had been closed from 1954 to 1955 because of poor management but had reopened in 1956 when a new headmaster was appointed. Sairus Matalau was still there when Paulias arrived to be given the top class of Grade Four.

His classroom was a little shed in the school grounds. The boys had built it to protect their baskets. Some locally cut logs served as seats and each one used their lap as a desk to lean books on. As a teacher Paulias Matane's aim was always to educate the complete person. He believed to be useful a child must become a complete human being. This meant he had to teach the child to develop a healthy body, mind, heart and spirit and so food, knowledge and spirituality all had to be provided for his class. This was always the basis of his teaching. Together with his students he built houses, made gardens, cleaned the school area and cooked food. The local community was invited in to teach local skills such as carving, dancing, weaving and singing.

This was the start of a life that was to lead to him becoming a member of the Public Service and onto today when we know Paulias Matane, the boy who began school in Grade One at seventeen years of age, as Grand Chief, Sir Paulias, Governor General of P.N.G. and the writer of a great many books.

DISCUSS the story of Sir Paulias Matane with your class.

What problems or difficulties did he have to face and overcome?

How was he able to overcome these difficulties?

As a young man what were his special qualities?

How did he use these qualities to help others?

What was his aim for the children he taught?



SESSION 2. Gifts I have . (Make this a very positive session especially for Grades 7 and 8).

a). What gifts or talents do I have? Write down two (or draw yourself using a talent).

b) How have I developed these talents and used them?

It may help to look and see how Paulias Matane did this. As young man he was ready to work to help the community, to do what others wanted him to do rather than just please himself. He saw the needs of his students and worked with them to help achieve his and their goals. He accepted responsibility and used his personal experiences to produce books that are today a source of inspiration to others. He was 17 when he started school yet has gone on to do such great things.

c). How can I improve my talents for my own growth and the service of others?

d) Invite sharing and give affirmation (approval, praise) to what students say about what they think their own talents are.

Students might like to say what they think are the talents of other students in the class.

e). Students give examples of how they have seen other students using the talents they have.

How have the talents of different students improved the atmosphere, appearance of the class room?

Is there anything we can do to use and develop each others talents in the classroom?

SESSION 3. Strengths I have..

- What strengths do I have? (e.g. kindness, patience, helpfulness, cheerfulness, generosity).
Write down two.
- Ask students to recall a time when they used one of these strengths.
- Invite sharing and give affirmation and encouragement.
- Again call on students to give examples when they have witnessed other students using their strengths.
- Assist children to compose a song thanking God for their talents and strengths.

When we use our strengths we are like a well giving fresh water to others.



SESSION 4. Weaknesses I have.

- What weaknesses do I have? (laziness, greed, jealousy, dishonesty, untruthfulness, putting off doing what I have to do, irresponsible, unpunctual, selfish).
Write down two. Look carefully at yourself and be honest.
- Ask students to recall a time when one of these weaknesses led to trouble.
- Invite sharing and give encouragement. We all have weaknesses and sometime when others know about them it helps us in our efforts to overcome them. It could help if you give examples of your own growing up failures.
- Using the examples the students give to discuss how weaknesses can be overcome.
eg. Unpunctual—ask some one who is on time to call for you on the way to school.
Selfish - offer to do something when you would rather just sit.
Greed— leave a few lollies or a piece of food until later or share a piece of whatever you have with someone.
- Students write a prayer asking God to help them overcome their main weakness.

5. DRAMATIZE the parable of the talents Matt. 25:14-30.

Students could draw a large coin and across it write a strength or weakness. These could be displayed around the room.

Reflection: In silence choose one strength to develop or one weakness to overcome in the following week. Write a sentence in your journal:

This week I will try to develop my (thoughtfulness).

OR

This week I will try to overcome my (anger, jealousy etc).



Reflection in free time: At the end of the week give students time to return to what they have written.

Have I succeeded in developing a strength or overcoming a weakness?

What has helped me to do this?

Why have I failed?

Encourage sharing of successes and failures. It may help if the successes can be cheered and the failures sympathised with or, even good naturedly, laughed at.

UNIT FIVE.

MY FAMILY



OUTCOMES: Children will be aware of when and how they are loved and guided by their family/extended family. They will also be aware that there is no “perfect family” but, each one can make a difference in their own family.

BACKGROUND INFORMATION:

The family is the basic unit of society but there is no perfect family. Each family has its own particular faults and failings. It is the love each one has for the other that makes family life what it is supposed to be: a place where people grow and become and learn to be tolerant and patient with others.

PREPARE: Enlarged copy of What is needed for growth (Page 32).

Role play for Session 3.

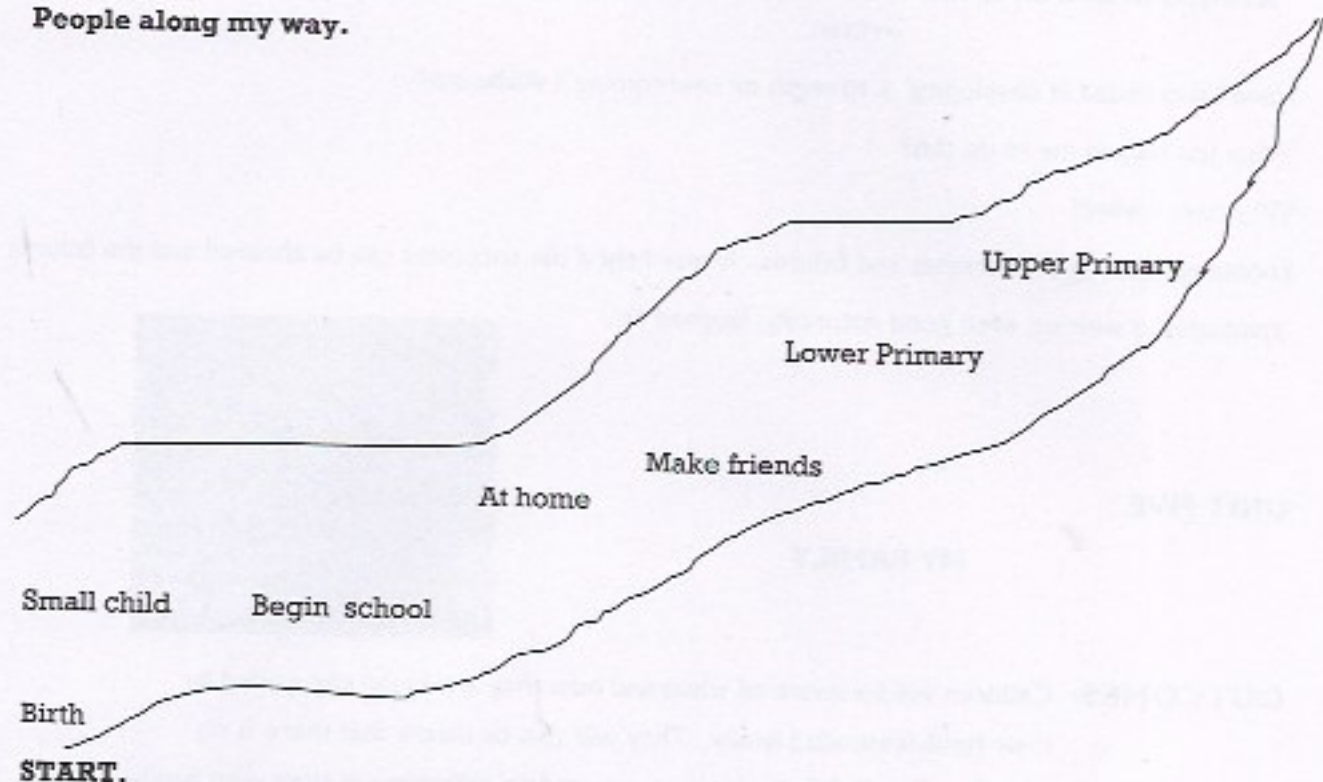
SESSION 1. PEOPLE WHO HELP ME ON MY JOURNEY.

- Have students tell of a journey they have made. Who went with them? What happened on the way. Stress on a journey we are never alone. There are always people to help us on our way. They guide us, give directions or travel along with us. Life is the journey we are all making and as each one grows there is always someone to help.
- Take time to think:** Who has God given you to help you grow on your journey through life?

As names are given write them on BB or chart. These names could be put into groups such as family, friends, passing acquaintances, strangers, professionals. Point out that many of these people are family/extended family members, people at School or Church. Some are people who are a real part of our daily life. Others just slip in for awhile and then move on. Even people we call “good friends” come and go. In some way they all help in my journey through life.

ACTIVITY: Students draw a road and write on it the names or titles of people who have helped them in their life journey. (Page 26).

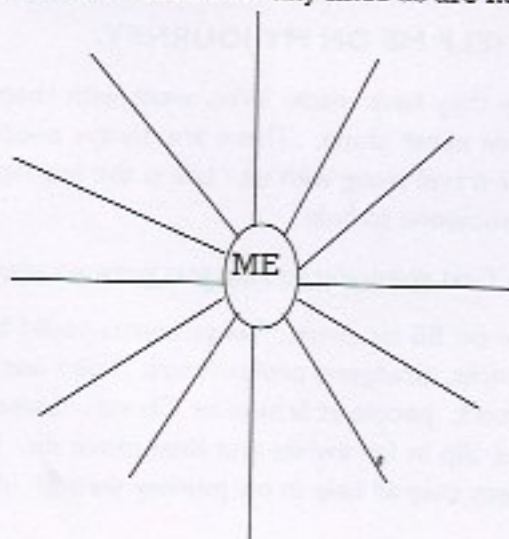
People along my way.



In Groups and then in Class students tell op some of the people whom they have meet on their life journey.

C) WHO BELONGS TO MY FAMILY.

Students draw the diagram in work books and fill in the members of their family. Close extended member may be added. Add as many lines as are needed.



Session 2. Who belongs to my family.

Discuss with students who are the member of their immediate family.

Which of these people are most important in my life? Why?

Who are the extended members that have been included?

Why are they so important?

Activity: Discuss the role of some of the people they have included in their Family Circle.

Help children to build up a positive image of their family, considering all the things that they like about their family.

Consider the things that a family does together and what this does for the family. How do we strengthen family ties?

No matter how good a family is there is always room for improvement. Each member can do something that will increase the happiness of the others.

Discuss what are some of the things needed for growth. (page 32).

What does a family need to make it grow as it should?

Use the idea of what is needed for ordinary growth—soil, sun, water.

What is the soil needed for family growth?

E.g. Acceptance, listening, understanding.

What is the sun (light) needed for family growth?

E.g. Love, security, support, time together.

What is the water needed for family growth?

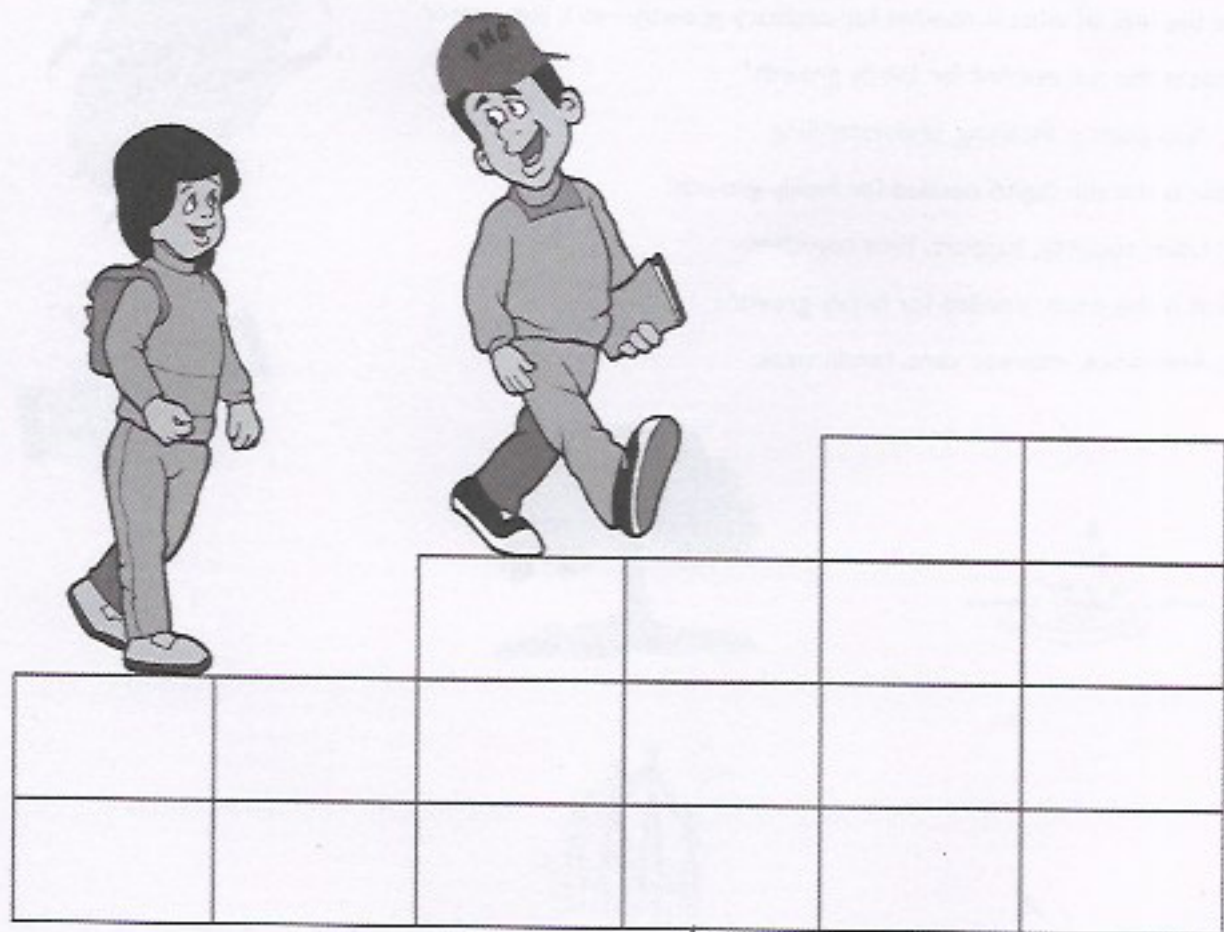
E.g. Assistance, interest, care, tenderness.



STAIRS I USE TO REACH OTHERS.

STAIRS I USE TO REACH OTHERS.

- Only speak words that will build up others
- Only do actions that will build up others



Session 3. EVERYDAY SITUATIONS. Role play.

We all know our families are not perfect and they need to grow. Lets look at some of the things that sometimes happen and see why they happen and what we can do about them.

Have the following situations printed on cards to be given out to students. Print only the underlined sentences on the cards. The suggestions in brackets may help the teacher with the discussion that follows group work.

- **MY PARENTS DON'T SEEM INTERESTED IN WHAT I DO.** (Maybe your parents are busy or it is the wrong time to expect them to stop and listen. No one is perfect. Is there a more suitable time for you to approach your parents and talk to them?)
- **WHEN MY MOTHER CORRECTS ME I SHOW HER HOW UPSET I AM BY SLAMMING THE DOOR (OR MAKING A BIG NOISE) AS I LEAVE THE ROOM.** (Maybe she has some good reason for correcting you. Is slamming the door/ making big noise, the right way to respond? What would it be better to do?)
- **MY BIG BROTHER NEVER ADMITS HE IS WRONG. HE HAS NEVER ONCE SAID HE IS SORRY TO ME.** (Do you ever show sympathy to your brother when he has made a mistake? Do you say you are sorry to him? You cannot change your brother's behavior you can only change your own behavior. If you change then maybe he will learn from your behavior).
- **I WISH I HAD FLORENCE'S MOTHER. SHE IS REALLY INTERESTED IN WHAT FLORENCE DOES. MY MOTHER JUST TELLS ME WHAT TO DO.** (When you see Florence's mother she seems to be better than yours but remember every family has its problems that they do not let everyone see. Do you ever show an interest in what your mother does or thank her for what she does?)
- **LAST WEEK I WORE MY SISTER'S DRESS AND TORE IT. I WANTED TO SAY "SORRY" BUT INSTEAD I SAID IT WASN'T MY FAULT.** (It is never easy to say sorry but remember it is important to develop that quality).

Students could work in groups and discuss their response to the situation. Each group then role plays their response and reports to the class. Summarize group reports on B.B. Add general comments (as above in brackets). No family is perfect. Stress it is only myself that I can change. I can change what I see needs to be changed in me and listen to what others say about me so that I can change what they see in me that needs to be changed.



PRACTICAL HINTS ON COMMUNICATION WITH YOUR FAMILY MEMBERS.

Have the following list ready to display in class:

- Recognize that your parent are under pressure.
- Every family member is important.
- No one is perfect.
- Count to ten before you explode.
- We cannot always have our own way.
- Learn to listen.
- Be honest with your parents.
- Learn to express your feelings.
- Imagine being a mother or father. How would you cope?

DISCUSS each statement.

Assist students to relate the statements to their own family situation. Name the pressures they think their parents have. What situations make it necessary to count to ten? How can these situations be avoided?

Students could be encouraged to add a sentence, such as the following after each of the above statement or be asked to match the following statements with those above.

E.g. 1. They have a lot to do and to put up with.

2. Be aware of each one.
3. What were my faults today?
4. Stop before you speak.
5. Sometimes others have to go first.
6. Each person needs to be heard.
7. They only want what is best for you.
8. In a way that does not hurt others.
9. Not a 9.00 to 5.00 job but a 24 hour job.



REFLECTION: This could come now or after the story of Peter's family .

Complete the following sentence with a word that will give you a practical way of helping your family in the coming week.

This week I will show in my family. (kindness, understanding, joy).

At the end of the week give a time of silence for students to reflect on how well they have done during the week in and for their family.

SESSION 4. The Story of Peter's family.

The family is usually the best environment for people of all ages to grow. You may be thankful for your family or you may be unhappy about your family. Probably you are thinking of some of the things that are not so good about your family. That is not surprising because there will always be ways that we could be better people ourselves and ways in which our family could be better also. It is important to understand that whatever our family is like today, we can help to make it better. The story I am going to tell you about Peter is a true story. Peter is a real person and these things really happened.

Peter lived in a very difficult family. He was twelve years old and the youngest in the family with an older brother and sister. His parent were always arguing and fighting. One day the father beat his mother very badly and ordered her out of the house. Well his mother didn't go but she was very unhappy. Sometimes she was so upset herself that she was hard and unfair with the children. They were all unhappy. Then Peter started going to a young people's club at the church. He saw love there in a way he had never known it and he learned that a little child can be a big power for good in the home. He decided he would try his very best to live in a good and loving way at home. He didn't preach but every time he came home from the club he would mention one thing he had heard. He would say, "tonight I heard about God's love for me", or "we learnt to pray tonight". He just planted little seeds. And of course he changed his behavior a little at a time. Everyone noticed the difference in Peter's behavior and soon other members of the family began to change. His mother, brother and sister all agreed that if Peter could change they could too. They all began following what Peter had learnt about God's command to love one another. They began to pray together and told God they were sorry about the way they had been living and asked Jesus and each other to forgive them. They asked God to help them and they all began going to church. Of course the father didn't change and all that he saw only made him angrier but the rest of the family was much happier. After a long two years even the father changed. Today he sings in the church choir and is a man of peace in his family. The whole family is together and happy. It was the youngest child in the family who had made the difference.

What did you hear in the story that is important to you?

Did Peter try to change others?

Who did he change? How?



PETER CHANGED HIMSELF

What were the things that helped Peter? (Belonging to a group, the good example of others).

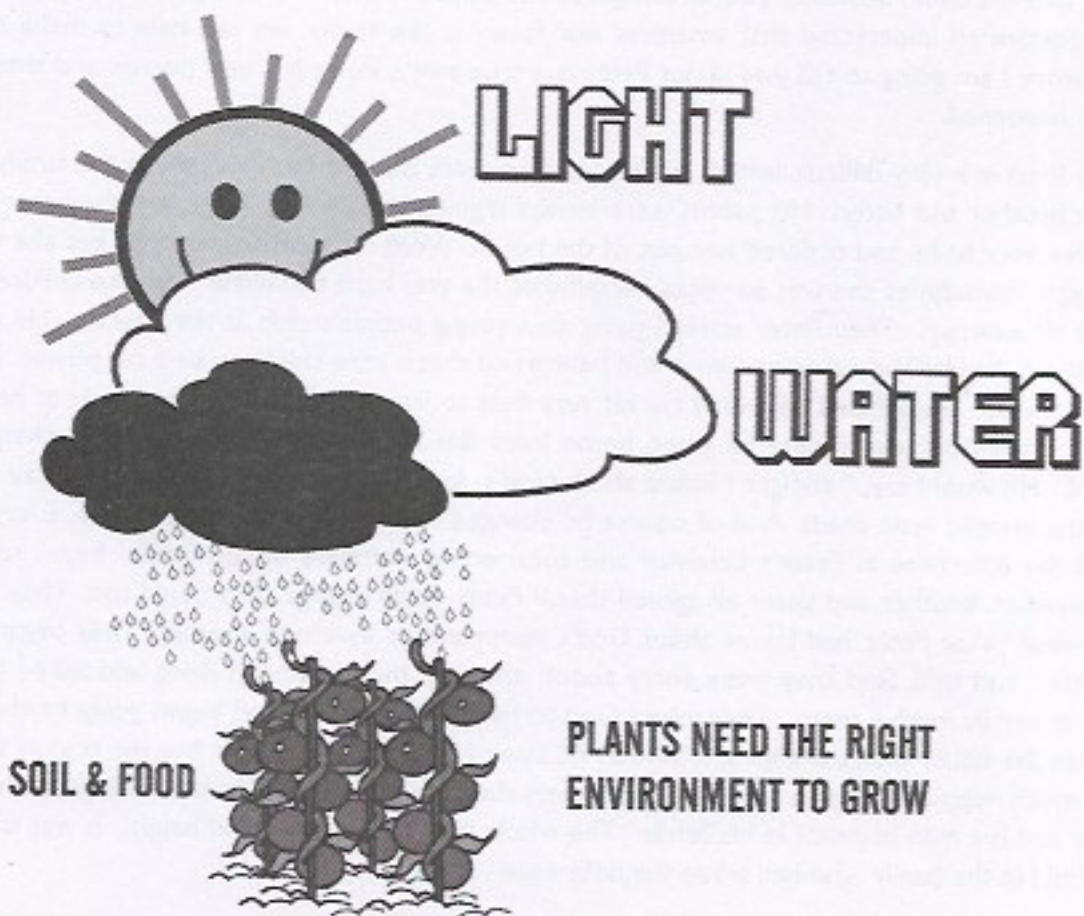
4. We can build others up.

In his letters Paul tells us to use words and actions that build up others.

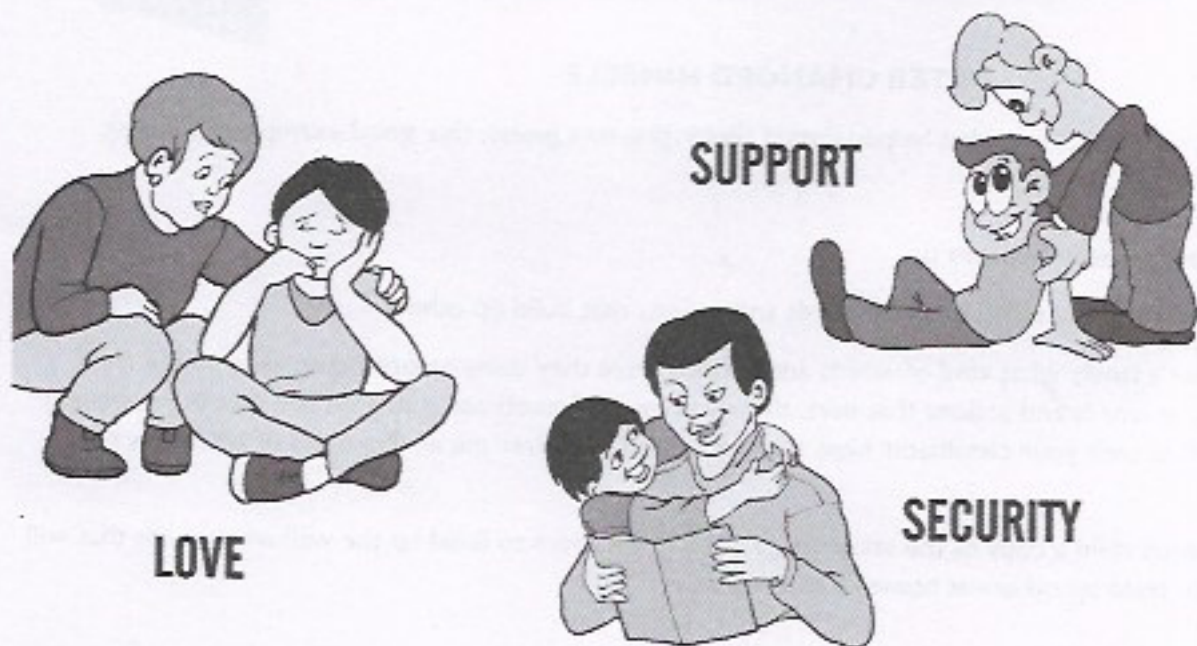
In Peter's family what kind of words and actions were they using before Peter went to the club? Yes only words and actions that hurt, that destroyed. Sometimes it may be like that in your family as well as with your classmates here at school. Can you give me an examples of when this happens?

Give each child a copy of the stairs (Page 28) and ask them to build up the wall with words that will help to build up others at home or in school.

NEEDED FOR GROWTH



PEOPLE GROW BEST IN THE RIGHT ENVIRONMENT



Session 5. Reflection.

Use the following quotes from the Bible to help the students come to an understanding of the family values Jesus gives to us.



Where two or three are gathered in my name
I am there with them.



The Spirit comes to help us, weak as we are. For we do not know how we should pray.



When he finds the lost sheep he puts it on his shoulders and carries it back home

He stood a little child in front and said,
unless you become like little children you
will not enter the kingdom of heaven.



Who ever gives a cup of cold water in my
name will not go without a reward.



Forgive and you will be forgiven.



God loves a cheerful giver.



Mary kept all these words and pondered them in her heart.

UNIT 6

MY FRIENDS ARE ALSO SPECIAL

OUTCOMES: An awareness of different types of relationships.

The discovery of the importance of respect for self and others.

Students themselves be the decision makers about how to relate.

The wisdom of making some rules and guidelines to help themselves make decisions.

BACKGROUND INFORMATION: All cultures, families, communities have guidelines for different relationships. The Church to which we belong also gives guidelines. Every person needs to set rules for themselves.

PREPARE: Copy of poster (page 37). Enlarged if possible for step 1 (a).

People to take part in role play in Step 2 (b).

Copy of "A FRIEND" for each child. (Page 36).

Dramatize story of Good Samaritan (Page 40).

Session 1. GOOD FRIENDS.

DISCUSS: What are friends for? What makes a good friend?

Invite several students to talk about situations in which a good friend helped them.

How did this make them feel about their friend?

Discuss the Good Friend Poster (page 37).

Give time for students, alone or in groups, to make up an advertisement to discover a friend about the same age as themselves.

FRIEND WANTED.

A (boy/girl)... of ... (own age)... years living in

Needs a ... (boy/girl)... of about years of age as a friend.

The applicant must be (qualities).....

Must also be interested in (hobbies/talents).....

And be willing to (other important activities).....

Any interested person please contact ... (Name)... at ... (address).....

or in the evening call {phone number}

Collect and list all the words that describe friendship from the various advertisements. Discuss and decide which qualities are the most important and really necessary for a good, strong friendship.

Session 2. HOW TO BE A GOOD FRIEND.

A good friend is important to everyone. Having and being a good friend brings responsibilities. If I want a good friend then I myself have to be willing to be a good friend to others.

Have students think of an actual friend they have. What do they do to prove they are a good friend to this person? List the things you do for or with your friend to prove you are a good friend.

Students could be asked to write one or two of these things on a piece of paper and drop into a box. The contents would then be shared with the class. Discuss if each of these do help to strengthen a friendship. Do they leave the friend free to choose and decide or are they manipulative and demanding?

DO BEST FRIENDS EVER FIGHT?

Two children do a role play on the following:

Tandi is at home and her mother is trying to find out what is wrong. She wants to know why Tandi is not going out to play with her best friend Gugi. She asks questions and finally Tandi tells her she is not speaking to Gugi as they had a fight on the way home from school and she thinks they are not friends any more. The mother tries to find out more and asks what caused the fight? Is this fight a serious enough reason to break a good friendship? If Gugi has really been hurt what does Tandi feel she must do to show she is sorry? If Gugi is the cause of the fight what can Tandi do to get Gugi to apologise? Tandi's mother tells her, "If you really value this friendship you will have to do something soon. The longer the silence the harder it will be to mend the relationship".

Encourage the class to give suggestions as to what the two friends can do to restore the friendship.

- * Apologise.
- * Cook food and take it to the friend.
- * Write a note of apology.
- * Make a phone call.
- * Wait outside her/his house when it is time to walk to school.
- * Ask another friend to speak for you.

Give out the "Good friend" CARDS. (page 36).

Students read, discuss and decide how each one will use it.



A GOOD FRIEND CARD

A good friend is patient and kind;

A good friend is not jealous or conceited
or proud;

A good friend is not ill mannered or selfish
or irritable;

A good friend does not keep a record of
of wrongs;

A good friend is not happy with evil
but is happy with the truth.

A good friend never gives up and

A good friend's faith, hope and

Patience never fail.

WHAT KIND OF A FRIEND AM I?

A GOOD FRIEND CARD

A good friend is patient and kind;

A good friend is not jealous or conceited
proud;

A good friend is not ill mannered or selfish
or irritable;

A good friend does not keep a record of
wrongs;

A good friend is not happy with evil
but is happy with the truth.

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A good friend's faith, hope and

Patience never fail.

WHAT KIND OF A FRIEND AM I?

A GOOD FRIEND CARD

A good friend is patient and kind;

A good friend is not jealous or conceited
or proud

A good friend is not ill mannered or
or irritable;

A good friend does not keep a records
wrongs

A good friend is not happy with evil
But is happy with the truth.

A good friend never gives up and

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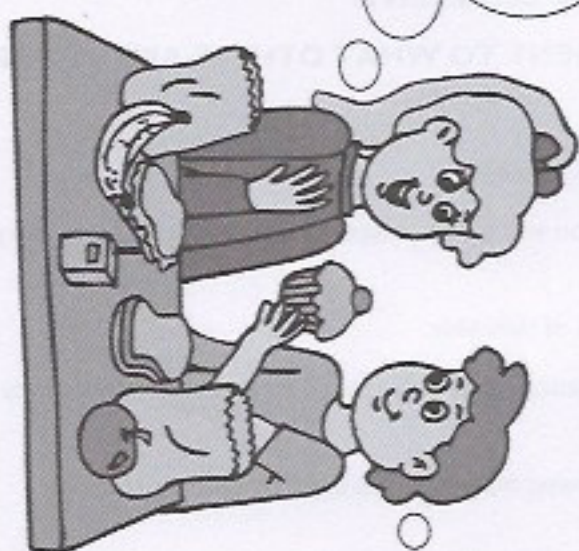
WHAT KIND OF A FRIEND AM I?

WHAT MAKES A GOOD FRIEND



THIS IS HOW
YOU DO IT..
RANU!!

I LEFT MY
LUNCH AT
HOME..



HAVE SOME
OF MY CAKE..
SOPHIA!!!

Session 3 : FRIENDS CAN BEHAVE BADLY

If possible have a copy of the diagram on page 39 for each child. If not have a large drawing to display. Give students time to look at the poster and buzz with the person close by.

- What can you see is happening?
- How are the young people behaving?
- Why do you think Jackson, Maria and David are behaving as they are?
- What reason does each one give for accepting a cigarette?
- Why did each of them accept a cigarette?
- How do you think they will feel afterwards?
- What is your opinion of Mary's response?
- Why did she reply in this way?
- Why is Chenje behaving as he is?



Share a time when you have been caught in a group and behaved in a way you are now not proud of. What made you behave in this way? (*Peer pressure, fear, lack of courage, pride, anger etc*).

What would you do now if you were in the same situation? Why?

Take time for students to consider:

DO I DARE TO BE DIFFERENT?

DO I DARE TO DO SOMETHING DIFFERENT TO WHAT OTHERS ARE DOING?

Can I stand up for what is right even if others laugh at me?

If you can stand up for what is right, at all times, you will be surprised how others will come to respect you.

Assist students to consider and talk about this kind of behavior.

Identify daily situations where students have the chance to be different from and to act differently to others.

Seeing a smaller person or one who is "different" being bullied is one such common situation.

What other examples can the class give?

In groups students draw in their books and fill in the table on page 40.

FRIENDS CAN BEHAVE BADLY.

Think before you act...

Friendly or Foolish?



| SITUATION | POSSIBLE RESULTS |
|---|---|
| A Prep student being bullied by an older student | Walk away OR Go over and ask what it is all |
| A student dropping rubbish on the playground. | |
| A brother/sister refusing to do as asked by parent. | |
| | |
| | |

Each group report on the situations they have recorded.

Discuss any peer pressure that may have occurred or the behaviour of any who dared to stand out against others.

Students could be asked to choose one of these regular situations and record their response the next time it arises. "Did I dare to be different?"

Session 4. Drama—The Good Samaritan.

Students act out the story of the good Samaritan, Lk. 15:

The class then questions the characters in the story, such as:

Why did you pass by?

Did you realize he was one of your own people?

Why didn't you stop to help him?

Samaritan, did you realize he was a Jew?

Why did you help him?

What did the innkeeper say when he saw a Samaritan helping a Jew?

What did you tell him?

What did the innkeeper tell you when you returned to pay any extra that was needed?

Jew, what was your reaction when the innkeeper told you a Samaritan had brought you to the inn?

Who in this story was the one who dared to be different?

Students can make up their own questions to ask of the four people in the story.

Students could also be asked to dramatize a playground situation they have witnessed when some one dared to be different.



Session 5 : DECIDING HOW TO RELATE.

INPUT.

In all relationships it is important to remember your identity—that is Who I am.

We have seen how each one of us is a special, unique person made in the image of God.

So each one of us has the power to decide how we will relate to others. It is important to develop the strength to say **"NO"** when it is needed. When someone does something to me that I do not like, or of which I do not approve, I need to be able to say **NO!** Let us look at some of the common relationships we have in our lives.

Encourage students to name people with whom they have a relationship—parents/guardians who are responsible for their care and protection, family members, outsiders, friends. How should we relate to parents?

In the class or in small groups students fill in the following table choosing the relationships they wish and adding any others they feel are important. Allow for discussion while the table is being completed or later when groups have completed their table.

| RELATIONSHIP | BEHAVIOUR |
|------------------|-----------------------------------|
| Parents. | Obey, respect, confide in, trust, |
| Brother. | |
| Sister. | |
| Grand parents. | |
| Schools friends. | |
| Best friend. | |
| Relations | |
| Teacher | |
| Senior students | |
| Junior students | |
| School staff | |
| Bus/PMV driver | |
| Strangers | |
| Others. | |

Show how some relationships are "close" while others are "distant". We feel close to family and friends but not so with people who come in and out of our lives. Some people are there for service, PMV drivers, store keepers, police. We show respect but keep our "distance". Help children understand this idea.

Discuss how each of the important relationship listed are expressed or shown.

Responses could include sitting together, talking together, sharing, confidence, trust, touch.

Touch.

Discuss the acceptable forms of touch in different relationships. Accept suggestions to add to the following:

- A hug and kiss from parents and close relations (if this is acceptable in cultural settings).
- The shaking of hands with both friends and strangers.
- Patting a person on the back as a sign of friendship.
- An arm around the shoulders in time of sadness.
- A pat on the head or back for work well done.

Discuss unacceptable forms of touch.

Assist students to discuss forms of touch that may cause them to feel uncomfortable.

These could begin with every day happenings.

One student touching another as they pass in class.

The way a hand is put on the shoulder at assembly.

Sitting too closely together.

As boys and girls we need to respect each other, treating others as we want to be treated ourselves.

Teachers and pupils also need to respect each other. Teachers need to care for their pupils and so set a good example and be role models for the class.

Activity: In groups students could make a poster showing or listing ways in which we can respect each other.

Learning ways to show respect is a **Life Skill**. Anything that helps us relate to and communicate better with others, protect ourselves, make good decisions and solve problems is called a **Life Skill**. The more **Life skills** we learn the happier we will be in life.

What **Life Skills** have we already learnt about in these lessons?

- | | |
|------------------------------------|--|
| * Appreciating myself as a person. | * Communicating with others. |
| * Recognizing my qualities. | * Consideration for other people's problems. |
| * Daring to be different. | * Saying "NO". |
| * Finding ways to change myself | * Respect for self and others. |



UNIT Seven. WHO AM I?

OUTCOMES. an appreciation of who each one is now and who they can become as they grow and recognize their talents and possibilities.

As a person I have feelings. What I do with these feelings will make the kind of person I am to become.

PREPARATION: A place to admire God's creation. (1). A simple song of thanksgiving—Thank you God for giving us..... (3) right where we are, or How great Thou art.

Scripture texts on cards (P.44). Stick figure drawing for Who am I? (45) A concern box. (P.47)

Background information: Everything God has created is beautiful. Each one of us is part of God's creation and so each one of us, in God's sight, is beautiful. It is up to each one of us to discover and develop the beauty within so that we and others can appreciate the wonders and variety of God's creation.

Session I. The beauty of God's Creation.

- Take class to the prepared place. Give time for each one to become still and quiet.
- Look around and choose something in God's creation and give this your full attention.
- Think about what it is; why you have chosen it; how does it fit in with the rest of creation; What does it do for others?
- Students tell what they have chosen and why, and describe what they see as beautiful or special about it.
- Sing a simple song of thanksgiving or "How great Thou art".



B) Who am I?

We have looked at the beauty of God's creation. Now let's look at the most important part of God's creation. Why are we people the most wonderful of God's creation?

We can do what no other creature can do. What are some of the things we can do that the rest of creation cannot do?

Think, choose, decide, judge, develop skills—read, write, sew, plan, etc.

Students give examples of when they have done these things today or recently. e.g.

I have thought about.....

I have chosen between/to

I have decided

I judged when I

A skill I have developed and used today

C). So let us look more closely at who each one of us is as God's special creation.

Gen. 1: 26-30 Now we will make human beings; they will be like us and resemble us. They will have power over the fish, the birds and all animals, domestic and wild, large and small. So God created human beings making them to be like God. He created them male and female, blessed them and said, "Have many children so that your descendants will live all over the earth. I am putting you in charge of the fish, the birds and all the wild animals. God saw that it was very

Is. 43: 1,4. The Lord who created you says, "Do not be afraid I will save you. I have called you by your name, you are Mine. I will give up whole nations to save your life because you are precious to me and I love you.

1 Cor 6: 19. Don't you know your body is the temple of the Holy Spirit, who lives in you and was given to you by God.

Ps 139. You are all around me on every side. You protect me with your power.

You created every part of me;

You put me together in my mother's womb. When my bones were being formed, carefully put together in my mother's womb,

When I was growing there in secret, You knew that I was there.

You saw me before I was born

Jer 1: 4-5, 8. The Lord said to me, "I chose you before I gave you life and before you were born I selected you. Do not be afraid of them, for I will be with you to protect you.

Give a Scripture cards to each group. Give time for the group to discover what God is saying about them and to the people He created. What does it tell about themselves? What does God think of each one? Each group prepare a report to bring to the class. Summarize reports on B.B. Question the class on the findings: When did God first know you? (Even before he gave us life in our mother's womb). What does God do for us now? (protect, stays with us). Why? We (I) am precious to God and He loves me. How does that make you feel? Students write a response to God in their books.

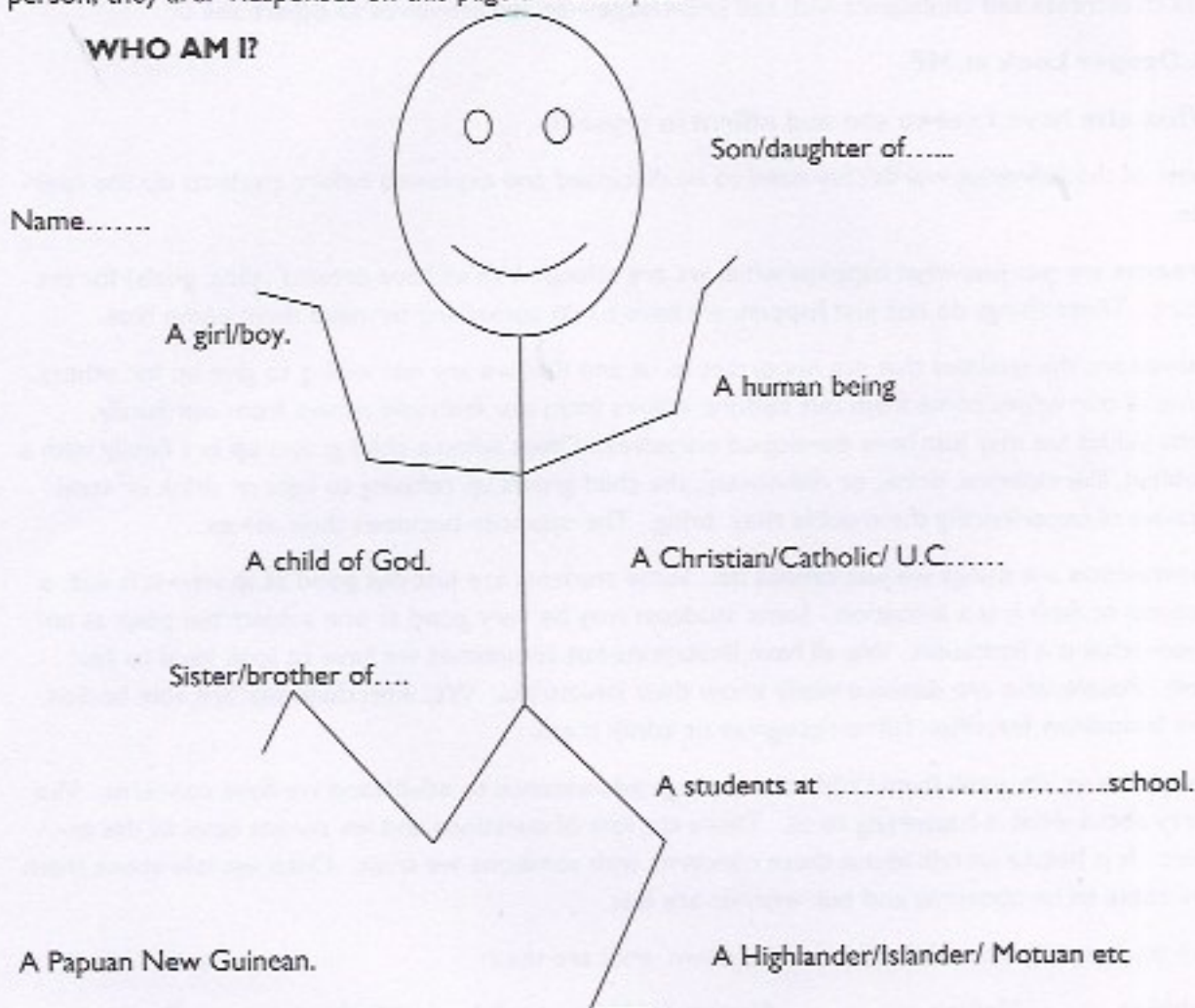
Session 2. Who am I?

If you are asked the question Who am I? What is your first response?

Your name, of course. But then if you ask yourself that question again and again what different answers would you come up with? Ask yourself that same question **TEN** times and see if you can find ten different answers. In Grade 5/6 it may not be possible to get ten responses. Take what students can give. In the upper Grades they should be more aware of their total identity

On a blank stick figure page students write as many answers as possible around it telling who, as a person, they are. Responses on this page are examples.

WHO AM I?



Students write a paragraph telling who they are using all the information they have gathered.

I am a human being, a Papuan New Guinean girl, the daughter of withsisters andbrothers. I etc

What have I received from my parents?

What values do I have from being (a Tolai, Chimbu. Etc)?

What do I gain from my Faith?

What values have I developed at School?

What P.N.G. qualities do I value?

What values do I have as a boy/girl?



Session 3: What makes me ME.

We have looked at many things that make me (each one of us) special. Our talents, strengths and weaknesses. Give students time to recall these. They could write down three of each and then share them in class. They may be able to tell how they have used any of these talents since they were last spoken about or what strength or weakness they have concentrated on developing or removing.

To support others, they may be able to say how they have recognized the growth of talents and strengths in other students. This form of gentle affirmation among students in class is a positive way to increase self confidence and self knowledge—to see ourselves as others see us.

A Deeper Look at ME.

What else have I yet to see and affirm in myself?

Some of the following words may need to be discussed and explained before students do the exercise.

Dreams are not just what happens while we are asleep. We all have dreams (aims, goals) for the future. These things do not just happen, we have to do something to make them come true.

Values are the qualities that are important to us and that we are not willing to give up for others. Some of our values come from our culture, others from our faith and others from our family. Some values we may just have developed ourselves. Often when a child grows up in a family with a problem, like violence, drink, or dishonesty, the child grows up refusing to fight or drink or steal because of experiencing the trouble they bring. The opposite becomes their values.

Limitations are things we just cannot do. Some students are just not good at sport—it is not a problem or fault it is a limitation. Some students may be very good at one subject but poor at another—that is a limitation. We all have limitations but sometimes we have to look hard to see them. People who are disabled easily know their limitations. We, who think we are able bodied, have limitations but often fail to recognize or admit them.

Concerns as we grow from childhood through adolescence to adulthood we have concerns. We worry about what is happening to us. There are lots of questions and we do not have all the answers. It is helpful to talk about these concerns with someone we trust. Once we talk about them they cease to be concerns and our worries are less.

Give students time to think of and write down what are their:

| | | | | |
|----------------|----------------|-----------------------------|---------------------|------------------|
| Hobbies | Values. | Dreams (Aims, goals) | Limitations. | Concerns. |
|----------------|----------------|-----------------------------|---------------------|------------------|

WHAT ARE HER LIMITATIONS?

WHAT ARE MINE??



Invite students to share what they wish from what they have written. If there is hesitation in sharing concerns a "Concern Box" could be left in the classroom and students invited to write their concerns and drop them in the box. They could then be treated at a later lesson. This will give the teacher time to prepare answers to the questions and concerns. This needs to be done carefully, with feeling, understanding and everyone aware that what is discussed is **confidential**. If students feel they can trust the teacher and class in this way they will develop an openness in presenting the concerns and problems they have as young people growing up.

Session 4: My Personal Needs.

As this unique, special person created by God I am not really complete. I have **needs**. These needs have to be supplied if I am to become the person God means me to be, that I have the potential (possibility) to become. So what are the common needs we all have as human beings?

In pairs students draw up a list of needs that we all have. These should include:

Food, water, clothing, shelter, protection, parents/guardians, exercise, recreation, education, rest, sleep, work, money, faith, understanding, relationships.

List these on B.B. and discuss their importance. It is important that it is seen that we have more than physical or bodily needs. As a whole person we also have emotional, intellectual and spiritual needs.

How are these needs meant to be satisfied or met?

The place education, relationship, prayer, a faith community, have in satisfying our needs.

Think about yourself. Are there any other needs you have?

Working in separate pairs/groups of boys and girls, students list any other needs they feel they, as boys and girls, have. These could include privacy, acceptance, recognition, consideration, affirmation, advice, assistance.

List these and then discuss any differences between the felt needs of boys and girls.

Why are some of the needs different in the two lists?

These differences come because of who they are as boy and girl and will be treated in Unit Eight.

Assist them to recognize, accept and respect these differences. In the following sections the things that make us both the same and different will begin to emerge. This is a start in seeing ourselves as who we are as boy and girl, male and female.



UNIT Eight.

SIGNS OF GROWTH

OUTCOMES: Realization that the changes taking place within are all part of physical growth and a sign of maturity.

An acceptance of growth as a call to responsibility as a person.

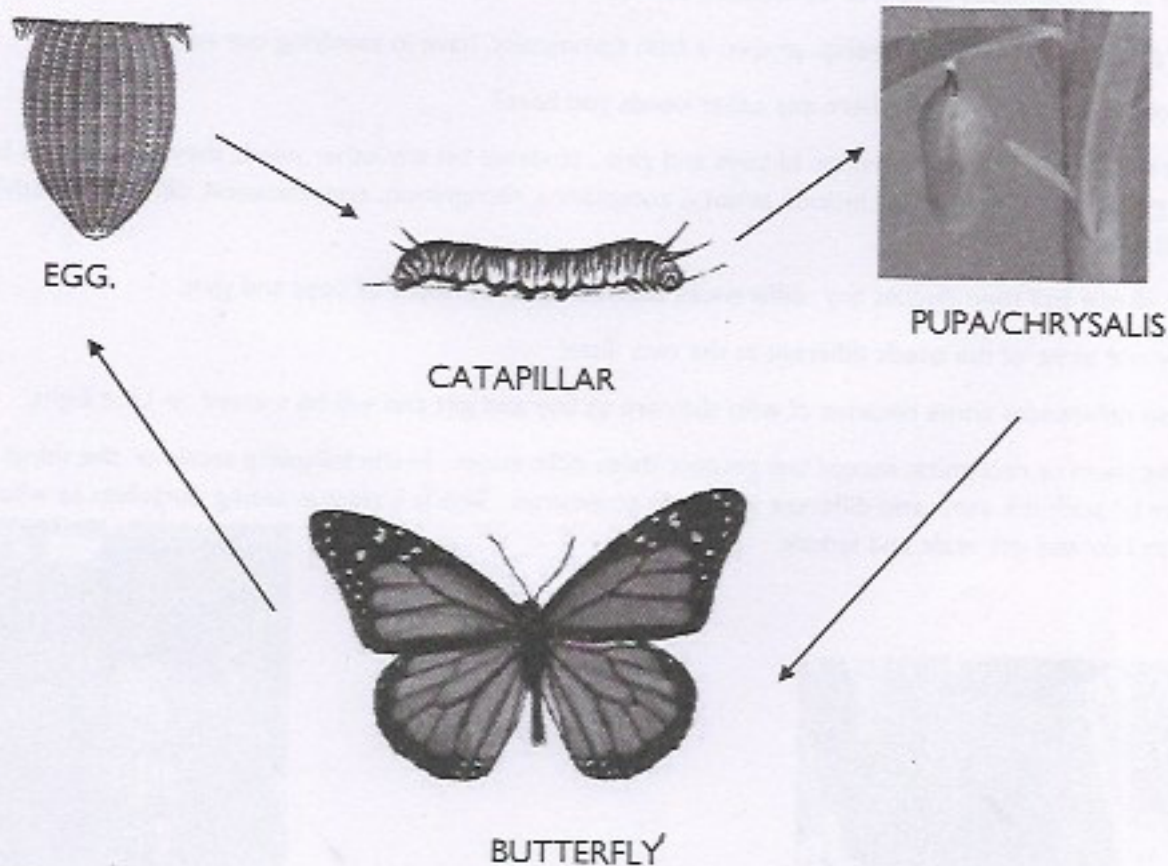
PREPARATION: A series of pictures showing the stages of growth in nature and in a person.

Session 1. Growth all around us.

There are some things that are happening all the time, all around us, without us being aware of what is taking place. Help students discover some of these things: time passing, the world spinning, our own breathing, things and ourselves growing, people getting older,

Consider how **growth** is what we, and all living things, are doing all the time, even before we are born.

Discuss the pictures with students so that all the changes that are taking place are noted. Why are these things happening? How long do they take? What is needed for this growth to start and continue? (The butterfly could be used as an example).



Each child, or group, choose some form of life from nature and draw and describe the stages of growth.

Session 2. My physical growth as a person.

Like all living things human beings grow.

What are the first questions asked when a baby is born?

1. Its sex— boy or girl.
2. Length.
3. Weight

Have a class discussion on how students see human, physical growth as having taken place in their own lives. Response and activities will depend on the Grade and their stage of development. The general areas of growth could include facts such as the following . Height, weight, teeth, hair, muscles, shoulders, hand and feet, chest, hips, breast.

The diagrams on this page could be used to develop interest and discussion.

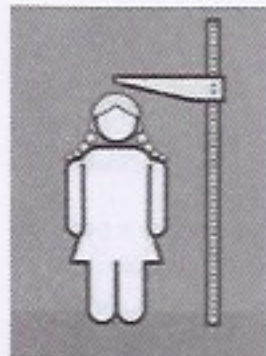


Length at birth



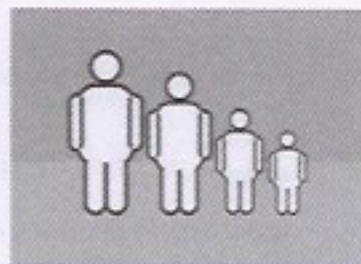
From this to this—How did I get this far?

Time, food, exercise, rest, relaxation.



What am I now?

Students measure each other.



Stages of growth.

What are some of the things I could do at each stage?



How far have I yet to go?

UNIT Nine.

GROWTH AND SEXUALITY (Grades 7-8).

Outcomes: An understanding of who they are as sexual, human beings and that sexuality involves the whole person.

Preparation: Arrangements made, if it is felt boys and girls should be taken in separate groups, for discussions.

Pictures of people taken from newspapers or magazines that express a meaning of sexuality. An older man and woman could speak to call on customs on behaviour

Bible quote. (P 44).

Session 1. Personal growth.

From the time we are born our body grows at a steady, unnoticeable rate. We do not notice how we are getting taller, fatter, older. Then as we move into adolescence, into a time called **puberty**, we become very aware of the changes taking place in our **physical body** and in our whole **life as a person**. This is not a time of just physical growth. It is a time when we grow and change as a **PERSON**. This is because we now begin to grow as a **sexual person**. Each one of us now sees ourselves as male or female and different from the other. Our **sexuality** awakens. We are now no longer children, boys and girls. We are young adults—male or female. As male and female we have many things in common.

In mixed groups of boys and girls the students list all the things, we as human beings, have in common. These could include:

we all are born, grow, die, have physical, emotional, sexual, desires for companionship, spiritual needs; ambitions—dreams, goals—seek knowledge, intellectual ability.

Sexuality.

A look at what sexuality means and is.

The word sexuality means who and what I am as a total person. Every thing we do marks a person out as male or female: behaviour, response, reaction, speech. Many things influence my sexuality and how I feel towards who I am as male or female. Where do we get our ideas and values about being male or female?

In small groups (5-6) students list the ideas and values about sexuality they learnt from each of the following groups listed on the B.B.

FAMILY

COMMUNITY (Culture).

CHURCH.

PEERS.

From the time one is small, in the P.N.G. culture, the importance of sexuality is taken into consideration. From the time one is small you are taught how a boy and girl should behave. Question students on how they have been taught to behave in family or in community. This could include:

How to sit; where and how to walk when in company; manner of speaking or laughing; how to dress, which company to keep, etc.

It may be possible to invite an older man and woman in to speak to the class on such customs and explain why they were so important. A discussion on, if we are not following these ways now, why not? Would any of these customs be a help to us and give us balance as sexual persons?

Session 2. The media and sexuality .

Display media advertisements using men and woman to promote a product. Discuss with students what these pictures tell about sexuality. Often the media sees only the sexual side of sexuality. Woman and man are portrayed as sex symbol, things to be used. We need to see the whole picture of what sexuality is—the whole person—me, as man or woman.

Discuss with students, ideas the various forms of media give of sexuality. What is their opinions of these ideas? How do they relate to their own ideas and values?

How I see myself.

In separate groups of boys and girls, each group make a list of all that is special about me, as boy or girl. Have each group make a poster and present it to the class.

Difference may include that boys are aware of their strength, the impression they give and see themselves as aggressive, protective. Girls may be more aware of their gentleness, appearance and readiness to please.

Ensure both groups realize we really have the same qualities. Women have strength and can be aggressive while men can be extremely gentle and caring. It is often because of our roles that these qualities are seen more clearly in one than in the other.

2 a. Physical Growth and My Sexuality. (Grades 7-8).

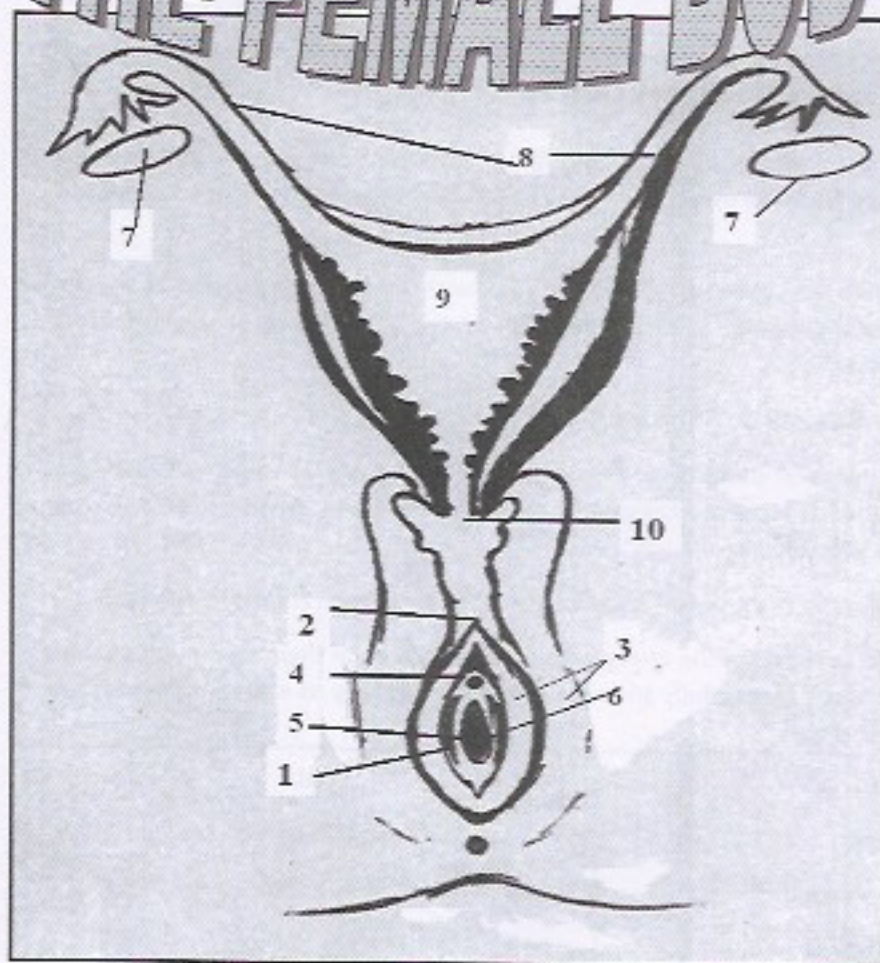
A person's physical growth at this time of puberty is a reminder of what it means to be male and female. The whole body is developing into what we were created to become, "male and female He created them" to "increase and multiply" (Gen 1: 27-28).

What are the changes that take place in the physical body at this stage of growth and development?

Boys and girls, working in separate groups, list the changes they have noticed in their own bodies at this time. If these changes can be discussed respectfully and meaningfully it can lead to a deeper respect and understanding between the boys and girls.

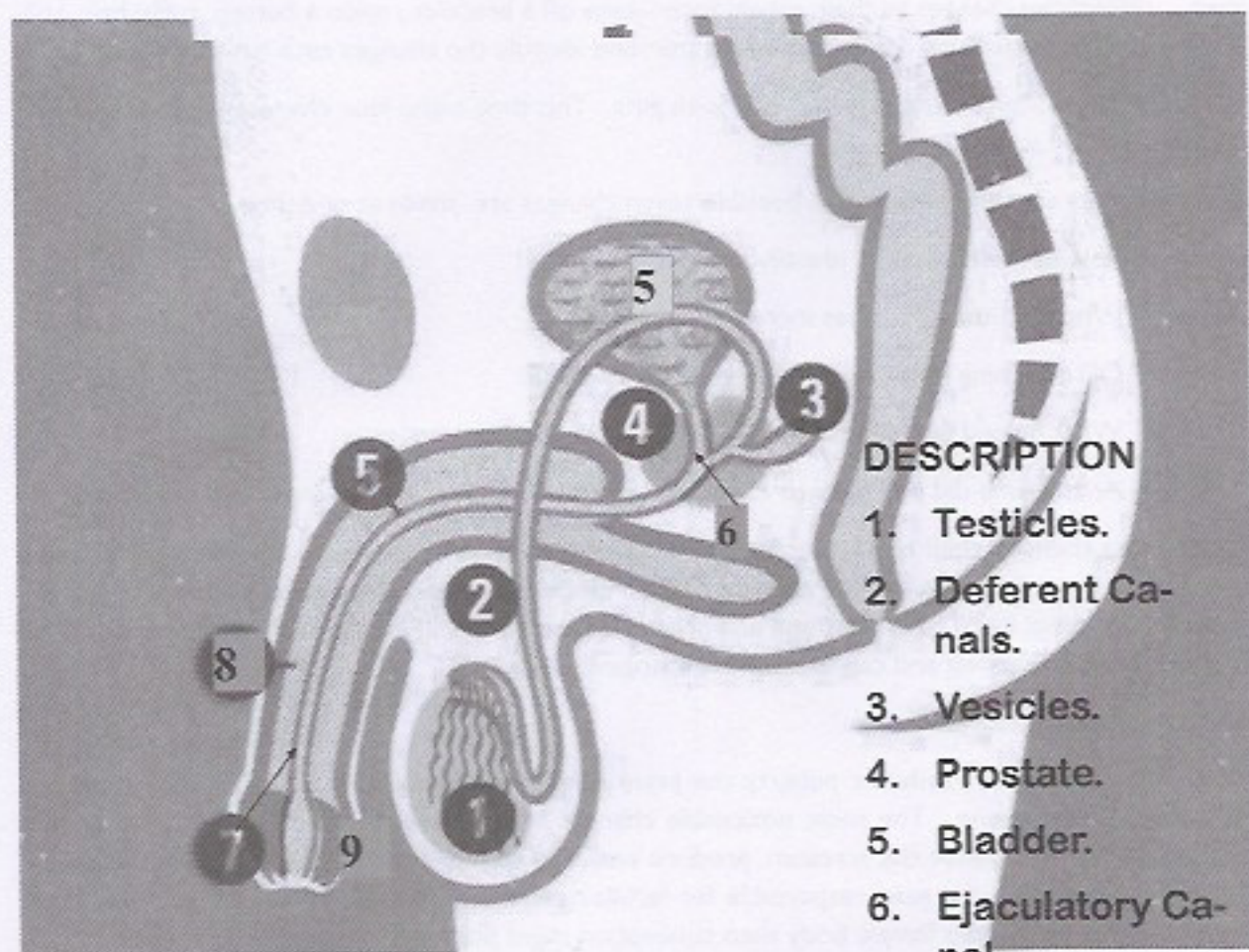
| BOYS. | GIRLS. |
|---------------------------|-------------------------------|
| Muscles | Waistline narrows. |
| Wider shoulders. | Wider hips. |
| Facial hair. | Breasts develop. |
| Body (pubic) hair. | Body (pubic) hair. |
| Skin oily. | Skin becomes oily. |
| Sweat (and pimples). | Perspiration increases. |
| All permanent teeth. | Facial pimples can appear. |
| Penis and testes enlarge. | Bones develop |
| Wet dreams. | Ovulation occurs. |
| Ejaculation occurs. | Menstruation (Periods) begin. |
| Voice deepens. | Uterus and ovaries enlarge. |
| Bones develop | |

THE FEMALE BODY



1. Vulvia
2. Clitoris
3. Inner/outer lips
4. Urethra.
5. Hymen.
6. Vagina.
7. Ovaries
8. Fallopian Tubes.
9. Uterus
10. Cervix

THE MALE BODY



DESCRIPTION

1. Testicles.
2. Deferent Canals.
3. Vesicles.
4. Prostate.
5. Bladder.
6. Ejaculatory Canal.
7. Penis.

Session Three. Sexuality and Total Growth.

At this time in our life all forms of growth take place at a much faster pace than our earlier growth.

Activity: Quick Change.

Students form pairs of boys or pairs of girls.

The partners look at each other closely and try to remember as much as they can about the other's clothing, physical features, etc. Next, partners turn away from each other and, in the **short time** given, make three changes to their appearance—take off a bracelet, undo a button, ruffle hair, roll up sleeves. They now turn and face their partner and identify the changes each has made.

Change partners, boys with boys and girls with girls. This time make four changes when they turn away from each other.

Continue to change partners until a possible seven changes are made at one time.

Discuss: How difficult was it to identify the changes? Why?

When did the difficulties increase?

Did any thing help you to recognize the changes?

What helped and why?

At any time did you have to ask your partner to tell you what changes had been made?

Relate these changes, their quickness and the problems in recognizing them to the constant changes taking place in adolescence. These changes happen quickly, they and the reason for them, are not understood. What helps to understand and accept these changes? (Talking with someone who knows what is happening and can explain the changes).

Changes in a boy at puberty.

When a boy's body is ready for puberty the brain releases a special chemical. This is a hormone known as Testosterone. The most noticeable changes are in the penis and testicles as they enlarge. The testicles, inside the scrotum, produce semen, which is a sticky, milky fluid. In the semen is the sperm which is the seed responsible for fertilizing the female egg. When the sperm and the egg come together in the female body then conception takes place and a baby begins to grow.

Changes in a girl at puberty.

Women have been given a most wonderful gift by God. This is the ability to bear children. But to bear a child requires that the female body be fully formed and mature. This does not happen when the first ovulation takes place. Scientist tell us that a girl's body is not fully prepared to bear a child until she is at least nineteen years of age. When the girl's body is ready for puberty the brain releases chemicals, hormones that start the physical changes. The main change for the girl is the beginning of menstruation—the starting of monthly periods.

Two important things happen now that this monthly cycle has begun.

- Each month one of the ovaries releases an egg (ovum) that is carried to the uterus through a special tube called the fallopian tube.
- The lining of the uterus thickens. This is to prepare the uterus to receive the baby, if the egg is fertilized the woman becomes pregnant. If there is no pregnancy the lining is not needed so it breaks away as blood and flows from the body, through the vagina. The whole process, from the time the egg leaves the fallopian tube, takes about 28 days.

Pregnancy.

What happens if the egg is fertilized?

When a man and woman have intercourse the male semen, containing the male sperm, is released, enters the woman's body through the vagina and the sperm travels up through the uterus into the fallopian tube. If this happens at the time when the ovary has released an egg, a sperm will meet the egg in the fallopian tube and the sperm and the egg join together and life will begin. This is called fertilization. (P 56)

The cell now formed by the egg (ovum) and the sperm will continue to divide as it moves down the fallopian tube into the uterus. The woman has conceived a child and pregnancy has begun. This will last for nine months. During this first stage of development the baby is called an "embryo". As it grows it develops into a "fetus" and finally, after the nine months, a fully formed baby ready to be born.

This process makes demands on the woman's body and on her whole person. She needs to be fully mature and prepared to bear all this new life asks of her. Pregnancy is often called "child bearing" as the mother carries the baby in her own body. Physically the mother needs strength, emotionally she needs stability and the love and support of her husband and the father of the child. Teenage years are not the right time for pregnancy.

Early child bearing brings risks to the mother and so to the child. The younger the woman the greater the risks. Often the baby will be born premature or under weight needing a lot of care and attention after birth. The young mother's pelvis, not yet properly formed, can be too narrow causing trouble at birth.

Apart from the physical difficulties that can take place at birth, there are other aspects to consider in teenage pregnancy.

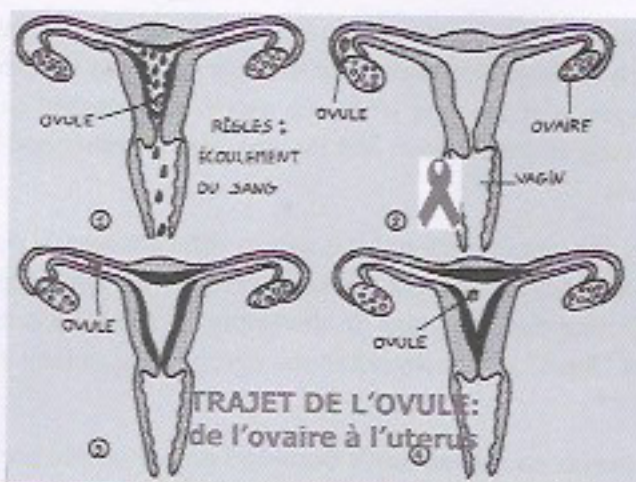
What are they? (A discussion could follow before considering the following:).

1. Can limit the educational and employment possibilities for young girls. Often the girl can return to school and complete studies but for others such a course is not possible.
2. The boy, too young and irresponsible to take on the role of father, often leaves the mother and baby to fend for themselves.
3. The young man and woman may find themselves cut off from the family or community who do not approve of the union.
4. The most important consideration is what happens to the baby as it grows into a child.: If left with grandparents who are no longer able to give all the care and attention a small child requires; If left with relatives who have their own children, the child can become a "water carrier" in the family. If there is not enough of anything—food, school fees, space in a room or on a bus—this is the one who misses out. Gradually this young one loses all self respect and confidence. In some of these situations the child does not receive the love, care and understanding of the real parents. If the mother keeps the child and later has the opportunity to marry, the man may not be interested in caring for a child that is not his own.
5. And so the cycle of not being loved, wanted, appreciated or properly educated continues and the young person, looking for love and acceptance, if a girl, finds herself, as her motherdid, in the early stages of pregnancy.

THE JOURNEY OF THE EGG FROM THE OVARIES TO THE UTERUS.

4. Unfertilized egg and lining breaks down and flows from the uterus and vagina as blood.

2. Egg travels along the fallopian tube where it can meet the sperm and on to the uterus



Egg begins journey from the ovary into the fallopian tube.

3. Egg moves into the uterus and settles on the lining.

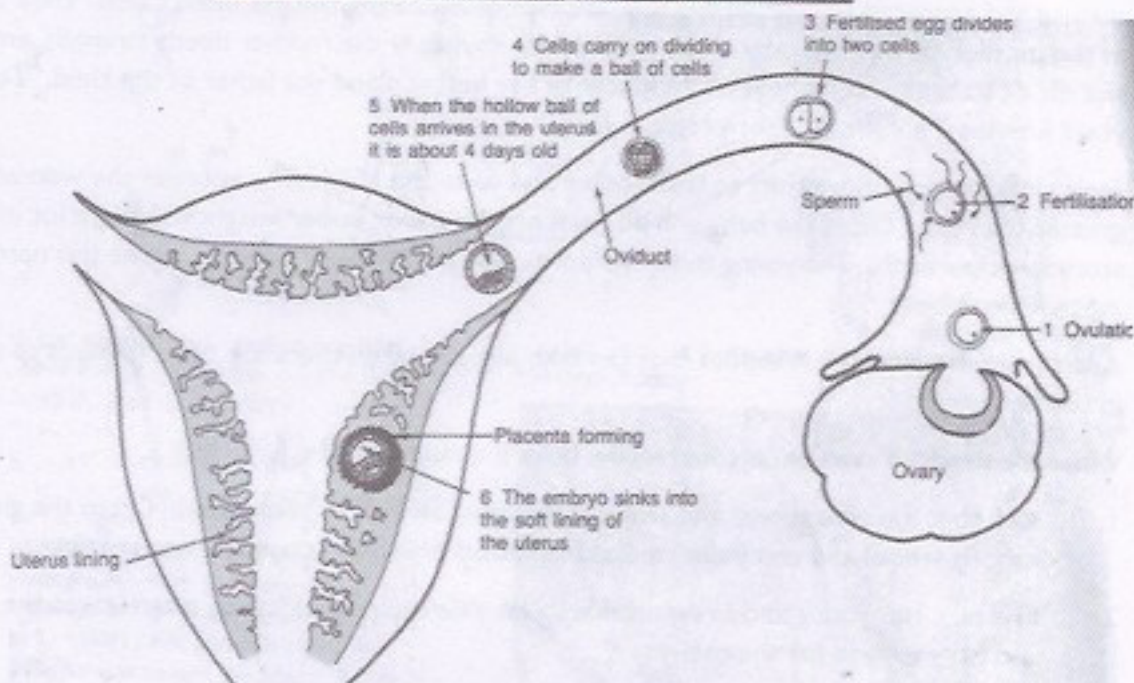
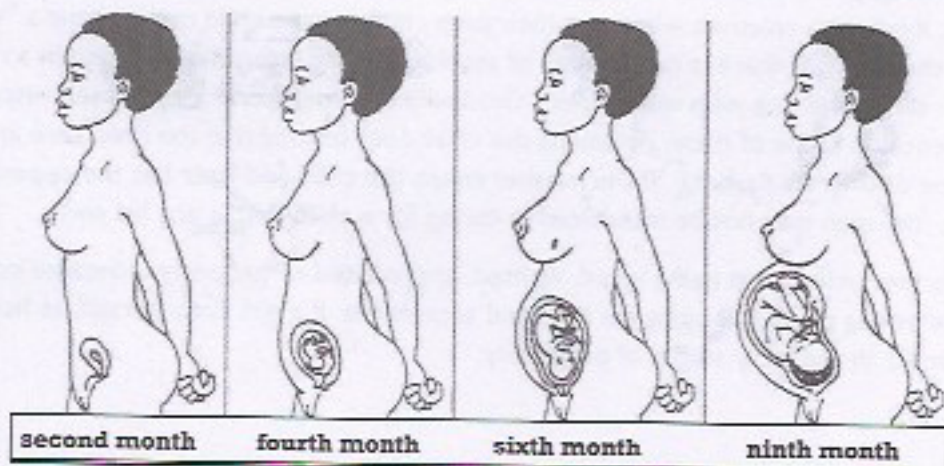


Figure 38.1 The events of fertilisation from ovulation until the embryo settles in the uterus.

THE NINE MONTHS OF PREGNANCY.



TEACHERS: As teachers you need to be prepared to give answers and emotional support to young girls at this time of PUBERTY. It can be a frightening and worrying time when menstruation begins. If the young girl does not know what is happening she can become stressful and in need of assistance. Male teachers should refer a girl they feel is experiencing these problems to an understanding and compassionate female teacher.

Mood Swings.

With so many things happening in one's body how does a person feel?

Encourage responses. It is certainly confusing and often leads to young people reflecting on what is happening in their life and what will happen in the future. It can be stressful and cause young people to be depressed, down hearted, miserable, silent. Young people feel not understood and so lonely. There is no reason to smile.

Students in Grades 7-8 could be asked to examine their feelings and behavior over the past few weeks or months.

Have they been angry with parents, thinking they don't understand or appreciate them?

Have they been in trouble in school, with work not completed?

Have they had fights with those who are usually their friends?

Have they thought they are useless and everyone else better than they are?

All of this behavior is "normal". It is an expression of the fear, anxiety, shame and not understanding all that is taking place in one's body. This is a real upheaval, a "tsunami" time in life. It is helpful at this time to have something to "hang onto".

What can you hang onto?

Prayer, values, a quotation, a book, something or someone who has always been important.

PRAYER: The only one who really knows what is happening to you is the One who made you. God made this body and meant it to suddenly spring into life in this way. When you want to be silent and by yourself just sit with God. God doesn't want words but is just content with your presence.

Be still and know that I am God.

QUOTATIONS. These are good to have:

Do not be afraid I am with you. I have called you by your name. You are mine. Is. 43:1

You are precious to me and I love you
Is. 43:4

I have always loved you and will continue to show you My constant Love. Jer. 31:3.

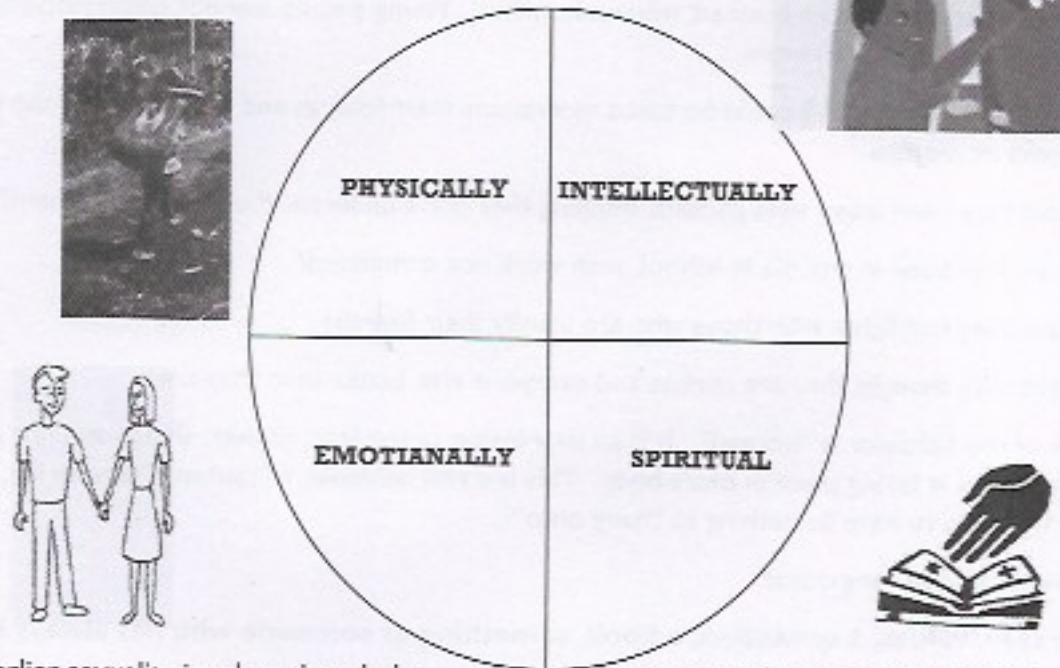
I can never forget you. I have carved you on the palm of My hand. Is. 49

I have cared for you from the time you were born. I shall care for you until you are old and your hair is grey. Is. 46:3-4.

I drew them to me with affection and love. pick you up and hold you to My cheek. Hos. 11:4

Prayer can be very important in a young person's life. Sometimes it is hard to find a quiet moment just to be alone and still. If a quiet time can be given in the classroom students will come to an appreciation of the power prayer can be for them. Work a time of silence into the Programme. Everyone just become still, sit straight, and become aware of what is around them then slowly concentrate on their body. Slowly become aware of each part of the body beginning with the head and passing down over each part—neck, shoulders, arms, hands, stomach, back, waist Down, down. Then beginning slowly at the head again. If this is done for just a short time, three minutes to begin, and gradually lengthening to up to fifteen minutes students can become more at ease with the changes taking place in their lives.

Session 5. Sexual Feelings.



As we said earlier sexuality involves the whole person. At puberty we feel the effects of our sexuality not only in the physical growth of our body but we feel it in all the other aspects as well. We have talked about how we have "mood swings" and cannot get along with people. What aspect is this touching? (emotional) At this time of life our emotions can cause us to become anti-social.

How else do we change as we grow through adolescence into adulthood?

Through discussion stress the importance of **feelings** at this time in a young person's life. We have always known the importance of outside feelings. What are they?

Physical: Touch—pain, heat, cold.

Taste—bitter, sweet, pleasant, unpleasant.

Now we become more aware of **emotional** and **new sexual feelings**.

Emotional: We have always had the feeling of our emotions—anger, jealousy, fear, joy, excitement, sadness. What have you been taught to do with these emotions? (Keep them in control).

What happens if you get angry and just do what your anger wants? (Fights, destruction, punishment).

What happens if you are afraid and you let your fear rule you? (Do nothing or do what others want you to do).

So what do we do about these new emotional and sexual feelings and how do we express them?

Discuss other emotional feeling in this way.

Now in puberty we experience other kinds of feelings that are connected with our sexuality, with being male or female. These are our strong sexual feelings and like all other feeling are just that **feelings**. They are neither right nor wrong. It is what we do with them that determines their value. Just as we have to control all our other feelings such as anger, jealousy, greed, so each one of us is responsible for what we do with our sexual feelings.

These feelings are connected with who we are as man or woman. They come because of who we are as man or woman. We said, "**sexuality is a strong force within us which attracts us to each other**". Our feelings tell us that that force is there and is at work.

This is a time when relationships begin to play an important part in life. Relationships are good. When making us God said, "It is not good for man to be alone so let us make him a helpmate".

And God made Eve. So the attraction between boy and girl is natural but what do you do with an attraction at this stage? How is a relationship formed? What does it means to be friends?

UNIT Ten.

SIGNS OF GROWTH—NOT MATURITY.

Outcomes: A sense of self worth and self esteem and a realization that their sexual growth is just beginning.

A deeper understanding of the gift of sexuality and how it can enrich life.

Prepared to make decisions that will have a positive outcome on life.

An awareness of the role sex should have in the lives of adolescence is different from that of married couples.

Prepare: Table (page 60) either on chart or blackboard or photocopy page for class.

Sexuality: What it is and isn't. (page 61).

Statement cards (Page 62).

Decide how to use quotes on page 64.

A class Question Box.

Session 1. Signs of Growth not of Maturity.

Bodily changes are all signs that you are no longer children. But they are not signs that you are adults. They are an indication that you are on the way. How you use your body now is the real sign of maturity. As boys and girls become more aware of these bodily changes they also become more aware of and interested in each other. This is the time when friendships are made. It is what these friendships become that will make you the kind of person you are to be for the future. So it is time to think:

1. What kind of a person do I really want to become?

One of the most important qualities that you need at this time is **SELF ESTEEM**. Our self esteem depends on the image we have of ourselves and the things we think are important.

Alone or in groups students fill in the following table. Then discuss responses in class.

Answer the following questions by putting a \times in the answer of your choice.

| | | | |
|---|---------|---------------|-------------|
| 1. Physical characteristics show the real beauty of a person | I Agree | I do not know | I Disagree. |
| 2. Each person is created by God with unique and different gifts, | | | |
| 3. Everyone should adopt the same lifestyle and show the same | | | |
| 4. A person should be prepared to do what others want them to do. | | | |
| 5. Everyone has the right to make their own choice and decide how they want to behave | | | |
| 6. In a group whoever is the oldest should tell the others what to do. | | | |
| 7. Each person is responsible for their own actions and should not blame others. | | | |

Ensure the fact that real beauty does not depend on how a person looks but on the kind of person one is. Often when people are talking about a person who does things for others they say "She/he is a truly beautiful person". There is no thought of what the person looks like but only of how they live.

If I have self esteem, I see myself as unique and beautiful because I am what God made me to be. My beauty does not depend on what others think of me but on what I think of myself. Each one of us can **"empower" ourselves by thinking positively**. Learn to say to yourself and others every day:

- Love yourself the way you are because God made and sees you as beautiful.
- Being different is a blessing—be happy with this blessing.
- Live your life as you want to not as your friends tell you to.
- Say to yourself and someone else today **"YOU ARE GOOD"**.

Session 2. Relationships.

A general discussion on the ordinary relationship we have in life. The relationships that have supported us up until the present.

- Who are the people we depend on? (Parents, brothers/sisters)
- Who have been the friends in your life?
- Why have you considered them as friends?
- How have they helped you become the kind of person you are?

Puberty and adolescence is a time when we become more aware of our attraction to each other as male and female. That attraction is part of our sexuality. The Catechism of the Catholic Church for P.N.G. states:

Each one of us exists either as man or woman. Our sexuality affects all aspects of our human life in the unity of our body and spirit. It concerns especially our capacity to love and procreate and **the way we love and develop relationships with others**. (CCC722). (Directions for following table page 62)

Human sexuality :

| IS | ISN'T |
|---|--|
| An expression of spirit and heart, affection and intimate communion. | Something that can be reduced to just sex. |
| Something that can be kept in control, kept in reserve for true love, in the giving of oneself. | Letting yourself go and doing what works best. |
| A call to respect and discover the other with respect and tenderness. | A supposed need to be satisfied by another person. |
| | Using someone as a plaything. |

Human sexuality is and isn't table (page 61).

This table could be on the B.B. and used for discussion The **IS** and **ISN'T** could be left out at the top of the table and the students asked to give their opinions on the statements, Ask them what could be the heading on each side.

Man and woman are naturally attracted to each other. Sexuality is a very powerful force in our lives. Its intimate expression requires a secure and stable relationship. It calls for a final choice and acceptance of each other and for lasting fidelity. Real sexual love is not a purely physical act, but it concerns the whole human person; body, mind and heart. (CCC. PNG 723)

Have each of the following statements printed on a card. Use them as you feel is best for your class :

- Each student take a card. Write the response on a piece of paper numbered the same as the card then drop it in a box. OR
- In groups or pairs discuss them, the written answer, numbered as the card, dropped into a box.
- In boy/girl pairs/groups discuss, write response and drop into box.

At a future session display responses and discuss in class.

1. Physical attraction and the need for physical intimacy is the strongest side of a person's personality

2. "True love" means having a friend to do favours for the other, like washing clothes, giving gifts.

3. Sexuality is in all aspects of our lives and influences everything we do as human beings.

4. Culture exert a strong influence on how sexuality is expressed.

5. Once a person has had a sexual relationship it is impossible to stop having sex.

6. Within marriage a husband and wife should remain faithful..

7. An adolescent is not able to abstain from sex.

8. In a relationship with a willing friend you should not try to exercise self control. You can do what you want.

9. The main reason for marriage is to be able to engage in free sexual activities.

In the discussion that takes place in the class the following points should be covered.

1. Physical and sexual attraction is just one side of a person's personality. If this is the only side that is allowed to develop then a person would never develop into a fully mature person. Each has to develop as a physical, intellectual, social, spiritual person. Each aspect has to be developed along with all of the others.
2. Any form of love means service—not the one loved doing things for me but me being prepared to make sacrifices for the other. Any real, lasting and faithful marriage is an example of service one for the other. (Have examples).
3. Culture does exert a strong influence on how we express our sexuality. Our sexuality should also be influenced by other values in our life—faith, family, personal beliefs. What are some of these?
4. It is always possible to say "NO" to anything. We have to decide who and what is going to be in control of our lives: myself or others; my body, mind or heart? In this matter I am the one who should make the decisions and from my head with the future in mind not just what is happening now.
5. Sex is something that belongs within marriage. A sexual relationship within marriage is for the purpose of bringing new life into the family and society; for pleasure and satisfaction of the body and emotions; for strengthening the relationship; the increase of joy and harmony within the family.
6. The reasons young people have sex before marriage are many. Some want to show their feelings for each other; they do not believe that sex should only happen within marriage; they want to satisfy their bodily desires and have pleasure; they are curious. Other young people feel forced into a sexual relationship because of poverty. They sell themselves for school fees or for the needs of their family. Peer pressure is another reason some young people fall into sex. Other reasons include low self esteem and a desire to be accepted; lack of real family life with parental guidance and love; loss of self control because of the use of alcohol or drugs. Whatever the reason at the time behaviour can change when a person realises the direction life is taking and they have a desire to change.
7. Doing what you want, just because you want it, is never a good reason for doing anything. Everything we do requires a decision. A decision calls for thinking, questioning, judging, often asking advice and then making a decision. Every day situations could be used to see how these steps are necessary and done before we decide and act.
8. Sex is really meant to express true love. It is meant to be an act of giving oneself totally to another. "For this reason a man will leave his father and mother and cling (be united) to his wife", (Gen 2:24). It is an act of giving all that one is to another. How true can it be if it is given and taken back?



Session 3. What does everyone say?

Using local advertisements, pictures or product containers (condom boxes) discuss what the media and companies advise young people to do regarding sexual relationships.

We know what the media, society and Health people say : "Have sex - but use a condom".

What does our Church, the Pope and our Bishops say?

We have a special message for our young people, both young men and young women; we are asking them not to give in to the temptation of popular culture when it comes to sexuality. They should try to see their partners as individuals of great worth and beauty and not just sexual objects". Pope Benedict xvi.

"Our very dear young people, learn to control your passions, your sexual urges. Learn to respect one another. Learn to train your affections to open the door to a true interpersonal and responsible love. Make you own the call to live a generous, joyous and flourishing chastity. It will be for you now a 'serene and serious education in sexuality', and for the future a preparation for responsible and faithful love."

There is need for young people to understand that a mature and loving married sexual relationship helps to enrich marriage and family life. Young people need to understand about the positive aspects of married love as well as learning that premarital and unfaithful sexual relationships should be avoided. Such relationships always have serious and negative consequences for all concerned. Young people need also to know that delaying marriage until one is physically and emotionally mature will enable them to know themselves and each other better and develop strong, sharing marital bonds. (Bishops P.N.G.)

The above passages could be read out and discussed in class. They could be given to the students to be read privately, then, either bring responses to class for discussion, or put questions or responses into Class Question Box. to be treated at a latter session.

Advertisements say:

NO CONDOM, NO SEX.

We, as Church say :

NO SEX BEFORE MARRIAGE.

UNIT 11

DECISIONS TO BE MADE.

Outcomes: Identify how a relationship forms and develops.

Identify reasons for decision making.

The ability to make personal decisions effecting one's life.

Prepare: The two stories about Rebecca and Ruth.

Session 1 a. Rebecca's story,

Rebecca is a popular young girl who is doing well at school. However, for the past few days she has been getting the feeling that everything around her is changing. Rebecca is confused and wondering what to do. A friend has told her how wonderful it is to have sex and how stupid it is to try to remain chaste until marriage without knowing anything about sex.

Rebecca dreams of a happy marriage in the future, but she is not sure what to think about having a boy friend and sexuality. She remembers a young couple in her church, Marie and Paul, who had spoken one day to the youth group. This young couple had promised to return and talk to the young people on other topics.

There was something special about this couple and Rebecca thought that she would like to have a marriage like theirs some day. Rebecca had many questions but she was too ashamed to ask them. She would like to ask Marie if she had had sex before marriage. What was the secret of their happiness?

The next time Rebecca met Marie she asked her if she could talk to her. Marie invited Rebecca to her house on Sunday after Mass (Service). Marie made Rebecca feel at home and so she quickly got to the point and asked, "What is the secret of your happy marriage?" Marie smiled and replied, "Paul and I not only love each other. We really trust each other. When Paul and I decided to marry we were tempted to have sex. But having seen so many of our friends break up soon after having sex we decided there had to be another way to strengthen our friendship.

When Paul told me he loved me very much I asked him to prove it. I asked him, "Let's wait until marriage to have sex". We talked about it and finally agreed to abstain from sex. It was difficult to stick to that decision, at the time, but we supported each other and our families knew what we were doing so they helped with advice and prayer. At times we had the irresistible desire to go all the way but we held firm and waited for marriage. We have never regretted that decision. Now we have a strong, trusting relationship and soon we will have a family to look after. Paul and I are best friends and we help each other realize our dreams".

When Rebecca left the house she began to think. She knew that she wanted a relationship and a marriage like Marie and Paul had. That was important to her. She knew it was going to be difficult to achieve and to find a friend who was willing to follow the same way but her decision was made. There would be no sex in her life before marriage. She knew she would need a lot of help so when she got home she sat down and wrote a letter about herself to God.

This is the girl's side of the story. What if a boy had gone to Paul and asked the same questions, what would Paul's response have been?

1 b. Creative imagination:

- The boys, working in two large groups or in smaller groups, create a dialogue between a boy and Paul giving Paul's side of the experience.
- The girls, working in two large groups or in small groups, prepare an explanation for Rebecca to give to her boy friend when she tells him she does not want sex before marriage.

Role Play.

1. A girl, as Rebecca, and a boy, as the one who spoke to Paul, explain to each other what happened when they spoke to Marie and Paul.
2. A girl, takes the prepared explanation, to discuss it with a boy. The boy responds to such a proposal and the girl answers each of his questions or objections.

Encourage student's responses to the questions:

1. What do you think of Rebecca's decision?
2. Why shouldn't we, as girl or boy, follow our desires and have sex when we want?
3. If you made a decision not to have sex what would you gain? (self assurance—who I am and what I want in life; self worth—my value as a gifted, unique person; assertiveness; freedom from worry about pregnancy and its responsibilities, freedom from STI diseases; strength in decision making).

Letter Writing in free time.

Students could write their own letter to God as Rebecca did. Each student could bring their letter to class. The letters could be used as part of a school liturgy. In the liturgy, as part of an offering, the letters could be burnt during or after the prayers of the faithful. The Bible passages (page 57) could also be used as a basis for the prayers of the faithful: e.g.

- God you have told me not to be afraid because I am truly yours. I ask you to keep me in your care and make me strong in all the decisions I make at this time of my life. For this we pray...
- Jesus I am precious to you and you love me. Make me precious in my own eyes and in the eyes of all who love me that, like You, they will protect and defend me. For this we pray
- God you have always loved me and will continue to love me help me to live in such a way that my love for you will grow and make me strong. For this we pray....
- God you have cared for me from the day I was born show that care for me now as I live my life in the way I believe You want me to. For this we pray....
- God you cannot forget me because I am carved on the palm of your hand. Help me to remember You also so that I may follow your ways and live in peace and joy. For this we pray..

Session 2. Ruth's Question..

Choose a suitable way to read the following story : As a class, in groups, silently or with a main reader and a reader each for Ruth and David.

One day after class David sat down on a log to wait for his younger brother Peter. He was thinking about everything that had happened to him since he and Esther had become fiends. He wasn't worried about his health but he was concerned about the Maths test he had failed this morning. He had always been the best student in the class in Maths and now he had failed.

When David saw Ruth coming towards him he took no notice. They were good friends but he had not seen her for a while as he had been spending so much time with Esther. Ruth sat on the log beside him and asked. "What's the matter David? I can see something is wrong. If you would like to talk about it I am ready to listen".

David hesitated for a moment as he wasn't sure he could trust a girl. But he did have a lot of respect for Ruth so he decided to tell her and see what she would say. David told her of the failed Maths test and the reason for it. Lately he had been giving too much time to Esther and her group of friends and not spending the usual amount of time studying up on his favourite subject, Maths.

"I wonder", said Ruth, "if sex outside of marriage or before marriage is worth all the negative consequences it can cause. I have an uncle whom I love very much who is ill with this AIDS disease and is dying now. I feel sad every time I think of him suffering so much for doing things he knew he should not have done and having sex with other women besides my aunty". Ruth closed her eyes and let her sadness sweep over her.

David remained silent as she continued. "I know it is not easy, but then nothing is really easy. You want to be great in Math classes and so you have to work hard, do extra exercises, miss out on doing other things to give special time to math, and that's not fun. But you do it because of what you want. It is like that with anything we really want. You have to work hard to get it. I feel it is like that with abstinence. It is hard to say "No" to sex before marriage when there is talk about it all around you every day. But thinking about the freedom it brings, because you don't have to worry about the possible consequences having sex can bring, makes it a lot easier to say "No". It helps too when you have friends who have made the same decision.

You see David, this is how I want to live my life. I am happy to be your friend but I don't want to have sex until I am married. If you are willing to accept that then we can continue to be friends".

Ruth and David sat for a while in silence then David looked up and said. "I can understand what you are saying. You know I have already had sex with other girls so I know it won't be easy, but as you said, anything we really want means giving up something else. I would really like to be your friend so, if you are willing to help me, I am willing to make the effort. There are lots of other things we can do together and in that way we will come to know and understand each other better".



ABSTAIN.



Students may have an open discussion on the situation or come up with their questions about what is involved. You could ask:

- What is David's problem?
- What is the cause of his worry? (Not just the maths test failure but what is taking him away from his studies).
- What influenced David to tell Ruth his problem?
- What decision has Ruth made?
- What has influenced Ruth in making her decision?
- What do you think are some of the consequences she is talking about?
- What are some of the every day things that remind us of sex? (Advertisements, words of songs, videos, the way people dress, our own feelings etc.)
- Is it possible for David to remain true to his decision?
- What will he need in his efforts? (Support of family and friends, prayer, other interest—sport, his interest in Maths, activities, practice self control in different ways).
- Now that Ruth and David have decided not to have sex, discuss what are some of the "other things" they can do together as friends to strengthen their relationship.

Consider:

We are special, made by God for a purpose. "Male and female God created them" and in the image and likeness of God. How do we live up to all that we were create for?

Lord, who are we that you keep us in mind,
Mortal people that you care for us.
People who are only a breath,
Whose days pass away like a shadow?



Yet you have made us little less than the gods;
With glory and honour you crown us;



Putting all things under our feet;
Sheep and cattle, birds of the air and fish
That make their way through the water.
Yes even the wild beast.

UNIT 12. MY SEXUALITY AND HEALTH ISSUES.

- Outcomes:**
- Identify serious diseases and how they are contacted.
 - Aware of Health issues that are of concern to young people.
 - Accept responsibility for sexual behaviour.

Session 1. Looking at what we know.

Values from Culture, Family, Faith.

As a class fill in the following table with values that come to us from the different groups that influence our lives. The ones in the table are only examples.

General discussion on why these values are important to the group to which they belong: Culture/ Family / Faith.

Why do our Culture/Family/Faith pass them on to us? (Because they can help us to live our lives as we should, as other people expect us to live).

| CULTURAL VALUES | FAMILY VALUES | FAITH VALUES |
|---------------------|---------------------------|-------------------|
| Community | Support. | Prayer |
| Feasting | Working together. | Love one another. |
| Ceremonies. | Family prayer and Church. | Generosity |
| Pay back. | Obedience | Kindness |
| Mourning and burial | Cleanliness | Justice |
| | | Compassion. |
| | | Faithfulness |
| | | Truth |
| | | Belief |

Where do they come from? (Tradition, ancestors, family, Society, Jesus , God, the Church teaching).

Is it good to live our lives as others expect us to live? (Yes, in many cases when it means following the social rules every one lives by, such as being truthful, honest, clean and tidy, respectful etc).

We live by the Laws of the land to bring peace, harmony and good order. Traffic laws etc.

What is the difference in doing what our friends want us to do and doing what others or society expects of us? (Peer pressure can lead to trouble and bad habits or values. We know the values that come to us from family and Church are meaningful).

A Common Value.

A value that comes to us from Culture, Family and faith is sexuality—who and what we are as man and woman. Sometimes these values, held by each group, may be in opposition. What our culture, family, society and Church ask of us with regard to how we use our sexuality differs greatly.

What does culture say about sexuality? (This will differ from tribe to tribe).

What does our family say? (Family ideas may be similar to those of the Church).

What does society say? (Strong family life, healthy society, make your own decisions).

What does our Church say? (Abstinence before marriage. Faithfulness after marriage).

The important question is: **Who am I going to listen to and follow?**



Session 2. MY DECISION MAKING :

- Identify the problem- What is the question asked, the decision to be made?
- Make a list of options.
- What are the consequences of each option—positive and negative.
- What does Jesus/ my Faith / The Church / Family say?
- If possible ask advice from a wise person.
- Pray.
- Make a decision and put it into action.

Give the students practice in making decisions in this way. Suggest every day events where decisions are called for and use the above steps. The poster on "Bad friends" (page 39) could be used.

An example: The situation:

Some of my friends have brought alcohol onto the school grounds on cultural day.

The options:

Consequences

| | |
|---|---|
| Join them and hope we won't be found out. | We most likely will be found out. |
| Join them but do not drink. | They will make fun of me if I don't drink. I won't be strong enough to say "NO". |
| Keep away from them. | People will wonder why I am alone. Staff may ask why I am not with my friends. |

What does the School Rule say about alcohol?

Am I prepared to break the Rule and be suspended or disciplined in some way, even expelled?

Pray—Ask the Holy Spirit, Guardian Angel for strength to make the right decision.

DECIDE and ACT.

Get other practical examples from the class.

In groups apply the steps to the situation and come to a decision.

If the situation requires advice from a wise person students could suggest who they would ask.

Students may be able to use as examples of a decision they made in the past not using these steps.

Use the same situation now following the steps and see if the decision is the same.

Suggestions for decision making situations:

1. You are invited to join a group going to a Club for fun on Saturday night.
2. Instead of taking the bus a group of students are walking home after the School Culture day and ask you to walk with them.
3. There is a football match on Saturday between your team and a rival team. There is always alcohol at these gatherings. The team has asked you to come and support them.
4. A friend's relation is dying of AIDS and she has asked you to come and visit the sick person with her.

Session 3. Today's Special problem. HIV/AIDS

We know that today we have the problem of an infection called

HIV/AIDS.

- Brainstorm about what the students know of this illness.
- List all the information on the B.B. in two columns—in one all the correct information, in the other what is not correct. There is a lot of false information about and students need to be clear on the real facts of this virus.

Today doctors know a lot about this illness and we will look at all that we know to be true. The **FACTS** that we do know are that:

- this illness is with us in P.N.G.
- it is only passed from one person to another through:
 1. unsafe sexual behavior— through vaginal fluids and semen.
 2. blood
 3. breast milk.

It is a **FACT** that there is no cure for HIV/AIDS. There is a medication that the infected person can take that will strengthen the body and delay the progress of the illness, for a time. This treatment is in the form of tablets and is called **Antiretroviral therapy (ARTs)**. **ARTs** prevents HIV from multiplying in the body, for a time. It does not remove the virus from the body and it does not cure HIV. **ARTs** slows down the body's production of HIV cells and helps to reduce the level of HIV in the blood. It slows down but does not prevent or cure HIV. The infected person will finally be attacked by other illnesses and die of AIDS. Many people are infected with HIV through no fault of their own. The ARTs treatments means taking a large number of tablets for the rest of one's life.

Every person with HIV needs to live in a caring family environment and be treated with understanding, support and respect.



UNIT Thirteen. HIV / AIDS

Session 1. What is HIV and what does HIV mean?

HIV is a disease that is causing problems because no one has yet found a cure for it and because it attacks the part of our body that usually defends us against germs and other viruses. First let's look at what **HIV** means.

HIV stands for **Human Immunodeficiency Virus**

H.I.V stands for :

- H** Human—This means the virus lives in and causes disease in humans.
- I** Immunodeficiency—This means that the body's immune system has broken down so that it can no longer fight against the diseases that enter the body
- V** Virus— This means that this infection is caused by a virus, a very small germ.

What does AIDS means ?

AIDS stands for **Acquired Immune Deficiency Syndrome.**

- A** **Acquired**—That means the germ comes from outside the body but it has now entered into the body. Being infected with the HIV virus weakens the body's defense system so that it is easily attacked by any kind of illness.
- I.** **Immune** means the antibodies we have in our bodies that fight against germs that try to enter
- D** **Deficiency**—means not having enough of something. Here it means the body's immune system has broken down and can no longer fight against illnesses.
- S** **Syndrome**— means that AIDS is not just one disease. AIDS is a collection of illnesses that a person with HIV becomes sick with. It is all these sickness together that can cause the person to die.

What are STI illnesses?

STI stands for **Sexually transmitted Infection.**

- S** Sexually—This means the virus, bacteria or other germ that causes the STI is passed from one person to another through sexual activities-intercourse.
 - T** Transmitted—means that the infection is passed from one person to the other.
 - I** Infection— this means that the body has contacted an illness from what has been transmitted.
- HIV is an STI**—a sexually transmitted infection

Session 2. HIV, AIDS and STI - What is the difference?

HIV is the virus, a germ, that leads to **AIDS**. To begin **HIV** attacks the body's immune system. Our immune system is the important part of our body that protects us from all kinds of illnesses. The immune system is made up of countless little antibodies that fight the foreign antibodies that try to enter our body. With other illnesses the antibodies succeed and with medicine we can recover from most illnesses. There is no cure for HIV. It fights and destroys the antibodies in our immune system so that we have no defense for other illness, like TB, leprosy, malaria or pneumonia, that come to enter the body. A person can be infected with **HIV** for many years and not become ill. A person can have HIV and no one, not even the person, need know about it. You cannot tell by looking and, at first, there are no signs in the body. The only way a person can find out if they have **HIV** is to have a blood test.

AIDS is the group of sicknesses that a **HIV** infected person becomes sick with. Once attacked by **HIV**, the immune system, after a while, can no longer defend the body from other infections and illnesses. These illnesses are called *opportunistic infections* because they take advantage of the broken down immune system to enter the body and attack it. The most common are TB, pneumonia and diarrhea.

HIV is the most dangerous of the **STIs**. There are many STIs in P.N.G. People who have one or the other STIs (page 79) and have a higher risk of becoming infected with HIV. All the STIs, including **Hi**, enter the body because of risky and dangerous sexual practices. You will hear from many sources that the best protection from STIs and HIV is condoms. While condoms can protect they are not 100% safe. Much depends on their quality, freshness and condition. The Church teaches us that the only sure way of protection from **HIV** and **AIDS** and other **STIs** is chastity and abstinence from sex before marriage and faithfulness to one partner in marriage.

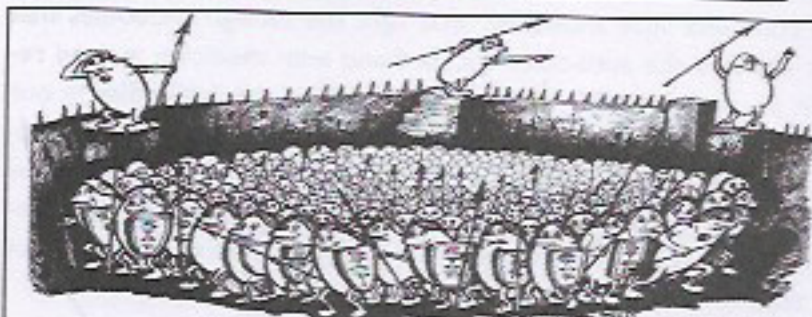
Where did HIV come from?

Scientists tell us that originally **HIV** came from an African monkey. The monkey had a disease known as SIV. Some hunters became infected by eating the meat of the monkey or the blood of the monkey getting into the person's body through cuts or open wounds. This happened in the 1930s. Once in the human body SIV quickly adapted and changed to become HIV. Now **HIV** spreads from person to person. In 1981 **HIV** was first discovered when a group of young men in America began to show signs of illness in a way doctors had not seen before. They looked strong and healthy yet suddenly began to lose weight and show symptoms of several different diseases. Once they discovered how this new illness worked by breaking down the immune system, they gave it the name **HIV** and **AIDS**.



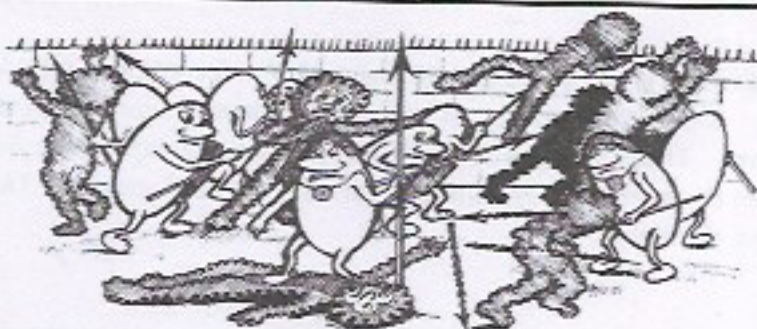
Session 3.

What does the HIV Virus do?



In the blood there is a big army of very small 'soldiers' called white corpuscles. They protect the body against microbes and against the diseases that they bring.

Every day, different microbes enter the blood. Each time they do, the white corpuscles attack and kill them.



Sometimes, the microbes are the winners and cause illnesses. Then we need to see a doctor or take medicine. But more often the white corpuscles win and prevent any illness.



But the HIV virus is cleverer and more dangerous than other microbes. It makes a direct attack on the commanders of the white corpuscles' army and kills those who give the orders for the defence of the body against the invaders.

The HIV Virus.

Once all the white corpuscles' leaders are killed, the army is confused. The soldiers no longer know what to do; they no longer know who is the enemy and they stop fighting against the microbes. Then many illnesses, like tuberculosis or pneumonia, appear in the body.

This battle between the HIV virus and the white corpuscles' army is one that can last for many years, but the HIV virus is always the winner. When the HIV virus has killed all the white corpuscles' leaders, the HIV/AIDS sufferer can no longer live.

THINGS TO DO:

- In groups make posters with short, simple messages to inform your class of what you know about HIV/AIDS.
- Find out how much people know about HIV/AIDS in the area where you live or in your school.
- Collect statements from people who have or know people with HIV/AIDS.



HOW?

As we know there is no cure for HIV or AIDS. There is a treatment for HIV that will delay the HIV virus taking control. This treatment, called **ANTIRETROVIRAL THERAPY (ART)**, can only be given once a person has proven to be HIV positive. To be effective the ART's medication **MUST BE TAKEN DAILY**. Often the patient needs someone who will give a constant reminder to take the medication. A person's HIV status can only be found out by a blood test. That is why blood testing is so important. This testing can be done at a **VOLUNTARY COUNSELLING AND TESTING CENTRE (VCT)**. The Catholic HIV/AIDS Commission has established at least one of these VCT centres in each of the diocese in P.N.G. and has well over eighty (80) centres in the country. The person who provides VTC must keep absolute confidentiality. The result of the test can only be given to the person tested.

If and when, the person who has tested positive decides to tell relatives or friend of the results, then the person will need acceptance, sympathy, understanding and support. The person can remain healthy while taking the ART treatment if their lifestyle is healthy—good food, rest, work and regular exercise. In time the HIV virus will break down the defenses of the body and opportunistic infections will enter the body and take over. Now the person has AIDS and will need love, care and nursing. Remember HIV/AIDS cannot be contacted by touching, washing, feeding a person. It can only be passed from one person to another through sexual fluids, blood and breast milk.

A HEALTHY LIFESTYLE

WORK



LIVE A

GOOD FOOD



REST



HEALTHY LIFE STYLE.

SPORT and RECREATION



HOW HIV/AIDS IS NOT PASSED ONTO OTHERS

YOU CANNOT BE INFECTED BY HIV THROUGH:

Fluids coming from inside a person:

- Through coughing or sneezing
- Through saliva when kissing or during meals
- Through sharing glasses, cutlery, cups and plates.

HIV/AIDS cannot be contacted from:

Actions coming from outside a person:

- From touches, caresses or embraces.
- From baths, showers or toilet seats
- From wearing other people's clothes.
- From shaking hands
- From handling machines, office equipment etc. at work or in school
- From using telephones
- From sharing study or work places, rooms or public transport with others.

From visiting or caring for a person with HIV or AIDS.



HIV/AIDS cannot be contracted from:

Things not coming from a human being:

- Mosquito bites, bites and scratches from animals.
- Water or food
- Living together with pets



Session 5. An environment that favours HIV/AIDS.


Activity: Students bring newspaper cuttings reporting HIV/AIDS incidents or information.


List and discuss the facts obtained from these cuttings.


Do they provide any indication of why HIV/AIDS has spread so quickly and widely in P.N.G.?


Look at the facts known about the spreading of HIV/AIDS:

- **Poverty and unemployment :** These can lead people to have sex as a way of getting money and goods that are needed for the support of the family.
- **Gender Inequality :** Cultural traditions that see men as having power over women prevents women from saying "NO" to having sex.
- **Domestic Violence:** This destroys a woman's freedom and rights to make a choice in the family and married life.
- **Rape and sexual abuse :** Forced sex with strangers or family members increases the risk of becoming infected with HIV.
- **Cultural practices :** Two dangerous practices in the PNG cultures are the practice of tattooing and cutting skin with unsterilized or shared instruments and polygamy.
- **Taboos :** The fact that people are not allowed to talk about and respectfully discuss matters relating to sexuality prevents many young people from asking questions and getting advice.
- **Mobility :** In P.N.G. people move from place to place very easily. Movement takes place between village and village, town and town, Province and Province and even internationally.
- **Discrimination and shame :** People feel they will not be accepted and be rejected by the community if they speak of being abused or raped or appear to have HIV so do not talk or get tested or have treatment.


 Discuss these eight reasons for the rapid spread of HIV and discover the real problems in P.N.G.
e.g:


 The cost of school fees and food prices when women are left alone to care for the family.


 Students not supported by family with the payment of school fees.


 People, especially men, often moving away from the family for work—teachers, miners, Professional development.

 Domestic violence—a big problem in P.N.G.—connected with culture, alcohol, inequality.

 Traditional tattooing and sharing customs—razors, toothbrushes,

 Discrimination and shame—fear of going for VCT because people will talk and judge them.
Shame of telling they are HIV positive and fear of rejection.

 The inability of young people to talk respectfully about sexual matters and the disrespectful talk that takes place among young people about such matters.

 The general lack of respect for women and girls in the P.N.G. society.

What can be done?

What can we, as a class, do about these things — or even about one of them.

Session 6. Becoming infected with HIV.

Who can get infected with HIV?

We have learnt that anyone who comes in contact with sexual fluids, blood or a baby breast fed by an infected mother is in danger of being infected with HIV. Most people get infected with HIV because of their behavior that then puts their partner, husband or wife, at risk.

Men with more than one sexual partner create a high risk situation.

Women and girls exposed to sexual abuse, violence and rape are at a high risk of infection.

Poverty puts women at a very high risk.

Peer pressure makes the risk of infection high for young boys and girls. Feeling forced to have sex because others are or being under pressure from a boy or girl friend creates a risky situation.

Alcohol and drugs place young people in a dangerous situation of high risk.

A firm commitment to abstinence - no sex before marriage - and developing the ability to say "NO" to what others ask are two important ways of remaining free from the infection of HIV.

Ways to say "NO".

Discuss how you would say "NO".

Remember much earlier in this programme we learnt about having high self esteem—being proud of who you are and what you do. Also knowing who you really are—an image of God, a member of a family, of a culture, of a Church, of a Faith Community. All of this allows you to stand alone and **Dare To be Different**. You don't have to be like others and do what they do. You can be as you want to be. If you continue to develop these ideas and qualities you will find you can say "NO" firmly and confidently to others.

Create situations in which students can practice saying "NO".

The best ways to say "NO" :

1. Say "NO" straight.
2. Talk about your values; the risks involved; the negative side.
3. Be firm, strong and clear.

Reasons for saying "NO":

Discuss why you would say "NO".

1. Your parents, and your plans for the future.
2. Your faith and Church values.
3. Respect for yourself and the other person.
4. Keeping safe from HIV, STIs and not getting pregnant.
5. School Rules and your desire to keep on at School

What others can you think of?

STI FACTS

WHAT IS AN STI?

A sexually Transmitted Disease is an infectious disease susceptible to transmission during sexual relationships.

There are many STI. The MOST common or known are:

- Gonococci ('Hot Urine')
- Syphilis
- Genital Herpes
- Chlamydia
- Condylomes
- Hepatitis B

THE STIs

How are they transmitted?

- ☒ through sexually relationship with an infected person.
- ☒ the infectious agents are transmitted through
 - ✓ the vagina
 - ✓ the mouth
 - ✓ the anus and
 - ✓ the urethra

THE SYMPTOMS

In a Man

- ☒ Urethra flows
- ☒ genital itches
- ☒ burning sensations
- ☒ rashes
- ☒ warts
- ☒ a painless wound
- ☒ painful lesions on the sexual organs or the mouth
- ☒ pains in the testicles

In a Women

- ☒ Vaginal discharge
- ☒ vaginal itches
- ☒ rashes
- ☒ warts
- ☒ a painless wound
- ☒ painful lesions on the sexual organs or the mouth
- ☒ pains below the abdomen
- ☒ bleeding outside the periods

how to avoid STI

- ☒ through the virtue CHASTITY,
- ☒ through ABSTINENCE - no sex before marriage
- ☒ through FIDELITY in marriage

If one acquires an STI:

Consult a Doctor

STI - treatment

WHEN A DOCTOR IS CONSULTED:

- ☒ He is bound by professional confidentiality.
- ☒ He will make a general examination.
- ☒ He will ask for laboratory examinations.
- ☒ He will give the most suitable treatment.

avoid self medication

STIs can have serious consequences



Unit Fourteen. PERSONAL CHOICES AND PRACTICES.

Outcomes: An awareness of the serious health dangers in unhealthy practices.

Evaluate the effect of drugs and alcohol on life.

A decision regarding how to live life.

Prepare: Copy of page 81 for each student.

Drama and students.

Sample advertisements for alcohol, cigarettes, gambling games.

Newspaper articles on any of the four problem topics. (Students collect).

Material to construct a "Smoke Free Zone" placard for school area.

Session 1. Our Environment.

A look around us. Acting as a health inspector, students either inspect the school grounds and write a report or prepare a report on the environment students pass through coming to or going from School. Each report must contain at least one recommendation.

Consider these recommendations. Use them to make posters to be displayed around School grounds to improve the School environment.

Can anything be done about the wider environment?

Session 2. My life style.

If possible have a copy of the signs and symbol on page 81 for each student.

Give time for students to study this page then have a general discussion on what each picture means.

List the positive and negative life style signs.

Students give reasons for the decision to rank the signs positive or negative.

Each student choose three positive and three negative signs and explain why they choose these to be in or out of their life style.

Each student choose the pictures they feel would help a positive life style pattern and write how they would fit these into their every day life.

Session 3. DRUGS AND ALCOHOL.

a). DRAMA: Have three students or groups of students dramatize the effects of alcohol, cigarettes and drugs—loss of awareness, depression, weight loss, coughing etc.

Display: Alcohol, gambling—Pokies, Clubs— and cigarettes advertisements.

Compare what these advertisements say with the behaviour of the student's drama.

What are the real effects of excessive alcohol?

Students may be able to give real life examples.



WHAT
IS
MY CHOICE?



100% FUN
100% DRUG FREE



100% FUN



100% DRUG FREE



Students should be able to give real life, practical examples of the effects of excessive alcohol and the results of smoking or taking drugs - No school fees, expulsion from school, family violence, broken marriages, physical injuries, Law and Order problems. Similar results come from being a compulsive gambler.

Divide the effect of these problems into **Long** and **Short Term** effects.

| SHORT TERM EFFECTS | LONG TERM EFFECTS |
|--|---|
| SMOKING: Unpleasant smell in hair and clothes. Bad breath. Lack of appetite Breathlessness Loss of sense of taste and smell. ALCOHOL: Lack of control and awareness. Lack of money for immediate needs. Family in need. DRUGS: (PNG) Home brew, betel nut, Marijuana. Suspension from school. Poor leaning ability. Depression, Unsociable. GAMBLING : Family goes without food. Time wasted. Added money worries and concerns. Wishful thinking | Lung disease—emphysema—need oxygen to breath. Smoker's cough and lung cancer. Passive smoking effects—those near by effected by the smoke. Harmful to unborn baby. Alcoholism Permanent illnesses—cancer, cirrhosis of the liver, heart disease, brain damage and memory failure. Malnutrition or obesity. Violence and job loss. Expulsion from community.— school / Society. Breakdown of personal health system. Serious mental problems. Loss of family, home, job. Which of these addictions can lead to breaking the Law and prison? |

Session 4: Making a Decision.

Invite a person who has recovered from one of these to speak to the class.

Encourage the students to ask questions.

Consider: What effect the use of these products has on a person's self esteem and self image.

What effect does refusal to get involved in these activities have on a person's self esteem and self image?

Use the five steps on making a decision (page 70) with regard to each one when asking :
Am I going to get involved with people who :

* Drink alcohol?

* Smoke cigarettes?

* Take drugs?

* Use money (school fees, lunch money) on gambling?

PRAYER: After considering each or any of these questions students take some time for silence and reflection. Each student then write their own commitment. These could be placed in a sealed box in the Religion Corner or taken home to be regularly reread and prayed over for continued perseverance.

Session 5 : Help is available.

We all know anyone with a problem needs help.

Have students brainstorm the question: Where can this help come from?

List possible sources of help, guidance and assistance. Include:

School counselor, Parish priest (pastor), Family Life or Church Youth group, Church and family members, a good, trusted friend.

Research : Alone or in groups students discover and interview local people or groups who offer assistance to people needing advice for one or other of these problems.

Role play : In pairs, or groups of four, demonstrate, role play, the suggestions that could be given to a class mate who has an addiction problem and wants to change.

Assertive behavior: Remember "Bad friends" (page 391). Practice the assertive behaviour you would use if there was peer pressure to smoke, drink, take drugs, have sex.

Growing from being a child to an adolescent to an adult is a slow process. It brings problems but it is also a wonderful experience of becoming all that God created each one to be. As you grow physically, sexually, you need to remember you are growing emotionally, spiritually and socially. Each area needs to be developed. You are no longer a child and so cannot behave or respond like a child. Don't grow alone. Grow with God and with others. Pray often and seek advice when you need it.

The Story of the Rainbow.

A story to be dramatized and discussed.

Once upon a time all the colours in the world began to quarrel. Each claimed that she was the best, the most important, the most useful, the favourite.

Green said, "Clearly I am the most important. I am the sign of life and hope. I was chosen for grass, trees and leaves. Without me all the animals would die. Look out over the countryside and you will see that I am everywhere."



Blue interrupted, "You only think about the earth, but consider the sky and the sea. It is water that is the basis of life and this is drawn up into the clouds from the deep blue sea. The sky gives space and peace and serenity. Without my peace you would be nothing but busy bodies".

Yellow laughed. "You are all so serious. I bring laughter, gaiety and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Without me there would be no fun".

Orange started to sing her own praises, "I am the colour of health and strength. I may be scarce but I am precious for I serve the inner needs of human life. I carry the most important vitamins. Think of carrots, pumpkins, oranges, mangoes and



pawpaws. I don't hang around all the time, but when I fill the sky at sunrise and sunset, my beauty is so striking that no one gives another thought to any of you".



Red could stand it no longer. She shouted out, "I am the ruler of you all. I am the colour of blood, life's blood. I am the colour of danger and of bravery. Without me the earth would be empty as the moon. I am the colour of passion and of love, the red rose, poinsettia and the poppy".

Purple rose to her height. "I am the colour of royalty and power. Kings, chiefs and Bishops have always chosen me for I am a sign of authority and wisdom. People do not question me—they listen and obey".



Indigo spoke much more quietly than all the others. "Think of me. I am the colour of silence. You hardly notice me but without me you all become empty. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and for peace".

And so the colours went on boasting, each convinced that's she was the best. Their quarreling became louder and louder. Suddenly there was a startling flash of brilliant white lightning, thunder rolled and boomed. Rain started to pour down relentlessly. The colours all huddled down in fear, drawing closer to one another for comfort.

Then rain spoke, "You foolish colours, fighting among yourselves, each trying to dominate the others. Don't you know that God made you all—each one for a special purpose, unique and different? God loves you all and wants you all. Join hands with one another and come with me. God will stretch you out across the sky in a great bow of colour as a reminder that he loves you, that you can all live together in peace; a promise that God is with you, a sign of hope for tomorrow.

And so whenever God uses a good shower of rain to wash the world, God puts a rainbow in the sky and when we see it we should remember that God wants each of us to appreciate one another.

