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International Agricultural Research

# The PNG Family Farm Teams Manual

*Barbara Pamphilon, Katja Mikhailovich and Pauline Gwatorisa*



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**BARBARA PAMPHILON, KATJA MIKHAILOVICH AND  
PAULINE GWATIRISA**



**2017**

The Australian Centre for International Agricultural Research (ACIAR) was established in June 1982 by an Act of the Australian Parliament. ACIAR operates as part of Australia's international development cooperation program, with a mission to achieve more-productive and sustainable agricultural systems, for the benefit of developing countries and Australia. It commissions collaborative research between Australian and developing-country researchers in areas where Australia has special research competence. It also administers Australia's contribution to the International Agricultural Research Centers.

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Cover: Asaro Valley village community educators developing a seasonal calendar to help plan their planting and harvesting of food crops across a year. (Photo: Barbara Pamphilon, University of Canberra)

# Foreword

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Smallholder farming families are the backbone of food production in Papua New Guinea. For generations they have fed their families through subsistence practices and now these families need support through the transition to a cash economy.

The ACIAR-funded Family Teams program and the Family Farm Teams Manual provides practical guidance for men, women and young people so that they are better equipped to build the strong, equitable and sustainable family units that are key to improved livelihoods.

The Family Teams approach, developed by Professor Barbara Pamphilon from the University of Canberra, supports village community educators who are able to tailor programs to suit their own communities. Experience shows that this is a valuable way to promote ownership and extend lessons well beyond the program's formal implementation. With a focus on understanding the relationship between smallholder farming and gender equity, the program empowers families to earn enough money to pay for important ongoing living expenses such as education and health care, with profound spillover benefits.

This very successful program is a great example of Australian Aid and the ACIAR partnership model in action. It has been widely praised by its participants and there is scope for it to be deployed more widely in PNG and elsewhere.



**Professor Andrew Campbell**  
Chief Executive Officer, ACIAR



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# Acknowledgments

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The authors wish to acknowledge the contributions of the Papua New Guinea (PNG) research partners who contributed to the development of the Family Farm Teams modules: Professor Ben Thomas, Associate Professor Lalen Simeon (Pacific Adventist University), John Kaewa, Fredah Wantum (Baptist Union), and Dr Norah Omot, Kiteni Kurika and Elizabeth Medline Ling (National Agricultural Research Institute). Thanks are also expressed to our community facilitators Kay Simon, Lessie Pyare, Susan Trapu, Marshall Marum, Carol Missiel, Judith Robin Bobo, Steven Liai, Roslyn Nguangua, Pastor Michael Ningi, Kwadile Tuam, Tau Egi, Mary Apa and Pastor Ikupu Vaku who worked with us to trial and adapt the activities to be effective for PNG communities. We are grateful for the enthusiasm and feedback from members of the pilot communities of Tinganagalip and Vunapalading 1 (East New Britain), Kwinkya and Kumbareta (Western Highlands) and Hisiu and Tubusereia (Central Province).

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# Abbreviations

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ACIAR	Australian Centre for International Agricultural Research
PNG	Papua New Guinea
VCE	village community educator

# About the PNG Family Farm Teams Manual

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## Why a PNG Family Farm Teams manual?

Papua New Guinea has two very important resources—rich agricultural land and hard-working farmers. For thousands of years, PNG people have led productive and healthy lives working and living from the land. Today, however, these farmers need to engage with the cash economy and earn money from their farming to pay for family costs such as education and health care. This means a shift from subsistence farming to income-oriented farming. This is a challenging transition for many farming families.

Inherent to a successful transition are changes to the roles of men, women and youth. Typically, women in PNG are working harder to earn the needed money for the family whilst many men continue to spend the hard-earned money on themselves. When women challenge this attitude, men often withdraw or get angry as they feel their place in the family is being challenged. It is clear that new roles for men and women need to be developed so that both men and women are able to contribute their skills in an effective way and build strong and peaceful families.

This is the reason for the PNG Family Farm Teams manual. As men, women and youth work together to build a family farm team, each family will find their own modern PNG way of being an equitable, effective and sustainable team. Together they can then build their farm activities into a small family farm business.

PNG families are the backbone of the country. Strong family farm teams will build strong communities and provinces and build a strong PNG.

## How the manual was developed

This manual was developed in a research for development project conducted by the Australian Institute for Sustainable Communities, Faculty of Education, Science, Technology and Mathematics at the University of Canberra, Australia.

The project was funded by the Australian Centre for International Agricultural Research (<http://aci.gov.au/project/ase/2010/052> and <http://aci.gov.au/project/ase/2014/095>). For further information about the projects, see <http://pngwomen.estem-uc.edu.au/>

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Western Highlands leader, Fredah Wantum

#### **Pacific Adventist University**

Associate Professor Lalen Simeon

## **The PNG Family Farm Teams program**

The aim of the Family Farm Teams program is to provide one female and one male family head from a household with a series of workshops and family activities that will enable them to work as a family team and to plan together the further development of their agricultural activities. The program can also be used with full family teams (adults, young adults and youth) and with other types of families, such as a widow and adult son, for example, or with polygamous families.

The Family Farm Teams program helps men and women to look at the work done by women, men and youth and to work towards making it equal and shared. It also helps families to learn to plan together and make decisions together. For further information about the Family Farm Teams program see:

Pamphilon B. and Mikhailovich K. 2016. Building gender equity through a Family Teams approach: A program to support the economic development of women smallholder farmers and their families in Papua New Guinea. ACIAR Monograph No. 194. Australian Centre for International Agricultural Research: Canberra. 36 pp

<http://aciar.gov.au/publication/mn194>

There are four modules:

Module 1: Working as a family farm team for family goals

Module 2: Planning your family farm as a family team

Module 3: Feeding your family farm team

Module 4: Communicating and decision-making as a family farm team

### ***Module 1: Working as a family farm team for family goals***

This workshop introduces the concept of a family team as an effective and inclusive way to work as a farming family. Family heads will learn about how to map their current division of labour and then together consider better ways to work as a family. The family heads also look at possible family goals and determine together farming goals, financial goals and general family goals.

### ***Module 2: Planning your family farm as a family team***

In this module, family heads/teams work together to map their gardens/plots in order to identify all their agricultural activities, space allocation, water sources, housing, animal shelters and other assets. They develop seasonal calendars for all major crops and consider how the income from each crop can be linked to family goals. The families then draw how they would like to see their farm in 5 years. The final step is to identify the assets, constraints and challenges, and possible solutions in order to design a 1-year and a 3-year plan of development.

### ***Module 3: Feeding your family farm team***

This module uses group activities to enable participants to consider the food and nutritional security of the whole family. The activities focus on typical times, and for times of drought or other weather events. This enables families to have greater knowledge of how to feed their families from local foods as well as how to adapt in times of food shortage.

### ***Module 4: Communicating and decision-making as a family farm team***

This workshop helps family heads explore communication issues within the family and to consider the importance of shared decision-making, especially in the areas of family farm activities and financial decision-making. The workshop looks at conflicts and ways to address this. The workshop helps men and women communicate more effectively and make agreed good decisions for the family.

## **How the modules were developed**

The activities for each module were initially developed by the University of Canberra team. These were then further developed with the PNG teams through a collaborative pilot process. As a result, some activities were dropped, some became “Number 1” activities, and others became optional.

Local teams of village community educators (VCEs) were then trained as peer educators through a series of workshops. The workshops aimed to develop the capacity of VCEs as facilitators of learning, rather than just as people who deliver course content. This is called a learner- or people-centred approach. There is a companion manual on this process:

Pamphilon B. 2017. The farmer-to-farmer adult learning manual: a process and resources for the development of farmers as peer educators. ACIAR Monograph No. 198. Australian Centre for International Agricultural Research: Canberra. 53 pp  
<http://aciarc.gov.au/publication/mn198>

Each of the activities was adapted by the local teams of VCEs so that they suited the local context, strengths, needs and interests of farmers in their area. This is called a place-based approach.

The VCEs worked in teams or individually with families to share the activities with other farming families. Most importantly they became role models for the local community. As they improved their families, farming practices and farm planning, other people could see the changes. People then asked how the changes had happened and wanted to learn about equitable and effective farm families too. As the VCEs live in the community they continue to be available to help others through a peer education process.

The VCEs who completed all activities and led training for groups or individuals were awarded a Certificate of Completion.

## Who might use the Family Farm Teams manual?

The manual can be used in a number of ways.

### *Village Community Educators*

The manual has been designed to be used in an integrated way with the training of local farmers as peer educators (village community educators)—see above reference to the companion manual. The major learning will come from the experiential learning in the activities. The manual is designed to be an adjunct to experiential learning and should not be seen as a “recipe book”.

It is important to work with the VCEs to trial all activities and ensure that they adapt them for their local situation. Every group will need to decide which activities are best for the farmers in their area.

### *Training of Trainers*

The manual can be used to train staff who might use the activities in their programs. Again, it is important that the trainers do all the activities as a learning group in order to experience the learning process themselves. This will increase their own understanding of gender issues in families and prepare them for working with other families. This may also give them insights into their own family and help them be role-models to others.

### *Use in other countries*

This manual has been designed for and with PNG farmers. We welcome its use in other developing countries and note that it would need to be adjusted to reflect the agricultural, family and cultural contexts of a different country.

### *Copyright*

This manual can be reprinted or adapted to suit local contexts. However, the original authorship and funding body must be cited. We would appreciate being informed on its use. Please email: [barbara.pamphilon@canberra.edu.au](mailto:barbara.pamphilon@canberra.edu.au)

Please note the manual cannot be sold for profit.

## **The organisation of the manual**

The manual is divided into four sections, one for each module. Each module has a number of activities. Some are marked “Number 1” and others “optional”. We have marked the Number 1 activities based on feedback from our PNG pilot communities’ advice that these are the activities that really make a difference. At the end of each module there is an example of a module session plan.

Each activity includes its name, the aim, Number 1 or optional, any extra materials needed, minimum time needed, how to run the activity and tips for facilitators. The next section explains the terms that are used in the activities.

# Information for facilitators

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We use the word facilitator rather than trainer to show that our approach focuses on helping others learn (facilitation) rather than teaching people what we think they need to know (trainer). We like to think of adults' minds as a fire to be kindled (facilitated), rather than an empty vessel to be filled (trained).

## Adult learning

The training activities in this manual are based on adult learning principles. While many of us have been taught by teachers who talked “at” us, good adult learning is different. Adult learners already have some experience and skills, and need to be asked questions and listened to, as they can often discover their own answers with a little additional information and discussion with others—adult learners are like a team working together to find solutions that are valued by and relevant to them.

## Your participants

There are three groups that can be Family Farm Teams training participants:

- family pairs (the male and female heads of household)—don't forget that there are many family types who would also benefit (for example a widow, grandparents raising children, single mothers).
- family groups (inviting whole families: father, mother, grandparents and youth).
- participants' own family or wantok at home.

The Family Farm Teams program is all about families working and living together harmoniously to build a successful family farm and a happy family. Therefore it is important that we welcome children. Children are part of the family, and keeping them away could limit the participation of their mothers. We can all take turns to help a mother if her child is not settled during the workshop.

## The materials you need

The training can be done with very simple materials.

### *For use by the facilitator*

Large paper—this could be flip chart/ butchers' paper or you could buy a large roll of brown paper and cut it up.

Marker pens—three colours can be enough.

Sticky tape or blu-tak to put the large paper on the wall or on the floor if you are in an open building.

### *For use by the participants*

A school exercise book and a pen or pencil.

## Food and breaks

We know that it is good to provide food but we often do not have funding for that. One idea is to invite people to bring some cooked food to sell. Another idea is to charge a small fee and tell people that this will cover some food. Local women or youth can then be paid to do the cooking, which can help them think of this as an on-going way they could build their family income.

If you don't have food, remember to still have breaks across the day.

## Helping everyone learn

You may be facilitating training in an environment where there are no classrooms, paper, pencils or whiteboards—but you can conduct great training through conversations under a tree. Drawing diagrams with a stick in dirt can convey an idea, and if people are not able to write things down, they can share the job of remembering ideas with others in the group and report them back to the larger group that way.

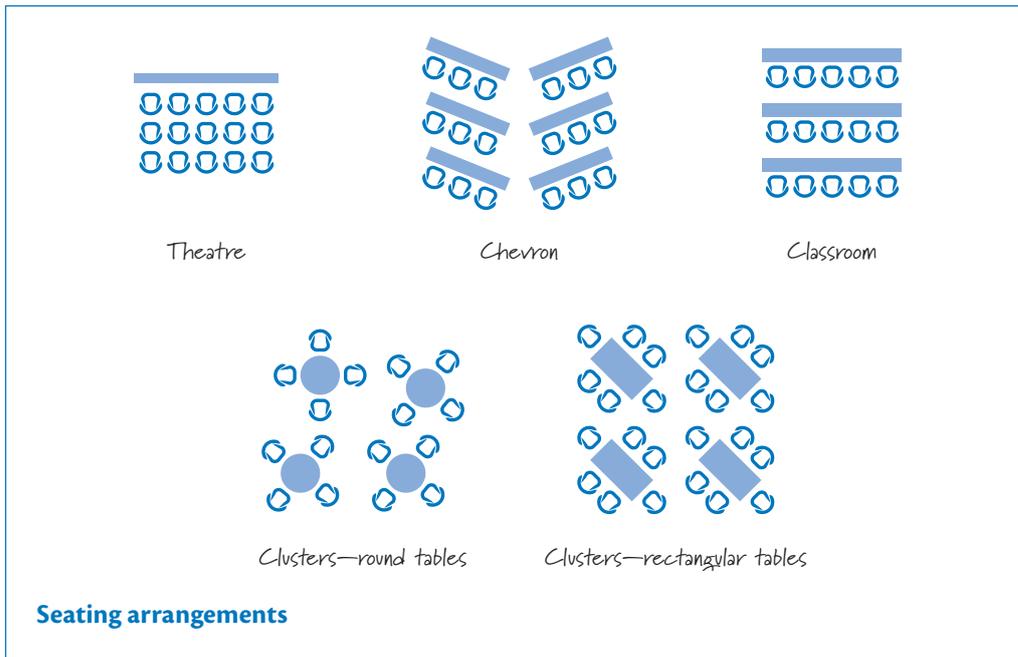
The following ideas may be relevant if you are doing the workshops in a hall or classroom.

### *Seating arrangements*

The way that participants sit can affect how they interact with each other and how they learn. As you can see below, theatre and classroom seating are appropriate for a lecture but not for this kind of training. If you are in a large room, creating clusters of 3–5 around tables, especially if you have paper and pencils for writing, is ideal. If you don't have tables, just grouping chairs in small groups will allow people to talk to each other better. Sitting in a circle is a good way for the whole group to share ideas.

### *Moving people around*

It may be good to move people around from time to time so they can talk to different people and then bring them back into a circle to talk as a whole group. If you are sitting on the ground, you can also move people around in the same way.



There are many good reasons to ask people if they could move to a different place during training:

1. You might like to group people together who are similar in some way, e.g. all the women together, all the men together, etc. This is useful if you want people to share things in common and express the ideas of a particular group. It may also make women or young people feel more relaxed. They are likely to talk if they are with people of their own age or gender.
2. You might like to group people together who are in the same family, e.g. husband, wife, adult child, etc. This is useful for making family plans or discussing issues that are private to the family.
3. You might like to have a mixed group of people, e.g. a man from one family, a woman from another, a young person from another. This kind of group allows people to talk about their different experiences in their different roles. People may be able to learn from each other or notice things that they cannot learn or notice within their own families.
4. Sometimes you just want participants to talk with people they haven't been talking to, so you can divide them up randomly. There are fun ways to do this. For example, you might be talking about food and want five groups. Starting at one end of the group and moving to the other end, give each person the name of a food crop such as sweet potato, broccoli, pineapple, cabbage and onions. Then ask: *Could all the sweet potatoes sit together please,* etc. You can also make people feel happy by choosing positive quality words, e.g. funny, careful, clever, kind and friendly. Then you can ask: *Could all the funny people sit here, please, and all the careful ones here.*

You may find that some people are not working well together, and you think it would be better to mix them up. You can use any of the above groupings to change where people are sitting, depending on what you want. It is best to introduce the idea of moving as either a reason (1–3 above) or a game (4 above), rather than to show that you don't think they are working well together.

### **Everyone having a say**

It is important that everyone at the workshop is given the opportunity to speak. In PNG we typically expect senior men to do a lot of the talking about issues affecting the communities they live in, but in this program it is important to hear what women and younger members of families think as well. The goal of these modules is to help families work better together, and part of that is through improved communication.

The facilitator can demonstrate good communication by taking the time to listen to the less powerful members of the group. This may involve asking a man a question, then a woman, then a man, etc., or it may mean calling on a younger person to tell the group his or her experiences. It is important for the facilitator to watch out for instances of people interrupting each other or talking too much, and to remind people that everyone needs to have a say.

It can be helpful for the facilitator to begin the workshop with an introductory statement something like this:

*In this training I'd like to encourage all of you to have a say. It doesn't matter who you are—we want everyone's ideas. You might be able to tell us something that we didn't know about that could really solve a problem. So don't be shy, speak up, and we will all be respectful of each other's opinions.*

If you feel that you have a problem in your group with people interrupting each other, or with people talking for too long, you can have a stick or a pencil that the person speaking holds. The only person who can talk is the person holding the stick or the pencil.

### **Energisers**

Energisers are activities that you can do with your group to wake them up if they're getting tired and also to have some fun. A short energiser can change the mood of the group and enhance friendships. Most importantly, it can help people concentrate better on whatever is coming next in the training.

Some examples of energisers are:

- Sing a song with the group, or if you have more time, make up a song.
- Spell a word in the air with your fingers then spell it with your hips, e.g. F-A-M-I-L-I-E-S or F-E-M-I-L-I.
- Ask people to stand up quickly when the facilitator calls out a colour that they are wearing.
- Ask people to line up in order of some characteristic (that isn't embarrassing), e.g. how far away they live from the training place.
- Have people stand in the four corners of the room according to four categories, e.g. favourite food (taro, sago, yams, bananas). Don't choose sweet potato or everyone will go to the same corner!

## Meaning of terms

**Butchers' paper**—large paper, also known as flip chart or poster paper. A large roll of brown paper is an excellent low-cost option. Using a large piece of paper means that many people can contribute ideas in the one place, and the paper can be put on a wall for others to see.

**Collective learning**—sharing and combining ideas to find solutions to problems and to think about new way of doing things. When we learn collectively, the facilitator or trainer is not the main source of information and should, in fact, not talk as much as the participants.

**Diversity**—making sure to include people who may be different from each other because of age, gender, education, language, where they come from, or other characteristics. If we include the views of different types of people we will get better solutions to problems. Including all kinds of people and their views also makes them feel welcome and encourages them to participate.

**Facilitator**—a person who runs activities to help others learn. Facilitators encourage people to talk and work together. They do not need to have all the answers. Their job is to provide the necessary materials and resources, set up the room or other learning space, introduce activities and create a friendly environment so that everyone is comfortable participating and learning. They must stress that everyone's opinions are welcome and that people should show respect for each other by listening to and not interrupting anyone.

**Gender**—being male or female and what that means for a person's role in a society. We have ideas of what men and women do and what they are good at, but sometimes we need to ask ourselves if men and women should change some of their roles.

**Materials**—paper, pencils, worksheets, or anything that the facilitator needs to run the training session. Sometimes there will be very few resources available, but this does not mean that the training can't happen very effectively just the same.

**Participants**—people who come to the training session to learn through hearing new information, talking together and sharing ideas.

**Reporting back**—after a small group talks about something, members may be asked to tell the bigger group what it was they talked about and decided together. Reporting back to the bigger group lets everyone learn from each other's ideas.

**Resources**—this may include posters, games or other activities that the facilitator will use in training. Facilitators can use anything around them to help with the learning.

**Role-play/drama**—participants acting out pretend situations in a kind of play. These role-plays may show a situation in a family or a group that people think is like their own life, but it is important that everyone knows that it is not meant to represent any one person or family in the group.

**Summarise**—tell the main ideas of a talk or something written down.

# MODULE 1:

## working as a family farm team for family goals

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This workshop introduces the concept of a family team as an effective and inclusive way to work as a farming family. Family heads will learn about how to map their current division of labour and then together consider better ways to work as a family. The family heads also look at possible family goals and determine together farming goals, financial goals and general family goals.

The aims of this module are to improve:

*Knowledge about:*

- Men's and women's roles in families
- Family workloads
- Family income
- Types of family and farm goals
- The idea of a Family Farm Team

*Skills in:*

- Mapping family activities
- Working towards being a balanced family
- Managing time equitably
- Planning family and farm goals

*Attitudes about:*

- Gender in families
- Family equity
- Working together as a family

## THE FAMILY BALANCE TREE

Adapted from Mayoux, L., 2014: Tool 3: Gender Balance Tree. Gender Action Learning System. Hivos People Unlimited. The Netherlands.



ACTIVITY TYPE: **Number 1!**



AIM

This activity helps people identify family workloads, income and expenses, and assess whether these are fair and balanced. Workloads include all activities required to ensure a healthy family, including farming activities, household activities, caring for children or other family members, community work, etc.



TIME NEEDED: **At least 1 hour**



MATERIALS NEEDED

Three different coloured marker pens and three different coloured pencils for each family (if possible); see also Special Tips.



RUNNING THE ACTIVITY

1. First draw an example of a Family Balance tree, step by step on a large piece of paper, using an example of a typical family in your area.

### How to draw the Family Balance Tree

- a) In the middle of a piece of large paper, draw two lines for the trunk of the tree. Add all the people in the household by drawing an image of each family member. On one side draw the males in blue (father, boys, grandfather) and on the other side draw all the females in red (mother, girls, grandmother).
- b) Using the same colours for men and women, draw two roots for women and two roots for men on the same side that they are on in the trunk. Draw one root in the middle section in a new colour.

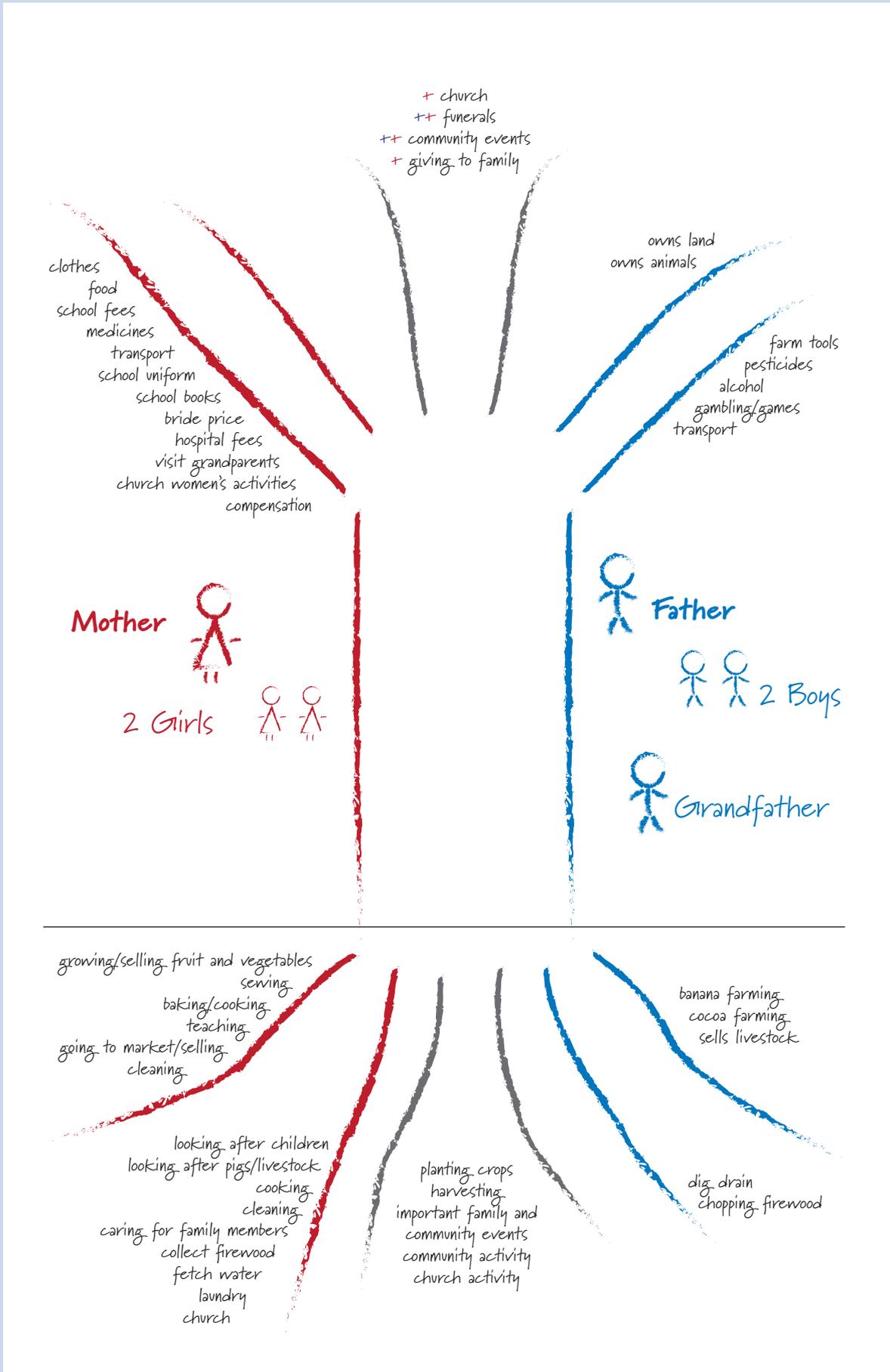
- c) On the outside root of each side add the activities that each gender does to earn an income (i.e. work that men do to earn money and work that women do to earn money).
  - d) On the inside roots add the unpaid activities that each gender does (i.e. for women cooking/cleaning, etc. and for men chopping wood).
  - e) On the central root add activities that both women and men do together (e.g. planting crops).
  - f) Using the same colours for men and women, draw two branches at the top of the tree for women and two branches for men on the same side that they are on in the trunk and roots; then add a middle branch in the same colour as the middle root.
  - g) On the outside branch on each side, write the expenses that each gender pays for (e.g. family food, church, garden tools, alcohol).
  - h) Add joint expenditures in the middle top branch, putting a + symbol in the colour of the gender that earns the most of this money.
  - i) Add words to the relevant gender side of the tree for the assets that women and men own (e.g. who owns the land, the animals, the house, different crops).
2. Give each family or family pair a piece of paper to draw their own family tree. If there are not family pairs or whole families, divide the group into pairs with one male and one female in each.
  3. Ask each pair to discuss how balanced is their family tree. Ask questions such as:
    - Is the tree balanced or is it heavier on one side than the other?
    - Who does most of the work?
    - Who owns most of the assets in the family?
    - Who earns most of the income and who pays most of the expenses?

Usually we find that the tree is heavier on the female side and will fall over if the family continues in that way.

4. Talk as a large group about how families can make the tree balance better.
5. Suggest to families that they do a family tree every Christmas to see how things are improving.


**TIP**
**SPECIAL TIPS**

- If you do not have coloured pens this activity can be done with just a pencil.
- If people cannot read, symbols can be used instead of words (e.g. a spade to represent garden tools, a bilum/basket of food crops to represent selling food, a bottle to represent alcohol).
- It is important to tell family pairs that you will not ask them to show their tree to others.



# THE FAMILY TEAM CIRCLE



ACTIVITY TYPE: *Number 1!*



AIM

This activity helps families to look at the division of work of men, women, grandparents, youth and children in the family. It helps family heads and others in the family to discuss together how the work can be equally shared. This means that all the talents of the family can be used and that everyone has an equal workload.



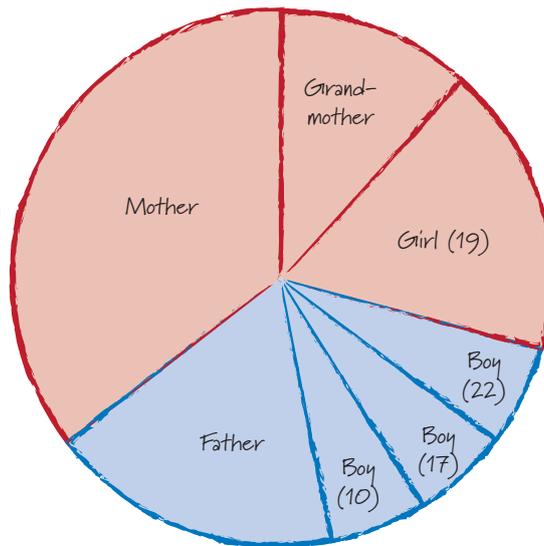
TIME NEEDED: *About 30 minutes*



RUNNING THE ACTIVITY

**Part 1: The unbalanced family circle**

1. It is a good idea to start with an example of a family circle so that people see what one looks like. You could use the same family as in the Family Balance Tree activity.

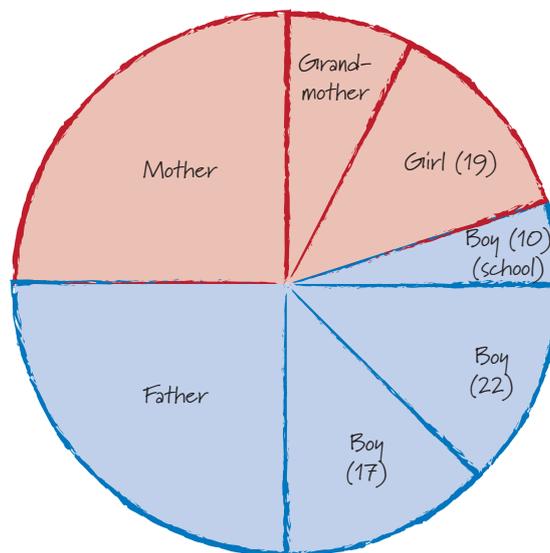


- List all the people who are part of a made-up “unbalanced” family in one of the corners of the page (e.g. mother, father, grandmother, boy aged 22, girl aged 19, boy aged 17, boy aged 10).
  - Draw a circle.
  - Divide the circle into sections that show how much work (garden, family, home, marketing) each member does. Write the names of each person in their section. In an unbalanced family, women usually do a lot more work than men.
2. Ask the family heads (or the whole family) to sit together. Give them a piece of paper. Ask them to list their family members then to talk together about the workloads of each member. Then they can draw their own family circle.
  3. Tell them they will do their future family circle later in the workshop.

**Part 2: The balanced family circle**

This is done after the gender awareness activities that follow in this module so that people have seen the importance of equal gender roles and workloads.

1. Give the family heads a new piece of paper to draw their improved family circle.
2. Encourage them to take it home together and keep improving it. Some families might do the activity again with their youth and older family members.
3. Families can look at their family circle every Christmas to see how well the new workloads are going.





## SHARING FAMILY WORK



ACTIVITY TYPE: *Number 1!*



AIM

This activity helps family members to start thinking about which roles could be better shared in a family farm team.



TIME NEEDED: *About 30 minutes*



RUNNING THE ACTIVITY

1. Divide the whole group into smaller groups of men only and women only.
2. Ask people to list the roles that women usually do and the roles that men usually do.
3. Ask the smaller groups to report back, and the facilitator can make a combined list on a large piece of paper so that everyone can see it.
4. You can then ask people to think about the roles that could be shared. These can also be reported back and a combined list made on a new piece of paper.
5. Encourage people to then talk about the benefits of sharing jobs. You may wish to provide examples:
  - A man who shares child care really gets to know his children well.
  - A woman who learns how to use a hammer for home repairs can do this job easily if the man is away.
6. Invite people to tell stories of the benefits of learning new jobs. For example, someone might tell a story of how he got a job cooking in a local hotel after he had been cooking at home for the family.



SPECIAL TIPS

- Try asking the women to talk about jobs that they could do that are usually men's work and asking the men to talk about jobs that they could share that are usually women's work. That way, both groups will feel as if it is more their own idea to change.

## HOW DOES KINA COME INTO OUR COMMUNITY?



ACTIVITY TYPE: *Optional*



AIM

Money is one important asset in a family and a community. It is important to help people think about where money is earned and who earns it. There are usually differences between how men and women earn money, especially as women may have limited options for earning money. This activity allows people to map out how money is generated and to consider if there are inequities between men and women.



TIME NEEDED: *At least 30 minutes*



RUNNING THE ACTIVITY

This activity can be done as a large group or in male and female specific groups. This second way can show some of the different views of men and women.

1. Give each group one piece of paper. Draw a line down the centre. On one side list how women earn money, then on the other side how men earn money.
2. Ask people to call out the answers and write these up on a large piece of paper in front of the group. The facilitator can sort the ideas as they are called out, for example:
  - permanent paid work
  - casual paid work
  - home-based work
  - selling food crops
  - selling cash crops



## TALKING TABLES or TALKING CIRCLES

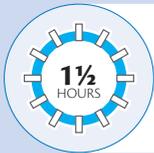


ACTIVITY TYPE: *Optional*

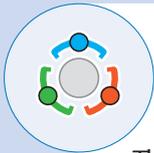


AIM

This activity gives men and women an opportunity to look at financial issues that they might take for granted. It helps people see the bigger picture and the differences between men and women.



TIME NEEDED: *At least an hour and a half*



RUNNING THE ACTIVITY

This is based on the original idea known as the World Café.<sup>1</sup> It is a discussion process that draws on individual and collective learning through “conversations that matter”. The idea is to encourage friendly but in-depth discussions. Because people work in single gender groups, safe sharing and discussion is possible.

1. The large group is divided into a number of four gender-based groups (young men, young women, older men, older women).
2. Talking tables—four small tables are set up with one large piece of paper each and enough pens for all the participants.  
Talking circles—people can sit in a circle on the ground with a piece of paper in the centre.
3. A different question is written on each of the four pieces of paper:
  - What do women spend money on?
  - What do men spend money on?
  - What are the negatives of wantok giving?
  - What are the positives of wantok giving?
4. Participants may write their ideas individually, or a scribe may be chosen to record for the group (this may be best for low-literacy groups).

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<sup>1</sup> Brown, J. and Isaacs, D. 2005. *The World Café: Shaping Our Futures Through Conversations That Matter*. San Francisco, CA: Berrett-Koehler.



## A DAY IN THE LIFE OF A PNG FARMER



ACTIVITY TYPE: *Number 1!*



AIM

This activity enables people to explore and share their perceptions of the main activities of a typical village farmer. It helps people to see gender roles and inequities and think about how families can work more effectively and equally.



TIME NEEDED: *At least 45 minutes*



RUNNING THE ACTIVITY

1. Divide the group into smaller groups of men and women only. If there are enough young people you can divide into young women, older women, young men, older men.
2. Give each group a large sheet of paper and ask them to list the hours of the day (from waking to going to bed) down the side. The group then enters their activities on a typical day. There should be four groups who record the daily activities— young women, young men, older women, older men.
3. Each group can then present their day.
4. After each group presents, the facilitator can ask: is there anything missing here (e.g. sometimes people forget about church activities, staying up late to mend children's clothes, etc.)
5. The facilitator can then put up all four posters side by side and lead a discussion. Questions might include:
  - What are the differences between men's and women's days?
  - Are there ways that time can be budgeted better?
  - How could a family work together to better share the work?

Note: If you have time, after each group has done their own day, you can give each group a new piece of paper and ask them to do the same process for what they see as the typical day of the opposite gender—for example, young women then record a typical day for young men.

Display the two sheets of a group to the large group—for example, the typical day of young women as seen by young women themselves, alongside the typical day of young women as seen by young men. This can show up misperceptions about each others' day



**SPECIAL TIPS**

- It is very important that the facilitator leads the discussion carefully. If this activity is part of a whole day on gender roles, they can probe and challenge, knowing that other activities will follow. People should be encouraged to think about the new insights they have with a focus on how family members can share skills, time and workload.
- Many people may not have thought about different gender loads across the day, and some people may become defensive. The facilitator needs to monitor the reactions and use humour if needed so that people can laugh at the differences as they begin to think about them.

Time	Older women
5	Wake up, pray and devotion
6	Prepare breakfast for school children and fetch water
7	Gardening
8	
9	Weeding, clearing, planting, digging
10	
11	Harvest food for family and for the market and return home
12	Wash, have little lunch and go to the road side market to sell the surplus. NB.
1	If there is a fellowship time, no marketing
2	Market, while at the market, we make bilums.
3	
4	
5	Fetch water, feed pigs, Clean house, prepare dinner
6	Worship, dinner with family
7	Clean dishes, get clothes ready for next day
8	Make bilums, mend clothes Family story time. Sometimes we go out for prayer nights
9	Sleep—sometimes can be late, about 11

## THE FAMILY TEAM: NEGATIVE AND POSITIVE DRAMAS



ACTIVITY TYPE: *Optional*



AIM

A drama can raise issues in a non-threatening way and it often is remembered. Through a drama, we can show some negative behaviours by men and women that stops them working as a family team. Then we can show the positive behaviours that we can all aim for.



MATERIALS NEEDED

It is good to have some props such as baskets/bilums, empty bottles to show alcohol use, cards, a Bible, etc.



TIME NEEDED: *At least 1 hour*



RUNNING THE ACTIVITY

1. The group is divided into four smaller groups that are made up of men and women.
2. Each group is given a role-play topic to act out, showing a typical experience that causes problems in some families, for example:
  - A man who wanted to use all the family money for drinking and gambling.
  - A man who told his family to do all the work and just sat and watched.
  - A woman who went out with her friends and did not cook for the family.
  - A man who wanted all the money a women had earned selling vegetables.

If preferred, people can be asked to prepare their own example of a problem situation.

3. The groups then perform a follow-up role-play on the same topics, showing behaviour that bring about positive changes in families. Some examples of positive role-plays are:
  - A man comes home and when he finds the meal is not ready because the baby is sick, he takes the baby and other children outside for a walk while the mother has a rest. When he comes back, they cook the family food together.
  - A man and woman lead the family by sitting together with them to plan the next day's jobs for each person.
  - A mother and father sit with the family to discuss what they would do with the family money to build up their farm.
  - The father looks after the children while the wife goes to Women's Fellowship at the church. When she comes home she has brought back some special sweet potato from her friend's garden.
4. People can then sit in family groups or like groups, e.g. family heads sit together, young women sit together, etc. and discuss what lessons they see for their own family.



### SPECIAL TIPS

- If time is short, the facilitators can play the negative drama, then ask people to create a positive drama.
- It is really important to have participants do the positive drama as that is a way to make sure that they do not still feel like the bad characters in the first role-play. The second role-play helps them to connect to their positive feelings.
- It is very important that men play male roles and women play female roles as people may get offended to see a man playing a women's role or vice versa.

### NOTES

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## DEVELOPING FAMILY TEAM GOALS

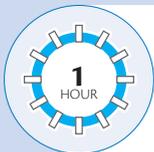


ACTIVITY TYPE: *Number 1!*



AIM

This activity helps families think about both short- and long-term goals that they want to achieve. If families have an agreed goal, they will be more effective in their work as a family. Families will also be able to build their family futures step by step.



TIME NEEDED: *At least 1 hour*



RUNNING THE ACTIVITY

1. Tell the group that you will be focusing on three main areas for family goals:
  - general family goals
  - farm/garden goals
  - saving goals
2. Put up a piece of paper for all to see for each goal and brainstorm ideas of possible goals with the whole group.
3. After they have contributed their ideas, you may want to suggest some of the following if they haven't already been mentioned:
  - General family goals—school fees, sending children away to high school, university or college; having money for health care; building a permanent house; improving the house inside; starting a trade store; running a catering service; starting a piggery or chicken business.
  - Farm/garden goals—growing new crops; buying disease resistant plants; starting new gardens for income crops; building a pig pen ; building a chicken house; improving fences; installing irrigation; improving pest management; getting extra equipment.
  - Saving goals, e.g. short-term saving (farm equipment, schools fees, etc.) and long-term saving (permanent house, university costs).



## Example of a Module 1 session plan

Time	Activity
8.30	Devotion Welcome and opening remarks
8.45	The Family Circle: Part 1
9.30	The Family Balance tree
11.00	Mini break
11.05	Sharing family work
11.30	A day in the life of a PNG farmer
12.15	Lunch or break
1.00	Family teams drama
1.45	The Family Circle: Part 2
2.00	Family goals
3.00	Day summary Closing prayer

# MODULE 2:

## Planning your family farm as a family team

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In this module, family heads/teams work together to map their gardens/plots in order to identify all their agricultural activities, space allocation, water sources, housing, animal shelters and other assets. They develop seasonal calendars for all major crops and consider how the income from each crop can be linked to family goals. The families then draw how they would like to see their farm in 5 years. The final step is to identify the assets, constraints and challenges and possible solutions in order to design a 1-year and a 3-year plan of development.

The aims of this module are to improve:

*Knowledge about:*

- The idea of a family farm
- How crop production can be linked to income
- The skills in the family and how they can all be used

*Skills in:*

- Mapping farm and family assets
- Assessing the farm activities of both women and men
- Understanding farm assets and planning how to improve them
- Planning seasonal crop production and harvesting for expenditures and saving towards family goals
- Planning a family farm business

*Attitudes about:*

- The value of planning together
- Family equity, efficiency and effectiveness
- Working together as a family

## THINKING ABOUT A FAMILY FARM



ACTIVITY TYPE: *Number 1!*



AIM

This activity encourages family teams to think of their gardens, plots and animals as a family farm. The process helps people to think big about their several gardens and to plan progressively as families. They can then see their farming activities as a family farm business.



TIME NEEDED: *At least 30 minutes*



RUNNING THE ACTIVITY

1. Explain the family farm concept to the group, emphasising that when put together, the various food crop gardens, cash crop plots and animals become a farm. You can then explain the benefits of thinking of gardens/plots as a farm:
  - The family begins to see the farm as their family business and can work on the business project together, with everyone taking responsibility.
  - The family sees this as an investment benefiting the whole family.
  - Everyone sees that there is something in it for them and so it is not a burden working on the farm.
  - There is a sense of ownership as everyone commits to the success of the family business.
  - Families can jointly decide where to get income, how to use it, what to plant, where to sell, etc.
  - Specific needs of family members such as age, gender, and health status can be taken into account and discussed when apportioning tasks.
  - Youth can be encouraged to have a special role, such as keeping the records or growing a new crop. This will encourage them to see their place in the family business and to be proud of being a farmer.







TIME NEEDED: *About 1 hour*



**RUNNING THE ACTIVITY**

1. Show the group the family farm map that you have drawn up in advance. Explain step by step about each section.
2. Explain the importance of looking at the work men and women do. It is important to record how far women walk to get water, to the gardens and to market. In a family team when everyone shares these roles a family farm team is stronger.
3. Divide the whole group into family groups. If people are not in families, they can do the activity in pairs using one person’s farm as an example, then go home later to do the activity with their family.
4. Give each family one piece of paper and some coloured pencils and ask them to draw their family farm. You can help people to write the title section if needed. As they work, check that the families include all the parts of their farm.
5. You may find that some people are willing to share their map with the whole group. Other people may prefer to keep their map private.



**SPECIAL TIPS**

- Different families may choose to draw their farm in different ways, but this doesn’t matter as long as the drawing is meaningful to them. For people who have not been to school, symbols can be used instead of words.

**NOTES**

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## FAMILY FARM SEASONAL CALENDAR



ACTIVITY TYPE: *Number 1!*



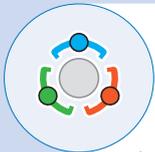
AIM

It is important to know when crops are planted, harvested and sold every year. This helps farmers to use their land carefully and make the most money from their farms.

This activity helps farming families to put what they know in their heads onto paper, so that the whole family can see it and talk about it. When everyone in the family understands better what is happening every year, they will be able to make some smart changes to the plan. Farmers may have different ideas about when to do farm activities each year. There may not be one right answer, as there may be different needs on different farms. In this activity, the important thing is to learn to plan and be able to do this in families.



TIME NEEDED: *About 1 hour*



RUNNING THE ACTIVITY

1. Ask people to call out the main food crops they grow. List these on a large piece of paper.
2. Ask people to call out the main cash crops they grow and list them on a second sheet of paper.
3. Ask the group to look at the food crop list (by themselves) and think of the five most important food crops that they produce. Call out each crop on the list and ask people to stand when any of their own top five crops are named. Write the number of people who stand up next to each crop.
4. Look to see which crops have the biggest numbers next to them. Find the five most important crops.
5. Divide the whole group into six groups. Allocate one of the five important crops to a group and one group to the cash crop (coffee, cocoa and coconut, usually).
6. Give each group a large piece of paper. A person from the group who is happy to do the writing is given the pencil. They should draw a table with 12 columns (one for each month of the year) and five rows. The top row will have a letter to show which month it is. The rows will have the words: **PLANT**, **GROW**, **HARVEST** and **SELL** along the side of the table, like this:

**EXAMPLE: Seasonal calendar**

	J	F	M	A	M	J	J	A	S	O	N	D
PLANT												
GROW												
HARVEST												
SELL												

- Do a quick example on large paper to show people how to do the seasonal calendar. You should choose one of the food crops that was not in the top five but still quite common.
- Ask each group to talk about when they plant, grow, harvest and sell that crop. Then they should think about if the crop could be planted more frequently for greater income. Ask them to put an X in the box to show how that crop could be planted and harvested in a more business-like way.(see below).

**EXAMPLE: Peanuts**

	J	F	M	A	M	J	J	A	S	O	N	D
PLANT		X		X		X		X		X		
GROW			X	X	X	X	X	X	X	X	X	
HARVEST					X		X		X			X
SELL					X		X		X			X

- Ask each group to present their seasonal calendar or, alternatively, put the plans on the wall or the floor, and ask people to walk around the room and look at the things that are the same and the things that are different.
- You can then add the following extra row to your example to show how families can plan how to use the income from each crop.

**EXAMPLE: Saving plan**

	J	F	M	A	M	J	J	A	S	O	N	D
SELL					X		X		X			X
MONEY for					School fees		Spray pump		School fees			Seedlings Christmas

- Ask people to talk in family or small groups about how this kind of planning could be useful.



## MAPPING YOUR FUTURE FAMILY FARM



ACTIVITY TYPE: *Number 1!*



AIM

This activity is Part 2 of the farm mapping.



MATERIALS NEEDED

Coloured pencils, rulers and erasers, if possible. Pre-prepared example of the improved local family farm map, used in Part 1.

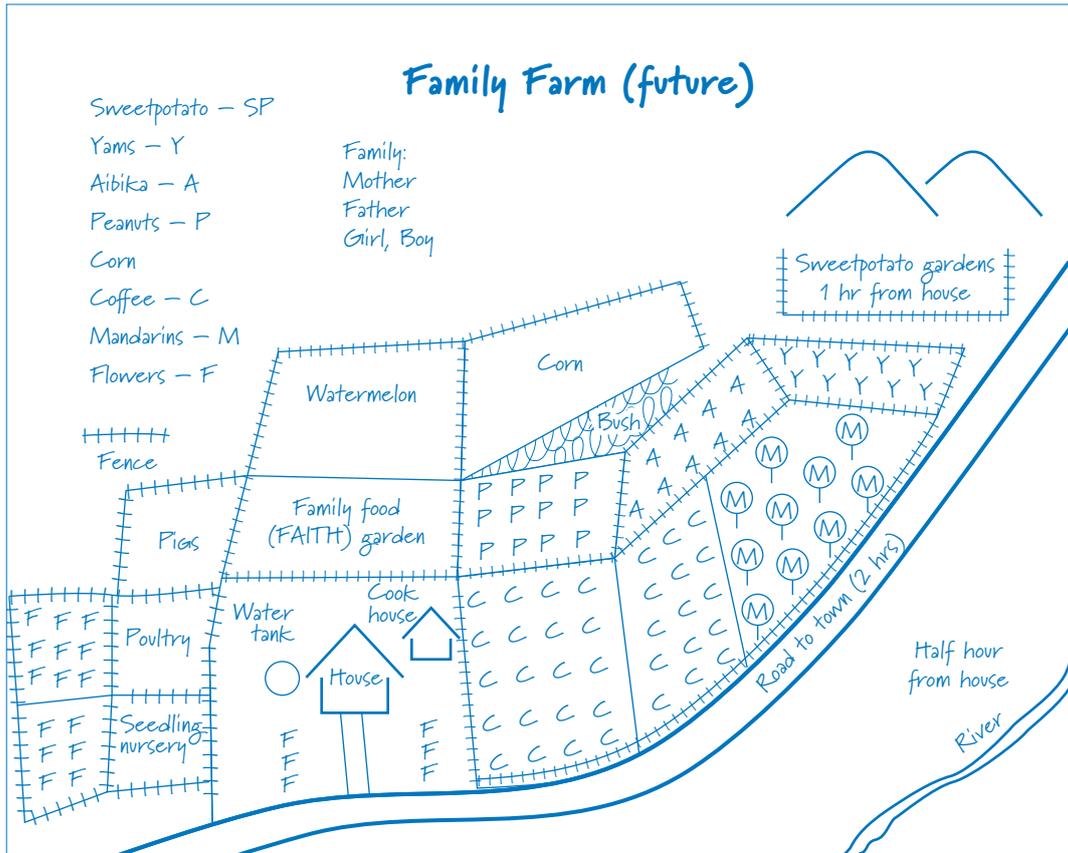


TIME NEEDED: *About an hour and a half*



RUNNING THE ACTIVITY

1. Show the group the improved family farm map that you have drawn up in advance.
2. Tell the story of what changes this family made to be a stronger family team and to work towards being a family farm business. Changes might include:
  - Replanting crops that need a lot of weeding closer to the house to reduce walking time.
  - Planting new crops for income.
  - Building a piggery or a chicken house.
  - Getting a tin roof and then a water tank so that women don't have to walk so far for water.
3. You can then explain the importance of planning for the future, both in the short and long term.
4. You then display a template for drawing the Family Farm Future Plan.



**EXAMPLE: Family Farm Future Plan**

[Name] Family Farm in 2020		
Short-term plans (1-2 years)		Family strengths
Long-term plans (3-5 years)		Challenges
Family farm goals		Solutions

5. It may be helpful to fill in the information under the headings in this order:
  - 1) Farm goals
  - 2) Family strengths and assets
  - 3) Challenges
  - 4) Solutions
  - 5) Short-term plans (1–3 years)
  - 6) Long-term plans (3 years plus)
6. The final process is for them to draw how they would like their farm to be in 5 years. Remind people that the seasonal calendar showed crops that can bring income across the year (e.g. peanuts), ones that are twice a year and have good income (e.g. cabbage), and those that are only once a year (e.g. coffee). A well-planned farm has a mixture of all.



### SPECIAL TIPS

- This is quite a long process and most families will need to continue this at home. In the workshop it is good if they can write something in each section as a start, and also draw their beginning ideas for their new farm map. However it is always better that they finish this at home as they will be able to involve all family members.

### NOTES

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## Example of a Module 2 session plan

Time	Activity 1
8.30	Devotion Welcome and opening remarks
8.45	Thinking about a family farm
9.15	Mapping your family farm today
10.30	Mini break
10.35	Family farm seasonal calendar
12.00	Lunch or break
12.45	Mapping your future family farm
2.30	Day summary Closing prayer

# MODULE 3:

## Feeding your family farm team

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This module uses group activities to enable participants to consider the food and nutritional security of the whole family. The activities focus on typical times, and for times of drought or other weather events. This enables families to have greater knowledge of how to feed their families from local foods as well as how to adapt in times of food shortage.

The aims of this module are to improve:

*Knowledge about:*

- The range of locally grown food crops
- The value of local food crops and store-bought food (nutrition and cost)
- The three food groups needed for family health

*Skills in:*

- Using local foods for nutritious and low-cost meals
- Reducing money spent on store-bought food
- Adapting to drought
- Planning how to always have food in the garden for the family

*Attitudes about:*

- Feeding your family first
- Working together as a family

## THE FOOD CROPS WE GROW



ACTIVITY TYPE: *Number 1!*



AIM

The goal of this activity is to help farmers to provide a healthy diet for their families year-round by understanding the nutritional value of the food they produce and buy.



MATERIALS NEEDED

Prepare a poster for each of the three food groups: foods that give energy, foods that build our body, and foods that protect our health.



TIME NEEDED: *About 1 hour*



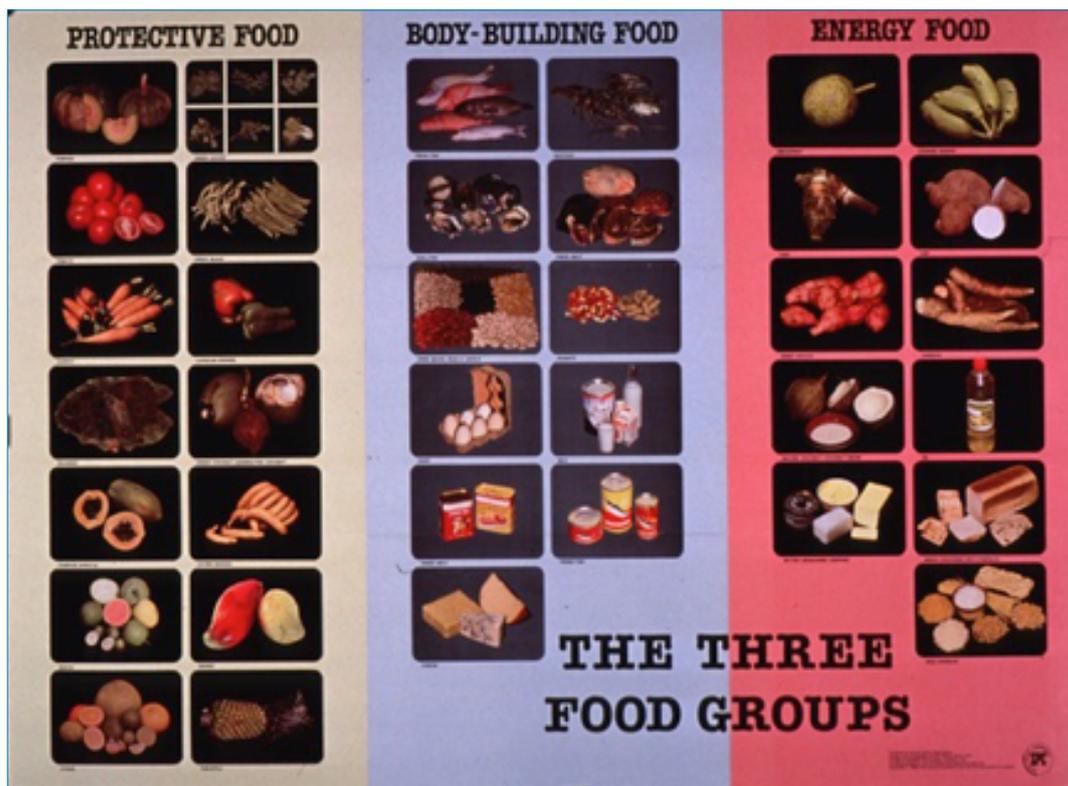
RUNNING THE ACTIVITY

### Part 1: Our usual foods

1. Seat participants in village groups and ask them to identify all the food crops they grow in their area. Ask participants to record each crop on a separate piece of paper. Every type of a food crop should be on a piece of paper. For example, in some areas there are over ten types of sweet potato so there would be ten separate pieces of paper.
2. The next step is to sort the papers on the floor into specific groups: mainly root crops, green leafy vegetables, fruits, grains, nuts and others. This shows people the wide range of food crops that are grown. It is good to remind people that the bright coloured vegetables usually have the highest nutrition—for example, orange sweet potato is better than white, and purple cabbage is better than green.
3. Next, assist participants in placing the identified crops under three food groups:
  - 1) Foods that give energy (carbohydrates).
  - 2) Foods that build our body (protein).
  - 3) Foods that maintain our health/protective foods (vitamin rich foods and vegetables).

4. The village groups can then create papers for food that is bought (for example rice, tinned fish) and also for animals that are eaten, frequently and occasionally. These are also mapped onto the food group posters. You can use the following food group poster and list to assist participants in placing foods under the correct food group. You might like to add other local foods to the list.
5. Ask people to talk in families or small groups to look at these and see if they are eating equally from all three groups in a day. In most of PNG people are high in foods that give energy and low in foods that build our bodies and protect our health.

#### Food Group Poster



Source: South Pacific Commission and Bahai International Community (1988).

## The food group list

### FEED YOUR FAMILY WITH FOOD FROM EVERY LIST EVERY DAY

Body-building food	Energy-giving food	Protective foods
Meat and fish	Tubers	Fruits
Pig	Sweet potato	Banana
Chicken and eggs	Taro	Pineapple
Ducks and eggs	Yam	Oranges
Tinned fish	Cassava	Pawpaw
Tinned meat	Irish potato	Mango
Fresh fish/shellfish	Sago	Guava
	Cooking banana	Watermelon
	Breadfruit	Pandanus
		Passion fruit
		Bukubuk fruit
		Soursop
		Kapiak
Pulses/Beans	Cereals	Vegetables
Beans	Rice	Cucumber
Winged beans	Wheat Flour	Pumpkin
Soy Bean	Corn	Spring Onion
Dried peas & lentils	Noodles	Tomato
	Bread	Cabbage
		Carrot
		Pit pit
		Rungia
		Cabbage
		Okra
		Eggplant
Nuts and seeds	Fats and oils	Green vegetables
Peanuts	Cooking oil	Kumu
Galip nut	Peanut butter	Kangkong
Karuka nut	Coconut cream	Pumpkin tips
		Choko tips
		Aibika
		Amaranthus
Milk and milk products	Sweets	
Milk	Sugar cane	
Cheese	<b>Sweets (only sometimes):</b> sugar; soft drinks; dry biscuits; tinned cake; chocolate	

Please note that coffee, tea, spices and salt are not counted as food.

**Part 2: Foods we have in drought**

1. Now ask each village group to remove all foods that do not survive in drought. Help participants see that even in drought there are usually one or two foods available in each group except green leafy vegetables.
2. Ask people to list what was eaten in the olden days before there were stores. This will remind people that there are a number of bush vegetables such as ferns and many bush animals that can be used for protein—for example, birds, snakes, frogs, cuscus.

**Part 3: Feeding our family with local crops**

1. You can now use the three food group poster and list to show how families can use the variety of locally grown foods, store-bought foods, and livestock in both drought and non-drought times, and how a balanced diet can be achieved from these foods. The opportunity to replace store-bought food with local crops to save money and to increase nutrition can be emphasised.



**SPECIAL TIPS**

- If there is time, people can then work in small groups to create easy meals that use all three food groups. One good example is Rainbow Rice: ask the children to find food crops of every colour possible from the gardens/plots and add them to boiled rice. Top this with peanuts for protein.

**NOTES**

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## THE FAMILY FAITH GARDEN



ACTIVITY TYPE: *Number 1!*



AIM

The concept of FAITH (Food Always In The Home) gardens, developed by Dame Carol Kidu, will assist families to plan to always have foods from each group growing in their gardens.



TIME NEEDED: *About 30 minutes*



RUNNING THE ACTIVITY

1. Ask people to sit in family groups or mixed groups of men and women.
2. Ask each group to list their favoured food crops under each of the three headings and plan if/ how they may need to increase the number or type of certain crops to make sure they have food from each group across the year. They should also note which foods for the family need to be re-planted across the year so that there is always good food available in the gardens.
3. You can refer to the table above to lead a discussion on the types of crops participants may want to grow or increase in their gardens.



SPECIAL TIPS

- Encourage participants to give and get tips from each other about how to save money while feeding their families healthy food.
- If there is time you can ask people to make a small poster to take home to remind them of their FAITH garden. Here are some examples.

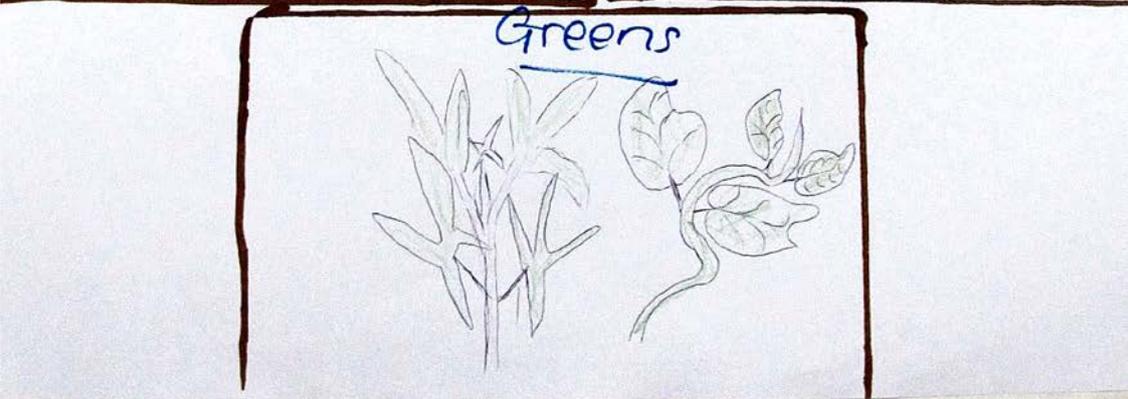
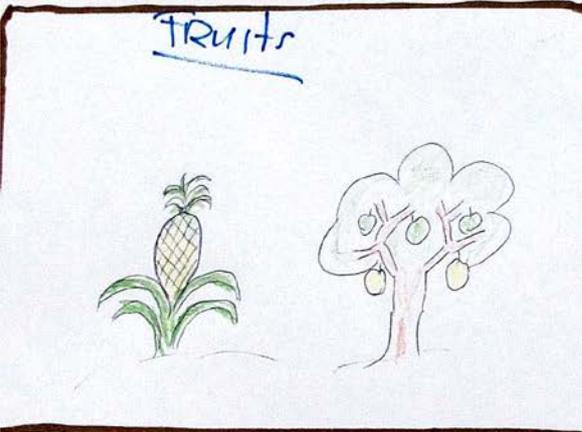
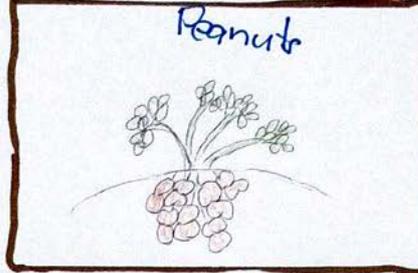
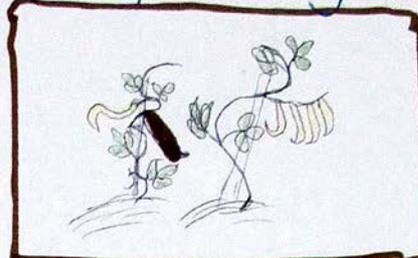
# Food Always IN the Home Garden. Family's garden plan.

## Energy Food



Remember  
the harvest  
time of  
different  
crops.

## Body Building Food



### Example of a Module 3 session plan

Time	Activity
8.30	Devotion Welcome and opening remarks
8.45	The foods that we grow— Part 1: Our usual foods
9.30	The three food groups
10.30	Mini break
10.35	Part 2: The foods that we have in drought
11.00	Part 3: Feeding our family with local crops
12.00	Family FAITH gardens
1.00	Day summary Closing prayer

# MODULE 4:

## Decision-making and communicating as a family farm team

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This workshop helps family heads explore communication issues within the family and consider the importance of shared decision-making, especially in the areas of family farm activities and financial decision-making. The workshop looks at conflicts and ways to address this. The workshop helps men and women communicate more effectively and make agreed good decisions for the family.

The aims of this module are to improve:

*Knowledge about:*

- How we communicate using our body, face, words and voice
- The importance of positive family communication
- How the body shows anger
- The importance of shared financial decision-making

*Skills in:*

- One-way and two-way communication
- Communicating in conflict situations
- Managing and avoiding anger
- Making shared family financial decisions
- Building up positive family communication

*Attitudes about:*

- Involving everyone in the family in thinking about the family future
- Equal roles for men and women in decision-making
- Working together as a family

## THINKING ABOUT COMMUNICATION

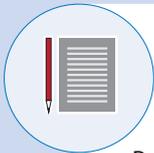


ACTIVITY TYPE: *Optional*



AIM

This warm-up activity helps families to understand the range of ways people communicate. It helps people see that there are verbal, non-verbal, cultural and technological ways to communicate.

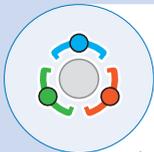


MATERIALS NEEDED

Prepare a poster with the heading **Ways People Communicate**. Draw a symbol for talking (e.g. a mouth) and for writing (e.g. a pencil).



TIME NEEDED: *About 15 minutes*



RUNNING THE ACTIVITY

1. Show people the poster and ask the group to call out other ways we communicate and draw symbols for these.
2. Prompt people to think about modern ways such as mobile phones, Christian ways such as prayer, and traditional ways such as smoke signals.



SPECIAL TIPS

- People may need to be encouraged to think of ways of communicating other than speaking and writing. You can get them started by mentioning one of the following: singing, dancing, body language, or cultural signs such as hanging banana leaves as a sign of danger.

## THE BODY LANGUAGE GUESSING GAME



ACTIVITY TYPE: *Number 1!*



AIM

This activity shows the non-verbal aspects of communication. It is a fun way to help people think about the different ways men and women might communicate.



TIME NEEDED: *About 30 minutes*



RUNNING THE ACTIVITY

1. The facilitator acts out some body language without words and the group is asked to guess what the body language might mean. If there are two facilitators, you can do some very short dramas.
2. The facilitator then uses body language with words, where the message and the actual words said do not match. For example, a woman who says she is happy for the family money to be spent on soft drinks for the children, but her body and her face shows that she is not really happy.
3. Small groups can then be asked to discuss some differences between male body and face language and female body and face language. Knowing what people mean by their body language might be useful for families to think about as they work to communicate more effectively as a family farm team.



SPECIAL TIPS

- This activity can be quite fun, and people usually remember the body language dramas more than a talk on the topic.

# THE COMMUNICATION PIE

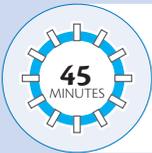


ACTIVITY TYPE: *Number 1!*



AIM

This session helps people see that the actual words we use are a small part of our overall communication.



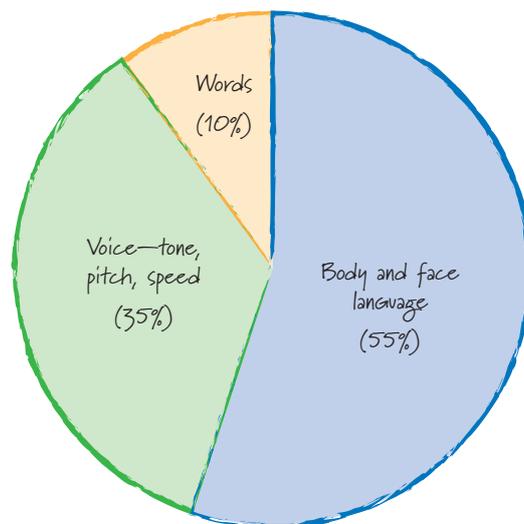
TIME NEEDED: *About 45 minutes*



RUNNING THE ACTIVITY

1. Put a large piece of paper on a wall/floor that all participants can see.
2. Explain to the whole group that words are only a small part of communication. Body language and how we use our voice are the main parts of communication. Explain that this is the same in most languages of the world.
3. Draw the following pie circle step by step as you explain this.

**The communication pie**





## ONE-WAY COMMUNICATION

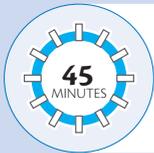


ACTIVITY TYPE: *Optional*

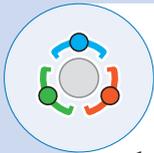


AIM

This activity can highlight the importance of two-way communication in the family. It helps families think about ways to talk **to** each other, not **at** each other.



TIME NEEDED: *About 45 minutes*



RUNNING THE ACTIVITY

1. People divide into pairs. Give each person a blank piece of paper and a pencil.
2. Ask the pairs to decide who is Person A and who is Person B; then ask the pairs to sit back to back.
3. Explain that Person A is the speaker/instructor; Person B is the listener/follower and cannot talk.
4. Person A draws a series of shapes on the paper and then instructs Person B how to draw an identical picture. Person B cannot ask questions but only follows the instructions.
5. Person A and Person B then compare the drawings and discuss what went wrong with the communication.
6. This can be repeated with Person B drawing and Person A following the instructions.
7. Ask each pair to discuss what this might mean for family communication. You can draw out points such as the importance of being able to ask questions, giving clear instructions one at a time, checking people understand what you mean, talking slowly and carefully in complicated situations, etc.
8. Emphasise the fact that two-way communication is very important for a family farm team.



SPECIAL TIPS

- This activity is good fun, but it might be best to first demonstrate the process in front of the group by doing the activity. Then, after the group have seen the process, they can do it themselves.

## THE WHISPERS GAME



ACTIVITY TYPE: *Optional*



AIM

This activity helps people to see that when giving a message or instructions it is very important to check what the person has heard.



MATERIALS NEEDED

Prepare a message. The message should consist of at least ten words, and could be about your farm, your family, or something about your community. It could also be some instructions. Some examples are:

*Our family has new goals which will help our family be stronger and make sure we have money for school fees, our market costs and a new piggery.*

*Plant yams before the tubers sprout by putting them a few centimetres below the soil surface.*

As people will be working in lines of ten, you will need to divide the group number by 10 to know how many you need (e.g. for a group of 40 you will need 4). Write half the messages in English and half in Tok Pisin.



TIME NEEDED: *About 20 minutes*



RUNNING THE ACTIVITY

1. Ask participants to form lines of 10 people each. Provide the people at the end of the lines with pencils and paper to write down the message as they received it, for feedback to the bigger group at the end of the activity.
2. The person at the front of the line is given the piece of paper with the message. They read the message carefully to themselves and then whisper to the person behind them, making sure the other people in the line do not hear the whisper. (Note: they do not pass on the piece of paper). The next person in line will repeat the message in a whisper to the next, until the message gets to the end of the line.

3. The people at the end of the lines are asked to make a note of the messages they got. If they can write, they could write it down. If not, they could just memorise it for feedback to the bigger group at the end of the activity. They should not seek any assistance with writing as this will interfere with what they heard.
4. Invite one person who was at the front of the line to read out the original message. The person at the end of that line then reads out what they heard.
5. You can then lead a discussion highlighting points such as:
  - When relaying verbal messages it is always useful to follow up with recipients to ensure that they got the correct message.
  - Asking questions will help us to see where we need to clarify or provide more information until the message is clear enough.
6. Ask the group to share examples from farming; for example, not hearing well in training and therefore using pesticides wrongly or planting out seedlings when they are too small
7. Ask the group to share examples from the family—for example, a mother telling her children to pass on the message to the husband that she will meet him end of the road near the school (which school!)



**SPECIAL TIPS**

- Check that everyone understands the rules before you start the Whispers Game. You can do this by asking someone to explain the instructions again to the group after you have explained them, just to make sure.
- Some people may try to help each other to get the right answer at the end. This game is not about getting the right answer at the end as much as about finding out how communication can sometimes go wrong.

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## GOOD FAMILY COMMUNICATORS



ACTIVITY TYPE: *Number 1!*



AIM

This activity shows what can happen when people don't communicate well and then how happy a family can be when the communication has been improved.



MATERIALS NEEDED

It is good to have some props such as baskets/billums, empty bottles, a bush knife, a mobile phone, some kina, etc.



TIME NEEDED: *About 1 hour*



RUNNING THE ACTIVITY

1. Divide the group into teams of about 8. Each team should have both men and women.
2. The facilitators can play out two short dramas as examples, e.g.
  - Negative drama—a husband coming home to his wife who had been looking after their sick baby all day and did not have the food ready. He gets very angry and does not try to understand why the wife had not got the meal ready. The wife becomes very timid and frightened.
  - Positive drama—the same situation but this time the husband is a strong family man who offers to look after the baby while the woman has a rest before they both work together to cook some food.
3. Ask the teams to prepare two dramas that are common in their community—one showing bad family communication and the other improved communication.
4. Ask each group to do their drama. Always do the negative first and then the positive. Ask each actor to say to the meeting how different they are to the negative character they played (so that the bad role does not stay in their head).

5. You should decide ahead if it is best for people to discuss the drama in family groups, mixed groups, or separate men's and women's groups.
6. Give people time to discuss the role-play and to talk about what messages are important.
7. After people have talked in small groups, the facilitator can then summarise the key messages in the drama.
8. Ask people to work in the same small groups to talk about the types of communication that are effective within families. They then list the types of communication and skills that they admire. Compile a summary of these on a large paper and display.
9. Summarise the important points. These may include: showing respect, speaking gently, being patient, etc.



### SPECIAL TIPS

- If time is short, the facilitators can play the negative drama, then ask people to create a positive drama. Other negative stories could include:
  - A father telling the family what to do at the start of the day and then leaving. When the family meets at the end of the day, the mother and father refuse to talk to each other because the mother had a different idea about what to do during the day, and didn't do what the father suggested.
  - A family where everyone did their own thing and got angry when no-one helped.
 Other positive stories could include:
  - A father sitting down with his family at the start of the day and discussing which jobs needed to be done, then coming home at the end of the day from his work and listening to how each person's day had been and praising them.
  - A mother and father having a family meeting at the end of each day to see how everyone had gone during the day and to share out the money that had been earned, keeping some for savings.
- It is really important to have participants do the positive drama as that is a way to make sure that they do not still feel like the bad characters in the first role-play. The second role-play helps them to connect to their positive feelings.
- It is also very important that men play male roles and women play female roles as people may get offended to see a man playing a women's role or vice versa.

## THE FAMILY TALKING STICK



ACTIVITY TYPE: *Number 1!*



AIM

This activity highlights the importance of asking questions and giving feedback, not only speaking and listening. It is important to know how others feel and think in order to work well together. Therefore we need to learn to talk about our worries, and we also need to make sure that we understand each other correctly.



TIME NEEDED: *About 1 hour*



RUNNING THE ACTIVITY

1. First do a short drama where two people are arguing about a family issue. Make it clear that they are not listening to each other and are both talking at the same time.
2. Then show the group the talking stick process and write the steps (outlined below) on a board or paper.

### The talking stick process

Only the person with the stick is allowed to talk. When one person is finished, they hand the stick to the other person (a pencil can also be used).

Step 1: Person A talks about the issue concerning them.

Step 2: Person B summarises what they heard and asks if they understood correctly.

Step 3: Person A clarifies or agrees.

Step 4: Person B tells their view on the issue.

Step 5: Person A summarises what they heard and asks if they understood correctly.

A and B continue to listen, clarify and respond, but only speak when the other person hands on the stick.



## UNDERSTANDING AND MANAGING FAMILY CONFLICT

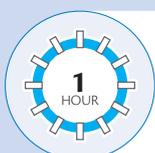


ACTIVITY TYPE: *Number 1!*



AIM

These activities help us think about what happens when we get angry and they give us ideas of good things to do to manage or avoid conflict.



TIME NEEDED: *About 1 hour*



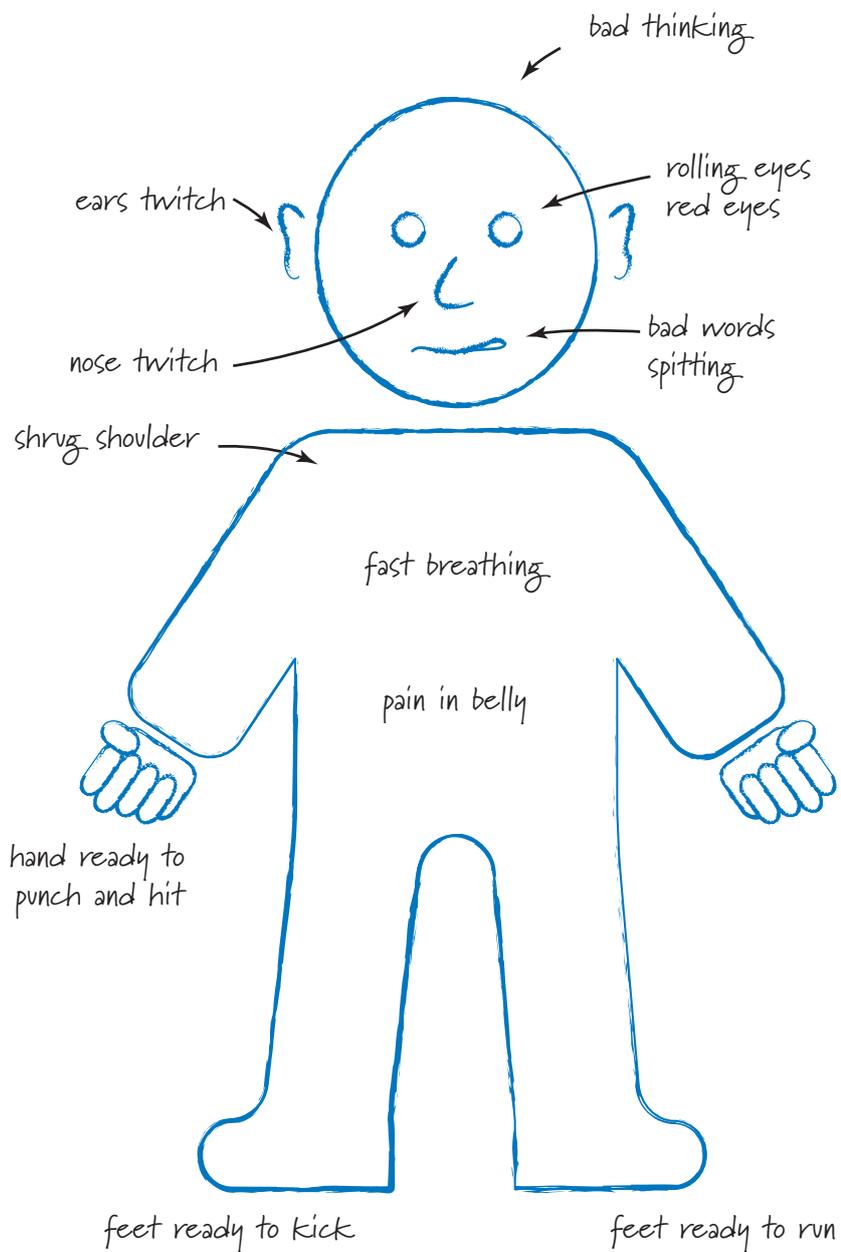
RUNNING THE ACTIVITY—Part 1

### Part 1: The anger body map

Adapted from “Gud Disisons Gud Lidasip: A Community Facilitation Guide”, developed by Live & Learn Environmental Education and International Women’s Development Agency (AusAID 2012).

This activity helps us identify how the body responds to anger so that we can recognise early signs of anger in ourselves and others.

1. Ask participants to sit in men-only or women-only small groups. Hand out a large piece of paper with a body outline on it to each group and ask them to draw and describe the points at which anger is felt.
2. Ask each of the men’s groups to present and explain their body maps. Then ask each of the women’s group to present theirs.
3. Ask the group what they see as different between men’s and women’s anger (if any)—for example, men often note that they punch and kick; women note tears.
4. Assist the group in identifying how anger begins and moves across different body parts. For example, you may use the maps to show how anger often begins in the thinking, moving to the eyes, down the neck to the chest and then the belly/heart, from where it moves to the fists and the legs.
5. People might like to discuss this in their gender groups.
6. Summarise by explaining that these maps show us that anger is not “born in us” but it is controlled by our thinking. This leads on to Part 2



### SPECIAL TIPS

- Remind the group that people may feel anger differently but that we can always control it.



## RUNNING THE ACTIVITY—Part 2

### Part 2: Ways to manage anger

It is good to start this session with a Bible message from 1 Corinthians 12:26—*when one part of the body suffers, the whole body suffers*—to help people think about how important it is for every family member to work together on managing anger.

1. Ask participants to work in small mixed groups to share ways of managing anger and also to avoid anger.
2. Have people call out ideas and add them to a cumulative list you write up on a large paper. Have one paper for managing anger and one paper for avoiding anger.
3. Highlight the different ways of anger management and lead a discussion on more “peaceful” ways of managing anger.
4. You can talk to the group about the difference between blaming words, using examples such as: *You are...* compared to *I think/feel...*

For example, saying: *When you come home late and don't help with the children, I feel sad and lonely* rather than: *When you come home late and don't help with the children, you are a bad father and husband.*

Explain how, when pointing our finger at a person, three fingers actually point back at us.. So when we blame someone for something, we need to think about what we can do and our part in the problem.



5. You can also help people notice the difference between the breathing we do when angry and the slow breathing that can be used to calm down.

**TIP**

### SPECIAL TIPS

- This activity may bring up some strong feelings in the participants. It can be helpful to say that it is normal for all of us to get angry from time to time, but we can learn ways to think and act so that we don't hurt our families emotionally or physically.

## WIN/LOSE SMILEY FACES



ACTIVITY TYPE: *Optional*



AIM

This activity helps families think about working together for a shared solution to conflicts



TIME NEEDED: *at least 30 minutes*



RUNNING THE ACTIVITY

1. Draw faces on four separate pieces of paper: a happy man face, an unhappy man face, a happy woman face, an unhappy woman face.
2. You can then tell a story of a problem that a husband and wife had. After you tell each part of the story, use the smiley faces to show who “won” and who “lost”.



Man



Man



Woman



Woman

**Problem story example**

The husband has an important meeting the next night at the Local Level Government office. The wife also has an important meeting that same night as she is representing the church fellowship at a regional meeting. This means that no-one would be home to look after the children and to cook the meal.

Option 1: The husband would go to his meeting and the wife would not go to hers—  
happy man (win) unhappy woman (lose).

Option 2: The wife would go to her meeting and the husband would not go to his—  
happy woman (win) unhappy man (lose).

Option 3: After discussion together, the husband and wife agreed to cook food together ahead and they would ask their neighbours' older daughter to stay with the children until they both got home—happy man (win) happy wife (win).

3. Participants can then work in small groups to create stories of situations that were win/lose and how they could become win/win.



**SPECIAL TIPS**

- The stories of win/win can be very inspiring and give people ideas of how they can talk through problems to reach a happy solution.

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## FAMILY FINANCIAL DECISION-MAKING



ACTIVITY TYPE: *Number 1!*



AIM

This activity helps families think about the range of ways that families may make decisions about money which can help them deal with similar situations in their own family.



MATERIALS NEEDED

This activity uses the following eight cards from Carnegie, M., Rowland, C., Gibson, K., McKinnon, K., Crawford, J. and Slatter, C. 2012. Gender and economy in Melanesian communities: A manual of indicators and tools to track change. <http://melanesianeconomies.files.wordpress.com/2010/09/gendered-impact-manual-final-141112.pdf>



TIME NEEDED: *About 1 hour, more if you use all cards*



RUNNING THE ACTIVITY

1. Ask women and men to sit in separate groups.
2. If you have photocopies of each card for the small groups give each one to the group one at a time. If you only have one copy you could hand it around for each group to look at, then pin it up on the wall or a board.

Ask the groups to discuss each card. Questions may include:

- What is happening in this picture?
  - How typical is this in your communities?
  - What would be the impact of this behavior on families and family finances?
3. After each card is discussed in the small groups, you can lead a discussion that highlights the impact of negative behavior on the family's financial security.

4. You can hand out the cards in any order; however, it is good to alternate a male negative card with a female negative card. The last card (on page 83) is the one you should always finish with as it has all the positive lessons.
5. Ask the group to summarise what makes good family financial decision-making.



**SPECIAL TIPS**

- Allow the participants to come up with their own messages, but if they are having trouble you can suggest some of the following:
- When men and women plan together, it will be easier to work together.
- Women have knowledge about some parts of family life and men have knowledge about others. Both knowledges are needed for good decisions.
- Family decision-making about finances should be open, respectful and shared.

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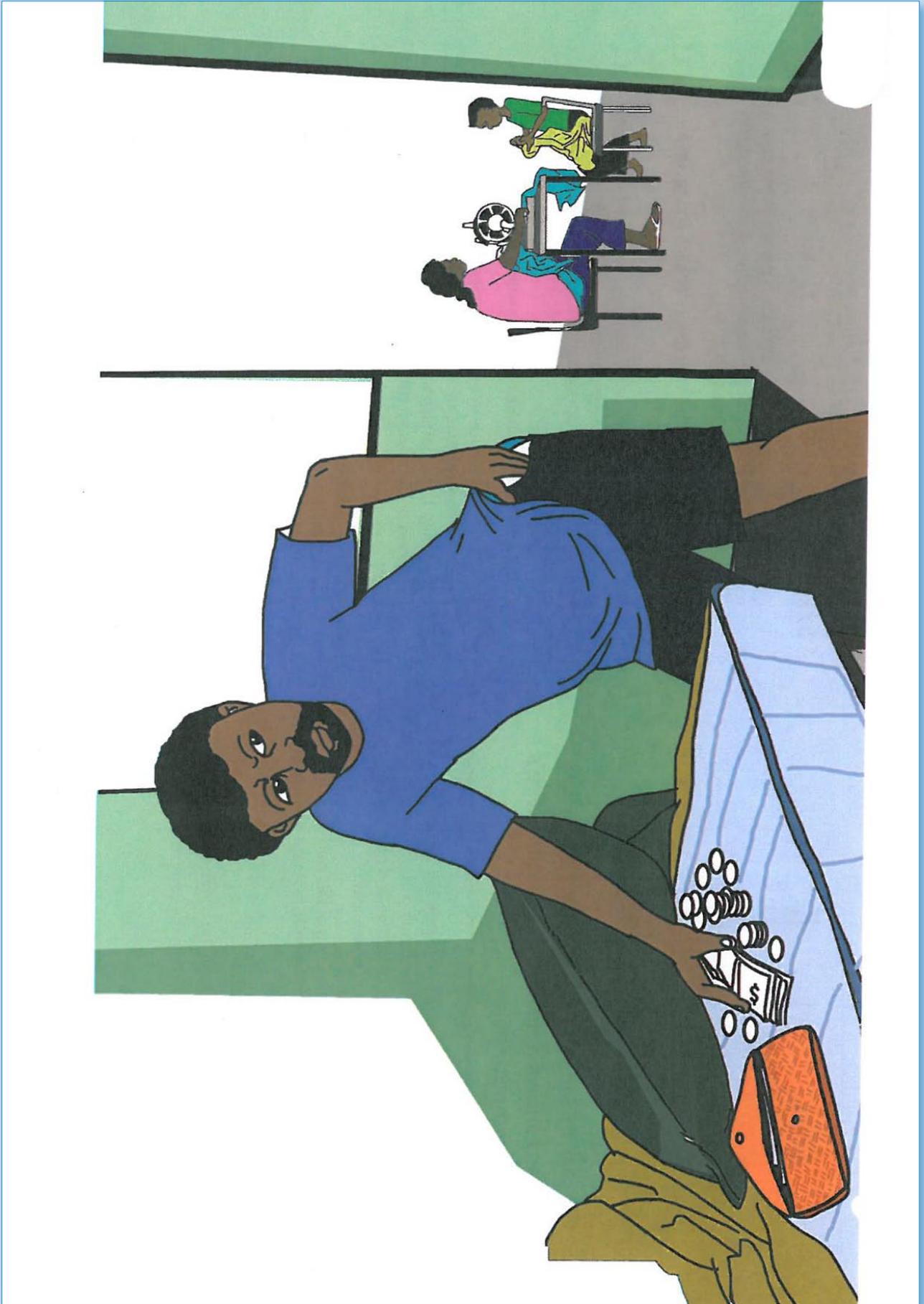
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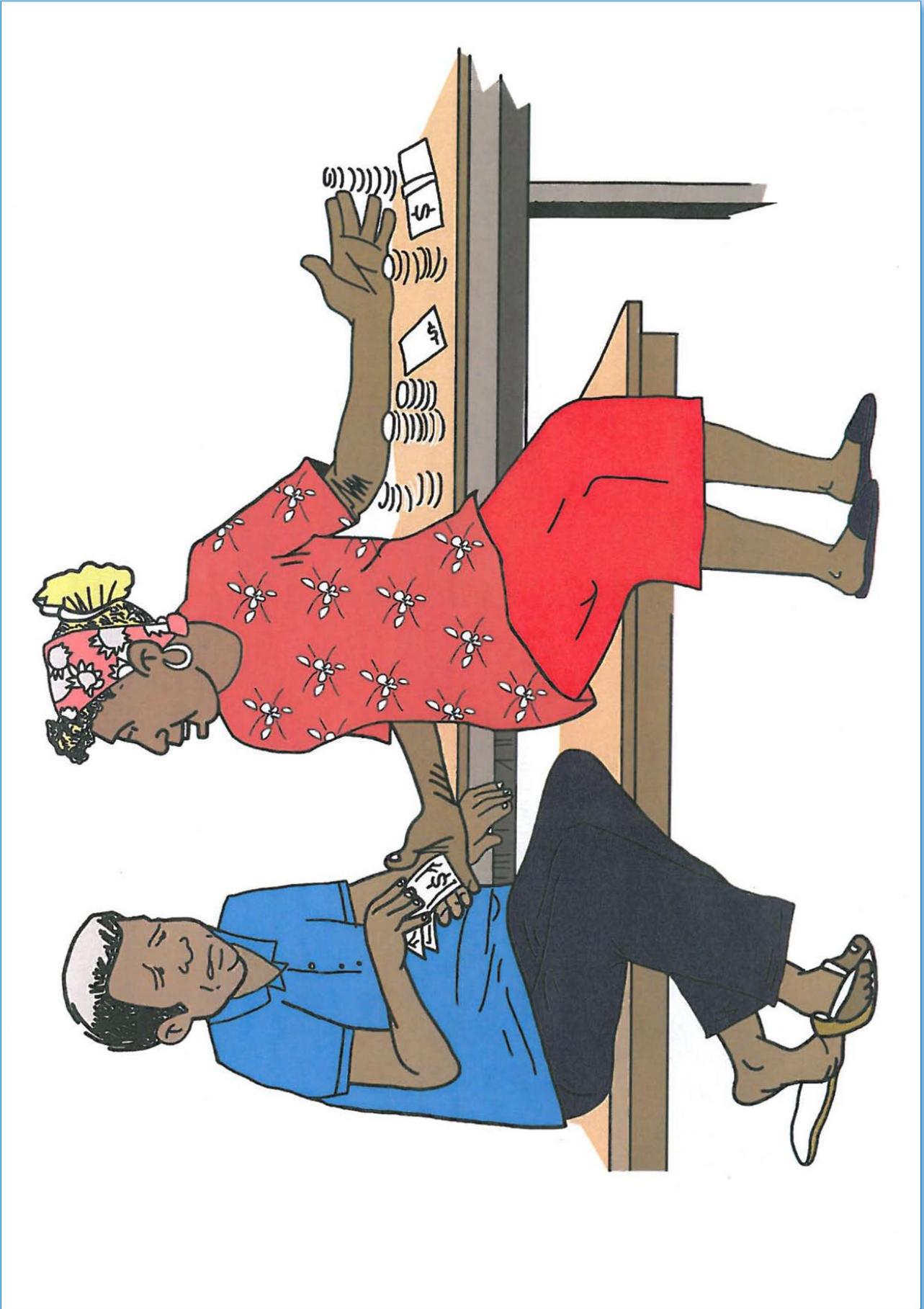














## Example of a Module 4 session plan

Time	Activity
8.30	Devotion Welcome and opening remarks
8.45	Body language guessing game
9.00	Communication pie
9.45	Good family communicators
10.40	Mini break
10.45	The family talking stick
11.45	Lunch or break
12.30	Understanding and managing family conflict
1.30	Family financial decision-making
3.00	Day summary Closing prayer



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