Culture and Community

Elementary Syllabus

Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Acknowledgements

Culture and Community

Secretary's message

The current reforms in education have been in progress since 1992. The Reform emphasises community-based schooling, use of vernacular languages in schools, the introduction of Elementary schools and expansion of Primary schooling to Grade 8 and increased access to Grades 9 and 10.
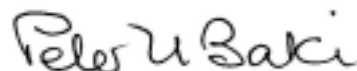
This syllabus is to be used by Elementary (Elementary Prep, Elementary 1 and Elementary 2) students in Elementary schools throughout Papua New Guinea. This syllabus develops, links and builds upon concepts, skills and attitudes which flow into Lower Primary (Grades 3, 4 and 5). This syllabus provides a sound foundation for further learning in the reformed school system. Students' language abilities, already gained in their home environments, must be respected, built on and extended.

Elementary education is community based. Therefore, with the help of local community members and trainers, teachers will develop a curriculum relevant for the students to learn based on the learning outcomes described in this syllabus.

The National Department of Education has overall responsibility for curriculum in its schools. In order to assist trainers, teachers and communities to prepare good lessons, the Curriculum Development Division has produced this syllabus. It is not a teaching program. It details the outcomes of the Culture and Community course that we want all students in Elementary schools to learn. It is to assist teachers and community curriculum members to develop a relevant teaching program in their own language that is appropriate to their needs and sensitive to their local cultures.

Papua New Guinea is the only country in the world to recognise over 800 languages as official languages of instruction in Elementary schools. It is impossible to implement this without the input of the community that the school serves.

This syllabus is approved as the official document to be used in all Elementary Schools throughout Papua New Guinea.

Peter M. Baki
Secretary for Education

Introduction

This syllabus explains the knowledge, skills, attitudes and values that students should achieve in Elementary Culture and Community. These are expressed as learning outcomes and indicators.

The learning outcomes are student-centred and written in terms that enable them to be demonstrated, assessed or measured. The outcomes are written to show the progression from one grade to the next.

Each learning outcome is illustrated with a list of things students should be able to know, understand and do for them to achieve the outcome. These are called indicators.

The learning outcomes and indicators will:

- give teachers, individually or in groups, the flexibility to write programs and units of work which can be developed to suit local conditions and individual student needs
- help teachers assess and report on students' achievements in relation to the learning outcomes
- allow student achievement of the outcomes to be described in consistent ways
- help teachers to monitor student learning
- help teachers plan their future teaching programs.

The Culture and Community syllabus is a community-based curriculum which is locally relevant for students in Elementary Prep, E1 and E2. It has knowledge, skills, attitudes and values that enable students to continue developing their understanding of what their people do and how they work and live together in their community. To meet their needs and to satisfy their wants, people work together and are dependent on each other.

This syllabus outlines the outcomes which help students learn about their community as they develop an interest in their local and neighbouring communities. Each student will be given opportunities to work with the people, and to feel he or she belongs and has an important part to play in the community. It is understood that the students will return to their community when they complete their Primary education and live successful lives.

The students who are entering Elementary level will be at least six years old and have developed some thinking and social skills.

It is expected that the teachers are familiar with the cultures of the students and should be fluent and literate in their language. It is important to note that the language of instruction at Elementary is the language that the students understand well.

Culture and Community is to be timetabled for 360 minutes per week in all elementary schools.

Rationale

The Elementary Culture and Community syllabus recognises and respects the language and culture of the community. Elementary education fosters the students' pride and appreciation in their arts, beliefs and values. The syllabus deals with how people live in their own communities and how the conditions in those environments affect their lives. It provides three years of education for students within their communities using a language the students already speak. Students learn the knowledge, skills, values and attitudes that are important in that community.

Elementary Education intends to address and reinforce:

- the national goals and directives of the national constitution as stated in the *Philosophy of Education*, 1986
- the use of the many unique cultures and languages of the people of Papua New Guinea as its base. It is important that students develop a sense of identity and pride in their culture and language and that this is reinforced throughout their school experience.

Culture and Community uses curriculum which is locally relevant for each community and consists of the knowledge, skills, values and attitudes that the local community wants their students to learn. It enables students to continue to develop their understanding of the local activities and how their people organise themselves to meet their needs and satisfy their wants. It means teaching in an integrated, community-centred way in a language that the students speak. It uses student-centred activities based on themes relevant to the context of learning.

The Culture and Community syllabus contains the Elementary outcomes for all Papua New Guinea students to achieve. To develop the community curriculum, teachers and community members need to plan different types of activities in their local community which will help their students achieve these outcomes. These will prepare students to continue to Grade 3 in Lower primary.

Curriculum principles

Our way of life

Cultural relevance

The early education of a student is the responsibility of the family and the local community. Traditional learning in communities is integrated with times and seasons and extended over many years based on the student's needs. It is integrated with living. A student learns by observing and actually doing things. An individual participates in the community to learn the spiritual, social, economic and political skills necessary for life. Elementary education builds upon the early experiences of the students.

Elementary education enables students to continue to identify and develop an understanding of local cultural values and beliefs.

Ethics, morals and values

Every community has a set of values that guides the actions of its members. In Elementary education, the development of values is an important part of social growth and an aspect of learning which needs great care and attention.

Elementary education is a good place to start developing students' moral sense so that their decisions and actions will be for the good of their society in later years. Papua New Guinea communities have always had moral systems in their societies.

Christian morality was introduced over 100 years ago. Most of the communities today are developing moral systems based on their own and Christian ethics.

Integral human development

Papua New Guinea is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to reach their full potential socially, intellectually, emotionally, mentally and physically and work with other agents of education such as the home, church, school and community.

The Philosophy of Education for Papua New Guinea, the Matane Report, acknowledges the national goals and directive principles in the National Constitution and is based on integral human development:

- *integral* in the sense that all aspects of a person are important
- *human* in the sense that social relationships are basic
- *development* in the sense that every individual has the potential to grow in knowledge, wisdom, understanding, skill and goodness.

The right to healthy living

The health status of Papua New Guinea is currently very low compared to world standards. Everyone has a right to such things as clean water, a nutritious diet, improved sanitation and appropriate shelter to help people lead healthy lives. Students need to learn attitudes, skills and knowledge that will help them become healthy and happy citizens of Papua New Guinea. They need to be given a set of skills that will enable them to improve their own and community health in order to improve the health status of Papua New Guinea.

Teaching and learning

People in communities have different ways of behaving, organising themselves, using their environment to get things they need, celebrating life and passing on their ways of life to their students. In Elementary school, students study these things in the local curriculum based on the learning outcomes.

The teachers must speak the local language and have an in-depth knowledge and understanding of the local culture. Teachers are encouraged to include the people of the community in learning activities.

The outcomes in this national syllabus form the basis for the development of the local curriculum. Teachers are advised to work in clusters in order to develop curriculum, prepare programs and lesson activities based on their local culture which fulfills the national requirements.

Student-centred learning

A student-centred approach should be used, and the student's natural creativity and desire to question, explore and discover should be developed as the basis for selecting suitable learning activities. At all times learning should be enjoyable for the students. The teacher should use student-centred group activities that help to develop the students' own ideas and strategies. This approach should build on the knowledge and skills that they have acquired already.

Relevance

All students come to school with a basic understanding of their culture, of what their people do, and speak the language of their community. Educational research tells us to teach from the known to the unknown. Teaching in the context of a culture that they know, in a language that they speak gives students the best opportunity to acquire knowledge and skills about the community with understanding.

This syllabus provides students with the opportunity to apply what is learnt in the classroom to their culture or the everyday knowledge, skills, attitudes and values of their community. By including that most important aspect of culture and language in the formal education system, we are giving status to the culture and language of the people. This helps to create awareness, a feeling of responsibility and better understanding for school and community relationships. Therefore people will no longer feel excluded by the use of a foreign language.

Lifelong learning

The community that the student comes from plays a vital role in the education process. As the student learns many things within the family, he or she will also learn within the community. It is here that a student will learn about the traditions of his or her people, and their values and beliefs. It is through participation in the activities of the community that the student will gain the knowledge and skills of his or her society.

The Elementary curriculum should involve the students in traditional learning styles through observation and imitation, personal trial and error, real-life performance, persistence and repetition.

Thematic teaching and integration

Elementary learning is integrated and teaches students to see the world through the eyes of the community, focusing on the students' needs.

Elementary education focuses on an integrated curriculum which is organised into the following areas of study: Culture and Community, Language and Cultural Mathematics.

Culture and Community is the context in which other subjects integrate. In everyday life, students need to integrate skills they learn by using relevant themes in school. Teachers need to link these themes back to the syllabus outcomes for each of the three syllabuses. They also need to plan themes in line with a community calendar sensitive to the local culture, traditions and seasons.

The development of skills should be emphasised. The community curriculum will be developed with advice from respective communities. Teachers will seek the advice of community members to develop themes and relevant activities appropriate to the culture and environment of the community.

Flexibility

It is important to establish a daily routine for the students. However, teachers need to be flexible with allocated times during planning and teaching to allow for spontaneous learning experiences. Special projects like gardening, field trips and unplanned events such as deaths, births and natural disasters like the eruption of a volcano, often provide good integrated, holistic learning environments which should be encouraged. Teachers should allow students to take part in such activities to make learning interesting.

Aims

Students develop:

- a better knowledge of their own culture and community
- social skills such as working together, sharing ideas, exploring the world around them and questioning how and why things work
- some knowledge of their basic needs and how to satisfy them
- the ability to maintain safe and healthy lifestyles
- attitudes of pride in their own culture, work and values such as cooperation, kindness, trust, respect and honesty
- knowledge, skills and attitudes in preparation for entry into Grade 3 in Lower primary.

Content overview

The content of the Culture and Community Syllabus is organised in three strands. A strand such as Me and my environment is a useful and convenient way of organising the learning outcomes for a subject.

Each strand identifies a particular aspect of a subject or a particular theme or set of processes. Each strand displays a typical progression of learning from one grade to the next.

Each strand is further organised into a number of substrands to allow the content to be specified and described as learning outcomes.

Culture and Community has three strands:
- Me and my environment
- Me and my community
- Me and my health.

Me and my environment has three substrands:
- Using and caring for resources
- Exploring environments
- Changes in natural and human communities.

Me and my community has five substrands:
- Relationships
- Meeting needs
- Living and working together
- Events and ceremonies
- Arts.

Me and my health has three substrands:
- Moving and growing
- Games and activities
- Hygiene, nutrition and safety.

Me and my environment

The strand Me and my environment focuses on understanding, appreciating and helping to develop the physical environment of the students responsibly. Environment deals with the students in relation to their surroundings, in particular their homes, community and their land.

This strand is based on an exploration of the environment and its uses. The students will identify what resources they can use to meet their basic needs. They will understand the relationships between nature and human community and how environment influences their way of living.

Concepts of science and resource development are taught in meaningful contexts to assist students develop understanding, make linkages with natural happenings and respect their own culture and environment.

Me and my community

The strand focuses on helping students to play an active role in helping build their communities. This strand has major areas such as:

Social development—which develops the students' understanding and sense of responsibility for the communities in which they live, local village and nearby villages.

Arts—the students will also take part in different expressive activities that their people do for enjoyment, which show their own community's feelings and emotions in art and craft, singing and dancing, drama and telling legends and stories.

Personal development—enhances the students' sense of self and will be taught through the students' involvement in their communities. This will enable them to better understand themselves and their talents and accept their failures. They will build or develop a sustainable relationship with their environment. These skills will also be applied to understanding and appreciating different people, cultures, beliefs and values. The students will then begin to develop an appreciation and tolerance of difference.

Me and my health

This strand is vital to the creation of a healthy society in Papua New Guinea. At Elementary, the focus is on the relationships between hygiene, nutrition and disease, through actively promoting a healthy self, school and local community. It also promotes the development of physical and mental skills for fitness, leisure and a healthy lifestyle. Students are introduced to a wider range of skills, knowledge and attitudes as well as local and introduced games, movements and activities. This will prepare students for the more advanced study of healthy living development at higher levels. This learning lays the foundation for a lifelong healthy lifestyle.

By the end of Elementary, the students will develop the skills, knowledge and attitudes to provide or seek care, as appropriate, for themselves and for their families and community.

Elementary syllabus

Table of strands and substrands

Strand	Elementary Prep	Elementary 1	Elementary 2
Me and my environment	• Using and caring for resources • Exploring environments • Changes in natural and human communities	• Using and caring for resources • Exploring environments • Changes in natural and human communities	• Using and caring for resources • Exploring environments • Changes in natural and Human communities
Me and my community	• Relationships • Meeting needs • Living and working together • Events and ceremonies • Arts	• Relationships • Meeting needs • Living and working together • Events and ceremonies • Arts	• Relationships • Meeting needs • Living and working together • Events and ceremonies • Arts
Me and my health	• Moving and growing • Hygiene, nutrition and safety • Games and activities	• Moving and growing • Hygiene, nutrition and safety • Games and activities	• Moving and growing • Hygiene, nutrition and safety • Games and activities

refers to an Outcome at Elementary 1, Strand 1 and Outcome number 1.

Culture and Community

Learning outcomes

Numbering of learning outcomes

Each learning outcome is numbered with three digits, such as 1.1.1. The first number refers to the grade level. The second number refers to the strand. The third number refers to the outcome in the stand. Thus, 1.1.1. refers to an outcome at Elementary number 1, strand 1 and outcome number 1

Strand	Elementary Prep	Elementary 1	Elementary 2
Me and my environment	**P.1.1** Identify resources we use from the environment	**1.1.1** Illustrate how resources are used in the environment	**2.1.1** Use, reuse and care for things in the environment
	P.1.2 Sort common things from their environment into living and non-living things	**1.1.2** Identify uses of common living and non - living things in their environments	**2.1.2** Identify where living things are found in the environment
	P.1.3 Use their senses to gather information about the environment	**1.1.3** Use different ways of collecting information about the environment	**2.1.3** Interpret and record information gathered about the environment
	P.1.4 Recognise changes that occur in the natural environment	**1.1.4** Recognise the importance of natural events in the environment	**2.1.4** Describe the links between environmental events and activities in the community calendar
Me and my community	**P.2.1** Identify relationships within their own family	**1.2.1** Describe their family structure and cultural backgrounds	**2.2.1** Identify similarities and differences between family generations
	P.2.2 Identify needs of living things	**1.2.2** Describe how living things meet their needs and satisfy their wants	**2.2.2** Describe how other groups meet their needs and satisfy their wants
	P.2.3 Identify familiar places used by the people of the community	**1.2.3**. Identify and care for places that provide services in the community	**2.2.3** Demonstrate where important places are found in their community
	P.2.4 Participate in cultural and ceremonial activities	**1.2.4** Describe how traditional practices reflect the identities of cultural groups	**2.2.4** Explain different beliefs and customs from current and past times
	P.2.5 Observe and identify arts for their own clan and cultural groups	**1.2.5** Show how arts are used in their community	**2.2.5** Apply a range of arts skills and techniques for different purposes

Strand	Elementary Prep	Elementary 1	Elementary 2
Me and my health	**P.3.1** Explore basic movements	**1.3.1** Perform basic movements and skills	**2.3.1** Demonstrate a range of controlled movements and skills for different purposes
	P.3.2 Create and play simple games	**1.3.2** Play traditional, seasonal and introduced games and activities	**2.3.2** Take part in simple modified games according to the rules
	P.3.3 Identify things they do that can encourage nutrition, personal safety and hygiene	**2.3.3** Describe activities that promote hygiene and healthy living in the community	**2.3.3** Describe cultural practices that encourage healthy living

Learning outcomes and indicators

Strand: Me and my environment

Substrand	Elementary Prep	Elementary 1	Elementary 2
Using and caring for resources	**P.1.1** Identify resources we use from the environment	**1.1.1** Illustrate how resources are used in the environment	**2.1.1** Use, reuse and care for things in the environment
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• draw pictures to illustrate the resources used for shelter, food, clothes and transport • collect and label parts of plants we use for clothes, food, shelter and transport • name food grown and made locally • describe ways of taking care of food made or grown locally • talk about what local resources are used for and the way of taking care of them	• display pictures of how resources are used in the environment, resources such as trees for timber, leaves for roofs • show through role-play how people use certain types of local resources • draw a simple food chain • identify how living things are used, living things such as sewing sago leaves together to make roofs	• talk about how things can be wisely used or reused • make things using natural materials • make things from scraps such as plastic bags and tins • identify bad practices such as breaking bottles and dropping rubbish and suggest ways of fixing these • plant a garden and care for it • list good and bad things people do to the environment

Strand: Me and my environment

Substrand	Elementary Prep	Elementary 1	Elementary 2
Exploring environments	**P.1.2** Sort common things from their environment into living and non-living things	**1.1.2** Identify uses of common living and non - living things in their environments	**2.1.2** Identify where living things are found in the environment
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• make models or pictures of the village or school showing where certain living and non-living things are found • name and draw common living and non-living things including people • describe samples of non-living things they use	• draw different living and non-living things showing their uses • talk about the uses of some local living and non-living things • make a chart or poster of how local resources are used in the community	• make a group mural to show where common living things live in the local environment • make a simple map of the local community showing where some common living things are found • complete a table showing where certain living things are found

Strand: Me and my environment

Substrand	Elementary Prep	Elementary 1	Elementary 2
Exploring environments	**P.1.3** Use their senses to gather information about the environment	**1.1.3** Use different ways of collecting information about the environment	**2.1.3** Interpret and record information gathered about the environment
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• use their sense of sight, smell, hearing and touch to identify common things in the environment • use their senses to describe in numbers and words what they observe around them • draw things they have seen during a nature walk • talk about different ways of finding out about things using sense of touch, smell, hearing and sight • compare simple differences between things such as hot and cold, rough and smooth, long and short	• observe and question others why things happen the way they do • talk to community members about natural signs such as tides, flowering trees, moon shapes: phases • sort and compare a variety of items by shape, colour, size and use	• interpret the meaning of different signs occurring in the environment such as tides, flowering trees, shapes of the moon, movement of birds, insects and other animals • write about why people do certain things at different times of the day and seasons of the year • present information about the environment as a picture graph • use simple pictures, charts, numbers and words to record observations and measurements • use words like bigger, hotter, more than to compare things

Strand: Me and my environment

Substrand	Elementary Prep	Elementary 1	Elementary 2
Changes in natural and human communities	**P.1.4** Recognise changes that occur in the natural environment	**1.1.4** Recognise the importance of natural events in the environment	**2.1.4** Describe the links between environmental events and activities in the community calendar
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• draw pictures of animals seen at different times of the day and night • talk about seasonal activities such as yam planting and harvesting, hunting and fishing • dramatise and illustrate the effects of different types of weather • tell stories and retell legends about events caused by changes in the environments	• talk about what season certain plants grow best • compare pictures showing changes in the environment • illustrate the activities that change the features of the environments such as strong winds, drought, floods, volcano eruptions, frosts • draw pictures to show such things as before and after a storm, high and low tide, a flood, tsunami, land slides	• present a play or mime showing an important event from the community calendar • make models of simple changes in the environment • make a community calendar or diary of seasons and activities • retell or write about changes in the environment • give reasons why particular events occur at certain times of the year

Strand: Me and my community

Substrand	Elementary Prep	Elementary 1	Elementary 2
Relationships	**P.2.1** Identify relationships within their own family	**1.2.1** Describe their family structure and cultural backgrounds	**2.2.1** Identify similarities and differences between family generations
Indicators	Students will be achieving this outcome when they, for example • draw and label members of their immediate or extended family • role-play what each member of the family can do to help their families • talk about things they like doing for their families	Students will be achieving this outcome when they, for example • find out about the origins of their family and cultural groups • display information on the origins of their family and cultural groups such as carvings, baskets, photographs, face paintings, decorations from their parents • talk about obligations and benefits of their family and cultural groups • retell legends or stories about parents or guardians and family origins	Students will be achieving this outcome when they, for example • dress up and role-play the different age groups of people in their community • draw and label a simple family tree • make posters showing differences between family generations in things such as dress, food, housing and language • write about different activities taking place now compared with previous generations

Strand: Me and my community

Substrand	Elementary Prep	Elementary 1	Elementary 2
Meeting needs	**P.2.2** Identify needs of living things	**1.2.2** Describe how living things meet their needs and satisfy their wants	**2.2.2** Describe how other groups meet their needs and satisfy their wants
Indicators	Students will be achieving this outcome when they, for example • demonstrate ways of showing love and care for other people • talk about how family members support and care for each other • play matching games of things they need or want using picture cards • talk about what individuals need • talk about roles and responsibilities of family members	Students will be achieving this outcome when they, for example • role-play how family members help to meet needs and satisfy wants • dramatise what they do in different groups to help meet their needs or satisfy wants • identify how other groups they belong to meet their needs • role-play how people with special needs are helped by others in the community • draw posters showing people doing tasks to meet human needs • make a mural to show how different groups such as church groups, fishing or gardening groups, clan and social groups meet their basic needs • talk about how customary laws and practices benefit different groups	Students will be achieving this outcome when they, for example • write short sentences to explain the difference between needs and wants • talk about practices that meet their needs such as relatives bringing food for family, students helping with tasks, elders giving guidance • make a chart to compare ways of meeting needs in their community with those of others • present a role-play to show what benefits they get from their family and community groups • talk about how their roles, rights and responsibilities change in different groups

Strand: Me and my communiyy

Substrand	Elementary Prep	Elementary 1	Elementary 2
Living and working together	**P.2.3** Identify familiar places used by the people of the community	**1.2.3.** Identify and care for places that provide services in the community	**2.2.3** Demonstrate where important places are found in their community
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• name familiar places in the community such as church, school, homes, aid posts, markets • describe good and bad things about familiar places such as graffiti and rubbish, gardens and community water • participate in activities to take care of familiar places • draw things used for taking care of familiar places such as tools, plants	• make models of particular places that provide services such as hospitals, aid posts, police stations, banks, government stations, stores • talk about certain places that provide services for them and their families • draw pictures of places that provide help to them such as hospitals, church, water wells, police stations, stores • write captions or simple sentences explaining how a service helps the community including the people with disabilities • make a puppet-play showing roles of people who provide a service to the community	• identify where important places are in the community such as school, church, hospital, aid post, police station, banks, government station, stores • make simple maps showing where important places are in the community • make a model of their street, village or school showing the main features • give directions on how to get from one place to another

Strand: Me and my community

Substrand	Elementary Prep	Elementary 1	Elementary 2
Events and ceremonies	**P.2.4** Participate in cultural and ceremonial activities	**1.2.4** Describe how traditional practices reflect the identities of cultural groups	**2.2.4** Explain different beliefs and customs from current and past times
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• take part in special activities such as church thanksgiving, mothers and fathers' day, cultural days, bilas parade, face painting day • make things for bilas or decoration • dress up for different occasions • participate in singsing	• identify main ideas and points in some important local stories and legends • draw different kinds of faces showing symbols of identity of different cultural groups • make bilas for their own cultural group for different occasions • talk about land marks and ritual places • write about occasions and celebrations such as births, feasts, bride price, deaths • make traditional presents for special occasions	• write about significant current and past events • make a class mural to show past and present customs and beliefs • draw and label different artefacts from the past and present to show their uses • discuss different signs and symbols used in the local community • take part in local community ceremonies and events • tell stories to explain how some beliefs and customs have changed

Strand: Me and my community

Substrand	Elementary Prep	Elementary 1	Elementary 2
Arts	**P.2.5** Observe and identify arts for their own clan and cultural groups	**1.2.5** Show how arts are used in their community	**2.2.5** Apply a range of arts skills and techniques for different purposes
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• paint or draw patterns and designs of their families and cultural groups, patterns such as bilums, carvings, face paintings, tattoos • make toys or models of traditional things they see in the community • make ornaments such as necklaces, arm and head bands with the help of community members • make or draw masks expressing their local designs or symbols with the help of their local elders	• make a display with captions of different types of art from the local community • describe different signs or symbol (totems) for different cultural groups • perform traditional singing and talk about its meaning • talk about artwork used for special occasions or local celebrations • perform traditional dancing, songs, rhythmic chants, musical patterns and rhythms	• participate in traditional activities such as weaving, basket making, carving, painting • tell short stories or legends about different activities • create and perform dance movements for special occasions • dramatise characters such as a magician, dancer, potter, healer, warrior, hunter, elder • make and use simple traditional instruments

Strand: Me and my health

Substrand	Elementary Prep	Elementary 1	Elementary 2
Moving and growing	**P.3.1** Explore basic movements	**1.3.1** Perform basic movements and skills	**2.3.1** Demonstrate a range of controlled movements and skills for different purposes
Indicators	Students will be achieving this outcome when they, for example • perform during free-play movements such as swaying, twisting, balancing, rolling, creeping, leaping • create a variety of movement patterns by combining movements such as jumping, stretching, kicking • move specific body parts in response to a drum or other instrument • imitate movements by following a leader	Students will be achieving this outcome when they, for example • identify movements for different body parts such as kicking, balancing, dodging, bouncing and dribbling, jumping, hopping, skipping • perform simple movement sequences with and without equipment such as bounce, dribble, throw and catch • perform coordinated movements such as catching, throwing at targets, batting, kicking a ball with a partner	Students will be achieving this outcome when they, for example • perform movements with and without equipment, movement such as hitting, lifting, rolling, balancing dribbling, juggling with confidence and control • demonstrate movements and skills for play alone or in groups • control movements to show changes in speed, direction and level • take weight on different body parts such as hands, knees, back, hips

Strand: Me and my health

Substrand	Elementary Prep	Elementary 1	Elementary 2
Games and activities	**P.3.2** Create and play simple games	**1.3.2** Play traditional, seasonal and introduced games and activities	**2.3.2** Take part in simple modified games according to the rules
Indicators	Students will be achieving this outcome when they, for example • make up games or activities and play with a partner or alone • talk about games and activities they like or dislike • make up simple rules such as safety rules, fair play, rules of the game • identify traditional games and activities played at certain times of the year	Students will be achieving this outcome when they, for example • follow the rules of traditional and introduced games • make a class list of traditional and introduced games and activities • show other students how to play a traditional game • identify traditional games that girls and boys play together and separately	Students will be achieving this outcome when they, for example • follow rules and play simple group games such as shuttle relay, hopscotch, ball games, marbles, skipping, stone games • play dodging-and-chasing games such as cat and mouse • participate in obstacle games • apply the rules consistently and fairly

Strand: Me and my health

Substrand	Elementary Prep	Elementary 1	Elementary 2
Hygiene, nutrition and safety	**P.3.3** Identify things they do that can encourage nutrition, personal safety and hygiene	**1.3.3** Describe activities that promote hygiene and healthy living in the community	**2.3.3** Describe cultural practices that encourage healthy living
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• identify personal hygiene practices such as washing hands before eating, cleaning teeth, washing body, using toilet properly, putting rubbish in a bin • identify people in their community who they can trust • apply simple rules to avoid accidents such as using fire safely, following road rules, cleaning up rubbish, being careful with sharp or hot objects • draw food they eat for healthy body • perform role-plays of safe practices at home and at school	• mime or role-play safe, healthy living activities such as cleaning up rubbish, looking after toilets, eating healthy food, keeping fit • make posters to show healthy living activities such as exercising, sleeping and relaxing, eating foods from all three food groups, keeping self and homes clean • draw and label different types of food they eat to be healthy • talk about things they or their family members do to stop them from getting sick, such as getting their vaccination, cleaning their body, wearing clean clothes, eating right types of food, having good sleep	• write about helpful cultural health practices such as sharing good food, caring for others, making decisions together • present talks on positive health attitudes and behaviours • role-play some cultural practices to show healthy living such as growing food together, cooking and eating together, feasting together • talk about local herbs and cures for sickness

Assessment and reporting

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy* and in other support materials produced by the Department of Education.

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes described in the subject syllabuses.

Assessment in Elementary schooling is the continuous process of finding out what the students have learnt and still need to learn.

Elementary teachers should take into account Papua New Guinean cultural values and use local cultural practices where appropriate to assess and report students' achievement.

Assessment at Elementary level should use a range of methods with little emphasis on written tests. It should be based on the learning outcomes and arise from the everyday learning experiences of students. It is a process of:

• observing students at work

• conferencing or talking and questioning the students about their work and how they are thinking and feeling—their attitude towards work

• looking at work samples for information on what students can do.

Through these process teachers gather evidence of students' learning.

Continuous assessment for young students is essential. Their knowledge and skills are continually changing as they learn more. It is important for teachers to be aware of what the students know, can do and understand. When this information is known about the students in the class, programming can be made more relevant and meaningful to match the students' needs..

Recording and reporting

Teachers must keep accurate records of students' achievement of the learning outcomes and report these achievements in fair and accurate ways to parents and guardians, teachers, students and others. Recording methods may include:

• journal, diary or anecdotal notes

• portfolios

• progressive records

• checklists

• work samples with comments written by the teacher.

Student reports should be based on assessement information collected from ongoing assessment. Schools will decide how reports will be presented to best suit the needs of their communities.

When students first start school in Elementary Prep, parents and guardians will be very eager to hear about their child's progress. Teachers should consider holding a parent-teacher interview either at the end of the child's first term at school or early second term.

In Elementary 1, teachers may decide to hold formal talks with parents and guardians half way through the year and at the end of the year.

In Elementary 2, teachers may decide to hold formal talks with parents and guardians in the middle of second term and provide them with a written report at the end of the year.

Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve student learning.

Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular grade levels and make decisions on how to improve student learning.

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