
Physical Education

Lower Primary

Syllabus



DEPARTMENT OF EDUCATION

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Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Physical Education Subject Advisory Committee have developed this syllabus through meetings, workshops and consultations.

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Secretary's Message

Education Reform has been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of bilingual education and bridging to English from vernacular languages, the introduction of Elementary schools, the expansion of Primary schooling to Grade 8 and increased access to secondary schools in Grades 9 and 10.

This syllabus is to be used by teachers to teach Grades 3, 4 and 5 students throughout Papua New Guinea. The syllabus builds upon concepts, skills and attitudes from Elementary and links to concepts, skills and attitudes in Upper Primary.

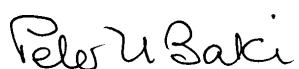
Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

This syllabus addresses the development of physical, social, intellectual, spiritual and emotional skills and interactions through the medium of physical activity. Physical Education is concerned with learning about and being involved in physical activities, which contribute to the holistic development of students and the promotion of traditional values and culture in Papua New Guinean society. All students participating in this subject are expected to understand the values and benefits of physical activity and how it contributes to their healthy growth and development. At Lower Primary, the basics of specific skills are introduced to enable the students to pursue their interests in various physical activities such as sports, games and leisure, recreation and fitness programs. Participating in these activities improves body functioning and reduces the likelihood of illness in adulthood.

All students, including those with special needs, should be encouraged to participate in all activities to enable them to reach their full potential in all aspects of their lives and to realise the importance of being active, respected, responsible citizens.

Schools and communities are encouraged to consult and cooperate with each other to develop positive relationships. Working in partnership reinforces the skills learnt in the classroom to promote the concept of school and community sports.

I commend and approve this syllabus as the official curriculum for Physical Education to be used in all Lower Primary schools students throughout Papua New Guinea.


PETER M. BAKI, CBE
Secretary for Education

Introduction

Physical Education is primarily concerned with the learning and mastery of physical skills. Physical Education focuses on specific skills development through participation in games and modified sports and fitness, leisure and recreation activities relevant to the students' cultures.

Physical Education also contributes to intellectual, social and emotional development. It provides students with opportunities to experience enjoyment and a sense of competence and achievement through a variety of cooperative, competitive and challenging activities. Furthermore, it teaches students to be cooperative and responsible and to develop an understanding of gender equity whilst participating in student centred activities.

The learning experiences in this syllabus help students to value the importance and benefits of physical activity throughout their lives. By exploring movement and safety skills and developing positive attitudes to physical activity, students are enabled to make informed decisions about the choices they make for their physical health and wellbeing.

Physical Education in Lower Primary builds on the movement experiences of early childhood by enriching and refining those skills that occur naturally in play. The content of the syllabus also draws on the *Culture and Community Elementary Syllabus 2003*, particularly the Strand Me and My Health, and provides a link to the *Personal Development Upper Primary Syllabus 2003*, particularly the Strand of Movement and Physical Activity.

This syllabus makes explicit the knowledge, skills, attitudes and values that students should achieve for Grades 3, 4 and 5 in Physical Education.

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

Physical Education is to be timetabled for 105 minutes per week in Grade 3, 135 minutes per week in Grade 4 and 150 minutes per week in Grade 5.

Key links between the Elementary, Lower Primary and Upper Primary learning areas, subjects and strands are shown in the table below.

Key links between Elementary, Lower Primary and Upper Primary

| | Elementary | Lower Primary | Upper Primary |
|---------------|-----------------------|---|--------------------------------|
| Learning Area | Culture and Community | Personal Development | Personal Development |
| Subject | Culture and Community | Physical Education | Personal Development |
| Strands | Me and My Health | Safety Movement Physical Activity | Movement and Physical Activity |

Rationale

Physical Education is an integral part of the continuous lifelong process of education, and contributes directly to the total development of each child.

Students grow and develop physically through participation in regular physical activities, through the development of movement skills and the development of specialised skills associated with particular physical activities. There is a strong emphasis on active participation and energetic whole body activities. Participation in a wide variety of physical activities such as games or sport are important in the development of physical fitness, physical wellbeing and health. These are vital factors in supporting the curriculum principles of Integral Human Development and Our Way of Life.

Physical Education also contributes to intellectual development, through the development of the skills of thinking, forming ideas and concepts, solving problems, analysing and synthesising information. Students are provided with opportunities to explore and experiment with different ways of moving. They develop the language of play and games, respond to verbal and non-verbal directions, and support and encourage one another. They talk about the activities they like to watch and play and they begin to recognise the influences that determine their likes and dislikes. They take part in games and activities associated with different cultures and compare their choices of physical recreation with those of children of other ages and cultures.

Emotional development can be enhanced through developing a positive self-concept, a sense of achievement, and through the expression of attitudes, values, ideas, feelings and interpretations. Learning through Physical Education will help students to develop socially through interaction and communication with other students and through maintaining their cultural identity. Students begin to form and maintain friendships with others. However they are still dependent on adults for guidance and support. They demonstrate behaviour that promotes care for others and safe practices in physical activities. Students at this level are becoming familiar with a range of behaviour considered acceptable or unacceptable at home and at school. They are given opportunities to take part in individual and cooperative play and to practise appropriate behaviour in cooperative and competitive activities.

The learning experiences in Physical Education in Lower Primary provide relevant knowledge, skills, attitudes and values that are suitable for this stage of the students' development. Every student, regardless of ability, needs to feel a sense of achievement, challenge and fun as part of their learning. Therefore at this level, emphasis is placed on both unstructured and organised physical activities. This give students the opportunity to understand the basic concepts of movement and to acquire the basic movement skills, patterns and sequences needed for participation in more specialised and skilful physical activities.

Curriculum Principles

Curriculum Principles identify, describe and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant cultural, social and educational values and beliefs. These principles should guide teachers in what they teach, how they teach and how students learn and apply their learning.

Our Way of Life

Cultural relevance

Physical Education acknowledges and encourages traditional forms of play and physical activities as a way of keeping the cultural heritage to enrich today's lifestyles. These physical activities such as traditional and introduced games or modified sports are valued by the community. Students' participation in physical activities reinforces respect for culture and tradition and improves social behaviour within and outside communities. Students make contributions to their communities through participation in physical activities. In the same way communities support the teaching of physical education in schools by sharing resources, providing assistance with school sports activities and promoting culturally relevant physical activities.

Bilingual Education

There are over 800 different spoken languages across Papua New Guinea. Most Papua New Guinean students do not speak English as their first language.

Bilingual education:
the regular use of two languages for instruction.

Bilingual education is the regular use of two languages for instruction. Papua New Guinea's *Language Policy in All Schools* (NDOE, 1999) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. This policy states:

At the Lower Primary level (Grades 3–5), the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5...

At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

(Ministerial Policy Statement no. 38/99, NDOE, 1999)

Lower Primary uses a bilingual education approach because current international educational research indicates that there are academic benefits for students from being bilingual. Students continue to learn in their first language because learning only in English as a second language can limit their learning and social development. As students become confident in thinking, reasoning, problem solving and decision making in their vernacular, they are more able to learn another language such as English. It is important to continue to develop, expand and enhance vernacular language to the language used by adults in and out of the classroom.

Bridging to English

Bridging to English:
the gradual change from vernacular to English instruction during Grades 3 to 5.

Students complete Elementary education in their vernacular. Bridging to English is the gradual change from vernacular to English instruction during Grades 3 to 5. Bridging, while maintaining vernacular language, helps students retain their identity, culture, self-confidence and self-esteem.

The table below shows the gradual progression from vernacular to English. It is anticipated that, as students become more confident in their English skills, the time allocation for vernacular instruction will be reduced. The percentages presented in this table are suggestions only to help teachers see the expected progression.

| Suggested Percentage of Teaching, Learning and Assessment in Lower Primary in Vernacular and English | | | | | |
|---|---------|----------------|---------|----------------|---------|
| Grade 3 | | Grade 4 | | Grade 5 | |
| vernacular | English | vernacular | English | vernacular | English |
| 60% | 40% | 50% | 50% | 30% | 70% |

Using vernacular language for continued learning and development while English is being learned is an effective way for Papua New Guinean students to develop their full potential.

Bridging to English strategies will be explained with examples in the Teacher Guide.

Multiculturalism

As a multicultural society, we must protect, promote and respect our many cultures and languages. The diversity of our cultures is the source of our knowledge, skills, attitudes and Melanesian values. These values will be promoted and language and literacy knowledge will enable students to share understanding of these with the rest of the world. In the same way, students will learn to exchange understanding from stories and knowledge from the past relating to their communities and environments. In this way, multiculturalism will be maintained and enjoyed whilst learning experiences will be enriched.

It is important for the curriculum to look at people's customs in physical activities in a cultural context. Physical Education encourages students to recognise that people living in groups adapt to their surroundings and to one another by means of a culture they learned while growing up. Physical Education, through games, play, sport and other leisure activities, promotes multiculturalism in different settings. Students learn to understand different people and how to cooperate and support each other for the love and enjoyment of the activities in which they participate. Physical Education encourages students to make decisions about the types of physical activity they engage in, based on the knowledge and values they hold to be important.

Integral Human Development

The right to healthy living

Physical Education provides opportunities for students to develop physically, intellectually, spiritually, emotionally and socially to their fullest potential. The knowledge, skills and attitudes developed through Physical Education will help students to live physically active and maintain healthy lifestyles.

Students develop skills to promote and maintain their physical growth, fitness and health through physical activity. They also learn about safe practices to prevent the risk of accident and injury. Students also develop positive self-esteem and a sense of achievement through the appreciation and enjoyment of various physical activities. Taking part in physical activities such as games, sports and fitness programs is an important part of Physical Education that promotes and contributes to healthy living.

Catering for diversity

Gender

All Lower Primary syllabuses are designed to cater for the educational needs and interests of both girls and boys. The Department of Education's *Gender Equity in Education Policy* (NDOE, 2003) recommends that no student in the education system of Papua New Guinea will be disadvantaged on the basis of gender.

To implement the policy, teachers have the responsibility to use and promote gender equity practices in their classrooms and within the wider community. This means they will provide:

- a curriculum that caters for the educational needs of girls and boys
- a safe, challenging learning environment which is socially and culturally supportive
- programs that recognise the contributions to society of both women and men.

In Papua New Guinea, there is a need for sensitivity to local cultural practices and values with respect to traditional roles for males and females. In Physical Education, students will be given equal opportunities to participate in all class and assessment activities regardless of their gender.

Physical Education will enable students to develop positive attitudes towards sensitive cultural issues about gender.

In gender-sensitive classrooms, students:

- take turns in being the leader, reporter and other roles in group work
- share and participate in activities involving different students
- show respect for other students and their contributions.

Students with special needs

Many students have special needs. This includes students who are gifted and those who are disadvantaged. Gifted students should be given opportunities to extend their learning. Students with physical or intellectual impairments and emotional or learning difficulties need special support in the classroom. Teachers have a responsibility to ensure that the learning needs of these students are met. All students are individuals and all have the right to quality education in order to reach their full potential.

Teaching and Learning

In Lower Primary, an integrated or thematic approach to teaching and learning is recommended. Teachers create programs that are meaningful, appropriate, engaging and motivating for students. The use of learning outcomes provides opportunities for teachers to link learning within Strands of the Physical Education Syllabus and across other subjects.

Whilst using integrated teaching and learning, a variety of teaching approaches are recommended such as:

- an inquiry based approach which focuses on the process of understanding, planning, acting and reflecting
- a guided discovery approach which requires students to use a problem solving approach while the teacher acts as a facilitator
- collaborative learning which focuses on students working cooperatively together in pairs or small groups
- directed teaching where the teacher directs activities within the lesson.

Teachers will use a combination of these approaches to teach Physical Education. Wherever possible, teachers should involve community members in the teaching and learning of physical activities at school.

Student-centred learning

Student-centred learning acknowledges that students are individuals with different learning needs and interests. Teaching and learning approaches need to be flexible to cater for these individual differences and learning should be relevant and meaningful to the experiences and needs of the students.

Physical Education requires students to develop an understanding of the importance of physical activity in their lives and to apply basic skills to a range of physical activities. Students are encouraged to think and express themselves in a variety of ways.

Relevance

The Physical Education Syllabus helps prepare students for physically healthy and active lifestyles for productive community living. Physical Education provides students with opportunities to develop skills in real life contexts. This will enable them to make connections between the knowledge and skills being developed in the subject and their cultural and traditional games and ceremonies.

Students' background knowledge may come from a number of sources: personal experience, community knowledge and the media. The involvement of the community in supporting physical education in schools should be recognised as important by teachers in planning programs and learning experiences.

Inclusive curriculum

All students are individuals and all have the right to quality education in order to reach their full potential. An inclusive curriculum uses content, language and teaching methods that take account of all students. All Lower Primary syllabuses value the experiences and knowledge of all students, regardless of gender, ability, geographic location, religious and cultural background or socioeconomic status.

Teachers must ensure that the teaching, learning and assessment activities include all students fairly when interpreting and implementing syllabus learning outcomes. The following statements identify important requirements of an inclusive curriculum:

- All students have fair access to resources, such as time spent with the teacher, space in the classroom, books and equipment, playground space.
- All students have equal opportunity to participate fully in teaching, learning and assessment activities.
- The curriculum includes and addresses the needs and interests of all students: girls as well as boys, gifted students, students with disabilities and students from different cultural and religious backgrounds.
- The experiences and knowledge of all students are valued by teachers and are reflected in classroom practice.
- Teaching and learning methods cater for different learning styles by allowing students opportunities to learn in different ways.
- Teachers use a variety of assessment methods that give students opportunities to demonstrate achievement of learning outcomes.

Teachers have a responsibility to ensure that the curriculum they teach and the classroom practices they use give all students the opportunity to reach their full potential.

Language development across the curriculum

Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. Specific subjects have different language requirements such as vocabulary and language features. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Aims

The aims of the Lower Primary Physical Education curriculum are for students to develop:

- basic movement skills for a wide variety of physical activities appropriate to the students' stages of development
- competence in fundamental and skilled movement patterns and techniques specific to games and sports
- levels of fitness that improve health and enhance the level of participation in physical activities
- a sense of fairness and appropriate codes of behaviour in games and sports
- self-esteem and social and physical wellbeing
- experience in different forms of physical activity that are of cultural significance to Papua New Guinean society
- a willingness to participate and cooperate as part of a team
- safety practices in physical activity.

Content Overview

The content of the Physical Education Syllabus is organised into Strands. Each Strand identifies a particular aspect of a subject or a particular theme to make learning more organised and meaningful. Each Strand displays a typical progression of learning from one grade to the next.

Strands and Substrands

The Strands are further organised into Substrands. Substrands sort the content into specific knowledge, skills and attitudes which are described as learning outcomes.

Physical Education is organised in the following three Strands: Safety, Movement and Physical Activity.

Safety

Safety is concerned with the prevention of injuries in physical activity and describes behaviour that promotes safety at school and in the community. The Strand content gives students opportunities to gain basic safety procedures to promote safe play and to deal with emergency situations during games and sports. Students understand the rules of safe play and their roles and responsibilities associated with different physical activities. The important concept is to encourage safe play, positive attitudes and acceptable behaviour that promotes safe practices in physical activities in the school and the community.

Movement

Performance in physical activities requires students to understand and apply a range of movement skills in different contexts. A strong foundation in fundamental movement skills and patterns forms the basis for building on specialised skills related to particular sports, games and other physical activities.

This Strand focuses on students exploring, developing and demonstrating basic movement skills using different patterns and sequences. Students use controlled and coordinated body movements with and without equipment. It is important to develop competency in these skills to encourage lifelong involvement in physical activity.

Physical Activity

Physical activity is the application of movement skills, rules and game plans to play, games and modified sports. Through participation in various physical activities, students develop competence, confidence, positive attitudes, acceptable behaviour and an understanding of team work and fair play. Students are encouraged to build upon and apply skills and tactics in competitive and non-competitive sporting activities.

Students acquire knowledge of the importance of fitness and the benefits to be gained in relation to their personal health. Students are given

opportunities to explore various fitness activities and to develop routines that encourage them to maintain their personal fitness levels.

This Strand also encourages students to recognise the value of leisure and recreation for the maintenance and improvement of fitness and health.

Strands and Substrands for Physical Education

| Strands | Substrands | | |
|--------------------------|---|---|---|
| | Grade 3 | Grade 4 | Grade 5 |
| Safety | Keeping safe | Keeping safe | Keeping safe |
| Movement | Basic movement skills | Basic movement skills | Basic movement skills |
| Physical Activity | Game skills and modified sports Fitness for health Leisure and recreation | Game skills and modified sports Fitness for health Leisure and recreation | Game skills and modified sports Fitness for health Leisure and recreation |

Learning Outcomes and Indicators

The Strands and Substrands are expressed as learning outcomes and indicators.

Learning outcome:
a specific statement that identifies the knowledge, skills, attitudes and values all students should achieve or demonstrate.

A learning outcome is a specific statement that identifies the knowledge, skills, attitudes and values all students should achieve or demonstrate.

These statements are student-centred and written in terms that enable them to be demonstrated, assessed or measured. For example, outcome 3.3.1 Demonstrate simple ball-handling skills using suitable equipment in games and modified sports.

Indicators:
are examples of the kinds of things students should be able to do, know and understand if they have achieved an outcome.

Indicators are examples of the kinds of things students should be able to do, know and understand if they have achieved an outcome.

Each learning outcome is accompanied by a set of indicators. Indicators are what students do, know and understand if they have achieved the learning outcomes. Learning outcomes help teachers to determine the standard expected of students at particular grades in particular subjects. Indicators are examples only and should not be used as checklists.

The learning outcomes and indicators will:

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

Learning Outcomes

Numbering Learning Outcomes

Each learning outcome is numbered with three-digits, such as **3.1.2**.

The first number refers to the Grade level. The second number refers to the Strand. The third number refers to the outcome in the Strand.

Thus, **3.1.2** refers to an outcome at Grade 3, Strand number **1** and outcome number **2**.

| Strand | Grade 3 | Grade 4 | Grade 5 |
|--------------------------|---|--|---|
| Safety | 3.1.1 Identify and demonstrate behaviour that promotes safety and avoids risks in physical activity | 4.1.1 Develop basic safety strategies for participating in movement, sport and fitness activities | 5.1.1 Develop and apply simple action plans to promote safety and to deal with emergency situations in games and sports |
| Movement | 3.2.1 Demonstrate different ways of moving to show body control and coordination | 4.2.1 Perform movement patterns and sequences that illustrate spatial awareness, coordination and flow | 5.2.1 Apply movement skills with competence |
| Physical Activity | 3.3.1 Demonstrate simple ball-handling skills using suitable equipment in games and modified sports 3.3.2 Describe the effects on the body of participating in physical activities 3.3.3 Recognise and take part in local leisure activities | 4.3.1 Perform basic skills and tactics to achieve the goals of games and modified sports 4.3.2 Identify and participate in activities to stay fit 4.3.3 Investigate and take part in physical activities people choose for recreation | 5.3.1 Apply skills, rules and game plans to a range of games and modified sports 5.3.2 Participate daily in physical activities to improve movement skills and fitness 5.3.3 Describe and perform a range of leisure and recreation activities |

Learning Outcomes and Indicators

Strand: SAFETY

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| Keeping safe | <p>3.1.1 Identify and demonstrate behaviour that promotes safety and avoids risks in physical activity</p> | <p>4.1.1 Develop basic safety strategies for participating in movement, sport and fitness activities</p> | <p>5.1.1 Develop and apply simple action plans to promote safety and to deal with emergency situations in games and sports</p> |
| <p><i>All indicators are listed as bullet points after each outcome. The list of indicators always begins with the statement: Students will be achieving the above learning outcomes in vernacular and/or English, when they for example:</i></p> <p>Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <ul style="list-style-type: none"> • role play situations from their own experiences where injuries have occurred in physical activities and discuss how they could have been prevented • identify and demonstrate safe behaviour and rules for various physical activities • check that the environment is safe before playing village games and other outdoor activities • make up simple rules of safety for various body movements, games and activities, individually and in groups • identify and role play acceptable behaviour for various physical activities • illustrate basic first aid skills in village games • draw and label pictures to show the main safety ideas for physical activities presented by a guest speaker • discuss the values of safety skills in water activities. | | | |

Strand: MOVEMENT

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|--|--|--|--|
| Basic movement skills | 3.2.1 Demonstrate different ways of moving to show body control and coordination | 4.2.1 Perform movement patterns and sequences that illustrate spatial awareness, coordination and flow | 5.2.1 Apply movement skills with competence |
| <p>Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <ul style="list-style-type: none"> • perform different movement skills using two or more body parts such as moving on all fours like dogs, balancing on two body parts like wallabies, jumping like frogs • apply a variety of controlled movement skills such as running, walking, jumping, hopping, skipping • move around objects in a given space in different directions and at different speeds • explore ways of balancing by transferring weight and taking weight on different body parts • explore a variety of ways of moving in water • explore ways of forming different body shapes by twisting, turning, bending and stretching • explore movements that require hand, eye and body coordination such as throwing or kicking at a target. | | | <ul style="list-style-type: none"> • create movement sequences by combining balances, travelling, turns and rolls • create and demonstrate movement patterns using skipping rope games and hopscotch • perform a variety of water movement skills such as floating, submerging, swimming, diving • move within a given space, changing directions and levels • demonstrate speed, balance and spatial awareness when moving with a partner or group • explore and create different linking movements individually or with a partner, such as sitting, curling, rolling, stretching • perform controlled, coordinated movements to receive or stop moving objects. <ul style="list-style-type: none"> • complete a circuit by moving over, under and around obstacles • create and perform various movement patterns with body control such as combining balances, forward and backward rolls, turns, jumps, squats • apply movement skills such as throwing and catching in modified games • perform different swimming strokes. such as freestyle, breast stroke, back stroke and butterfly • demonstrate accuracy when performing ball handling skills such as throwing, catching, fielding, dribbling, kicking. |

Strand: PHYSICAL ACTIVITY

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|--|---|--|--|
| Games skills and modified sports | 3.3.1 Demonstrate simple ball-handling skills using suitable equipment in games and modified sports | 4.3.1 Perform basic skills and tactics to achieve the goals of games and modified sports | 5.3.1 Apply skills, rules and game plans to a range of games and modified sports |
| <p>Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <ul style="list-style-type: none"> • demonstrate safe use of modified sports equipment such as bats, balls, gloves • perform or play traditional and introduced games using the skills of catching, throwing, hitting, kicking and rolling • discuss the importance of using correct ball-handling techniques • play common local or introduced ball games with simple rules • demonstrate different throwing, catching and fielding skills • demonstrate striking and hitting balls at different levels such as from the ground or mid-air • perform ball handling skills and apply rules in created games. <ul style="list-style-type: none"> • apply simple skills of offensive and defensive play in modified goal and field sports such as kapul soka, pukpuk rugby, court sports, ring sports such as netabol, mini-basketbol • display the skills of throwing, catching and intercepting in a simple team game • demonstrate simple tactics for modified games such as attacking, defending • demonstrate team work and fair play in modified sports • describe the roles and responsibilities of different positions within modified sports • make up simple tactics for a game that encourages safe play. | | | |

Strand: PHYSICAL ACTIVITY

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|--|--|--|---|
| Fitness for health | 3.3.2 Describe the effects on the body of participating in physical activities | 4.3.2 Identify and participate in activities to stay fit | 5.3.2 Participate daily in physical activities to improve movement skills and fitness |
| <p>Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <ul style="list-style-type: none"> • take part in various physical activities such as climbing, walking, swimming, gardening, skipping and describe how they feel afterwards • play chasing games and describe the immediate changes in body temperature, perspiration, heart rate and breathing rate • discuss how they feel before, during and after exercise • join in fitness activities such as obstacle courses and circuit activities • select and demonstrate a fitness activity from the local community. <ul style="list-style-type: none"> • discuss and demonstrate examples of fitness exercises for good health • express their understanding of the value of fitness in physical health • participate in a number of suitable physical fitness exercises such as aerobics, dance steps, stretches • list and perform activities to improve heart and breathing capacity, flexibility and muscular strength • plan and demonstrate simple exercises for personal fitness • record own body reactions such as changes in temperature, heart rates, breathing rates after physical activities • identify fitness requirements of selected physical activities such as wearing suitable clothing, doing warmup activities. <ul style="list-style-type: none"> • discuss effects and the value of regular exercise in relation to personal health • participate in various physical activities • complete a circuit of fitness activities that contains a range of the fitness components such as jumping, skipping, stretching • plan and demonstrate a program of physical exercises for personal health • identify and practise specific fitness exercises and skills for a range of games • explore activities people do to maintain personal fitness • take part in physical activities that develop aspects of fitness such as flexibility, strength, endurance. | | | |

Strand: PHYSICAL ACTIVITY

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| Leisure and recreation | 3.3.3 Recognise and take part in local leisure activities | 4.3.3 Investigate and take part in physical activities people choose for recreation | 5.3.3 Describe and perform a range of leisure and recreation activities |
| <p>Indicators Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <ul style="list-style-type: none"> • sort leisure and recreation activities into individual or group activities • plan and perform one of the popular traditional leisure activities from their community • describe and role play physical activities people choose for recreation • discuss leisure and recreation activities in which family members and friends participate • list leisure and recreational activities they like and dislike • perform leisure activities that require facilities from the local area such as playground equipment. • discuss reasons why people participate in leisure and recreational activities • organise and join in different leisure activities such as making and sailing a toy canoe • develop a personal weekly plan for recreational games and activities • perform the skills of a leisure activity using suitable resources • write reasons why people participate in recreational games. • make posters to illustrate the value of leisure and recreational activities • select traditional recreational games and activities and demonstrate to younger students • identify recreation activities that contribute to fitness and personal health • design and implement a personal weekly plan for leisure activities • list recreation activities that people enjoy watching • participate in a variety of outdoor recreational activities such as canoeing, fishing, bushwalking. | | | |

Assessment and Reporting

Assessment and reporting practices described here are detailed further in the National Assessment and Reporting Policy 2003 (NDOE, 2003) and in other support materials produced by the Department of Education.

Assessment

Assessment:
the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

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

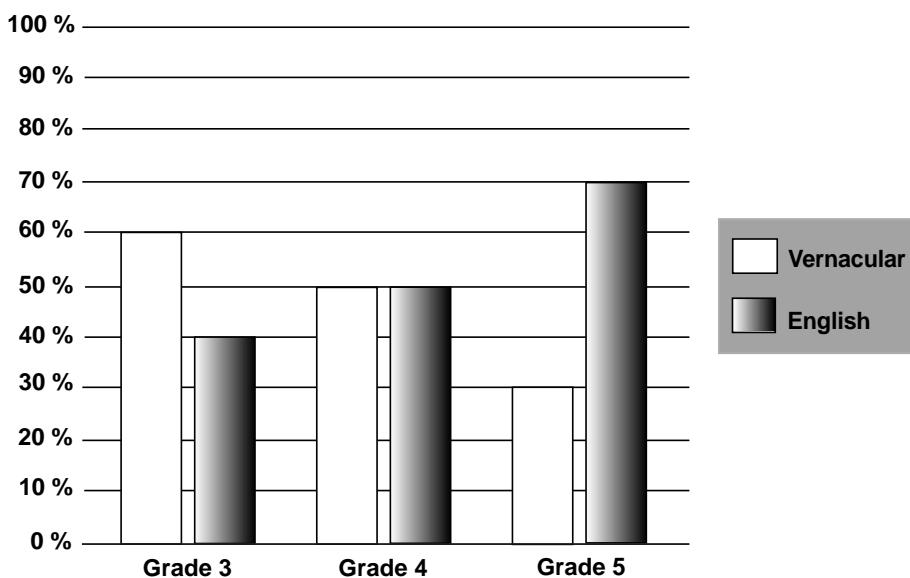
Teachers record evidence of students' learning and use this to make judgements about their achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers must use a range of assessment methods including:

- observing and recording details of students' performance on particular tasks
- conferencing or talking and questioning the students about their work and how they are thinking and feeling: their attitudes towards work
- analysing students' products
- setting written assignments, projects and practical work
- setting and marking written tests.

Teachers should provide opportunities for students to assess their own learning: self-assessment and the learning of others: peer assessment, according to set negotiated criteria. The overall purpose of assessment is to improve student learning.

Assessment in vernacular and English

The suggested percentage of assessment, teaching and learning in vernacular and English is shown below:



Teachers will need to apply the principles described in the *National Assessment and Reporting Policy 2003* (NDOE, 2003) to ensure that students are treated fairly and given many opportunities to demonstrate their achievement of the learning outcomes in each subject. When assessing students' achievements, teachers should be clear about:

- which language best enables students to demonstrate their learning
- whether they are assessing subject content or language skills and knowledge, or both
- whether the percentages of assessment in vernacular and English are similar to those suggested in the graph on the previous page.

Assessment in Lower Primary

Assessment in Lower Primary schooling is the continuous process of finding out if students have achieved the learning outcomes. Assessment at Lower Primary should:

- be predominantly integrated into teaching and learning activities as students bridge from vernacular to English
- use a range of assessment methods
- use local cultural approaches to assess and report students' achievements where appropriate
- be used for diagnostic purposes only.

Assessment in Physical Education

A variety of assessment strategies should be used to gather information about students' achievement of the outcomes in Physical Education. Assessment strategies should be in line with the context in which the learning outcomes are being demonstrated and the type of evidence required. Assessment strategies include practical, written and oral demonstrations in a range of forms.

Some examples of assessment strategies are:

- observation of individual and group performance in games, sports, skill drills, peer demonstrations and movement sequences
- analysis of written products such as research projects, action plans, logbooks, journal entries, pictures, drawings and posters
- analysis of oral presentations such as small group or team discussions, debates, interviews, role-plays and reports.

Teachers are encouraged to familiarise students with assessment methods through modelling and practice.

Recording

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

- anecdotal notes in a journal or diary
- checklists
- portfolios of students work
- progressive records
- work samples with comments written by the teacher.

Reporting

Reporting:
communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning

Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning.

Students reports should be based on assessment information collected from ongoing assessments. Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of learning outcomes achieved by students since the previous report
- a written record of the learning outcomes the student is now working towards
- information about students' attitudes, values and other additional information that is specific to individual students.

(National Assessment and Reporting Policy 2003, NDOE, 2003, p. 6)

Evaluation

Teachers will use assessment information to make judgements about 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 to make decisions on how to improve student learning.

References

NDOE

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Appendix

MINISTERIAL POLICY STATEMENT

Language Policy In All Schools

The authority of this Ministerial Policy Statement is Section 27 (1) (h) of the Education Act (Chapter No. 163) as amended.

The purpose of this circular is to advise authorities of all institutions within the National Education System regarding the use of languages in schools. This statement should be read in conjunction with the Ministerial Policy Statement No. 1/91 and Secretary's Instruction No. 1/91.

The future direction for language use in the formal school system as stated in Secretary's circular No. 1/91 is that the language of the community, together with its cultures, spiritual and work practices will form the basis for the activities of the school.

In practice, using the language of the community as the basis for the school activities means the use of vernacular or a language spoken by both the students and the teacher in the school system for teaching and learning. The use of vernacular languages establishes strong culture bonding between children and their community. This is one of the aims of the education reform in Papua New Guinea. Research findings also support the use of vernacular languages in schools.

The findings indicate that:

- there are academic achievement benefits for the student from being bilingual
- to stop students learning in their first language and forcing them to learn only in a new language can be harmful and obstructive to their development
- it usually takes an English language learner five or more years to develop the ability to use English for learning complex concepts
- beginning schooling in the children's first language and using this language for continued learning and development while the English language is being learned, is the best way for children to develop their full potential in schooling.

On the basis of this information, the reform curriculum calls for a program of bilingual education in Primary Schools. Children who graduate from Elementary Schools will enter this new bilingual program in Grade 3.

1. At the Elementary School level (Prep to Elementary 2), this means that the language of instruction is completely in the children's vernacular language, or the community lingua franca, with an introduction to oral English at the end of Elementary 2. Children will leave Elementary School literate in their first language.

The community through their Parents and Citizens Association (P&C) and the Board of Management (BOM) will decide the language to be used at the Elementary level of education.

In practice, the community must be informed in order to make the decision on what language should be used at Elementary level. The language chosen should be the language that is shared in the community and used for most communication in that community.

2. At the Lower Primary level (Grades 3-5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5, using "Teaching English to Speakers of Other Languages" (TESOL) methodology.

At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

Every effort must be made to appoint vernacular speaking teachers to the Lower Primary grades, particularly those who have received inservice in bilingual education strategies.

3. At the Upper Primary level (Grades 6-8), class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.

4. At the Secondary level and Provincial High School level including Vocational School, lessons will be conducted in English. But advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills or if a concept can be better explained using the vernacular or lingua franca.

Whereas children must be encouraged to learn and use English, all schools at all levels should not discourage free communication in vernacular languages that the children speak in and out of school grounds. This will establish confidence in students to use vernacular in academic learning.

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