
Physical Education

Lower Primary

Teacher Guide



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 Teacher Guide through meetings, workshops and consultations.

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Inservice units

A set of inservice units has been written to support the implementation of the primary reform curriculum. These units should be used in conjunction with the Lower Primary Physical Education syllabus and this Teacher Guide. For further information contact your head teacher or district inspector.

The inservice units are:

- self-instructional, so you can access them according to your needs
- self-paced, so you can study at your own pace
- outcomes-based, so you can experience outcomes-based approaches to education
- based on adult principles of learning, such as doing, sharing and reflecting
- practical and related to your daily work as a teacher or supervisor
- collegial, so you can learn together in small groups, whole school or cluster settings
- accredited with the Papua New Guinea Education Institute, so you can improve your qualifications
- designed to promote best practice, so you can effectively implement the curriculum
- applicable across both Lower and Upper Primary syllabuses.

These units integrate principles contained in the National Curriculum Statement (2002) and the National Assessment and Reporting Policy (2003).

Secretary's message

The Lower Primary Physical Education syllabus and this Teacher Guide, build upon the skills and knowledge that children bring from their own cultural and family experiences, and the learning outcomes of the Elementary curriculum. This learning occurs in the child's first language.

A bilingual approach is used at Lower Primary. It incorporates bridging to English processes in Grades 3, 4 and 5. This approach helps students to know who they are by building on their knowledge about their culture and first language.

The students' first language, used in Elementary, will continue to be the language of instruction while bridging to English takes place in Grades 3, 4 and 5. Students will continue to develop their thinking and decision-making skills as well as skills in speaking and listening, reading and writing in the language they speak, while also learning in English.

Lower Primary teachers are generalist teachers and this Teacher Guide is for all teachers in Lower Primary schools. It is one of a set of seven guides written for teachers of Grades 3, 4 and 5.

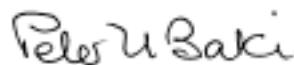
The Lower Primary Physical Education syllabus and Teacher Guide address the development of physical, social, intellectual, spiritual and emotional skills and interactions through the medium of physical activity. Learning Physical Education links with Health. The subjects help individuals to understand how the body works, how to stay fit and avoid health-related injuries, and how to relate to each other.

Physical Education encourages students to participate actively in a variety of physical activities. All students will come to understand the value and benefit of physical activity and how it contributes to their healthy growth and development. At this level, specific skills are introduced to enable the students to pursue their interest in various physical activities, such as sports, games and fitness programs. Participating in these activities improves body functions and reduces the likelihood of illness in life.

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

Teachers are encouraged to read this guide carefully, and to become familiar with the content of each of the other Lower Primary Teacher Guides. In this way, teachers can feel confident to try out the ideas and strategies that they believe will be effective with their students. Teachers may choose to modify and amend these ideas to suit local circumstances.

Teachers should work closely with members of their school communities to ensure that local community needs are met within the framework of the learning outcomes published in the Lower Primary syllabuses.



PETER M. BAKI, CBE
Secretary for Education

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Lower Primary Physical Education syllabus. Its main purpose is to help you to implement the syllabus in your classroom.

The guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of the learning outcomes. It also provides you with information and processes to:

- use the elaborations to identify relevant content (knowledge, skills and attitudes) and contexts
- develop units of work based on clusters of learning outcomes relevant to your students' needs and interests
- select appropriate teaching and learning strategies
- plan a suitable school-based program
- plan and conduct assessment to monitor students' learning and achievement of learning outcomes.

Using this teacher guide

When you receive your Lower Primary syllabuses and teacher guides, you need to do the following:

- read each teacher guide carefully
- become familiar with each syllabus, its strands and substrands
- select one subject, then read the outcomes and indicators for that subject
- read each section of that subject, teacher guide again and take note of the ideas, strategies and processes that you think will be useful to you
- repeat these steps for the other subjects
- meet with other teachers, share your ideas and plan how you will work together to write programs and units of work
- be ready to try out some of the units of work in the teacher guides
- be confident to write your own programs and units of work using the information in one or more of the teacher guides and subject syllabuses.

Bilingual education

Bilingual education is the regular use of two languages for instruction. With over 800 different languages spoken across Papua New Guinea, most students do not speak English as their first language. In Lower Primary teachers will use a bilingual approach to teaching and learning, using both vernacular and English to develop students' understanding of the learning outcomes.

Lower Primary uses a bilingual approach as there are academic benefits for students being bilingual. Students should 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 that both inside and outside the classroom, vernacular language continues to be developed until it reaches its full potential.

Bridging to English

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.

Bridging to English approaches are explained in the section titled Teaching and Learning Strategies. Examples of how to apply these approaches appear in the section titled Units of Work.

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

Integration

When teachers use integrated and bilingual education approaches in their classrooms, they are encouraged to create a relaxed, enjoyable environment in which they use a variety of teaching and learning strategies to help students acquire relevant skills, knowledge and understanding.

Integrated learning of subjects and learning outcomes is more likely to provide a meaningful and natural learning environment for students, and subsequently improve the quality of their learning.

Many learning outcomes from different subjects naturally collect or cluster together, allowing a thematic approach to programming to be adopted by teachers. The integration should not be artificial, and is often determined by annual calendars of events and community activities to make the learning more meaningful for students. Some learning outcomes that do not integrate easily, will of course need to be programmed separately.

Nature of Physical Education

Physical Education is concerned with skills and health-related aspects of life. The skills-related aspects help students to learn about and to be involved in a variety of physical activities. They learn the basic movement skills and patterns with body control and coordination. The health-related aspects develop in students an understanding of the importance of safe play, injury prevention and teamwork. The learning of health and skills-related aspects contributes to the holistic development of students (Integral Human Development) and the promotion of traditional culture and values.

The syllabus emphasis is on modified sports such as liklik kriket, kapul soka, tibol, netabol etc. The modified sports provide students with opportunities to apply the knowledge, skills and attitudes in physical activities and game-like situations with appropriate and modified resources from the environment. The knowledge, skills and attitudes gained at this level will assist the students to pursue and develop their personal interest in specific sports in the future.

Links with other levels

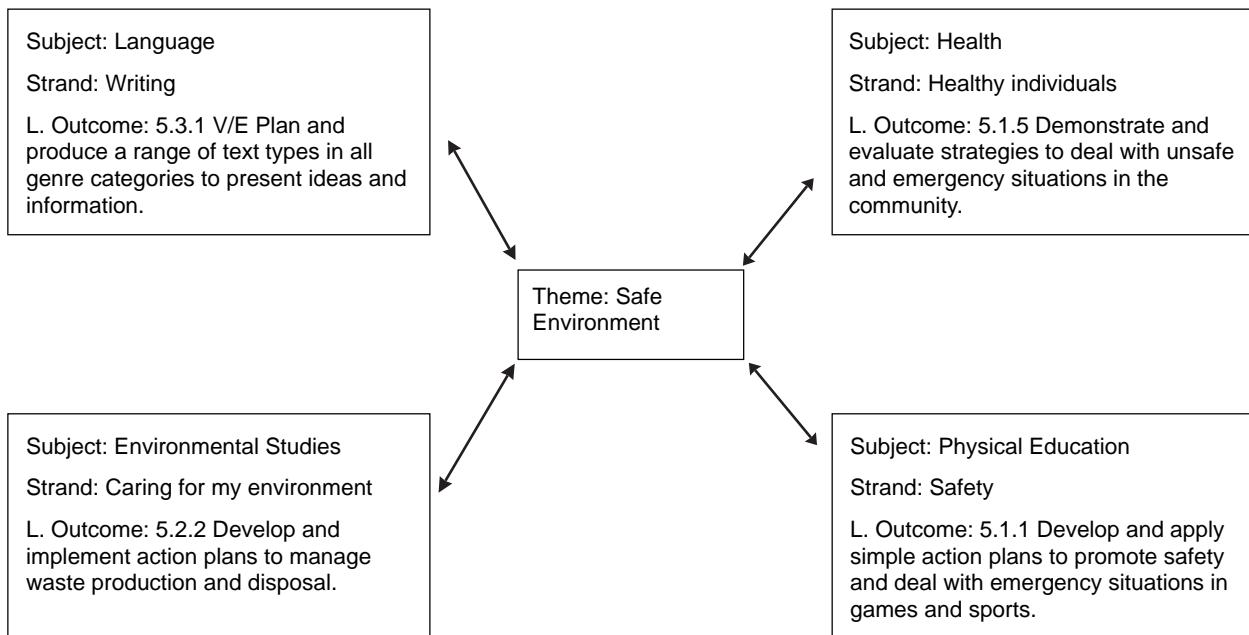
At Lower Primary, Physical Education learning outcomes are linked to outcomes in Culture and Community (Elementary) and Personal Development (Upper Primary). Learning increases as students move from one level to another.

For multigrade teaching, teachers are encouraged to study the learning outcomes that have common understandings and concepts. Cluster the learning outcomes and create integrated units of work for a multigrade class.

Links to other subjects

Physical Education learning outcomes should be integrated across subjects wherever possible when planning units of work. Physical Education has a focus on skills. Using an integrated approach will make learning more meaningful at Lower Primary level. Samples of integrated units of work within Physical Education and across subjects are shown in the Units of Work section of this Teacher Guide.

Illustration of integration of learning outcomes across subjects



Key features

Aspects of Physical Education

Physical Education at Lower Primary promotes the curriculum principles, Our Way of Life and Integral Human Development. It provides opportunities for students to know how to interact positively with each other, and to develop physically, mentally and socially to their fullest potential. Physical Education does not only relate to activities on the sports field, it deals with a person's body, health and other related issues arising from sport and physical activity.

Physical activity is part of our way of life. It is part of our culture, passed on from generation to generation. For example, coastal people paddle their canoes through rough seas for long distances. Highlanders climb steep mountains to hunt, make gardens, cut trees or do bush tracking as a leisure activity. Students, of course, love to play, run, explore, catch things and create games for fun. Traditionally, some activities were taught by demonstration and learned through observation while games and play were created through one's own exploration.

Physical Education covers fitness, movement, health, wellbeing, sports and outdoor activities or pursuits. There are many benefits and useful outcomes from learning and taking part in Physical Education. These benefits include: enjoying good health, taking part in useful recreation and leisure activities, striving for and achieving excellence at a chosen sport, recovering faster after illness and injury, and developing positive social interactions with peers.

The use of modified sports will encourage and enhance the students' interest in different sporting codes and games in which they will want to participate in the future.

Approaches

Students learning Physical Education need to develop and use a range of approaches to enable them to demonstrate and achieve the outcomes outlined in the syllabus. These approaches will help students to communicate and interact effectively with others. They will also help them to formulate ideas, create their own games and reflect on experiences to improve performance in various physical activities. A variety of teaching and learning approaches are explained in detail in the Teaching and Learning Strategies section of this document.

School, home, and community support

Many Papua New Guineans value physical activity as part of their culture and lives. Therefore, it is very important to recognise not only the school, but the home and community as settings for promoting physical activities.

Consultation, interaction and cooperation between the school, home and the community should always be encouraged for better participation in the development of school programs, in and the approaches used for teaching and learning. Having a supportive physical and social environment enhances a person's growth and development, and their participation in physical activity. It also creates effective relationships and promotes safety.

The students will then assess and analyse the support given to them so that they will recognise the need to feel responsible for their own fitness, health, safety and general wellbeing. They will also value the importance of working cooperatively for an active and healthy society.

Catering for diversity

Papua New Guinea culture is unique and diverse with many cultural beliefs, practices, languages, celebrations, rituals and customs. These cultural beliefs and practices shape and value this diversity and become the foundation of cultural and personal identity. This diversity also influences the types of physical activities, such as games and sport, in which people prefer to participate. For example, traditional games and recreational activities in the Highlands would differ from the Coastal areas of Papua New Guinea. Physical Education will continue to promote this diversity both inside and outside of the classroom.

Content summary

The content of the syllabus is organised into three strands that outline the knowledge, skills and attitudes distinctive to Physical Education.

The strands are:

- safety
- movement
- physical activity.

The content is expressed through the substrands, outcomes, indicators and elaborations that are specific to each strand. Physical Education will make a significant contribution towards preparing students to take an active and responsible role in society. The subject will also develop in students a commitment to positively participate by developing in each student the following:

- movement skills with patterns and techniques
- personal fitness to improve health and enhance participation
- self-esteem and social wellbeing
- a sense of fairness and appropriate behaviour
- willingness to participate and cooperate as part of a team.

Teaching and learning strategies

The learning outcomes provide the framework for teachers to use in their daily, weekly, term and year plans. When planning, teachers in Lower Primary schools will use the learning outcomes from the syllabuses and use the elaborations in this Teacher Guide, to identify specific knowledge, skills and attitudes that can be developed in each grade.

Continuous assessment of student performance against these outcomes, will ensure a supportive classroom environment that will meet individual learning needs.

Here is a discovery learning motto to keep in mind when planning activities for students who are learning in two languages.

Discovery learning

We remember:

20% of what we hear

40% of what we see

80% of what we discover for ourselves.

Bridging to English approaches

Students begin school using their first language for learning and development while the English language is being acquired. As students move into the Lower Primary a bridging process to learning in English is developed.

The Curriculum Development Division has recommended five approaches to bridging to English for teaching in bilingual classes in Papua New Guinea. Each of these five approaches has been modelled in the units of work included in this Teacher Guide. They are the approaches that you have to use when programming units of work. The five approaches are explained below.

1. Integrated programming and thematic approach

Teachers are encouraged to use an integrated programming and thematic approach at Lower Primary.

First, you identify clusters of outcomes from within a subject or across several subjects that link naturally together. Then, you identify a theme that links the outcomes. This helps to make learning activities interesting, relevant and appropriate for the students. Themes may be used for programming a unit of work to be taught for one to two weeks or longer.

2. Whole language approach

Within the integrated, thematic approach, the whole language approach will guide planning and teaching of the vernacular and English programs.

Teachers must create a rich environment with models of a variety of oral and written text types in the classroom. This helps students learn how whole texts are constructed. Many student-centred activities can also be created from whole texts for students to learn about the parts of language such as letter– sound relationships, pronunciation, spelling, grammar and vocabulary.

3. Program separately for vernacular and English

Language development in vernacular and English needs to be planned separately for each subject. Students use vernacular, for example, when they are learning difficult new content and content that is related to their own community lives, or for small group discussions. Students are introduced to English words and language features while they are learning the concepts in vernacular. Gradually, as students' vocabulary and understanding of English grows, they will learn more and more in English. In Grade 5 seventy percent of teaching, learning and assessment will be in English.

4. Use big books for both languages

Big books should be used as a main resource for both vernacular and English language development. Big books are usually used to introduce a new topic, new ideas, a new text type, new grammar and new vocabulary. Big books can be either fiction or information texts. You can make bilingual big books showing the same information or telling the same story in both vernacular and English.

5. Variety of genres

There will be a focus on different text types, or genres, associated with different language functions or purposes. These genres help students to understand how language can be used in powerful and interesting ways for different purposes. For example, we tell, read and write narratives to share experiences for enjoyment. We use procedures to explain how to make something or do something. We use reports to present factual information and explanations to explain why certain things happen. Arguments are used to present different points of view in powerful, persuasive ways. The following genres will be taught and practised in different subjects at Lower Primary:

- narrative
- recount
- procedure
- report
- explanation
- exposition.

You will be planning for the students to learn these different genres when you plan your units of work.

Student-centred approach

The student-centred approach provides opportunities for students to develop movement skills in the context of modified sports and games to:

- apply problem-solving and decision-making skills and skills application within game-like situations
- to develop attitudes relating to teamwork and fair play
- develop safe approaches to a variety of physical activities.

During the Physical Education lessons, students will learn, refine and improve many skills related to physical activities. Teachers should also select suitable teaching and learning approaches to help students learn the skills.

To develop suitable activities within the selected teaching and learning approaches, it is important to firstly identify the learning outcomes to be demonstrated, and what students are expected to know and can already do with respect to the outcomes. The student-centred approach encourages students to explore and create ideas for:

- the improvement of body movement skills
- the level of physical fitness
- safety prevention
- personal interactions with others.

While working towards their goals, students will need to develop communication skills to enable them to work with others, and to discuss issues, needs, values, feelings, opinions and attitudes. These skills include:

- interpersonal skills of listening, speaking, responding, being assertive, questioning and justifying a position
- skills in presenting feelings, ideas, views, decisions and findings in written or graphic forms or through movement or drama
- literacy skills such as reading, writing and speaking in ways that suit the context and audience, and use the specialised language of Physical Education.

In order to enhance effective and efficient learning for students, Physical Education encourages teachers to use a variety of approaches to demonstrate different learning outcomes. The table on page 9 has a list of teaching and learning approaches from which teachers can choose to teach Physical Education more effectively.

Teaching and learning approaches

| Teaching approach | Learning outcomes that relate to the approach | How to apply it | Samples |
|-------------------------------|---|--|---|
| Discussion | <p>3.3.2 Describe the effects on the body when participating in physical activities</p> <p>5.3.3 Describe and perform a range of leisure and recreation activities</p> | <p>Discussion offers opportunities for:</p> <ul style="list-style-type: none"> assessing students' level of performance the exchange of information between teachers and students, and students and students students to gain understanding of and respect for each other's feelings and the level of performance students to ask questions. | <ul style="list-style-type: none"> brainstorming debates question boxes reporting forums interviews |
| Practice and rehearsal | <p>3.2.1 Demonstrate different ways of moving to show body control and coordination</p> <p>4.2.1 Perform movement patterns and sequences that illustrate spatial awareness, coordination and flow</p> | <p>Practice and rehearsal strategies require students to be placed in simulated situations that allow them to trial and refine skills and behaviours. Practice and rehearsal strategies should be:</p> <ul style="list-style-type: none"> relevant to real life situations of sufficient duration to allow skill consolidation. | <ul style="list-style-type: none"> drills skill checklists simulations e.g. first aid/ emergency situations circuit activities skills demonstrations |
| Questioning | <p>3.1.1 Identify and demonstrate behaviour that promotes safety and avoids risks in physical activity</p> <p>5.3.1 Apply skills, rules and game plans to a range of games and modified sports</p> | <p>Questioning involves students in responding to and asking questions. Students' response to questions may take different forms such as movement, written, verbal and pictorial responses. Questioning allows students to:</p> <ul style="list-style-type: none"> recall information seek explanations draw conclusions think creatively. | <ul style="list-style-type: none"> quizzes and tests question and answer situations question box interviews case studies |
| Demonstration | <p>3.3.1 Demonstrate simple ball-handling skills in games and modified sports using suitable equipment</p> <p>5.3.2 Participate daily in physical activities to improve movement skills and fitness</p> | <p>Demonstrations can be used to:</p> <ul style="list-style-type: none"> illustrate variety or depth of a skill or acceptable styles show something unique or different point out examples of technique or approach show progress. | <ul style="list-style-type: none"> teacher demonstration demonstration by individual students group demonstration expert demonstration audiovisual demonstration construction of models |

| | | | |
|-------------------------|--|--|---|
| Inquiry learning | 4.1.1 Develop basic safety strategies for participating in movement, sport and fitness activities 4.3.3 Investigate and take part in physical activities people choose for recreation | In inquiry learning the teacher determines the concepts or skills to be taught and the best sequence for guiding the students to the desired response. It involves: <ul style="list-style-type: none"> • setting a specific task/activity • allowing students time for exploration and investigation • discovering solutions • performing skills. | <ul style="list-style-type: none"> • experiments • projects • simulation activities • movement activities • role plays • field trips |
| Exploration | 5.1.1 Develop and apply simple action plans to promote safety and to deal with emergency situations in games and sports | Exploration offers opportunities for students to: <ul style="list-style-type: none"> • freely express their thoughts, ideas and feelings through different media • produce creative, original and imaginative outcomes (stories, plays, games, dances) • learn from their own actions and observations. | <ul style="list-style-type: none"> • play • improvisation • mime • creative movement • journals • collages |
| Group work | 4.3.1 Perform basic skills and use tactics to achieve the goals of games and modified sports 5.2.1 Apply movement skills with competence | Group work assists students to develop confidence in setting goals, identifying and sharing tasks, and planning appropriate physical activities. It is of value: <ul style="list-style-type: none"> • when dealing with sensitive social skills • when working in movement situations. Its effectiveness will be related to the amount of prior experience students have in group situations. | <ul style="list-style-type: none"> • cooperative learning • projects • problem situations • assignments • cross tutoring • productions and performances |
| Peer learning | 3.3.3 Recognise and take part in local leisure activities 4.3.2 Identify and participate in activities to stay fit | In peer learning the organisational structure is partner work. One student performs a skill, while the other acts as observer, corrector and reinforcer. The teacher's role is not to correct the performer, but to interact with the observer to re-establish performance criteria and encourage effective communication. | <ul style="list-style-type: none"> • peer tutoring • task cards • checklists • rating scales • incidence charts |

This table was adapted from:

Personal Development, Health and Physical Education Year 7 –10

Support Document, Board of Studies, New South Wales 1991

Assessment and reporting

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of learning outcomes. At Lower Primary, assessment also needs to take account of the bilingual nature of teaching and learning. All assessment must link to the learning outcomes.

Teachers need to apply processes for assessment. Recording and reporting enables them to determine which learning outcomes students have achieved and to report these achievements to parents in ways that make sense to them. The processes teachers use to assess, record and report students' achievements need to be manageable. Schools may decide to plan together on a whole school basis to share good assessment practice, and to develop manageable assessment and reporting systems.

Students need to receive meaningful feedback about their achievement of learning outcomes. This can best be done using continuous assessment. The students' knowledge and skills are continually developing in a healthy classroom environment. It is important for teachers to be aware of, and record, what the students know and what they can do. When teachers have this information, programming can be made more purposeful. It can be directed at learning weaknesses and matches the students' needs.

Criterion-referenced assessment

The approach to assessment that best aligns with an outcomes-based approach is criterion-referenced assessment.

Criterion-referenced assessment uses specific assessment criteria derived from the learning outcomes to judge a student's individual performance. It does not compare the performance of one student with another. This means that all students can demonstrate learning against individual criteria and all can find success against one or more criteria.

Unlike norm-referenced assessment, it is not used to rank students. It is used to determine what each student has learnt from the learning outcomes in terms of knowledge, skills and attitudes. All of the assessment methods described on pages 12 to 15 use this approach.

Teachers will need to be able to:

- identify valid and reliable assessment tasks from the learning activities
- develop specific assessment criteria that describe exactly what a student must do to be successful in the assessment task
- make sure the students are aware of and understand the assessment criteria
- give students feedback on their performance in each assessment task against the assessment criteria.

In this way students are very clear about what they must know, do and understand. They are given constructive feedback from the teacher about what they are doing well and what they need to do to improve. Teachers are very clear about what they are assessing and are able to apply fair, consistent assessment to all students' work.

Assessment and recording methods

The syllabuses outline the main assessment methods. This section will expand on these methods by providing:

- examples of the kinds of activities where that assessment method may be appropriate
- examples of how to record students' demonstration of the knowledge, skills and attitudes in the learning outcomes.

Observation

Teachers can gather much information about students' learning by observing them in both formal and informal situations inside and outside the classroom. Observation is used largely for assessing skills and so is best suited to assessing skills-based activities. It can also be used to assess students' knowledge and attitudes when they are expressed orally.

Examples of when to use observation to assess students' learning

Formal assessment tasks that use observation as the assessment method might include:

- oral presentations
- role plays, dramatisations, dance or musical performances
- group work
- practical activities.

Informal observations can occur while students are working on normal learning activities both inside and outside the classroom. It is useful to inform students that you are assessing them and to make sure they know the assessment criteria that you want them to demonstrate. In this way more students are likely to be successful.

Students can also observe and give constructive feedback on each other's performances using the same assessment criteria. This is called peer assessment.

Ways of recording observations

There are a number of manageable ways to record observations of students' achievements. These include:

- checklists with comments
- class grids that allow the teacher to date their observations and focus on only a few students during each lesson until they have recorded information about all students. These grids can be used to repeat the observations a number of times to build a fuller picture of each students' learning
- having a page for each student in an exercise book to keep dated, anecdotal records of significant learning
- having students complete peer assessments that show the performance of other students, either as individuals or in groups, against the assessment criteria.

Sometimes it may be necessary for the teacher to talk to the student about what they are observing as it is possible to misinterpret information. For example, a student staring out the window during a writing activity may be seen to be wasting time. When questioned, the student may well respond with a comment such as 'I was thinking what to write next,' or, 'I was translating my sentence from vernacular to English in my head first'.

Conferencing or talking to students

In similar ways, teachers can gather information about students' understanding of what they are learning by sitting and talking with them while they are working.

Examples of when to use conferencing to assess students' learning

This is most useful in:

- practical lessons where students are applying skills
- language activities like shared or individual reading or when assessing students' writing
- small group work
- learning activities that are happening out in the community.

Teachers can ask relevant questions such as:

- What do you think is happening here?
- Why did you do it that way?
- Is there another way you could do this?

The purpose of conferencing is to gather information about students' knowledge and understanding of what they are learning. It can also give a good insight into students' attitudes to learning.

Ways of recording conference notes

Again the type of information gathered in conferences can be recorded on class grids or in exercise books with a page for each student.

Analysing students' products

This is probably one of the most common forms of assessment where a teacher sets an assessment task for students, explains the assessment criteria to them and then collects the students' products to see how well they have met the criteria.

Examples of when to analyse products to assess students' learning

Examples of products students might produce include:

- essays or written work
- models
- drawings, maps and diagrams
- art and craft samples
- community surveys and projects.

Teachers will need to make sure that the assessment criteria match the knowledge, skills and attitudes outlined in the learning outcomes being assessed. They will then have to decide how well the students have met these criteria. Teachers can use different scales to show various levels of achievement. For example, you could use scales like the ones below.

Examples of scales to show how well students performed on assessment tasks

| Example 1 | Example 2 | Example 3 |
|---|--|--|
| F. Student fully demonstrated the criteria | 3. Student met the criteria most of the time | 3. Student met the criteria independently |
| P. Student partly demonstrated the criteria | 2. Student met the criteria some of the time | 2. Student met the criteria with some assistance |
| NMP. Student needs more practice | 1. Student did not meet the criteria | 1. Student needs more practice |

In Example 1, teachers would record an F for those students who fully demonstrated the criteria, a P for those who partly demonstrated the criteria and NMP for those students who need more practice.

Examples 2 and 3 use numbers as codes to show how well the students met the assessment criteria. Teachers can choose which codes are the easiest for them to understand and use. Examples of how these codes can be used for recording appear in the section on Units of Work.

Ways of recording information gained from analysing students' products

Teachers may keep written products or records of students' achievements on particular assessment tasks in student portfolios.

Tests

Examples of when to use tests to assess students' learning

Tests are used mainly to assess students' knowledge and understanding of subject content. Tests should be used for both formative and summative assessment so that results can be used to help students improve in areas where they are having difficulty. At Lower Primary, tests are just one form of assessment and should be used in conjunction with the other assessment methods. This balanced approach to assessment gives students a greater chance of being successful, as they are able to demonstrate their learning in different ways.

Ways of recording test results

Teachers normally record results of tests in record books. This can be done if the marks mean something and relate back to the outcomes. For example, if a test was out of 10, then those students who received marks:

- between 8 and 10 have demonstrated a good understanding of the outcome being assessed
- between 5 and 7 have demonstrated partial understanding of the outcome being assessed
- of 4 or less, need more practice or further instruction.

Teachers can also store students' tests with their comments in students' portfolios.

What to do with assessment information

Once teachers have gathered information from a number of assessment tasks they should be in a position to make decisions about which outcomes students have achieved.

Teachers need to look at all the evidence they have gathered about each student and decide if they have enough evidence to say that the student has achieved the outcome. Normally to make this decision, teachers must be sure that the student has demonstrated the outcome independently and on a number of occasions; sometimes informally and sometimes in assessment tasks. Teachers can then record which students have achieved which outcomes.

One way of recording this would be to have a chart showing all of the outcomes for the relevant grade by subject. A sample of what this might look like appears below.

Teachers could have one copy of the table for each student and colour the grid as each outcome is achieved. Teachers could lightly (or partly) colour the outcome box for students who are still working towards achieving the outcome. While this is mainly for teacher records, a chart such as this could be incorporated into a formal report. However, it would need further explanation for parents and guardians to make sense of it, and to thereby understand what learning has taken place.

Achievement of the learning outcomes

| School: | Year: | Term: |
|-----------------|--------------|---------------|
| Student: | | Grade: |
| | | |
| | | |

■ A fully shaded box indicates the student has achieved that outcome for that subject.
■ A lightly or partly shaded box indicates the student is working towards that outcome.

| Subject | Learning outcomes | | | | | | | | | | | | | | |
|------------------------------|--------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------|-------|-------|
| | 3.1.1 | 3.1.2 | 3.1.3 | 3.2.1 | 3.2.2 | 3.2.3 | 3.3.1 | 3.3.2 | 3.3.3 | 3.4.1 | 3.4.2 | 3.4.3 | 3.5.1 | 3.5.2 | 3.5.3 |
| Arts | 3.1.1 | 3.1.2 | 3.1.3 | 3.2.1 | 3.2.2 | 3.2.3 | 3.3.1 | 3.3.2 | 3.3.3 | 3.4.1 | 3.4.2 | 3.4.3 | 3.5.1 | 3.5.2 | 3.5.3 |
| Community Living | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.2.1 | 3.3.1 | | | | | | | | | |
| Environmental Studies | 3.1.1 | 3.1.2 | 3.1.3 | 3.2.1 | 3.2.2 | | | | | | | | | | |
| Health | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.1.5 | 3.2.1 | 3.2.2 | | | | | | | | |
| Language | 3.1.1 V | 3.1.2 V | 3.1.3 V | 3.1.4 V | 3.2.1 V | 3.2.2 V | 3.2.3 V | 3.2.4 V | 3.3.1 V | 3.3.2 V | 3.3.3 V | 3.3.4 V | | | |
| | 3.1.1 E | 3.1.2 E | 3.1.3 E | 3.1.4 E | 3.2.1 E | 3.2.2 E | 3.2.3 E | 3.2.4 E | 3.3.1 E | 3.3.2 E | 3.3.3 E | 3.3.4 E | | | |
| Mathematics | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.2.1 | 3.2.2 | 3.2.3 | 3.2.4 | 3.2.5 | 3.3.1 | 3.3.2 | 3.4.1 | 3.4.2 | 3.5.1 | |
| Physical Education | 3.1.1 | 3.2.1 | 3.3.1 | 3.3.2 | 3.3.3 | | | | | | | | | | |

Assessment in vernacular and English

Bilingual education is used in Lower Primary where students learn in both vernacular and English. They gradually ‘bridge’ from vernacular to English over the three years from Grade 3 to Grade 5. Teachers use both vernacular and English as the languages of instruction and so it follows that assessment should also be conducted in both languages.

Teachers will need to make informed decisions about which language should be used to assess the students. In some cases it may be appropriate to give the students a choice about the language in which they would like to be assessed. The exception to this is where you are actually teaching English to students. This of course will need to be assessed in English.

The table below provides a guide to the percentage of assessment that should be conducted in each language.

Suggested percentage of assessment in vernacular and/or English

| Grade | Vernacular | English |
|-------|------------|---------|
| 3 | 60% | 40% |
| 4 | 50% | 50% |
| 5 | 30% | 70% |

Developing a specific assessment plan

When planning assessment tasks, teachers must decide which type of assessment methods will be used to demonstrate the achievement of the outcomes. Learning outcomes should be used as the starting point in the process of deciding and planning assessment tasks. Learning activities and assessment tasks should be planned together when developing units of work.

When developing or writing an assessment plan, the following are some steps that you may find useful:

- select assessment tasks from the list of students' learning experiences or activities identified during the planning of the unit of work
- choose assessment methods suitable for the assessment task
- develop assessment criteria by breaking down the knowledge, skills and attitudes that the students will need to demonstrate to complete the activity successfully.

Develop a manageable way of recording your assessment information such as:

- individual or class checklist, or class grid, to record observations
- comments on students' work indicating what they have done well and where they need to improve
- work samples being added to a portfolio
- test marks
- students' assessments of their own performance using the assessment criteria
- students' assessment of their peers using the assessment criteria.

Example of assessment plan for sample 1 unit of work

| Assessment task | Assessment criteria | Assessment method | Recording method | Assessment language |
|--|---|--|-------------------------|----------------------------|
| Perform the skills of passing, kicking, throwing and heading | <p>Did the student pass the ball straight to the opponent or partner?</p> <p>How well did the student dribble the ball around selected markers?</p> <p>How well did the student move and throw the ball overhead to a target?</p> <p>How well did the student head the ball using the correct position of the head?</p> | Observation of performance with the use of a checklist | Checklist | English |

Physical Education recording

Teachers can record the evidence of students' demonstrations of learning outcomes, using assessment instruments that are manageable and easy to incorporate into classroom activities, such as work samples, checklists or portfolios.

Sample scale for the assessment criteria used

| Passing the ball | Dribbling the ball | Throwing the ball overhead | Heading the ball |
|---|--|--|---|
| 3 Able to pass the ball straight to the partner with confidence | 3 Can dribble around selected markers very confidently | 3 Can throw the ball overhead with correct posture | 3 Able to head the ball with confidence |
| 2 Able to pass the ball to the partner but with hesitation | 2 Able to dribble but very slowly | 2 Able to throw the ball overhead but needs to improve posture | 2 Able to head the ball with assistance |
| 1 Needs a lot of practice passing the ball. | 1 Needs a lot of practice dribbling around markers | 1 Needs a lot of practice | 1 Needs a lot of practice |

Sample recording strategy for the assessment task identified from the sample 1 integrated unit of work

| Name | Passing the ball | Dribbling | Throwing | Heading |
|----------|------------------|-----------|----------|---------|
| Ponu | 3 | 3 | 1 | 3 |
| Kabiliya | 2 | 3 | 2 | 1 |
| Colbert | 1 | 3 | 3 | 1 |

The assessment criteria and the scale will assist the teacher to assess each individual student against the skills for selected modified games such as kapul soka.

Teachers are encouraged to use a variety of recording strategies to indicate students' performance and demonstration of learning outcomes.

The table on page 20 shows some recording strategies that teachers can use when assessing students.

Physical Education recording strategies

| Description | Examples | Ao | Oa | Oe | 1 |
|---------------------------------|---|---|-----------------------------|------------|---|
| A list for ticking items | about knowledge, competencies (physical skills problem solving or group interactions and work habits. Checklists can be based on observations by a teacher or peers or used as a self-report strategy. Length of jump in metres | metre | | | |
| | | 2 metres | | | |
| | | 3 metres | | | |
| Diary or journal | A diary or journal can be a written, taped or oral reflection on issues, events or aspects of a students' own choice. Students should be encouraged to provide personal reflections rather than simple descriptions. A variation might be a journal of cuttings from newspaper articles or personal notes from analysis of the media. | | | | Diary entries focusing on fitness activities completed over a set period of time. |
| Formal or informal observations | Short statements that describe an incident or individual student's behaviour believed to be typical or distinctive. | Date | Student incident/ behaviour | Comment | |
| | | | | | |
| Incidence chart | A chart containing list of skills performed. Incidence charts are particularly useful for assisting the teacher in describing movement performance to students. Incidence charts can also be used as peer assessment techniques. | Volleyball Name: _____ The serve: _____ | Into the net | On the net | Out of the court |
| | | | ✓/✓ | ✓✓✓/✓ | ✓/✓ |
| Interviews | An interviewer (teacher/student) meets with one student or a group of students to obtain information or opinions about an issue or concern. The interview can be structured or unstructured. | Interviews with students about their fitness programs. - understanding of fitness - behaviour - attitude towards it - progress - barriers and solutions. | | | |
| Peer assessment | This form of assessment can occur at both a structured and unstructured level. The emphasis is on constructive observation and critical feedback. It is a particularly useful strategy for skill assessment for formative purposes. | After viewing each other's dance performance or other role plays, students are asked to give informal feedback to each other focusing on positive comments and areas that might need further attention. | | | |
| Portfolio or workbook | A collection of items which illustrates the work of a student or which records events that took place during the course of study. It may include items such as worksheets, reaction statements, essays or diagrams. |  | | | |

| | | |
|---------------------|---|---|
| Projects | A comprehensive study which can be practical in nature, such as a performance or display item, or theoretical in orientation, such as research on a community or personal issue. The manner of presentation may be set by the teacher or left as a matter for student choice. | Gymnastics display item Personal health appraisal Research project on a health promotion initiative |
| Self-assessment | This strategy requires students to be self-reflective, to set their own standards of behaviour and make judgements about their own work. It is a strategy that should be used for formative purposes only. | Video analysis of own skills performance 'I' messages Keeping journals on social skills |
| Sentence completion | A method of gathering information by providing the beginning of a sentence as a stimulus and inviting students to complete the sentence in their own words. | My favourite sport is _____ Fair play is _____ A good sportsperson is _____ Fitness is _____ |

This table was adapted from:

Personal Development, Health and Physical Education Year 7 – 10.
Support Document, Board of Studies, New South Wales 1991

Reporting

When the time comes for formal reporting through written reports or interviews, teachers can look at all the evidence of students' learning in student portfolios and in their own records, and decide which outcomes individual students have achieved and report this information clearly to parents. Teachers should highlight what students have done well and how they can improve further. The National Assessment and Reporting Policy outlines what is required in formal school reports.

Evaluation

Assessment information can also be used by teachers to evaluate the effectiveness of their teaching. By analysing class results as a whole, teachers can identify subjects, strands, substrands and outcomes where the students have done well and those that require further or improved teaching.

Similarly, a whole school can analyse results by subjects, strands and substrands or by grades, and identify areas of strength and areas which need further attention. For example, if a whole school is not performing well in Mathematics, then Mathematics could become the focus for inservice and resource development for the next year. In this way assessment information serves two purposes:

- to improve students' learning
- to improve the quality of teaching.

Programming

A program is a detailed plan developed by teachers to manage teaching and learning activities for their students throughout the year. The main purpose of programming is to help teachers arrange the content of the course by developing a year plan and weekly programs.

A year plan, broken into terms, should show when all of the learning outcomes for each subject will be taught. Because an integrated approach to programming is recommended, learning outcomes that link naturally should be clustered and described through themes that show the linking concept.

The year plan should also sequence an individual subjects learning outcomes that need to be taught on their own. The themes and individual outcomes for each term are broken down on a week-by-week basis for the four school terms.

Weekly programs detail teaching, learning and assessment activities for each week.

Samples of both types of programs appear below and in the Units of Work section of this Teacher Guide.

Developing a program

At Lower Primary, a lot of teaching is done in an integrated way, therefore, learning outcomes can be clustered:

- within strands of the same subject
- across subjects
- across grades for multigrade classes.

Themes can be identified for clusters of learning outcomes. Then the themes can be scheduled into the yearly or term program according to the needs and interests of students and the community.

A weekly teaching program is then developed after the units of work have been planned.

Characteristics of a good program

An effective outcomes-based program:

- maintains a focus on learning outcomes, showing what students must know and do to achieve the outcomes
- uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time
- uses a variety of teaching and learning strategies so that teachers act as facilitators of learning and cater for different learning styles and the individual needs of students

- emphasises the development of knowledge, skills and attitudes that promote lifelong learning
- provides opportunities for students to become effective, self-directed learners
- enables students to learn within a range of contexts
- supports learning through the use of a variety of texts, media and real life materials and resources
- shows the links between outcomes, teaching and learning activities, and assessment tasks.

When programming, teachers should also take into consideration the following:

- providing a balance of activities including projects, practical work and assignments
- students' needs and interests
- the community calendar
- unplanned events
- holidays
- major school activities.

Programming Physical Education

Physical Education is a skills-oriented subject. The skills of the subject should integrate with other subjects wherever possible when planning.

Physical Education integrates well with other strands within the subject. The sample yearly program on page 25 is based on integration across strands within Physical Education.

When programming, consider the following points:

- take note of the number of teaching weeks per term
- check the time allocation per week for Physical Education and other subjects for each grade
- develop a yearly planner
- estimate a time frame for the units of work
- develop weekly programs using the units of work.

The tables below illustrate the points on page 23.

Number of teaching weeks for each term for 2004

| Term | Weeks |
|-------|-------|
| One | 10 |
| Two | 11 |
| Three | 10 |
| Four | 10 |

Physical Education time allocation for Lower Primary

| Grade | Time allocation |
|-------|-----------------|
| 3 | 105 mins |
| 4 | 135 mins |
| 5 | 150 mins |

Suggestions for lesson allocation

| Grade 3 (105) | Grade 4 (135) | Grade 5 (150) |
|-----------------------|-----------------------|-----------------------|
| Option 1 | Option 1 | Option 1 |
| 2 x 30 minute lessons | 3 x 30 minute lessons | 3 x 30 minute lessons |
| 1 x 45 minute lesson | 1 x 45 minute lesson | 1 x 60 minute lesson |
| Option 2 | Option 2 | Option 2 |
| 1 x 45 minute lesson | 1 x 30 minute lesson | 1 x 60 minute lesson |
| 1 x 60 minute lesson | 1 x 45 minute lesson | 2 x 45 minute lessons |
| | 1 x 60 minute lesson | Option 3 |
| | | 2 x 30 minute lessons |
| | | 2 x 45 minute lessons |

Yearly program

The sample yearly program is based on the modified sports. The other two strands, Safety and Movement, will also need to be added to this yearly program. The modified sports become the themes for the unit of work to be developed for teaching. Learning outcomes from the substrands will integrate into the themes. See sample in the Units of Work section.

Illustration of a sample yearly program

| Week | Term 1 | Term 2 | Term 3 | Term 4 |
|------|---------------------|------------------|----------------------|-----------------|
| 1. | Kapul soka (soccer) | Tibol (softball) | Netabol (netball) | Mini volleyball |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | Athletics | Mini basketball | Pukpuk ragbi (rugby) | Liklik criket |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |

Note: Use the yearly program to develop units of work. (See Units of Work section for details.)

Sample cluster of outcomes

Due to the common link between learning outcomes within the subject, it is recommended to develop units of work integrating learning outcomes.

- 3.1.1 Identify and demonstrate behaviour that promotes safety and avoids risks in physical activity
- 3.2.1 Demonstrate different ways of moving to show body control and coordination
- 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 when participating in physical activities

The integrated units of work will be based on learning outcome 3.3.1 of the substrand Game Skills and Modified Sports. The modified sports listed on page 26 can be used as the themes. For example, the modified sport "Kapul soka" becomes the theme of the unit of work for the sample shown in the Units of Work section.

The following are the modified sports introduced in our schools:

| | |
|---|---|
| <ul style="list-style-type: none">• Kapul soka (soccer)• Liklik kriket• Mini basketball• Mini volleyball | <ul style="list-style-type: none">• Netabol (netball)• Pukpuk ragbi (rugby)• Tibol (softball)• Athletics |
|---|---|

Weekly program

The weekly programs are developed from the units of work. The time spent on the unit of work will depend on how many teaching and learning activities are developed for the learning outcomes identified. A weekly program will include detailed and sequenced teaching and learning activities. Teachers are encouraged to be flexible in developing their teaching program to execute the unit of work planned. It is important that the weekly program maintains the focus on learning outcomes.

Layout of weekly program

Grade _____ term _____ Week _____ Time duration _____

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 8.00 – 8.15 | A s s e m b l y ► | | | | |
| 8.15 – 10.00 | Subject Activity Lesson time | Subject Activity Minutes | Subject Activity Minutes | Subject Activity Minutes | Subject Activity Minutes |
| 10.00 – 10.30 | R e c e s s | | | | |
| 10.30 – 12.00 | | | | | |
| 12.00 – 1.00 | L u n c h | | | | |
| 1.00 – 3.00 | | | | | |
| Summary | | | | | |

See sample 2 unit of work in the Units of Work section for an example of a completed weekly program.

Units of work

A unit of work is a set of sequenced teaching and learning activities with assessment tasks, designed to help students achieve selected learning outcomes within a specific time frame.

A unit of work provides information on the knowledge, processes, skills and attitudes to be developed over a specific time frame. When planning an appropriate, effective and efficient unit of work with an outcomes focus, teachers should first identify the outcomes to be covered. Then a set of sequenced learning activities can be developed for the outcomes identified. The unit also incorporates the teaching and learning strategies and the types of assessment to be used to demonstrate the achievement of the outcomes.

Planning a unit of work is based on a suggested process. When planning a unit of work, teachers should identify the requirements of the syllabus and use the outcomes as starting points. At Lower Primary level, integration is encouraged to make learning more meaningful. Integrated units of work can be developed:

- within or across strands in a grade
- across subjects in a grade
- across grades.

Process for developing units of work

The following ten step process will guide teachers in their planning and developing of units of work. Some teachers may start at different steps in the process (or, for example, reverse the order of Steps 2 and 3) but eventually all steps will be covered. When the unit is completed, you should reflect on the success of the unit and, if necessary, make improvements if you plan to use it with another group of students.

1. *Study the learning outcomes*

Look at the learning outcomes for the seven Lower Primary subjects if planning an integrated unit of work.

Look at the learning outcomes from one subject only if planning a unit of work for one subject.

2. *Cluster learning outcomes*

Cluster a small group of learning outcomes (about four) from across the subjects that link naturally together.

3. *Identify a theme*

Identify a theme to describe the natural links between the cluster of learning outcomes.

4. *State the purpose of the unit of work*

Summarise in two or three sentences what students will learn during this unit of work. Refer to the learning outcomes.

5. Identify the knowledge, skills and attitudes

Use the indicators from the syllabuses and the elaborations from the Teacher Guide to identify the knowledge, skills and attitudes for the cluster of learning outcomes.

6. Develop teaching and learning activities and assessment tasks

Develop relevant teaching and learning activities and assessment tasks that help students to learn and demonstrate the knowledge, skills and attitudes.

Develop teaching and learning activities that incorporate bridging approaches for the Language learning outcomes in the unit of work.

7. State the language of instruction for teaching and learning activities and assessment tasks

Identify which language will be used for all of the teaching and learning activities and assessment tasks.

8. Estimate the time

Identify how many weeks it will take to teach the unit of work (probably no more than three weeks for Lower Primary students).

9. Develop a weekly teaching program

Use your own programming format to develop a weekly program.

10. Identify relevant resources and materials

List the resources and materials needed to teach the unit of work.

Sample units

Sample 1: Integrated unit of work within subject – Grade 3

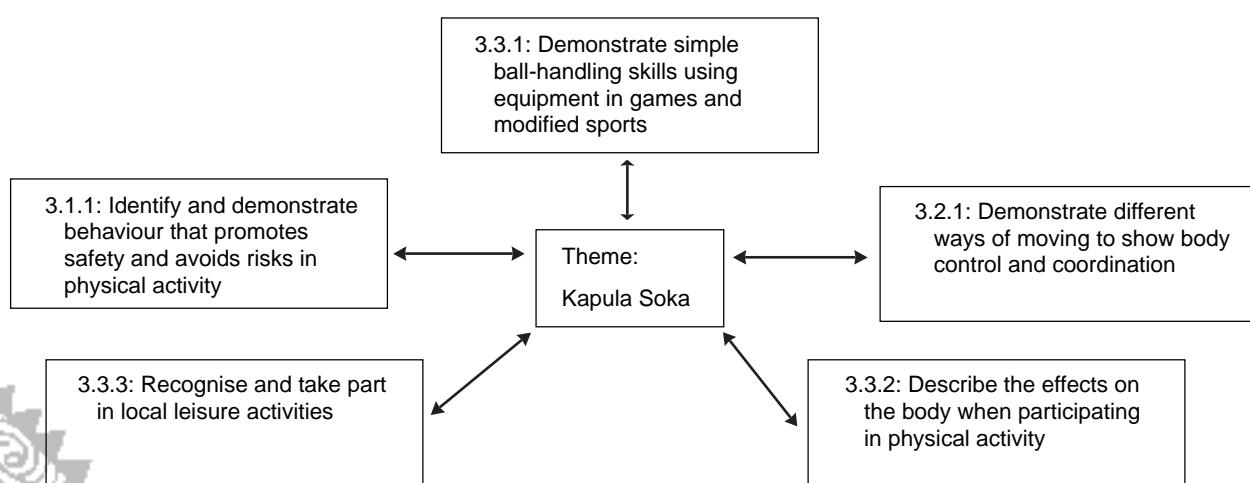
1. Study the learning outcomes

This sample is based on Physical Education learning outcomes only. The cluster is formed by integrating outcomes from different strands within the Physical Education subject.

2. Identify a theme

THEME: Kapul Soka (Soccer)

3. Cluster learning outcomes



NB: **Do not** force outcomes into a theme if they do not fit naturally through the main linking concept.

4. State the purpose of the unit of work

- identify and demonstrate appropriate behaviour in a game of kapul soka
- demonstrate ball-handling skills for kapul soka with correct body control and coordination
- participate in a game of kapul soka.

5. Identify knowledge, skills and attitudes

| Knowledge | Skills | Attitudes |
|---|--|---|
| <ul style="list-style-type: none"> • understand the importance of wearing suitable clothing • know how to select, handle and use equipment correctly • know body movement skills such as running, walking, kicking • understand effects on body after running or jogging • performing skills related to kapul soka such as running, kicking, | <ul style="list-style-type: none"> • passing, goal shooting, heading, dribbling • performing a variety of skills with control and coordination • kicking a ball at a target • dribbling a ball with the foot | <ul style="list-style-type: none"> • display appropriate and acceptable behaviour • being able to assess safe or unsafe situations • demonstrate positive behaviour such as fair play • being responsible • being cooperative • enjoy taking part in a game of kapul soka |

6. Develop teaching and learning activities and assessment tasks

- Do a Know, Want to know, Learnt (KWL) approach for kapul soka. (V)
- Describe different ways to avoid risks in any physical activity. (V)
- Listen and do a recount of the behaviours that promote safety in kapul soka as presented by a guest speaker. (V)
- Demonstrate ways to select, handle and use equipment correctly. (V)
- Explore different ways of moving, such as walking, running, spinning etc. (V/E)
- Perform a variety of movements on the spot. (V/E)
- Perform a variety of movement skills for kapul soka with body control and coordination. (V/E)
- Illustrate different ball-handling skills for kapul soka using various body parts and suitable equipment. (V/E)
- Perform the skills of passing, kicking, throwing, heading and dribbling. (V/E) (Assessment Activity 1)
- Develop and demonstrate the skills of receiving and passing the ball on the ground with both the inside and outside of the foot. (V/E)
- Join in a fitness routine such as a circuit activity as a warm-up for a game of kapul soka. (V/E)
- Perform a variety of lead-up activities for kapul soka. Describe effects on the body after a given time. e.g. run for 2 minutes, then count heartbeats, run for 8 minutes, count heartbeats. Describe different effects on the body. (V/E)

- Play a kapul soka game with equipment applying safe behaviour, appropriate body movement skills and patterns, and relevant ball-handling skills. (V)

7. State the language of instruction for teaching and learning activities and assessment tasks

The activities will be done in both English and vernacular, as indicated by the letters (V) and (E).

Identify or develop assessment tasks.

- Perform the skills of passing, kicking, throwing, heading and dribbling.

Assessment method: Practical – observation of performance

Assessment criteria:

These criteria are for assessment task 1 from the sample unit of work.

- did the student pass the ball straight to the opponent or partner?
- how well did the student dribble the ball around selected markers?
- how well did the student move and throw the ball overhead to a target?
- how well did the student head the ball using the correct position of the head?

Identify a recording method

Record: Use a checklist

Keep a record of students' performance for the selected skills for kapul soka on a checklist.

| Name | Passing | Dribbling | Throwing | Heading |
|-----------|---------|-----------|----------|---------|
| Ponu | 3 | 3 | 1 | 3 |
| Kabiliya | 2 | 3 | 2 | 3 |
| Colbert | 1 | 3 | 3 | 1 |
| Isiyagesi | 2 | 2 | 1 | 3 |

Sample scale for the assessment criteria used

| Passing the ball | Dribbling the ball | Throwing the ball overhead | Heading the ball |
|--|--|--|---|
| 3 Able to pass the ball to a partner with confidence | 3 Can dribble around selected markers very confidently | 3 Can throw the ball overhead with correct posture | 3 Able to head the ball with confidence |
| 2 Able to pass the ball to a partner but with hesitation | 2 Able to dribble but very slowly | 2 Able to throw the ball overhead but needs to improve the posture | 2 Able to head the ball with assistance |
| 1 Needs a lot of practice passing the ball | 1 Needs a lot of practice dribbling around markers | 1 Needs a lot of practice | 1 Needs a lot of practice |

8. Estimate the time

This unit of work may take 5 weeks to teach.

9. Develop a weekly teaching program

Sample weekly program

Grade 3

Term 1

Week 1

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|--|---------|-----------|----------|--------|
| 8.00 – 8.15 | A s s e m b l y ► | | | | |
| 8.15 – 10.00 (105 mins) | Language Act: Do KWL on the theme: Safe Environment (30 mins) Health Act: Draw safe and unsafe signs (45 mins) Environmental Studies Act: Describe positive and negative things people do to the environment (V) (30 mins) | | | | |
| 10.00 – 10.30 | R e c e s s | | | | |
| 10.30 – 12.00 (90 mins) | Mathematics Act: Recognise, compare and group objects into 5s, 10s and 20s (30 mins) Language Act: Listen and do a recount of the behaviours that promote safety in kapul soka as presented by a guest speaker (V) (60 mins) | | | | |
| 12.00 – 1.00 | L u n c h | | | | |
| 1.00 – 3.00 (120 mins) | Physical Education Act: Explore different ways of moving such as walking, running, jumping etc. (60 mins) Community Living Act: Interview community members to identify unsafe situations in the community (V) (60 mins) | | | | |

This weekly program is not complete. Sample 2 unit of work has a completed table for you to refer to should you need more assistance.

U

10. Identify relevant resources and materials

Balls, identify resource personnel, identify kapul soka skills suitable for Grade 3 students, Physical Education syllabus, KWL chart.

Sample 2: An integrated unit of work across subjects – Grade 5**1. Study the learning outcomes**

For this integrated unit of work you will need to refer to the seven subject syllabuses. Study the learning outcomes for different subjects to identify those learning outcomes that have common links. Select 2 - 3 themes to cluster the learning outcomes.

2. Cluster learning outcomes

Language 5.1.2 Apply a range of oral skills and strategies in informal and formal situations.

Environmental Studies 5.2.1 Design and apply good practices to sustain the environment.

Physical Education 5.1.1 Develop and apply simple action plans to promote safety and deal with emergency situations in games and sports.

Health 5.1.5 Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

3. Identify a theme

Good Safety Practices

4. State the purpose of the unit of work

Discuss, plan and develop strategies to apply good practices to promote safety in various physical activities and the immediate environment.

5. Identify the knowledge, skills and attitudes

| Knowledge | Skills | Attitudes |
|---|---|--|
| <ul style="list-style-type: none">• safety rules and practices• safe and acceptable behaviour• basic first aid• safety skills in water• conservation of resources• impact of excessive use of resources• things and practices that harm the environment• unsafe and emergency situations | <ul style="list-style-type: none">• identify safety concerns through survey and research• analyse actions that threaten safety• analyse actions that promote safety• describe and apply safety rules and practices• apply basic first aid skills• make recommendations to promote safety | <ul style="list-style-type: none">• demonstrate responsible attitudes• be able to care for the safety of oneself and others• appreciate the rules for safety• demonstrate acceptable and positive behaviour |

6. Develop teaching and learning activities and assessment tasks

- highlight what they know, want to know and what they have learnt about good practices for safety (E)
- identify words or phrases for vocabulary development that deal with unsafe situations (E)
- describe safe and unsafe signs for various situations in the environment (V)
- conduct a survey to discover unsafe or bad practices that harm the environment and good practices that help the environment (V)
- discuss and develop safety rules for water activities (E)
- write a poem about safety in the school (E)
- listen to and outline important aspects of basic first aid given by a guest speaker (V)
- do a recount of a guest speaker's presentation on how to apply basic first aid in an emergency situation (E)
- describe acceptable behaviour that promotes safety in the environment
- create and perform a drama that shows how to promote safety in various physical activities (V)
- write a report to outline ways to improve and promote safety in different physical activities and in the community (V)
- make and display posters to promote basic First Aid skills in their community (E)
- debate the advantages and disadvantages of using resources in the environment (E)
- discuss what a person can do in an emergency situation to keep a victim comfortable while assistance is sought. The emergency may be the result of injury, snake bite, malaria, burns etc. (V)
- select a modified sport and an area in the school to play the game. Identify safety in the selected area. Do a quick clean-up to get rid of unsafe items that. Create teams of seven-a-side. Play the game while applying safety rules and encouraging acceptable behaviour for that particular game. (V/E)

Language activities

The following activities are suitable for developing Langage in this unit of work:

- do a know, want to know, learnt (KWL) activity for the theme Good Practices for Safety
- research and identify vocabulary appropriate to the theme
- do shared reading with a big book
- develop a big book about good practices for safety
- silent reading
- buddy reading
- debate the advantages and disadvantage of using environmental resources
- write a report using correct language and proper use of paragraphs
- write poems and plays.

Developing teaching and learning activities for:

- Language outcomes
- bridging to English approaches.

Process

- Study the student activities and indicate the language of instruction, English or vernacular.
- Identify relevant approaches from the 5 bridging to English approaches.
- Develop your program accordingly.

Programming in two languages (sample only)

Theme: Good practices for safety

| Vernacular | | English | |
|--|--|--|--|
| Oral | Print | Oral | Print |
| Research safety concerns through questionnaires, discussions, interviews | Write a report on how to promote safety in the community | Debate the advantages and disadvantages of using resources in the environment Do shared reading with big book | Write a poem about safety Make and display posters to promote basic first aid skills in the community |

Assessment Task

Write a report to outline four ways to improve and promote safety in different physical activities. (V)

Assessment Method

Written task

Assessment Criteria

- How well did the student use the features of a report to present the main concepts?
- Was the student able to list 4 ways to improve and promote safety?
- How well did the student explain the appropriate attitudes for promoting safety?
- How well was the work presented in general e.g. neatness?

(See Assessment section for ways to develop an assessment plan.)

7. State the language of instruction for teaching and learning activities and assessment tasks

The languages of instruction for this unit of work will be both vernacular and English as illustrated in step 6 of the unit of work process.

8. Estimate the time

One week

9. Develop a weekly teaching program

The sample weekly program opposite, shows the teaching and learning activities from the unit of work as shaded blocks of time. You will need to plan separate activities for the unshaded subjects.

Sample weekly program

| Grade 5 | | Term 1 | | Week 5 | |
|----------------------------|--|---|--|--|---|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8.00 – 8.15 | A s s e m b l y | ► | | | |
| 8.15 – 10.00 (105 mins) | Language Highlight what they know (K), want to know (W) and what they have learnt (L) about good practices for safety (E) 30mins Mathematics Measure and convert distances in metres and kilometres using a given scale 45mins Community Living Explain standards of acceptable behaviour 30 mins | Health Listen to and outline important aspects of basic first aid from a guest speaker 30 mins Language Do a recount of a guest speaker's presentation on how to apply basic first aid in an emergency situation (E) 45 mins Mathematics Use appropriate units to measure distances and perimeters 30 mins | Environmental Studies Describe acceptable behaviour and practices that promote and sustain resources 30 mins Arts Draw signs and symbols for safe and unsafe situations 45 mins Mathematics Use appropriate formal units to estimate and measure areas 30 mins | Religious Education 60 min Mathematics Select appropriate units to calculate areas of squares 45 mins | Language Make a big book about a plant they like in the community 30 mins Mathematics Solve simple word problems from real life situations such as the area of a garden 30 mins Language Write stories about incidents that they have heard or witnessed and how they got help 45 mins |
| 10.00 – 1030 | R e c e s s | | | | |
| 10.30 – 12.00 (90 mins) | Language Identify words or phrases for vocabulary development that deal with unsafe situations (E) 30 mins Environmental Studies Describe safe and unsafe signs for various situations in the environment (V) 30 mins Language Write a poem about safety in the school 30 mins | Community Living Explain the benefits of having standards of behaviour 30 mins Environmental Studies Conduct a survey to discover unsafe or bad practices that harm the environment and good practices that help the environment (V) 60 mins | Language <i>Assessment task</i> Write a report to outline ways to improve and promote safety in different physical activities 45 mins Health Discuss what a person can do in an emergency situation to keep a victim comfortable while assistance is sought. The emergency may be the result of injury, snake bite, malaria or burns (V) 45 mins | Community Living Discuss how people develop standards of behaviour such as unwritten rules at home 45 mins Environmental Studies Draw and label plants that help us in various ways 45 mins | Language Shared reading of various journals 45 mins Community Living Discuss standards of behaviour for different groups 45 mins |

| | | | | | |
|---------------------------|--|--|---|---|---|
| 12.00 – 1.00 | L u n c h | | | | |
| 1.00 – 3.00 (120 mins) | <p>Arts Create a drama that shows how to promote safety 60 mins</p> <p>Physical Education Perform a drama that shows how safety is promoted in various physical activities 60 mins</p> | <p>Physical Education Discuss and develop safety rules for water activities 45 mins</p> <p>Language Shared reading of books about unsafe situations 30 min</p> <p>Language Make a big book about water safety 45 mins</p> | <p>Language Prepare a speech about the disadvantages and advantages of using resources 60 mins</p> <p>Language Debate the advantages and disadvantages of using resources 60 mins</p> | <p>Health Make and display posters to promote basic first aid skills in the community 60 mins</p> <p>Arts Identify an emergency situation and role-play the appropriate safety procedures 60 mins</p> | <p>Physical Education Select a modified sport and an area in the school to play the game. Identify safety issues in the selected area. Do a quick clean up to get rid of unsafe items. Create teams of seven-a-side. Play the game while applying safety rules and acceptable behaviours for that particular game (V/E) 120 mins</p> |

10. Identify relevant resources and materials

- samples of big books
- books for shared reading
- any available first aid resources.

Elaboration of learning outcomes

Elaborations describe the knowledge and skills included in each of the learning outcomes. They identify the content to be taught. Elaborations are designed to help teachers understand the context of the outcomes so that they can develop teaching and learning activities that meet the needs of their students. The elaborations describe for each learning outcome:

- recommended knowledge
- recommended processes and skills
- attitudes
- in some subjects, suggested activities.

Recommended knowledge

Knowledge is what students are expected to know and understand. The knowledge and concepts identified from the outcomes for Lower Primary Physical Education, are listed as short statements under the heading Recommended Knowledge. The knowledge listed in the elaborations can be used by teachers to create units of work that are relevant to students' needs and the local context.

Recommended processes and skills

Skills are what students can do, and so the Recommended Processes and Skills section of the elaborations describes the skills that students need to demonstrate to achieve the outcomes.

Attitudes

Learning Physical Education at Lower Primary will assist each student to become aware of the skills he or she is able to perform well and the skills that need improvement. It will also help the student to be aware of his or her health, safety and relationships with other students while participating in different physical activities. This section will help teachers to monitor the student's attitude towards various activities taught during Physical Education lessons.

Suggested activities

Some subjects provide a list of suggested teaching and learning activities for each outcome. Teachers can select those from the list that are relevant to the needs of their students. The list is not exhaustive, so teachers can also develop their own teaching and learning activities relevant to the local context.

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>Recommended knowledge</p> <p><i>Behaviours that promote safety</i></p> <ul style="list-style-type: none"> • set rules to prevent injuries • display appropriate and acceptable behaviours • keep the environment safe for play • wear suitable clothing • select, handle and use equipment correctly and with care • store sports equipment in correct places • follow instructions carefully • use common sense in all situations • use correct equipment for different games or sports <p><i>Avoiding risks</i></p> <ul style="list-style-type: none"> • assertiveness skills • check condition of field and surrounding areas • positive influence on and reactions to others • recognise the warning signs of unsafe situations • correct use of equipment • create rules for safety <p>Recommended skills</p> <ul style="list-style-type: none"> • use and handle equipment correctly • store equipment in correct places • use signs to indicate safe or unsafe situations • create safety rules in their own settings | <p>4.1.1 Develop basic safety strategies for participating in movement, sport and fitness activities</p> <p>Recommended knowledge</p> <p><i>Assessing risks</i></p> <ul style="list-style-type: none"> • reliance on feelings and common sense • observation skills • analysis of factors that cause specific accidents • identify physical illness and disabilities <p><i>Avoiding risks</i></p> <ul style="list-style-type: none"> • assertiveness skills • check condition of field and surrounding areas • avoid negative influence of peers • proper warm-up and cool-down activities • understanding first aid skills • nutritious or correct foods to be eaten before activities <p><i>Reducing risks</i></p> <ul style="list-style-type: none"> • safety equipment • proper use of equipment • suitable clothing • proper training and practice of skills with body control • identify unsafe or threatening situations • undergo proper warm-up and cool-down activities • safety rules for injury preventions • understand individual health history for personal safety and awareness • eating correct foods before and after physical activity <p>Recommended skills</p> <ul style="list-style-type: none"> • handle and use equipment correctly • create and apply safety rules • perform skills with correct techniques and coordination • perform first aid skills | <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>Recommended knowledge</p> <p><i>Action plans to promote safety</i></p> <ul style="list-style-type: none"> • the use of 5 'Ws' what, why, who, where, when • plans to manage different situations • observe, plan, act accordingly • the STOP strategy – Stop, Talk, Observe, Prevent <p><i>Dealing with emergency situations</i></p> <ul style="list-style-type: none"> • analyse the type of emergency situation • understand basic first aid procedures • identify appropriate services and personnel <p>Recommended skills</p> <ul style="list-style-type: none"> • assess unsafe situations • report emergency situations • perform simple action plans for injury prevention • apply simple first aid procedures where necessary |
| | | | |

Strand: Safety

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|---|--|-----------------|
| Keeping safe <p>Attitudes</p> <ul style="list-style-type: none"> • demonstrate positive behaviour such as fair play • use self-control • be responsible • be assertive • be helpful, respectful, cheerful and cooperative <p>Suggested activities</p> <ul style="list-style-type: none"> • share observations about the types of behaviour displayed on the field during sports • describe safe behaviour before, during and after play or a game • make up rules to ensure safety during games and play • listen to and do a recount of a shared experience given by a guest speaker about first aid or the use of traditional herbs to prevent injuries or cure illnesses | <p>Attitudes</p> <ul style="list-style-type: none"> • assess and report acceptable and unacceptable behaviour • be responsible • be aware of safe and unsafe situations • be aware of behaviours that cause injuries • appreciate the value of a proper diet and its benefits for the health of an individual <p>Suggested activities</p> <ul style="list-style-type: none"> • describe acceptable behaviour which promotes safety in Physical Education • demonstrate water safety skills • talk about things one should do to avoid risks during physical activity • listen to and write a short summary of a guest speaker's speech • discuss traditional ways of dealing with first aid | <p>Attitudes</p> <ul style="list-style-type: none"> • be responsible • be reliable • appreciate the importance of reporting emergency situations • value the benefits of applying correct first aid skills • be assertive • be careful <p>Suggested activities</p> <ul style="list-style-type: none"> • apply the 'STOP' principle to a given situation such as suffering a leg injury while playing • describe in detail how to manage the situation • identify an emergency and role-play suitable safety procedures • develop a simple action plan to learn a new skill | <p>E</p> |

Strand: Movement

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|-----------------------|--|---|---|
| Basic movement | <p>3.2.1 Demonstrate different ways of moving to show body control and coordination</p> <p>Recommended knowledge</p> <p><i>Whole body movement</i></p> <ul style="list-style-type: none"> movement involves space, force, time, energy and flow moving from place to place (locomotor), moving on the spot (non-locomotor) body shape in stillness or in motion <p><i>Moving from place to place (locomotor) includes:</i> walking, running, sliding, jumping, galloping, hopping, skipping, leaping, swimming, dodging, chasing, tagging, tumbling, diving, starting, landing, rolling, crawling, hurdling, creeping</p> <p><i>Movements performed on the spot (non-locomotor) include:</i> stretching, bending, twisting, swinging, swaying, pushing, pulling, lifting, turning, manoeuvring weight, feinting, spinning, bouncing, pivoting, supporting, guarding, balancing, rocking</p> <p><i>Manipulative movement skills include:</i> catching, kicking, hitting, juggling, volleying, rolling, passing, target/goal shooting, tackling, lifting, throwing, striking, dribbling, blocking, bouncing, reaching, tossing, heading, trapping, spinning, batting</p> <p>Recommended skills</p> <ul style="list-style-type: none"> balancing on different body parts performing a variety of movement skills with control and coordination performing locomotor and non-locomotor skills create own movement patterns | <p>4.2.1 Perform movement patterns and sequences that illustrate spatial awareness, coordination and flow</p> <p>Recommended knowledge</p> <p><i>Considerations for movement patterns and sequences</i></p> <ul style="list-style-type: none"> plan structure of movement sequence link different movements form a coordinated sequence of movements receiving objects, stretch hand to receive objects cup hands for catch movement sequence to show spatial awareness, coordination and flow run, jump and hop while changing direction dribble and throw for distance or accuracy show flow by smoothly linking locomotor, rotational (rolling) and balance skills strike or serve a ball and run to marked spot mount a beam, perform a balance to show flexibility and dismount enter water, tread water, swim and exit travel, varying positions of arms and legs run, twist, turn, pass, throw, steady <p>Recommended skills</p> <ul style="list-style-type: none"> perform different movement skills correctly wear suitable clothing for performing different movement skills and sequences perform throwing, catching and hitting skills perform water movement skills <p>Attitudes</p> | <p>5.2.1 Apply movement skills with competence</p> <p>Recommended knowledge</p> <p><i>Application of movement skills with competence</i></p> <ul style="list-style-type: none"> throw for speed, distance, accuracy and height move to catch objects of various shapes balancing on or off apparatus to show stability float and scull to conserve energy for survival in water perform set movements in time to rhythmic or musical accompaniment <p><i>The throwing sequence</i></p> <ul style="list-style-type: none"> side on arm back until straight transfer weight forward elbow leads and kept high arm straight follow through <p><i>The hitting sequence</i></p> <ul style="list-style-type: none"> side on step transfer weight trunk rotation arm rotation wrist snap <p><i>Catching</i></p> <ul style="list-style-type: none"> focus on object move towards the object cup hands <p>Recommended skills</p> <ul style="list-style-type: none"> throwing objects with accuracy travelling with body control and coordination catching different shaped objects balancing on or off apparatus performing a variety of movement skills with competence |
| | | | |

Strand: Movement

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|-----------------------|--|--|---|
| Basic movement | <p>Attitudes</p> <ul style="list-style-type: none"> appreciation of own and others' performances cooperate with and encourage others to improve movement skills value the importance of movement skills in relation to fitness <p>Suggested activities</p> <ul style="list-style-type: none"> choose a local or traditional object with which to perform movement patterns and other skills choose a local animal and imitate body movements and patterns choose an activity such as tabloid games and perform a variety of body movement and movement skills with patterns, body control and coordination perform movement patterns using objects or equipment such as ropes and balls | <ul style="list-style-type: none"> be aware of the importance of body control when performing movement skills be aware of movement principles such as space, time, force and flow and their relationship to movement skills, patterns and sequences <p>Suggested activities</p> <ul style="list-style-type: none"> use the sport of mini volleyball to practise movement sequences such as dig, set, serve, spike explore different movement skills for different sporting codes that link to make a pattern create movement pattern rules perform a variety of body movement skills and patterns in the form of drills at all levels | <p>Attitudes</p> <ul style="list-style-type: none"> stay focused when performing a skill be committed to proper practice of different movement patterns accept differences in movement skills sequences concentrate for better coordination <p>Suggested activities</p> <ul style="list-style-type: none"> select a modified sport you prefer. List the skills required to play each activity in the order you think the skills should be learnt and performed explore and create movement patterns and sequences such as walk, skip and run select a game to practise and perform movement skills with speed, distance and height |

Strand: Physical activity

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|--|--|--|
| Games skills and modified sports | <p>3.3.1 Demonstrate simple ball-handling skills using suitable equipment in games and modified sports</p> <p>Recommended knowledge <i>Simple ball-handling skills such as:</i></p> <ul style="list-style-type: none"> • catching, throwing, hitting, kicking, striking, rolling, passing, bouncing, shooting, heading • basic ball-handling skills using suitable equipment • roll small or medium size balls, sand or bean bags • catch small or medium-sized balls, sand or bean bags • throwing using one hand or two hands • strike a stationary ball with a foot, hand or short-handled bat • push a ball to a target using a bat • throw a ball, catch it after one bounce or on the full • dribble a ball with the foot/hand while weaving around markers • move to intercept a ball and to gain possession using marked boundary <p>Recommended skills</p> <ul style="list-style-type: none"> • application of ball-handling skills using suitable equipment • performing basic ball-handling skills in a game • apply ball-handling skills using eye, hand or foot coordination <p>Attitudes</p> <ul style="list-style-type: none"> • appreciate the importance of rules of basic ball-handling skills • cooperate with others to gain new skills • encourage self-improvement in skills development • show respect for all players | <p>4.3.1 Perform basic skills and tactics to achieve the goals of games and modified sports</p> <p>Recommended knowledge <i>Basic skills and tactics for a variety of modified sports</i></p> <p>Kapul Soka (Soccer)</p> <p>Skills</p> <ul style="list-style-type: none"> • dribbling, stopping, trapping, passing or kicking, striking, heading, goal keeping, tackling, throwing <p>Tactics</p> <ul style="list-style-type: none"> • defensive tactics, offensive tactics <p>Tibol (Softball)</p> <p>Skills</p> <ul style="list-style-type: none"> • throwing, catching, fielding, pitching, batting, base running <p>Mini Basketbol (Basketball)</p> <p>Skills</p> <ul style="list-style-type: none"> • passing, catching, dribbling, shooting, bouncing and rebounding <p>Tactics</p> <ul style="list-style-type: none"> • team defence, offence <p>Netabol (Netball)</p> <p>Ball-handling skills</p> <ul style="list-style-type: none"> • one-handed shoulder pass, two-handed chest pass, lob throw, bounce pass, side pass, shooting, catching <p>Attacking skills</p> <ul style="list-style-type: none"> • catching on the run, catching and pivoting, throwing and dodging <p>Defending skills</p> <ul style="list-style-type: none"> • shadowing, intercepting the ball, blocking, defending a shot or pass <p>Pukpuk Ragbi (Rugby)</p> <p>Skills</p> <ul style="list-style-type: none"> • passing, tagging, running with the ball, side-stepping, run forward, evade and spin, dummy pass, chip kick, fending <p>Tactics</p> <ul style="list-style-type: none"> • offensive tactics, defensive tactics | <p>5.3.1 Apply skills, rules and game plans to a range of games and modified sports</p> <p>Recommended knowledge <i>Application of skills and rules and game plans for modified sports</i></p> <p>Mini Basketbol (Basketball)</p> <ul style="list-style-type: none"> • consists of 2 referees, 5 players <p>Skills</p> <ul style="list-style-type: none"> • passing, catching, dribbling, shooting, rebounding <p>Tactics</p> <ul style="list-style-type: none"> • team defence, offence <p>Rules: two categories</p> <ul style="list-style-type: none"> • violations, foul <p>Liklik Kriket (Cricket)</p> <p>Has eleven players each side</p> <p>Skills:</p> <ul style="list-style-type: none"> • batting, bowling, wicket-keeping <p>Tactics</p> <ul style="list-style-type: none"> • batting, bowling <p>Rules</p> <ul style="list-style-type: none"> • scoring, dismissals, bowling <p>Netabol (Netball)</p> <p>A sport played by two teams of seven players each</p> <p>Skills</p> <ul style="list-style-type: none"> • attacking and defending skills, ball-handling skills <p>Rules</p> <ul style="list-style-type: none"> • offside, out of court, over a third, conduct of game, playing the ball, foot-work • obstruction – player with the ball, player without the ball <p>Pukpuk Ragbi (Rugby)</p> <p>Skills</p> <ul style="list-style-type: none"> • passing, tackling, running with the ball, side-stepping, run forward, evade and spin, dummy pass, chip kick, fending <p>Rules</p> <ul style="list-style-type: none"> • general play, offside play, tackling, play the ball, scrum, shepherding, scoring |
| | | | |

Strand: Physical activity

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|--|--|--|
| Games skills and modified sports | <p>Suggested activities</p> <ul style="list-style-type: none"> use traditional games to illustrate different ball-handling skills using various body parts and suitable equipment in pairs, one throws the ball while the other catches, applying the skills of catching play the chest pass game to show passing and catching skills, with eye-hand and eye-foot coordination | <p><u>Mini Volibol (Volleyball)</u></p> <p>Skills</p> <ul style="list-style-type: none"> the serve, the dig, the set, volley, the spike, the block <p>Tactics</p> <ul style="list-style-type: none"> defensive line-up, offensive (attack) pattern <p><u>Liklik Kriket (Cricket)</u></p> <p>Skills</p> <ul style="list-style-type: none"> batting, catching, bowling, wicket-keeping, fielding <p>Tactics</p> <ul style="list-style-type: none"> batting, bowling, fielding <p>Recommended skills</p> <ul style="list-style-type: none"> application of appropriate skills in different modified sports apply basic defensive and offensive skills perform basic ball-handling skills in a game-like situation <p>Attitudes</p> <ul style="list-style-type: none"> apply fair play in a game or sport appreciate the importance of teamwork enjoy participating in a modified sport demonstrate acceptable behaviour while taking part in a game or sport <p>Suggested activities</p> <ul style="list-style-type: none"> in pairs or groups, demonstrate a range of ball-handling skills on court or in field, ring goal, net and racket sports select a modified sport and play the game while applying skills related to the sport | <p><u>Kapul Soka (Soccer)</u></p> <p>Skills</p> <ul style="list-style-type: none"> dribbling, trapping, passing, kicking, heading, tackling, throw-in <p>Tactics</p> <ul style="list-style-type: none"> defensive and offensive tactics <p>Rules</p> <ul style="list-style-type: none"> goal, kick off, goal kick, corner kick, obstruction <p>Penalty area</p> <ul style="list-style-type: none"> throw-in, offside, free kick <p><u>Tibol (Softball)</u></p> <p>Skills</p> <ul style="list-style-type: none"> throwing, fielding, batting, base running <p>Rules</p> <ul style="list-style-type: none"> scoring, tagging, strike <p>Fouls</p> <ul style="list-style-type: none"> occur when the batter hits more tee than ball, the batter does not take a normal full swing, the batter hits into foul territory (outside bases 1 and 3) <p>All foul balls are counted as strikes, and after 3 strikes the batter is out</p> <p><u>Mini Volibol (Volleyball)</u></p> <p>Skills</p> <ul style="list-style-type: none"> the dig, the set, the spike, the block <p>Tactics</p> <ul style="list-style-type: none"> defensive line-up, offensive (attack) pattern <p>Rules</p> <ul style="list-style-type: none"> object of the game, scoring, rotation, rallying <p>Recommended skills</p> <ul style="list-style-type: none"> apply different skills and rules for different modified sports and develop game plans for a variety of sports or games <p>Attitudes</p> <ul style="list-style-type: none"> encourage teamwork and team play willingness to cooperate and participate to learn new skills promotion of safe behaviour <p>Suggested activities</p> <ul style="list-style-type: none"> select a modified game, create teams, play the sport emphasising the skills and the rules of the sport students should perform different roles in selected sport |

Strand: Physical activity

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---------------------------|--|--|---|
| Fitness for health | <p>3.3.2 Describe the effects on the body of participating in physical activities</p> <p>Recommended knowledge</p> <p><i>Effects on body when participating in physical activities</i></p> <ul style="list-style-type: none"> low intensity: little noticeable change in the body, shallow breathing and regular heart-beat medium intensity: increase in pulse rate and temperature, faster, deeper breathing high intensity: much faster and stronger heart beat, much deeper and fuller breathing <p><i>Other physical and emotional effects</i></p> <ul style="list-style-type: none"> arms are tired from swimming, hanging or supporting body weight legs and arms tire from running, or skipping with a rope increased body temperature feel a sense of enjoyment, excitement, pride in performance, happiness, satisfaction feel fear when climbing feeling of disappointment after physical activity or game <p>Recommended skills</p> <ul style="list-style-type: none"> performing a variety of physical activities such as running, skipping, jogging, and climbing steep hills <p>Attitudes</p> <ul style="list-style-type: none"> expressing feelings openly, both good and bad appreciate the value and importance of keeping fit appreciate the benefit of participating in physical activities <p>Suggested activities</p> <ul style="list-style-type: none"> describe the daily physical activities students participate in at school or at home choose one physical activity they do every day and list some of the effects of that activity on their body run on the spot for 5 minutes, then count heart-beats, run for 8 minutes around an oval and count heart-beats | <p>4.3.2 Identify and participate in activities to stay fit</p> <p>Recommended knowledge</p> <p><i>What it means to be fit</i></p> <ul style="list-style-type: none"> to participate in everyday activities without getting over tired to recover body system and breath after a high intensity exercise or activity to relax the mind and muscles feeling happy, satisfied and energetic maintain fitness <p><i>Activities that promote fitness</i></p> <ul style="list-style-type: none"> walking, jogging, swimming, dancing, climbing, running promotes heart and lung fitness and muscular strength stretching promotes joint mobility lifting a variety of objects using arms and legs contributes to muscular strength and endurance <p>Recommended skills</p> <ul style="list-style-type: none"> identify suitable activities for body fitness perform a variety of physical activities for health-related fitness <p>Attitudes</p> <ul style="list-style-type: none"> express feelings openly appreciate the importance of keeping fit be able to cooperate and socialise with others through physical activities be able to express how the body feels after participating in a physical activity <p>Suggested activities</p> <ul style="list-style-type: none"> do a short circuit exercise and after the activity describe body effects participate in different types of fun games that promote fitness and health | <p>5.3.2 Participate daily in physical activities to improve movement skills and fitness</p> <p>Recommended knowledge</p> <p><i>Activities that contribute to particular components of health-related fitness</i></p> <ul style="list-style-type: none"> regular running, swimming, walking and climbing, contribute to cardio respiratory and muscular endurance regular stretching of body joints contributes to flexibility lifting objects, pushing and pulling objects use of arms and legs contributes to muscular strength and endurance proper fitness methods to avoid injury <p>Recommended skills</p> <ul style="list-style-type: none"> perform cardiovascular activities such as walking, running and swimming perform muscular strength and endurance activities such as circuit exercises perform flexibility activities such as stretching perform circuit activities for body fitness <p>Attitudes</p> <ul style="list-style-type: none"> appreciate the importance of physical activity and its effects on the body cooperate with and encourage each other to participate in different activities for health-related fitness <p>Suggested activities</p> <ul style="list-style-type: none"> design a fitness exercise circuit and demonstrate the activities for others to perform describe the positive aspects of participating in circuit exercises |
| | | | |

Strand: Physical activity

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|--|---|---------|
| Leisure and recreation <p>3.3.3 Recognise and take part in local leisure activities</p> <p>Recommended knowledge</p> <p><i>Local leisure activities such as:</i></p> <ul style="list-style-type: none"> • gardening • fishing • hunting • sailing • hand or stone games (sekapu) • morning or evening walks • mountain climbing • dancing • watching sports such as soccer or rugby league • string games • hopscotch <p>Recommended skills</p> <ul style="list-style-type: none"> • identifying suitable leisure activities • performing the different skills for a variety of leisure activities • expressing views on different leisure activities <p>Attitudes</p> <ul style="list-style-type: none"> • appreciate the value of participating in leisure and recreational activities • being responsible by taking care of the environment where leisure and recreational activities take place <p>Suggested activities</p> <ul style="list-style-type: none"> • describe leisure activities available in their community • suggest the ones that are appropriate for them to participate in • select a leisure activity to take part in and say why they chose that particular activity | <p>4.3.3 Investigate and take part in physical activities people choose for recreation</p> <p>Recommended knowledge</p> <p><i>Recreational activities people participate in such as:</i></p> <ul style="list-style-type: none"> • walking • gardening • fishing • weaving • knitting • minding children • running • playing a particular sport • jogging • carving • dart or snooker games • watching or playing games • skipping • swimming <p>Recommended skills</p> <ul style="list-style-type: none"> • identify and analyse the common leisure activities played in the community • perform the skills of common leisure activities <p>Attitudes</p> <ul style="list-style-type: none"> • appreciate the importance and benefit of leisure activities • enjoy participating in a variety of leisure activities <p>Suggested activities</p> <ul style="list-style-type: none"> • conduct a survey to find out the most common leisure activities in which people participate. Discuss the reasons for people choosing that leisure activity • identify some potential activities in which people could participate and discuss how to promote them within the community | <p>5.3.3 Describe and perform a range of leisure and recreation activities</p> <p>Recommended knowledge</p> <p><i>Range of leisure and recreational activities</i></p> <ul style="list-style-type: none"> • gardening • fishing • hunting • morning and evening walks • mountain climbing • dancing • watching sports such as soccer or rugby league • watching dancers from various cultural groups • sailing • carving • participating in a variety of monsoon or community events, celebrations and activities • meeting people • writing letters <p>Recommended skills</p> <ul style="list-style-type: none"> • participating in a range of leisure and recreational activities • describing the benefits of leisure and recreational activities <p>Attitudes</p> <ul style="list-style-type: none"> • appreciate the benefits of leisure and recreational activities • enjoy participating in leisure and recreational activities • take care of the environment so that different leisure activities can take place in the community <p>Suggested activities</p> <ul style="list-style-type: none"> • describe their reactions to participating in and watching different leisure and recreational activities • describe or perform dances from different cultures in the local area • select and perform leisure activities for personal gain • select and play a seasonal game at the appropriate time | |

Resources

Resources recommended in this Teacher Guide are listed in three parts:

- documents issued by the National Department of Education (NDOE)
- community resources
- materials published by other organisations and commercial companies.

Physical Education at Lower Primary level is focused on modified sports. Resources and materials needed to teach and learn Physical Education can be improvised or modified to suit the modified sport selected. Teachers are encouraged to use the resources in and around the environment to help students learn the skills of various physical activities.

Teachers are reminded that they do not need imported sports equipment to teach Physical Education at Lower Primary. However, below is a list of materials teachers may find useful. The syllabus and teacher guide show teachers how to develop suitable activities using what is available in the community.

NDOE documents

Reform curriculum key resources

NDOE (2003) *National Curriculum Statement*, NDOE, Waigani
NDOE (2003) *National Assessment and Reporting Policy*, NDOE, Waigani
NDOE (2003) *Culture and Community Elementary Syllabus 2003*, NDOE, Waigani
NDOE (2003) *Personal Development Upper Primary Syllabus 2003*, NDOE, Waigani

Pre-reform subject specific resources

NDOE (1998) *Physical Education Syllabus First Edition*, NDOE, Waigani
NDOE (1991) *Disabled Yet Still Able*, NDOE, Waigani
NDOE (1990) *Physical Education Syllabus Grades 1-6*, NDOE, Waigani
NDOE (1989) *Fellowship through Sports*, NDOE, Waigani
NDOE (1989) *Basketball Skills Test Grade 4-12*, NDOE, Waigani
NDOE (1987) *Development of Sport, Physical Education and Recreation in Papua New Guinea*, NDOE, Waigani
NDOE (1984) *Planning Handbook Physical Education and Sport Facilities and Equipment*, NDOE, Waigani
NDOE (1978) *Community School Syllabus Grade 3 Physical Education*, NDOE, Waigani
NDOE (1978) *Community School Syllabus Grade 4 Physical Education*, NDOE, Waigani
NDOE (1978) *Community School Syllabus Grade 5 Physical Education*, NDOE, Waigani

Other

These resources can be obtained by request from the respective organisations:

Papua New Guinea Sports Commission (2004) *Pacific Sport Ability - Facilitator's Kit*, PNGSC, Canberra, Australia

Papua New Guinea Sports Commission (2004) *Health and Physical Fitness Handbook*, PNGSC, Waigani

Papua New Guinea Sports Commission and Silver Jubilee Sports (2004) *Sports Administration Handbook*, PNGSC and Silver Jubilee Sports, Waigani

Papua New Guinea Sports Federation (2004) *Teaching Swimming and Water Safety and Survival Skills*, PNGSF, Waigani

Papua New Guinea Sports Federation (2004) *Sports Injury and Prevention*, PNGSF, Waigani

Papua New Guinea Sports Commission (2000) *Disabled Sports Trainers Manual*, PNGSC, Port Moresby

Papua New Guinea Sports Commission (1994) *Pikinini Sport Handbook for Tibol*, PNGSC, Goroka

Papua New Guinea Sports Commission (1994) *Pikinini Sport Handbook for Kapul Soka*, PNGSC, Goroka

Papua New Guinea Sports Commission (1994) *Pikinini Sport Handbook for Netabol*, PNGSC, Goroka

Papua New Guinea Sports Commission (1994) *Pikinini Sport Handbook for Mini Volibol*, PNGSC, Goroka

Papua New Guinea Sports Commission (1994) *Pikinini Sport Handbook for Pukpuk Ragbi*, PNGSC, Goroka

Papua New Guinea Sports Commission (1994) *Pikinini Sport Handbook for Mini Basketbol*, PNGSC, Goroka

Papua New Guinea Sports Commission (1994) *Pikinini Sport Handbook for Liklik Kriket*, PNGSC, Goroka

National Sports Institute (1990) *Traditional Games Of Papua New Guinea*, NSI, Goroka

National Sports Institute (1990) *Physical Education for Community School Teachers Book 1*, NSI, Goroka

National Sports Institute (1990) *Physical Education for Community School Teachers Book 2*, NSI, Goroka

National Sports Institute (1990) *Physical Education for Community School Teachers Book 3*, NSI, Goroka

NDOE and NDHA (1985) *Position Statement on Students in Sport with Fair Play Codes*, NDOE and NDHA, Waigani

Equipment

Adult sporting equipment is normally not suitable for students' bodies, which are physically small. Learning a new skill is hard enough without having to use heavy, over-sized bats and balls and high nets.

Some examples of sporting equipment that is altered for modified sports include:

- smaller and lighter softball bats
- smaller and lighter footballs
- softer cricket balls
- lower basketball and netball rings
- smaller and lighter balls for basketball and netball
- smaller and lighter rugby balls
- reduced length of athletics lanes and shortened distances in general.

Glossary

Explanations of terms used in this Teacher Guide are provided in two parts: subject specific and general terms.

Subject specific terms

| | |
|-------------------------------------|--|
| agility | the ability of the body to move and to change direction easily, quickly and efficiently, for example, to dodge or weave |
| badminton | a game where players use small racquets to hit a small ball-like object with feathers (a shuttle) over a net – singles or doubles are played |
| balance | the ability of the body to keep itself in a steady position while moving, or when standing still, for example, controlling the body after catching a ball |
| back stroke | a stroke in swimming where a swimmer lies on the back in the water. It is important to keep the chest up. The arm enters the water at a point directly over the shoulder. The legs are kicked up and down in a flutter kick |
| breast stroke | a stroke in swimming where a swimmer begins on the stomach in a stretched-out, horizontal position. The arms are pulled outwards, downwards and back. The head is lifted up as the arms are pulled in towards the chest |
| butterfly | a stroke in swimming where the swimmer begins on the stomach. Both hands enter the water at the same time, shoulder-width, with elbows straight. The feet kick downwards, working together. The hands press in, outwards and downwards, with the elbows held high and bent. Hands come close together under the chest and are bent at right angles |
| cardio-respiratory endurance | refers to the efficiency of the heart and lungs in taking up and delivering adequate amounts of oxygen to the muscles. It is particularly important in a sustained activity, such as jogging, that involves large muscle groups |
| code of conduct | an approved and accepted set of principles as guidelines for games and sports. These guidelines help promote fair play |

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| coordination | the ability to perform movement skills smoothly and according to plan |
| cricket | a sport played with two teams of eleven players. Each team gets 2 innings to score as many runs as possible. The bowling side tries to get the batters out (take 10 wickets) as quickly as possible |
| circuit activities | physical fitness activities where a variety of exercises are performed at different stations such as, push ups, sit ups, shuttle runs and frog jumps |
| demonstrate | to show how an activity or a skill is performed |
| fair play | describes attitudes and behaviours established to allow every person an equal opportunity to participate in a game, follow the rules of the game, respect each other, play safely, accept the umpire's decisions |
| fitness | the ability to take part in physical activity without getting too tired |
| Flexibility | the ability to move the joints through their full range of motion |
| fun games | simple games and activities that are easy to organise and manage; games for motivation, fun and enjoyment |
| free style | a stroke in swimming where a swimmer lies on top of the water on the stomach. The arms move around in a circular motion while the legs kick up and down in a flutter kick |
| game | activity that is more serious than play, but not as serious as sport. The element of fun is more obvious, and the rules are less emphasised |
| game skills | skills used in various games such as bouncing or dribbling |
| gymnastics | the name given to a range of activities in which the body is moved from one position to another in a variety of ways. It develops skills to support, transfer and manage body weight. Gymnastics is done both with and without equipment |
| high intensity exercise | an activity that requires lots of energy |
| heart/lung endurance | this is the capacity of the lungs to breathe greater amounts of air, and the heart to circulate a greater amount of blood through the system. The more effective the heart and lungs are, the fitter the person is |

| | |
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| introduced games | games which were brought from other areas, countries or provinces |
| locomotor movement | movement skills that require moving from one place to another |
| low intensity exercise | an activity that does not require much energy |
| lifestyle | a way of life chosen by a person or a group. Components of lifestyle include: rest and sleep, work, exercise, relaxation, food, recreation |
| modified sports | simplified versions of standard sports designed for children. They have simplified skills, rules, equipment, facilities, behaviours and codes |
| muscular endurance | the ability of muscles to keep working for an extended period of time |
| muscular strength | the power of the muscles |
| non-locomotor movement | movement skills that are performed on the spot |
| netball | a game based on passing, catching and shooting a ball using the hands where body contact is not permitted |
| participate | to take part in an activity |
| play | activity that usually has no rules. It is purely for fun and there are no winners or losers |
| physical exercise | a series of activities done by people to maintain fitness and personal health |
| practise | to rehearse or perform particular skills |
| rules of the game | rules that guide how the game is played |
| safety skills | skills that one must be aware of to avoid injuries during physical activities |
| skills-based activities | games or activities developed specifically to reinforce skills |
| sport | an activity that is institutionalised and very competitive. It involves vigorous physical exertion and complex physical skills |
| standard games | games performed or played with standard rules accepted worldwide |
| soccer | a game based on passing, controlling and shooting a ball with the feet, legs, chest and head |

| | |
|--------------------------|---|
| softball | a game based on throwing, catching and hitting a small ball and running between bases on a specially marked area called a diamond |
| strength | muscular power |
| survival skills | skills and knowledge applied in times of danger |
| submerging | skill of swimming that requires a person to go under the water |
| swimming | movement of body parts in water to provide floatation and movement |
| swimming skills | techniques or strokes used in swimming |
| traditional games | games developed and played within the local community or society and passed on from generation to generation |
| tackling | attempt to take the ball away from the opposition |
| techniques | specific details or actions performed within a skill |
| volleyball | a game based on hitting a medium-sized, light ball with the fingers, hand, wrist and forearms |

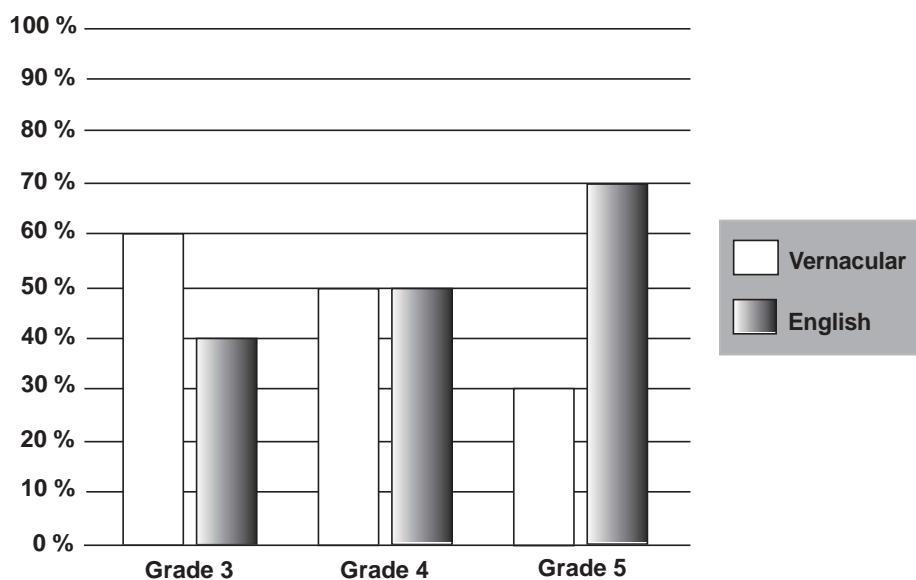
Appendices

Appendix 1:

Suggested percentages of vernacular and English to be used at each grade

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. The graph below gives you an indication of approximately how much time you will spend teaching in vernacular and English at Grades 3, 4 and 5.

Percentage of teaching, learning and assessment in vernacular and English



In the classroom this means that in Lower Primary Physical Education, as well as in all the other Lower Primary subjects, you will be planning teaching, learning and assessment activities for students in both vernacular and English. As the classroom teacher, you will be the best person to decide when it is appropriate to use vernacular to support the students' learning, and when it is appropriate to introduce the English terms and language features to the students. Language is the vehicle for learning, so it is very important that you help students to learn and understand the knowledge and skills from each subject in vernacular, while at the same time introducing them to the English words, phrases and language structures required of that subject. Grade 3 teachers will be introducing a lot of new English vocabulary and language features to students, while teaching mostly in vernacular. Grade 5 teachers will be using English as the main language of instruction in all subjects and using vernacular as a way of enhancing students' understanding of the concepts. In this way language will be used and taught explicitly in all subjects at Lower Primary.

Appendix 2:

Weekly time allocations for Lower Primary subjects

The curriculum reform allows increased flexibility to teachers. Lower Primary teachers developing units of work must make sure that the following weekly time allocations for each grade and subject are met by the end of each term.

| Subject | Grade 3 | Grade 4 | Grade 5 |
|-----------------------|---------------------|---------------------|---------------------|
| Arts | 150 minutes | 150 minutes | 150 minutes |
| Community Living | 150 minutes | 180 minutes | 210 minutes |
| Environmental Studies | 180 minutes | 210 minutes | 210 minutes |
| Health | 90 minutes | 90 minutes | 90 minutes |
| Language | 570 minutes | 450 minutes | 405 minutes |
| Mathematics | 210 minutes | 210 minutes | 210 minutes |
| Physical Education | 105 minutes | 135 minutes | 150 minutes |
| Other | | | |
| Assembly | 75 minutes | 75 minutes | 75 minutes |
| Religious Education | 60 minutes | 60 minutes | 60 minutes |
| Block time | 60 minutes | 90 minutes | 90 minutes |
| Total | 1650 minutes | 1650 minutes | 1650 minutes |

