

Personal Development

**Upper primary
Teachers Guide
2003**



Papua New Guinea
Department of Education

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Senior inspectors and other inspectors and provincial education officers and head teachers, teachers in the following primary and community schools were involved in the subject trial.

Schools

East Sepik: Kaindi, St Mary's, Kreer, Moem, Hayfield, Maprik Catholic, Maprik Admin, Brikiti, Supari, Sir Peter Lus

Milne Bay: Alotau, Ladava, Rabe, Divinai, Siasiada, Sideia, Logeia, Fife Bay, Naura, Lelehoa, Goilanai, Hagita, St Mary's Okaikoda, Losuia, Omarakana, Silaketa

Western Highlands: Rabiamul, Tarangau, Hagen, Kagamuga, Holy Trinity, Banz

New Ireland: Carteret, Pinikidu, Eli Wanera, Sacred Heart, Lilitua, Lakurumau, Kimadan, Halis

East New Britain: Keravat, Malaguna, Napapar, Vunadidir, Tanaka, Vunairoto

Madang: Bahor, Holy Spirit, Megiar, Sagalau, Bogia, Jomba, Lutheran Day, Gum, Dangsa, Dor, Naringel, Kambos

Manus: Lorengau East, Pombrut, Bundralis, Dunomashi, Pityluh, Vorei, Bipi, Powat, Pityluh, Baluan, Kari, Kawaliap, Lombrum, Mokoreng, Wilhem Metpi Melpi, Buyang

Institutions

PNG Education Institute, Gaulim Teachers College, Kabaleo Teachers College, Our Lady of Sacred Heart

Individuals and Non-Government Organisations

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Inservice Units

A set of inservice units have been written to support the implementation of the Upper Primary reform curriculum.

These units are:

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

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

These units can be used in conjunction with this Teachers Guide.

Secretary's Message

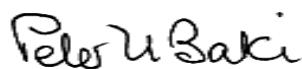
Primary teachers are generalist teachers and this Teachers Guide is for all teachers in Upper Primary schools. It is one of a set of seven guides written for teachers of Upper Primary, Grades 6 to 8.

The Upper Primary Syllabuses identify the learning outcomes. The Teachers Guides give more information about what to teach and describe ways of implementing the Syllabuses. The Teachers Guides are supported by the Inservice Units that have been written to assist the implementation of the Upper Primary Syllabuses and provide valuable information about teaching. I also encourage teachers to work closely with members of their school communities to ensure that local community needs are met.

Important reforms to our education system will only be successful with the support and understanding of teachers. Every Teachers Guide contains detailed information about appropriate Subject content, a broad range of ideas and strategies to help teachers use and understand the Subject Syllabuses. Each guide is written for a particular Subject but many of the ideas and strategies can be used with different Subjects or when using an integrated approach to teaching and learning.

Teachers should read each guide carefully and become familiar with the content of each Subject as specified in the Elaborations section in each guide.

I encourage teachers to try out the ideas and strategies that they believe will be effective in their schools with their students. Teachers have the right to modify and amend these ideas to suit their local circumstances.



Peter M. Baki
Secretary for Education

Introduction

Purpose of the Personal Development Teachers Guide

The Personal Development Teachers Guide is designed to provide teachers with many practical ideas and processes on how to use the key parts of the Syllabus. The Teachers Guide and Syllabus should be used together in the teaching and learning of the Outcomes in all subjects including Personal Development. The Teachers Guide provides guidelines and directions to help you plan and develop teaching and learning opportunities for the achievement of learning Outcomes. There are ideas and strategies to help you develop:

- student activities using the elaborations of Outcomes,
- weekly, term and yearly programs,
- other relevant elements that link with the Syllabus.

The elaborations of Outcomes include recommended knowledge, processes and skills and sample suggested activities that you can use to create suitable activities for your students. The guide also includes examples of how you can assess, record and report students' achievements.

You are encouraged to select and adapt the strategies and processes illustrated in the guides to meet the needs and demands of your students and their communities.

How to use the Teachers Guide

The Teachers Guide also provides information for teachers about the processes for developing units of work with the support of the elaborations of the Outcomes, teaching and learning, and assessment strategies. It also provides a step-by-step guide to develop units of work for selected learning Outcomes. The information will assist teachers to help students achieve the Outcomes outlined in the Personal Development subject for Grades 6 to 8. Therefore you should:

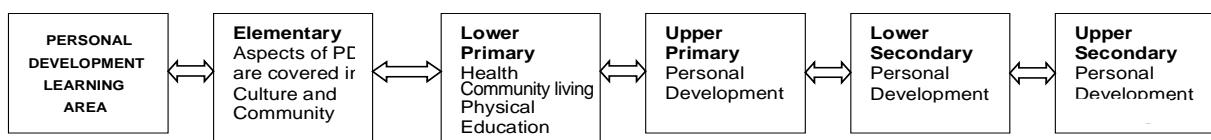
- read each guide carefully,
- become familiar with each Syllabus, the Strands and the Substrands,
- read the Outcomes and indicators in each of the Syllabuses,
- read each section of the Teachers Guide again and make notes about those ideas, strategies and processes that you think will be useful to you,
- meet with other teachers, share your ideas and plan how you will work together to write programs and units of work,
- now be ready to try out some of the units of work in the Teachers Guides,
- now be confident to write your own programs and units of work using the information in one or more of the Teacher Guides and the subject Syllabuses.

Nature of Personal Development

Students of Papua New Guinea are challenged daily with changes taking place as they observe and experience these changes and events in their lives. Personal Development deals with needs and issues that are sensitive. There is not always a right answer to them because they are based on individual and cultural values and beliefs. Students try to understand about themselves, how their bodies grow and develop, the relationships they form and activities in which they participate. Students should also understand their own and other cultural practices associated with rules and values that they will uphold as they grow. This makes the nature of Personal Development unique and will require teachers at this level to be flexible to deliver facts and seek support from various sources to make learning more desirable and meaningful. A lot of practical applications should be used to provide students with skills to make informed choices in the future. The use of the Personal Development processes, skills and other teaching and learning strategies will assist teachers in teaching the subject.

Links with different levels

Personal Development is one of the seven subjects at the Upper Primary level. The learning of knowledge and application of skills and attitudes will enable students in the Upper Primary school to achieve the overall aims of Personal Development as stated in the Syllabus. The students undertaking Personal Development will have studied similar content with different level of complexity in the areas of Community Living, Health and Physical Education at Lower Primary. The teacher's role is to provide opportunities for students to explore, be able to make informed decisions and to foster positive attitudes in the society in which they will live.



Links with other subjects

The integration of different aspects of the curriculum will provide students with an understanding of the ways in which all aspects of the world are linked and depend upon each other. Personal Development also provides opportunities for teachers to develop integrated units of work using Strands, Substrands and Outcomes that link different subjects. The knowledge, skills and attitudes from various subjects will assist teachers to create relevant activities to make learning more holistic and meaningful. Strands and Outcomes that do not link themselves well with other subjects should not be integrated forcefully but rather be taught separately. Some subjects that Personal Development can link well with are Science, Arts, Social Science and Making a Living. An expansion of how different subjects and Strands are linked is shown in the units of work section.

Key features

The unique aspects of Personal Development

Personal Development, like other subjects in the curriculum, also 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 in order to live productively. Personal Development addresses health issues that are important to people in Papua New Guinea and gives students the opportunity to develop health care practices to prevent or reduce the risk of illness and disease. Taking part in physical activity is an important part of Personal Development and contributes to healthy living. Personal Development emphasises rules and laws of families, communities and the nation as well as the duties and obligations each citizen has in relation to these laws.

The students learn to appreciate and value other people's cultures, even though they present them differently. They learn to appreciate that customs and traditions affect both the expectations and reactions of people. Recognition of the social and cultural diversity of Papua New Guinean society also means recognising the traditional taboos in different societies concerning issues of spirituality, intimate relationships, sexuality, and sensitive issues such as family planning, reproductive health, sexually transmitted illnesses STIs and HIV/AIDS which in some societies may be taboo. Respect for these taboos is essential and will influence the ways in which these issues are addressed as part of the Personal Development program.

Approaches and processes

Students of Personal Development need to develop and use a range of processes to enable them to achieve and demonstrate the Outcomes outlined in the Syllabus. These processes will help students to communicate and interact effectively with others to formulate ideas, reflect on experiences, gather and interpret information, and make judgments about personal and social actions, issues and concerns. The three approaches used for planning and teaching Personal Development are:

- Personal Development process skills,
- the inquiry-based approach,
- the three-step approach OES.

These approaches are explained in detail in the Teaching and Learning Strategies section of this document.

School, home and community support

Cultural values and beliefs shape people's behaviour in their communities. The quality of relationships is important not only within the school, but also between the school, parents and wider community. What students learn and practise in the classroom will be enriched and the development of health-enhancing behaviour supported, when the values and skills of family, friends, home and community reinforce and are in line with those taught in school programs. Community and family support is very important in teaching and learning Personal Development because they can influence the way students develop values and behaviour and how they conduct themselves in the community.

Essential content

The content of the Syllabus is organised into five Strands that outline the knowledge, skills and attitudes distinctive to Personal Development.

The Strands are:

- Relationships,
- Our Culture, Lifestyle and Values,
- Movement and Physical Activity,
- Health of Individuals and Populations,
- Living and Working Together.

The content is expressed through the Substrands, Outcomes, indicators and elaborations that are specific to each Strand. Personal Development will make a significant contribution to preparing students to take a responsible and productive role in society and to develop in them a commitment to life planning by developing in each student the following:

- cultural understanding and appreciation,
- self-esteem and social wellbeing,
- movement skills and personal fitness,
- an ability and commitment to make and act upon informed health decisions.

Refer to Personal Development Syllabus, pages 9 to 12, and Teachers Guide, under Elaborations of Outcomes for detailed information on content.

Catering for diversity

Papua New Guinean culture is unique and diverse with many cultural beliefs, practices, languages, celebrations, rituals and customs. These cultural beliefs and practices shape a unique cultural environment that values this diversity and becomes the foundation of cultural and personal identity. Each person's life and decisions are greatly influenced by their cultural groups. The extended family becomes a very important part of each person's growth and development. Personal Development will continue to promote this diversity both in the formal and informal curriculum.

Teaching and learning strategies

Student-centred approach

To develop suitable activities within the selected teaching and learning approaches, it is important to first identify the Outcomes to be demonstrated, and what students are expected to know and do with respect to the Outcomes. The student-centred approach to Personal Development provides opportunities for students to practise critical and creative thinking, problem solving and decision-making. It involves the use of skills and processes such as recall, application, analysis, synthesis, prediction and evaluation all of which contribute to the development and enhancement of conceptual thinking. This approach encourages students to reflect on and monitor their thinking as they make decisions and take actions.

While working towards their goals, students develop communication skills to enable them to work with others 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,
- 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 using the specialised language of Personal Development.

In order to enhance effective and efficient learning for students, Personal Development promotes three types of student-centred approaches.

Approach 1: Personal Development process approach

This approach incorporates all the processes and skills that students will need to develop and use in Personal Development. This approach involves four steps:

- gathering information,
- analysing information,
- taking action,
- evaluation and reflection.

Gathering information

This phase requires students to find, investigate and gather information about the issue, topic or task from a variety of sources including books, journals, radio, television, resource personnel or people from the community. Students can also use questionnaires, surveys or interviews to gather information about the topic or issue. Movement skills are an important component of Personal Development and students can gain information

about their physical fitness and physical performance by doing the activities and describing their feelings and the physical changes that occur during and after the activity.

Analysis and processing

The information gathered then needs to be analysed to explain, suggest solutions or arguments and make judgements about the reliability of the information. Processing the information includes grouping or classifying it into categories, interpreting information through a process of critical evaluation, identifying and clarifying values and deciding what to believe, and applying problem-solving and decision-making skills to consider options.

Planning and action

Students will use the results of the decision-making process to make decisions, set goals, consider the consequences of their decisions and develop strategies to achieve the goals.

Evaluation and reflection

Students will reflect on and evaluate the Outcomes of their decisions and actions. They will then make any changes to their goals and reflect on how values and attitudes have influenced their decisions.

Layout of Approach 1

You can use a table similar to the one below to plan teaching and learning activities using the Personal Development process.

Learning Outcomes:

Student activities	Gathering information	Analysing information	Taking action	Evaluation

Approach 2: Inquiry-based approach

This approach focuses on students developing problem-solving and decision-making skills and skills needed to demonstrate Outcomes. To develop appropriate activities within the inquiry-based approach it is important to first identify the Outcomes to be demonstrated and what students are expected to know and do to demonstrate the Outcomes. The inquiry-based approach is presented in four phases and sequenced in a way that student activities progress as they move from one phase to another.

The four phases are:

- understanding,
- planning,
- acting,
- reflecting.

Phase 1: Understanding**Identifying the topic, issue or task**

The topic should be related to:

- a Strand, Outcomes and elaborations,
- the students' needs and interests.

For example the Health of Individuals and Populations Strand could include a healthy diet and how we grow and change. To gather the information needed to explore the topic, issue or task:

- find information from a range of different sources such as surveys, relevant resources, and interviews,
- explore the topic,
- use the information gathered to consider possible actions.

Some useful questions

- What do I want to learn from this topic or issue?
- How do I feel about this topic or issue?
- Where can I obtain the information about this topic or issue?

Phase 2: Planning interpreting, analysing and reviewing information

Processes and skills for this step include:

- interpreting, analysing and reviewing the information gathered,
- setting goals and developing an action plan,
- making judgments about the reliability and suitability of the information,
- identifying and clarifying values about issues and considering what options are available. For example, students may need to explore different or conflicting views about issues such as cultural beliefs and sexuality.

Making decisions and setting goals

Processes and skills for this step include:

- deciding on appropriate actions to take in relation to the topic, issue or task,
- considering the alternatives for action,
- choosing an alternative,
- setting goals.

Personal behaviour relates to the health and wellbeing of others. Refer to the decision-making process outlined in the Elaborations of Outcomes under Living and Working Together for a follow-up activity on decision-making.

Deciding on an action plan

Processes and skills for this step include:

- developing strategies to enable them to achieve their goals,
- identifying factors that will help them achieve the goal,
- identifying skills they will need and practise them.

Phase 3: Acting

The emphasis in this phase is the implementation of plans or goals. This may result in the presentation of findings about working towards their goals in order to learn about themselves and others. They will establish control over their health, physical activity, relationships and how they live and work in the society of which they are part. Real-life practice builds knowledge, confidence and skills for future actions and where necessary, students can monitor and modify their actions.

Phase 4: Reflecting

Students reflect on and assess what they have done. They evaluate the Outcomes of their actions and use this as a guide to further planning. Students can use their own experiences as a basis for evaluation and consider the significance of what they have learned. At the same time teachers will be able to observe and monitor students' progress and assess their learning.

Layout of Approach 2

Learning Outcomes:

Teaching and learning activities	Understanding		Planning			Acting	Reflecting
	Identify issue or topic Gather information	Interpret, analyse and review information	Make decisions Set goals	Decide on action plan	Identify factors that support the achievement of goals	Carry out the action or perform task	Consider what has been learnt Replan if necessary

Approach 3: Three-step approach: orienting, enhancing, synthesising (OES)

There are three phases to this approach.

Orientate

Activities are planned to focus on students' interest in the topic to be explored. Teachers need to find out students' prior knowledge and understanding of the topic.

Enhance

In this phase, students undertake investigative hands on activities, describing their understanding of the topic and testing their ideas. They begin to discuss and compare their understandings with others in the class and the teacher. Teachers will begin to introduce new terminology and skills that students need to explore the topic.

Synthesise

During this phase, students will reflect on their learning, and will be able to demonstrate what they know and can do in relation to the topic. As students move through the different phases, teachers will have a number of opportunities to make judgments about the students' progress, their understanding of issues and the development of skills necessary to demonstrate the Outcomes.

Layout of Approach 3

Learning Outcomes:

Student activities	Orientate	Enhance	Synthesise

Teaching and learning tools to support the strategies and samples for each tool

Teaching tool	How to apply it	Samples
Discussion	<p>Discussion offers opportunities for:</p> <ul style="list-style-type: none"> the exchange of information between teachers and students and students and students, students to gain understanding and respect for each other's feelings and views, students to ask questions, bringing sensitive issues into an open forum, assessing students' levels of understanding. 	<ul style="list-style-type: none"> brainstorming debates question banks reporting forums interviews
Practice and rehearse	<p>Practice and rehearsal strategies require students to be placed in simulated situations that allow them to trial and refine skills and behaviour. Practice and rehearsal strategies should be:</p> <ul style="list-style-type: none"> relevant to real-life situations, of sufficient duration to allow of skill consolidation. 	<ul style="list-style-type: none"> role play drills skill checklists simulations such as first aid or emergency situations
Questioning	<p>Questioning involves students in asking and responding to questions. Students' response to questions may take different forms such as written, verbal, movement and pictorial responses. Questioning allows students to:</p> <ul style="list-style-type: none"> recall information, organise data, seek explanations, obtain conclusions, think creatively. 	<ul style="list-style-type: none"> quizzes and tests question and answer situations question bank interviews case studies
Research	<p>Research is a structured method of gaining information about practical and social problems. In response to a stated problem, research will involve students:</p> <ul style="list-style-type: none"> selecting methods of data collection, collecting and organising information, interpreting and analysing data, drawing conclusions. 	<ul style="list-style-type: none"> case studies interviews reporting surveys experiments field trips and excursions observations files and logbooks
Demonstration	<p>It can be done by:</p> <ul style="list-style-type: none"> illustrating variety or depth of a skill or acceptable styles, showing something unique or different, pointing out techniques or approaches, showing progress 	<ul style="list-style-type: none"> teacher demonstration demonstration by individual students group demonstration expert demonstration audiovisual demonstration construction of models
Values exploration	<p>Values exploration is a reflective and sharing strategy. It involves the teacher raising value-related issues and presenting activities designed to help students become aware of:</p> <ul style="list-style-type: none"> their personal value positions on such issues, differing value positions within society, the influence their values have on behaviour. 	<ul style="list-style-type: none"> moral dilemmas dramatisations attitude scales debates values clarification activities journals or diaries

Teaching tool	How to apply it	Samples
Directed learning	In directed learning, the teacher makes all the decisions about what, when, where and how to teach. Directed learning capitalises on the expertise of teachers and requires students to move through a set of sequenced activities.	<ul style="list-style-type: none"> • drills • lectures • chalk and talk • word games • demonstration • directed study
Discovery learning	In discovery learning the teacher determines the concepts or skills to be taught and the best sequence for guiding students to the desired response. It involves: <ul style="list-style-type: none"> • setting a specific task, • allowing students time for exploration and investigation, • discovering solutions. 	<ul style="list-style-type: none"> • experiments • projects • simulation activities • movement problems • role play • field trips
Exploration	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, • experience and investigate a variety of materials and environments. 	<ul style="list-style-type: none"> • play • improvisation • mime • creative movement • journals • collages
Group work	Group work assists students to develop confidence in setting goals, identifying and sharing tasks, planning appropriate action and reflecting. 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-solving situations • assignments • cross age tutoring • productions and performances
Negotiated learning	Negotiated learning offers opportunities for individualised, personal instruction by enabling students to work at their own rate of learning or on an area of particular need or interest. It involves: <ul style="list-style-type: none"> • the identification of student interests and needs, • discussion, • the formulation of a particular course of action or program. 	<ul style="list-style-type: none"> • contracts • task cards • individual learning programs • goal setting tasks • assignments • study guides
Peer learning	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 in correcting the performer but in interacting with the observer to establish performance criteria and encourage effective communication.	<ul style="list-style-type: none"> • peer tutoring • task cards • checklists • rating scales • incidence charts

Assessment

What is assessment?

'Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes' (*National Assessment & Reporting Policy* , 2003).

Assessment requires that students are able to show what they have learned. They can demonstrate what they know and can do. There is an integral relationship between the experiences that promote learning and the assessment methods that facilitate students' demonstrations of Outcomes. The assessment process is based on the Outcomes and assessment methods and instruments are selected by teachers to enable students to demonstrate the knowledge and skills outlined in the Outcomes. The experiences provided for students will determine the specific assessment task to be used. To clarify the expectations of the assessment process, assessment criteria are developed by the teacher to describe characteristics of ideal responses.

Purpose of assessment

The purpose of assessment is to assist teachers and students to gather information, analyse it and judge or evaluate the quality of learning and students' achievement of the Outcomes. The information obtained from assessment will be used to:

- provide feedback on students' progress,
- inform decision-making about students' learning,
- improve teaching and learning strategies and the effectiveness of teaching, learning and assessment programs.

The *National Assessment and Reporting Policy* (2003) outlines the following purposes:

- Feedback is provided to the individual learner and teacher on students' progress towards the achievement of Outcomes.
- Students improve their standards of achievement by knowing what they do well and where they need to improve.
- Evidence gathered from assessments is monitored and used by teachers to improve their teaching and help students raise their standards of achievement.
- Assessment information is reported to parents, guardians and other stakeholders to enhance their understanding of students' standards of achievement.
- Reports are used to inform students' choices of suitable careers and selection for educational progression and employment.

Assessment principles

For assessment and reporting to be effective, it should:

- be appropriate for Papua New Guinea,
- focus on students' demonstrations of Outcomes,
- be comprehensive,
- be valid and reliable,
- take account of the needs of individual students,
- reflect equity principles,
- be an integral part of teaching and learning process,
- provide opportunities for students to take responsibility for their own learning and to monitor their own progress,
- be based on a criterion-referenced approach.

Upper Primary statement about assessment

The *National Assessment and Reporting Policy* (2003) states that assessment at Upper Primary should:

- be flexible and use a range of assessment methods,
- be continuous and show development of knowledge, skills and understanding in all school subjects,
- use local cultural approaches to assess and report students' achievement where appropriate,
- be mainly internal but may include external assessment at the end of Grade 8,
- use criterion-referencing and Outcomes as the basis of external assessment at the end of Grade 8,
- result in the issue of National Certificates of Basic Education approved by the Board of Studies reporting academic achievement, attitudes, values and other relevant achievements.

Roles and responsibilities

The *National Assessment and Reporting Policy* (2003) states that teachers have a responsibility to:

- develop and implement effective school assessment and reporting practices within school assessment and reporting programs,
- discuss with students the assessment, recording and reporting procedures that meet the learning needs of individuals and groups of students,
- develop students' knowledge, skills and understanding of effective assessment and reporting methods,
- maintain and share relevant records of student progress whilst maintaining confidentiality where appropriate,
- plan tasks and activities, which provide sufficient evidence to show that particular learning Outcomes have been achieved,

- report students' progress and achievements to students, parents, guardians, teachers and others,
- use assessment information to inform and enhance their teaching and learning practices,
- use assessment information to guide career paths,
- make valid report on students' achievement of Outcomes, attitudes and values using the appropriate reporting or certification systems (p. 13).

Students have a responsibility to:

- use assessment information to improve their learning,
- ensure that they reach their highest potential (p. 14).

Process of assessment

Assessment is an integral part of the learning process. As you plan teaching and learning activities, you should also plan how you will monitor students' progress. Genuine assessment tasks should match students' activities and the teaching and learning methods used. The process of assessment is identified during the process of planning a unit of work and it involves:

- providing students with opportunities to demonstrate what they know and can do based on the required Outcomes and the teaching and learning experiences,
- gathering and recording evidence of students' demonstrations of Outcomes;
- making judgements about students' demonstrations of Outcomes.

Assessment methods

Assessment methods should be selected according to the context in which the outcome is being demonstrated and the type of evidence required.

Teachers are encouraged to familiarise students with assessment methods through modelling and practice. A variety of assessment methods should be used to gather information about students' performance in Personal Development. These could include demonstrations in a range of forms, including written, oral or practical.

Written

Examples of written assessment methods could include tasks such as short answer responses, portfolios, workbooks, Likert scales, peer assessment, contracts, checklists, sentence completions, standardised tests, essays, research projects, action plans, logbooks, journal entries, pictures or drawings, posters, concept maps and brochures.

Oral

Examples of oral assessment methods could include tasks such as presentations of data, class discussions, small group or team discussions, debates, interviews, role play, peer assessment, projects, contracts, self assessment and sentence completions.

Practical

Examples of practical assessment methods could include tasks such as observations of performance in games, sports and other physical activities, skill drills, peer tutoring, role play, group performances, creation of movement sequences, incidence charts, peer assessment, projects, contracts and tests.

Teachers' professional judgment forms the basis for the assessment and reporting process. Decisions should be based on explicit criteria, using a range of evidence to determine demonstrations of learning Outcomes. Students should be informed of the assessment criteria so that they know the basis for judgment of their achievement and demonstration of the Outcomes.

Sample assessment instruments, description and examples

Instruments	Description	Examples																
Checklist	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 for self assessment.	<table border="1" data-bbox="956 361 1366 523"> <thead> <tr> <th data-bbox="956 361 1128 399">Length of jump</th><th data-bbox="1128 361 1191 399">Ao</th><th data-bbox="1191 361 1255 399">Oa</th><th data-bbox="1255 361 1366 399">Oe</th></tr> </thead> <tbody> <tr> <td data-bbox="956 399 1128 437">Jumped 1 metre</td><td data-bbox="1128 399 1191 437"></td><td data-bbox="1191 399 1255 437"></td><td data-bbox="1255 399 1366 437"></td></tr> <tr> <td data-bbox="956 437 1128 476">Jumped 2 metres</td><td data-bbox="1128 437 1191 476"></td><td data-bbox="1191 437 1255 476"></td><td data-bbox="1255 437 1366 476"></td></tr> <tr> <td data-bbox="956 476 1128 523">Jumped 3 metres</td><td data-bbox="1128 476 1191 523"></td><td data-bbox="1191 476 1255 523"></td><td data-bbox="1255 476 1366 523"></td></tr> </tbody> </table>	Length of jump	Ao	Oa	Oe	Jumped 1 metre				Jumped 2 metres				Jumped 3 metres			
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Jumped 2 metres																		
Jumped 3 metres																		
Contract	A formal, signed agreement between the teacher and the student that shows what work is to be done by the student by a specific date. Both positive and negative consequences that follow the completion or non-completion of the contract should be included.	<p>My goal is ... My plan is ... This is how I'll present my work... My contract is for ... If I don't honour my contract ... Date: Student signature: Teacher signature:</p>																
Diary or journal	A dairy or journal can be a written, taped or oral reflection on issues, events or students' own choice of topics. Students should be encouraged to provide personal reflections rather than simple descriptions.	Diary entries focussing on stress management strategies over a set period of time.																
Formal or informal observation	Short objective statements that describe an incident or individual student's behaviour, believed to be typical or distinctive.	<table border="1" data-bbox="956 911 1417 1035"> <thead> <tr> <th data-bbox="956 911 1028 950">Date</th><th data-bbox="1028 911 1274 950">Student behaviour or incident</th><th data-bbox="1274 911 1417 950">Comment</th></tr> </thead> <tbody> <tr> <td data-bbox="956 950 1028 988"></td><td data-bbox="1028 950 1274 988"></td><td data-bbox="1274 950 1417 988"></td></tr> <tr> <td data-bbox="956 988 1028 1026"></td><td data-bbox="1028 988 1274 1026"></td><td data-bbox="1274 988 1417 1026"></td></tr> </tbody> </table>	Date	Student behaviour or incident	Comment													
Date	Student behaviour or incident	Comment																
Incidence chart	A list of skills performed, recorded on a given chart. Incidence charts are particularly useful for assisting the teacher in describing movement performance to students. Incidence charts can also be used for peer assessment.	<table border="1" data-bbox="956 1046 1417 1226"> <thead> <tr> <th colspan="3" data-bbox="956 1046 1417 1084">Volleyball</th></tr> <tr> <th colspan="3" data-bbox="956 1084 1417 1123">Name:-----</th></tr> <tr> <th colspan="3" data-bbox="956 1123 1417 1161">The serve: -----</th></tr> <tr> <th data-bbox="956 1161 1028 1199">Into net</th><th data-bbox="1028 1161 1242 1199">On the net</th><th data-bbox="1242 1161 1417 1199">Out of court</th></tr> </thead> <tbody> <tr> <td data-bbox="956 1199 1028 1226">✓✓</td><td data-bbox="1028 1199 1242 1226">✓✓ ✓✓</td><td data-bbox="1242 1199 1417 1226">✓✓</td></tr> </tbody> </table>	Volleyball			Name:-----			The serve: -----			Into net	On the net	Out of court	✓✓	✓✓ ✓✓	✓✓	
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Name:-----																		
The serve: -----																		
Into net	On the net	Out of court																
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Interview	An interviewer, teacher or 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.	<p>Interviews with students on their fitness programs, including discussion about:</p> <ul style="list-style-type: none"> • understanding of fitness, • behaviour, • attitudes towards fitness, • progress, • barriers and solutions. 																
Likert scale	A scale where students indicate to what extent they agree or disagree with a stated attitude or opinion. On this scale SA means strongly agree, A means agree, D means disagree and SD means strongly disagree. This strategy is inappropriate for measuring knowledge and skills but is appropriate for measuring attitudes or behaviour.	<table border="1" data-bbox="956 1462 1417 1709"> <thead> <tr> <th data-bbox="956 1462 1028 1500"></th><th data-bbox="1028 1462 1083 1500">SA</th><th data-bbox="1083 1462 1139 1500">A</th><th data-bbox="1139 1462 1195 1500">D</th><th data-bbox="1195 1462 1417 1500">SD</th></tr> </thead> <tbody> <tr> <td data-bbox="956 1500 1028 1612">Violent movies should be banned on TV</td><td data-bbox="1028 1500 1083 1612"></td><td data-bbox="1083 1500 1139 1612"></td><td data-bbox="1139 1500 1195 1612"></td><td data-bbox="1195 1500 1417 1612"></td></tr> <tr> <td data-bbox="956 1612 1028 1709">Teenage smoking is a big social problem</td><td data-bbox="1028 1612 1083 1709"></td><td data-bbox="1083 1612 1139 1709"></td><td data-bbox="1139 1612 1195 1709"></td><td data-bbox="1195 1612 1417 1709"></td></tr> </tbody> </table>		SA	A	D	SD	Violent movies should be banned on TV					Teenage smoking is a big social problem					
	SA	A	D	SD														
Violent movies should be banned on TV																		
Teenage smoking is a big social problem																		
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 role plays, students are asked to give informal feedback to each other focussing on positive comments and areas that might need further attention.																

Instruments	Description	Examples
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.	
Project	A comprehensive study that can be practical in nature, such as a performance or display item, or theoretical in orientation, research on a community or personal health issue. The manner of presentation may be set by the teacher or left as a matter for student choice.	Gymnastics display Personal health appraisal Research project on a health promotion initiative
Self assessment	This strategy requires students to be 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 food is... Child abuse is ... Corruption is ... Passive smoking is...
Standardised tests	Standardised tests are professionally developed tests that include set procedures for administering and interpreting results. They are commonly used to assess movement skills.	
Tests (objective)	Objective tests can be teacher-developed or standardised. They may involve multiple choice questions, true or false questions, completion items or matching items. They can assess the ability of students to recall, interpret, comprehend or apply knowledge.	
Tests (free response)	Free response tests, in either the short answer or extended essay form, provide an opportunity for students to organise, integrate and express ideas. Free response can be used as an assessment technique for collecting information on student knowledge, skill or attitudes.	

Board of Studies, New South Wales (1991) *Personal Development, Health and Physical Education Year 7-10, Support Document*. Board of Studies, New South Wales, Australia

Developing a specific assessment task

Assessment tasks are an integral part of the students' activities. You will need to select the assessment method that best gives you evidence of students' achievement of the Outcomes. Outcomes should be used as the starting point in the process of planning assessment tasks.

When developing or writing an assessment task, the following are some steps that you may find useful to follow.

- 1 Select students' learning experiences and activities that you will use as assessment tasks while planning the unit of work.
- 2 Choose which assessment method is most suitable for the assessment task.
- 3 Develop assessment criteria by breaking down the Outcomes into knowledge, skills or attitudes students will do in order to complete the activity successfully,
- 4 Develop a manageable way of recording your assessment information:
 - class or individual checklist, class grid to record observations,
 - comments on students' work showing what they have done well and need to improve on,
 - work samples being added to a portfolio,
 - test marks,
 - students' assessments of their own performance using the assessment criteria,
 - student's assessment of their peers using the assessment criteria.

Application of the four steps above

A model of each step is shown below. You can use these samples to develop your own assessment tasks, criteria and recording methods to judge students' demonstration and achievement of the Outcomes.

Step 1: Select assessment tasks from students' learning activities identified during the planning of the unit of work.

Students' learning activities selected from the sample unit of work shown in the Units of Work section.

- Brainstorm with students the meaning of the word 'group' and list on a board the different groups they belong to, such as family, class, team and clan.
- Ask students to describe their place in the different groups, such as daughter, son, sister, member of a team, youngest in the class.
- Students share with the class the customs and traditions of their family and their clan, such as special celebrations, traditions, dress and songs.
- Ask class to identify similarities and differences between these customs and traditions.
- Trainstorm with class the different members of families.

Assessment task

1. Students make a personal record of different groups to which they belong and their place in each group.
2. Students write an essay on their plan to improve their sharing and cooperative skills and describe how this affects their relationships with friends.

Step 2: Choose an assessment method suitable for the assessment task.

The method most suitable for this activity will be in a written form. Students will record information about the different groups to which they belong and outline their plan on how to improve their sharing and cooperative skills. This information based on the Outcomes can be stored in portfolios or workbooks as evidence of students' achievements.

Step 3: Develop assessment criteria by breaking down the knowledge, skills or attitudes from the Outcomes. The assessment criteria show what students will need to do in order to complete the activity successfully.

Assessment tasks	Assessment criteria
Students make a personal record of different groups to which they belong and their place in each group.	<p>The student's personal record should contain the following:</p> <ol style="list-style-type: none"> 1. an accurate list of all groups to which the student belongs, 2. a description of their place in each group such as within the family responses could be son, daughter or nephew, and within a sports team responses could be player, referee, coach or time keeper, 3. a description of their roles and responsibilities in two groups such as family and school.
Write an essay on their plan to improve their sharing and cooperative skills and describe how this affects their relationships with friends.	<p>The essay should include:</p> <ol style="list-style-type: none"> 1. a description of the behaviour of others that make them feel happy or good, and those that make them feel unhappy, sad or angry, 2. a description of the consequences of those behaviour on their friends, 3. a description of two or three kinds of behaviour they can practise to demonstrate sharing and cooperative skills, such as sharing their lunch with a friend or helping a friend to finish a task.

Step 4: Decide and develop a manageable way of recording and storing the assessment information.

This section refers to recording and how to keep a record of students' progress.

What is recording?

Recording is what teachers do to collect evidence of students' achievement of the learning Outcomes. The *National Assessment and Reporting Policy* (2003) states the purposes of recording are:

- to check students' progress,
- to plan and program future learning,
- to report students' progress or achievement to parents, guardians and others,
- to inform students about their progress.

The principles of assessment outlined earlier in this document also apply to reporting.

Recording can be done a variety of ways including:

- checklists either whole class or individual,
- anecdotal records,
- journals,
- work samples with teacher comments,
- portfolios.

The table below relates to Step 4 of developing an assessment task and shows a sample checklist.

The key for recording is for the assessment criteria developed in Step 3 above, and it covers only the first assessment task.

Assessment criteria

- 1 Provided an accurate list of the groups to which they belong.
- 2 Described their place within those groups.
- 3 Described the roles and responsibilities for two of those groups.

Code

- A met the criteria to a high standard
- B met the criteria to a satisfactory standard
- C needs further work to meet the criteria

Sample recording checklist for the assessment task

Name of student	Task			Comments		
	Criteria 1	Criteria 2	Criteria 3	Criteria 1	Criteria 2	Criteria 3
Nani	A	A	A	described groups he belongs to	described his place in all groups he listed	described his role and responsibilities for the groups listed
Ponu	A	A	C	described groups she belongs to	described her place in all groups she listed	needs to know her roles and responsibilities for the groups listed
Kakou						
Lola						

Reporting

Reporting is communicating clearly to students, parents, guardians, teachers and others the information gained from assessing students' learning. The *National Assessment and Reporting Policy* (2003) outlines ways in which students' progress can be reported, including:

- formal reports,
- parent, teacher and student interviews,
- certification.

It also provides details about formal reports and certification.

Programming

The content included in teachers' Personal Development programs depends largely on the needs and interests of the school and the community in which it is based. Therefore, teachers should be flexible in their programs to enable those needs to be addressed.

Options for period allocation

Personal Development has been developed as an integrated subject of 240 minutes. The tables below provide a number of options for period allocation across the grades at Upper Primary. Choose or select one that is best for your teaching or design your own.

Option 1	Option 2	Option 3	Option 4	Option 5
(Using 40-minute and 60-minute periods each week)	(Using 30-minute and 60-minute periods each week)	(Using 60-minute periods each week)	(Using 40-minute, 50-minute and 60-minute periods each week)	(Using 40-minute periods each week)
3 x 40-minute periods per week 2 x 60-minute periods per week	4 x 30-minute periods per week 2 x 60-minute periods per week	4 x 60-minute periods per week	2 x 40-minute periods per week 2 x 50-minute periods per week 1 x 60-minute period per week	6 x 40-minute periods per week
Estimated number of Personal Development lessons in a 10-week term	Estimated number of Personal Development lessons in a 10-week term	Estimated number of Personal Development lessons in a 10-week term	Estimated number of Personal Development lessons in a 10-week term	Estimated number of Personal Development lessons in a 10-week term
$3 \times 10 = 30$ x 40-minute lessons per term	$4 \times 10 = 40$ x 30-minute lessons per term	$4 \times 10 = 40$ x 60-minute lessons per term	$2 \times 10 = 20$ x 40-minute lessons per term $2 \times 10 = 20$ x 50-minute lessons per term $1 \times 10 = 10$ x 60-minute lessons per term	$6 \times 10 = 60$ x 40-minute lessons per term
2 x 10 = 20 x 60-minute lessons per term	2x10 = 20 x 60-minute lessons per term			

An estimated time break-up for Personal Development

Average number of weeks in a term	Estimated no of periods per week	Estimated no of periods per term	Total number of PD lessons in a year
Term one 11 weeks	3 x 40 min 2 x 60 min	33 x 40 min 22 x 60 min	55 lessons
Term two 10 weeks	3 x 40 min 2 x 60 min	30 x 40 min 20 x 60 min	50 lessons
Term three 10 weeks	4 x 30 min 2 x 60 min	40 x 30 min 20 x 60 min	60 lessons
Term four 10 weeks	3 x 40 min 2 x 60 min	30 x 40 min 20 x 60 min	50 lessons
Total number of lessons in a year			215 PD lessons

Teachers either develop their teaching program individually or with other teachers teaching the same grades. To effectively implement the Personal Development Syllabus, schools will be required to undertake a similar process whereby they develop a term and yearly program with special consideration to the following points:

- whole staff or Upper Primary staff input,
- time,
- external factors,
- support for the different elements of the Syllabus.

Whole staff or Upper Primary staff input

It is important that all Upper Primary staff involved in teaching Personal Development have input in determining the allocation of Strands and Substrands across the grades and terms. Combining expertise within the group promotes a shared ownership of the yearly program. It will also provide a variety of ideas and strategies with solutions on how to implement the program with special commitment and dedication.

Time

Teachers are always given a week to develop their yearly teaching programs. The nature of Personal Development would require discussion, evaluation and revision. It is important to provide time to make sure that Personal Development is programmed effectively.

External Factors

Each education year has events that have impact on the time allocated for teaching. Such situations may include:

- school carnivals, examinations, outdoor excursions, religious celebrations, Independence Day and other public holidays,
- promotional events such as Education Week, World Environment Day and International Womens Day,
- weather conditions and other features associated with a particular location in which the school is situated.

Support for different elements of the Syllabus

The Syllabus is structured in a way to allow flexibility when developing the yearly program. The program you develop should meet the particular needs of students, school and the community. It is essential that the Personal Development program:

- draws from all the Strands in the subjects outlined in the Syllabus,
- develops knowledge and understanding of all Strands,
- promotes skills and attitudes development outlined in the Syllabus.

Sample program for Personal Development**Sample 1: Yearly program based on the Strands and Substrands**

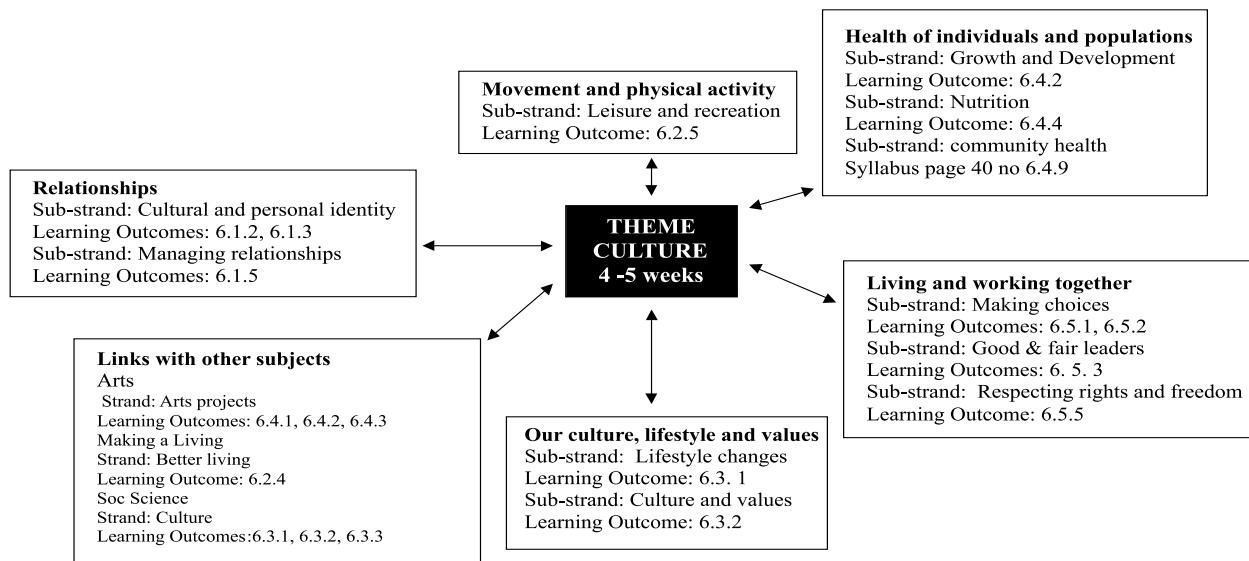
Strand	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
	Substrand	Substrand	Substrand	Substrand
Relationships	Insert substrand you want taught in this term	Insert substrand you want taught in this term	Insert substrand you want taught in this term	Insert substrand you want taught in this term
Movement and physical activity				
Our culture, lifestyle & values				
Health of individual and population				
Living and working together				

A yearly program with Strands and Substrands

Strand	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
	Substrand	Substrand	Substrand	Substrand
Relationships	Changing roles and responsibilities	Interactions in relationships and groups	Cultural and personal identity	Managing relationships
Movement and physical activity	Roles and responsibilities	Leisure and recreation	Safety and movement skills	Fitness for health
Our culture, lifestyle and values	Culture	Culture	Lifestyle and changes	Lifestyle and changes
Health of individuals and populations	Growth and development	Personal health and safety	Nutrition Use of drugs	Community health
Living and working together	Respecting rights and freedoms	Making choices	Rule of law	Good and fair leaders

Sample 2: Term or weekly program based on themes

Here is an example of a Personal Development program based on a theme.



Sample 3: Based on themes for each grade

Term	Grade 6	Grade 7	Grade 8
One	The value of my name	Playing traditional games	Promoting national identity through our culture
Two			
Three			
Four			

You should plan units of work for the whole term so that tentative programs can be given to supervisors such as head teachers, senior teachers, and inspectors for their planning and other related administrative duties. A tentative yearly or term program also helps you to determine the total number of Outcomes in each Strand and the approximate number of weeks required to teach all of the Outcomes. This is to make sure that all Outcomes are covered by the end of the year.

Elaborations of outcomes

Sequence of outcomes with elaborations

This section outlines each Outcome with elaborations for Grades 6, 7 and 8. The elaborations detail possible content and contexts to help you with your planning so that your teaching helps students to achieve the Outcomes. This content is drawn from the Strands outlined in the Syllabus.

The elaborations provide teachers with the necessary background information, recommended knowledge, processes and skills and sample activities for each Outcome. You should select the content from the elaborations that best meets the needs of your students.

E

Strand: Relationships

Substrand	Grade 6	Grade 7	Grade 8
Interactions in relationships and groups	<p>6.1.1 Identify groups to which they belong such as family, friends and tribes</p>	<p>7.1.1 Describe different types of families and the roles of family members</p>	<p>8.1.1 Describe standards of behaviour that are important to their community and to families and groups to which they belong</p>
	<p>Recommended knowledge</p> <p>Groups to which individuals belong</p> <p>family, clan, tribe, village, sports teams, classmates clubs, religious groups friendship and peer groups</p> <p>Influence of groups</p> <ul style="list-style-type: none"> behaving and dressing in a particular way ownership of properties involvement of females in decision making <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research and gather information conduct surveys analyse different groups and their influences use questionnaires <p>Suggested activities</p> <ul style="list-style-type: none"> interview and collect information on different groups list groups students belong to and their influences explore how names are used to identify individuals and their relationships with others suggest ways to be a positive member of a group 	<p>Recommended knowledge</p> <p>Types of families</p> <p>extended family, nuclear family, single parent, de facto blended, polygamous (several wives), polyandry (several husbands)</p> <p>Roles of different types of family</p> <ul style="list-style-type: none"> help meet basic human needs provide respect, comfort, love, security provide support for healthy and happy living <p>The importance of the family and other groups</p> <ul style="list-style-type: none"> satisfy our physical needs provide parenting skills and guidance responsible for social, emotional, intellectual and spiritual needs <p>Recommended processes and skills</p> <ul style="list-style-type: none"> communicate and cooperate with others develop skills to make good decisions negotiate and handle family and group issues in positive and peaceful ways be assertive <p>Suggested activities</p> <ul style="list-style-type: none"> research and gather information on types of relationships identify and compare similarities and differences consider options on how to maintain and promote positive relationships set goals make a list of responsibilities of people in different relationships 	<p>Recommended knowledge</p> <p>Standards of behaviour</p> <ul style="list-style-type: none"> degree of respect, openness and trust level of intimacy and physical contact being positive stand up for our rights listen to others make good decisions give and accept compliments <p>Assertive behaviour</p> <ul style="list-style-type: none"> stand up for one's right without putting others down by speaking confidently and dealing with criticisms in a positive way <p>Aggressive behaviour</p> <ul style="list-style-type: none"> behave without considering the feeling of others <p>Submissive behaviour</p> <ul style="list-style-type: none"> makes decisions with hesitation or pretends that concerns and issues are not difficult <p>Recommended processes and skills</p> <ul style="list-style-type: none"> making decisions making judgments suggesting solutions communicating and interacting effectively with others <p>Suggested activities</p> <ul style="list-style-type: none"> explain reasons for having rules in the family discuss factors or behaviour that make a relationship good or bad compare different cultural and personal values and how they influence relationships

Substrand	Grade 6	Grade 7	Grade 8
	<p>6.1.2 Identify different types of relationships and how people interact with each other</p>	<p>7.1.2 Develop codes of behaviour appropriate to different relationships and groups</p>	<p>8.1.2 Examine the rights of individuals in different forms of relationships</p>
	<p>Recommended knowledge</p> <p>Different types of relationships</p> <p>For example child</p> <ul style="list-style-type: none"> – parent, peer group, student – teacher, sibling (brother or sister), player – coach, doctor – patient, boyfriend – girlfriend, employee – employer <p>How people interact with each other</p> <p>For example a child and parent</p> <ul style="list-style-type: none"> • work together • help each other • support one another • show love and concern • listen to each other <p>Skills for maintaining positive relationships and skills for dealing with negative relationships</p> <ul style="list-style-type: none"> • expressing feelings • assertive, non aggressive communication • resolution of conflict • dealing with sexual harassment, abuse or violence <p>Changes that occur in relationships</p> <ul style="list-style-type: none"> • birth, death, divorce, moving, illnesses, conflict, marriage, remarriage • coping with change, loss or grief • influence of family change on self and other family members <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • team work and cooperation • dealing with conflict • communicating with others • listening attentively • making decisions <p>Suggested activities</p> <ul style="list-style-type: none"> • gather information about different relationships • make a list of all the groups to which you belong other than your family and what you get from each group • list reasons for change in relationships 	<p>Recommended knowledge</p> <p>Codes of behaviour for different relationships</p> <ul style="list-style-type: none"> • being assertive • making good decisions • developing respect • feeling positive about you and others • listening to people's opinions • recognise needs of others • develop positive values such as being trustworthy, helpful and sharing • dealing with bullying <p>Resolving conflicts of different expectations</p> <p>Group: family – child</p> <p>Behaviour: listen attentively, and respectfully</p> <p>Reasons for behaviour:</p> <ul style="list-style-type: none"> • to understand, make appropriate decisions, behave appropriately for that group and to know the expected group behaviour <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • listen attentively • set goals • develop and maintain relationships • develop conflict resolution skills • use assertive, non-aggressive communication <p>Suggested activities</p> <ul style="list-style-type: none"> • explore and identify types of relationships and ways of developing them • brainstorm behaviour that promote positive relationships • write an essay on how to develop and maintain a relationship • describe how a good relationship makes you feel 	<p>Recommended knowledge</p> <p>Rights of individuals in different relationships</p> <ul style="list-style-type: none"> • right to think for themselves • right to speak for themselves • right for freedom from discrimination • right to life • right to name and nationality • right to health and healthservices • right to a standard of living • right to parental care • right to education • right to protection from mistreatment • right of parents to respect <p>Equality and inequality in relationships</p> <ul style="list-style-type: none"> • aggressiveness, power or lack of power, interdependence <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • finding information from a variety of sources • analysing the information • using questionnaires <p>Suggested activities</p> <ul style="list-style-type: none"> • discuss ways to uphold the laws that guarantee equal rights for men and women • discuss their opinions on certain rights of individuals and how they can affect relationships



Substrand	Grade 6	Grade 7	Grade 8
Cultural and personal identity	<p>6.1.3 Describe themselves through images</p>	<p>7.1.3 Describe differences between people and their similarities</p>	<p>8.1.3 Explain how different ways of describing people influence how people value and treat themselves and others</p>
	<p>Recommended knowledge</p> <p>Different ways people are named</p> <ul style="list-style-type: none"> the origin and reasons for first name, clan name, father's name, surname different characteristics people have such as physical differences, interests, mannerisms that can be personal or family traits <p>How you see yourself</p> <ul style="list-style-type: none"> positive person negative person cooperative, honest <p><i>How others see you</i></p> <ul style="list-style-type: none"> concern for others helpful <p><i>How I feel about how others and I see myself</i></p> <ul style="list-style-type: none"> the affect of positive and negative words used to describe people Ways in which individuals can understand and support each other listen attentively, respectfully, understand make appropriate decisions behave appropriately for that group <p>Recommended processes and skills</p> <ul style="list-style-type: none"> explaining and describing listening attentively making decisions demonstrating positive attitudes and skills <p>Suggested activities</p> <ul style="list-style-type: none"> write a description of themselves and of a friend state how they feel and see themselves and how others see and feel about them role play situations which highlight low and high self esteem 	<p>Recommended knowledge</p> <p>Differences and similarities between people</p> <ul style="list-style-type: none"> different groups such as clan, sports, hobbies, religion, age, gender, and language characteristics of people in groups <ul style="list-style-type: none"> may have in common activities, values, dress, diet, and interests ways groups interact to share values <ul style="list-style-type: none"> open discussion, being told, copying, tradition, and opportunity signs, values and purpose identity is shaped by others. for example, non-smokers may smoke to be part of a group we all have identities that have been shaped and are expressed in different ways, for example; food, language and dress <p>Recommended processes and skills</p> <ul style="list-style-type: none"> clarifying own values interacting effectively with others and the environment thinking critically <p>Suggested activities</p> <ul style="list-style-type: none"> identify and list different cultural groups' similarities and differences describe how they show respect for the differences by identifying and stating reasons 	<p>Recommended knowledge</p> <p>Ways of describing people and influencing how people value and treat themselves and others</p> <ul style="list-style-type: none"> words used to describe people can be positive or negative examples of describing physical factors: large, small, tall, short, fat, thin examples of describing social factors: friendly, honest, caring, angry, aggressive, bossy examples of describing cultural factors: clothes, decorations examples of describing intellectual factors: smart, stupid, quick, slow, clever, useful stereotyping and discrimination might affect the type of friends you choose, where you live, the work you do, the sport you play, the person you marry, your way of doing things, the food you eat and the way you dress <p>Coping and treating others so their traditions are respected</p> <ul style="list-style-type: none"> understanding the unique ways and traditions of others respecting differences <p>Recommended processes and skills</p> <ul style="list-style-type: none"> researching information analysing situations evaluating and drawing conclusion demonstrate positive attitudes <p>Suggested activities</p> <ul style="list-style-type: none"> research and write an essay explaining how stereotypes and discrimination affect a person's sense of identity and relationships

Substrand	Grade 6	Grade 7	Grade 8
Changing roles and responsibilities	<p>6.1.4 Describe changing roles and responsibilities in families as they grow</p>	<p>7.1.4 Outline how taking on different roles affects relationships, attitudes and behaviour</p>	<p>8.1.4 Outline their current roles and consider how positive role models can affect how they carry out these roles</p>
	<p>Recommended knowledge</p> <p>Roles and responsibilities</p> <ul style="list-style-type: none"> parents are providers, nurturers, mentors, guides, and their responsibilities are to love and care for their children children are learners and their responsibilities are to love and respect their parents extended families are advisors and supporters and their responsibilities are to love and respect the family“ referees ensure games are played according to the rules players play a game according to the rules so as to win, or have fun, or make friends, or keep fit leaders guide a group towards a common goal <p>Changing roles and responsibilities</p> <ul style="list-style-type: none"> males may now be looking after babies, marketing, shopping and cooking females may now be leaders and politicians <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research information describe different roles and responsibilities role play <p>Suggested activities</p> <ul style="list-style-type: none"> conduct a survey to find out different roles and responsibilities in different situations identify some traditional roles for men and women and roles that have changed, and discuss the causes of these changes describe how they can support the roles and responsibilities for groups they are part of 	<p>Recommended knowledge</p> <p>Roles and the effects on relationships, attitudes and behaviour</p> <p>Some effective ways of working with peers on roles such as leader, team member and coach are to:</p> <ul style="list-style-type: none"> discuss common problems and find solutions together speak kindly and clearly, openly and honestly, when communicating with others assist each other when there is work to be done be patient with each other and tolerate mistakes behave in a trustworthy way with each other <p>Some changes of behaviour that can happen when roles are changing in positive ways</p> <ul style="list-style-type: none"> show respect for the person taking on your previous role try hard to perform the new role in ways that work well <p>Recommended processes and skills</p> <ul style="list-style-type: none"> communicate effectively identify changes and act appropriately participate with others perform to the best of your ability support others <p>Suggested activities</p> <ul style="list-style-type: none"> choose a group and a physical activity list the roles and responsibilities required of that group describe the responsibilities that you can carry out suggest how taking on these responsibilities can affect the relationship, attitudes and behaviour of members of the group 	<p>Recommended knowledge</p> <p>Some characteristics that positive role models have</p> <ul style="list-style-type: none"> facing up to problems being organised recovering from setbacks persistence and determination having a dream, a goal <p>Some characteristics that are necessary for students' current roles</p> <ul style="list-style-type: none"> confidence courtesy determination striving for excellence flexibility being organised facing up to problems having a dream, a goal <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gather information analyse information make choices evaluate results. <p>Suggested activities</p> <ul style="list-style-type: none"> do a short survey of different female and male role models and state reasons for choosing them list and discuss some characteristics of positive role models select a role model students wish to follow and have them: <ul style="list-style-type: none"> state reasons for their selection indicate some characteristics that their role model does not possess



Substrand	Grade 6	Grade 7	Grade 8
Managing relationships	<p>6.1.5 Demonstrate sharing and cooperative skills</p>	<p>7.1.5 Demonstrate skills needed to maintain effective relationships</p>	<p>8.1.5 Describe ways in which relationships form, develop, adapt and end</p>
	<p>Recommended knowledge</p> <p>Some behaviour that affect relationships are:</p> <ul style="list-style-type: none"> • listening or not listening • sharing or being selfish • thinking positively about others or thinking negatively about others • finding peaceful solutions or being angry and violent • accepting differences as strengths or being prejudiced • cultural differences can affect relationships through differing beliefs, values, language, food, marriage and laws • respect for the value and attitudes of others <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • listening attentively • demonstrating cooperative and sharing skills • solving problems peacefully • interacting positively • developing friendships <p>Suggested activities</p> <ul style="list-style-type: none"> • write down behaviour of others that make them feel happy or good and those that make them feel unhappy, sad or angry • describe how these behaviour affect their friendships with others • discuss a plan of how to improve their sharing and cooperative skills 	<p>Recommended knowledge</p> <p>How to maintain effective relationships</p> <ul style="list-style-type: none"> • listening, speaking kindly, finding peaceful solutions, looking at the issues positively • reporting to an appropriate authority • being assertive without being aggressive (speaking kindly and firmly) • thinking positively about themselves and others <p>Behaviour that can lead to the breakdown of relationships</p> <ul style="list-style-type: none"> • people show anger and frustration by shouting, or not cooperating, opposing, fighting, or not listening to others • people are harassing and bullying others when they hurt others deliberately, put down or humiliate and disrespect others <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • gather information by observing and questioning • listening attentively • communicating effectively with others • giving and receiving compliments • problem solving skills • evaluating issues and acting appropriately <p>Suggested activities</p> <ul style="list-style-type: none"> • identify and describe ways to maintain healthy relationships and list the necessary skills • think about two people, one you communicate well with and one you do not <ul style="list-style-type: none"> - describe your relationship with each person and give reasons for it - discuss ways to maintain or improve your relationship with each person 	<p>Recommended knowledge</p> <p>How relationships form, develop, adapt and end</p> <ul style="list-style-type: none"> • a good relationship or friendship is when a person shows another respect, courtesy, compassion, kindness, patience, love, generosity, loyalty and trust • changes in friendships and relationships can happen when someone moves, passes away, learns new things, completes or achieves something • we can adjust positively by visiting and communicating with friends who have shifted, accepting support from other friends, listening to each other, sharing ideas and celebrating together <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • approaching and joining in • negotiating • speaking and requesting politely • listening attentively and asking questions • demonstrating positive attitudes <p>Suggested activities</p> <ul style="list-style-type: none"> • research and list characteristics of a good friendship • discuss how new relationships are formed and how to adjust to the changes and needs of a relationship • describe ways of how to deal with ending relationships and the type of support to give to those who need it

Strand: Movement and physical activity

Substrand	Grade 6	Grade 7	Grade 8
Movement skills	<p>6.2.1 Demonstrate movement skills and sequences in a range of physical activities: games, sports and dance</p>	<p>7.2.1 Link a series of locomotor and non locomotor skills using equipment in games and sports</p>	<p>8.2.1 Implement strategies in games, using and adapting a range of locomotor skills</p>
	<p>Recommended knowledge</p> <p>Movement skills used in a range of physical activities</p> <ul style="list-style-type: none"> hand-eye coordination, for example, when throwing a ball: look at ball, look where ball is going and put arm there throw for speed, distance, accuracy and height move to catch differently shaped objects balance of different body parts on and off apparatus to show stability float and use sculling actions to conserve energy for survival in water perform set body actions in time to rhythmic or musical accompaniment coordinate with others in games which use strategies and team effort develop control and coordination of basic movements <p>Recommended processes and skills</p> <ul style="list-style-type: none"> hand-eye coordination throwing and catching balancing performing set body actions control and coordinate basic movements <p>Suggested activities</p> <ul style="list-style-type: none"> explore and practise movement skills used in different games common in their area select a game of interest and identify and practise skills they can perform choose one skill from the game and explain how this skill will be used to improve their performance practise particular skill till they are able to perform well 	<p>Recommended knowledge</p> <p>Linking simple locomotor skills</p> <ul style="list-style-type: none"> combine running, jumping, hopping and skipping taking off and landing using one foot or two feet travel taking weight on different body parts such as hands travel through water using different arm and leg actions <p>Linking simple non-locomotor skills</p> <ul style="list-style-type: none"> rhythmic actions with hands and feet in personal space such as clapping hands or clicking fingers spin, jump, turn and twist in personal space <p>Linking locomotor and non locomotor skills</p> <ul style="list-style-type: none"> balance, rock then roll run, jump then balance travel on a piece of wood using hands and hang in various shapes explore ways in which groups control individuals by setting of rules <p>Recommended processes and skills</p> <ul style="list-style-type: none"> perform movement skills control and coordinate body movements balancing observing and performing linking movement skills <p>Suggested activities</p> <ul style="list-style-type: none"> select and practise skills such as hopping, running and rolling practise games skills emphasising a specific skill such as coordination and speed make up a game that combines skills you learnt as a child and what you learnt and like now play the game with modified skills and rules 	<p>Recommended knowledge</p> <p>Strategies in games adapting a range of locomotor skills</p> <ul style="list-style-type: none"> apply tactics and simple concepts like attack and defence in games deny space and time to stop opposing team from scoring a goal by using one to two defence players to prevent the other team scoring coordinate with others in games which set strategies and team efforts improve movement skills through practice use mechanical principles of movements such as momentum, pathways, distance of movement make movement safe to avoid injuries to the body <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research information analyse skill practise performance apply appropriate skill evaluate skill performance to improve <p>Suggested activities</p> <ul style="list-style-type: none"> apply skills to activities or games commonly played in your area and practise the necessary skills and tactics write down the skills to play a game in the order you think the skills should be learnt <ul style="list-style-type: none"> justify why you chose the order you did for each activity play a particular game using a variety of tactics and skills required for the game evaluate your performance and suggest ideas how to improve your weaknesses



Substrand	Grade 6	Grade 7	Grade 8
Movement skills	<p>6.2.2 Design movement sequences to allow for differences in ability</p>	<p>7.2.2 Perform movement skills that demonstrate body control</p>	<p>8.2.2 Provide feedback on the performance of oneself and others based on movement control and improve performance in a game</p>
	<p>Recommended knowledge</p> <p>Movement sequences for different abilities</p> <ul style="list-style-type: none"> movement sequences are formed from a series of movement skills such as: dribble and throw for distance or for accuracy using a shoulder pass run and jump for distance take into account the ability levels when designing movement sequences for themselves and others improve personal performance for specific movement skills and movement sequences <p>Recommended processes and skills</p> <ul style="list-style-type: none"> classifying movement sequences combining basic locomotor, non-locomotor and manipulative skills demonstration of movement sequences performance of skills evaluation of skills <p>Suggested activities</p> <ul style="list-style-type: none"> select a combination of basic movement skills observe how they should be performed then practise the skills combine these skills into routines or sequences practise movement skills and sequences till you perform them well combine sequences of team members of different abilities to create patterns, team work and set plays 	<p>Recommended knowledge</p> <p>Movement skills that demonstrate body control</p> <ul style="list-style-type: none"> movement skills are learnt from observing, practising, building on skills and mastering the skills with body coordination and control <p>Examples of movement skills that require body control</p> <ul style="list-style-type: none"> throw for speed, distance, accuracy and height move to catch different shaped objects balance on different body parts on and off apparatus to show stability perform set body actions in time to rhythmic or musical accompaniment turn or twist correctly when executing body movements <p>Recommended processes and skills</p> <ul style="list-style-type: none"> throw and catch balancing performing with body coordination turning and twisting with body control <p>Suggested activities</p> <ul style="list-style-type: none"> combine a sequence of locomotor and non-locomotor skills to demonstrate coordination, flow and timing select skills from games that require body control and practise them play a mini-game with emphasis on movement skills requiring body control and coordination 	<p>Recommended knowledge</p> <p>Competent movement skills</p> <ul style="list-style-type: none"> specialised skills relating to major games including individual games or team games such as football, cricket, soccer, hockey, netball, water polo or disabled sports range of motor skills that require body control and coordination movement sequences that involve linking three or more balance positions competence in specialised movement skills increases options for participation in games, aquatics and athletics <p>Recommended processes and skills</p> <ul style="list-style-type: none"> perform movements with correct action improve movement skills with control, coordination and purpose apply skills appropriately self and peer evaluation <p>Suggested activities</p> <ul style="list-style-type: none"> identify strengths and weakness and setbacks in performing movement skills and sequences analyse performance of skills and make a tally of information gathered suggest ways to maintain strengths and improve weaknesses when performing competent movement skills

Substrand	Grade 6	Grade 7	Grade 8
Fitness for health	<p>6.2.3 Describe what it means to be fit and demonstrate activities that promote health-related fitness</p>	<p>7.2.3 Participate in a variety of physical activities that contribute to the development of particular components of fitness</p>	<p>8.2.3 Design a personal fitness program</p>
	<p>Recommended knowledge</p> <p>What it means to be fit</p> <ul style="list-style-type: none"> being able to participate in everyday activities without getting tired being able to relax the mind and muscles being able to recover breath quickly after exertion feeling happy and energetic getting along well with others <p>Activities that promote fitness</p> <ul style="list-style-type: none"> walking, jogging, swimming, dancing, cycling and walking up the mountains promote heart and lung fitness and muscular strength stretching promotes joint mobility climbing and swimming stress need for eating the right food, diet <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research information analyse information summarise information role play activities that can promote health <p>Suggested activities</p> <ul style="list-style-type: none"> conduct a survey in your community to find out what people think about fitness, what they do to keep fit and how important they see fitness indicate two types of exercise that a person does regularly analyse the information gathered and summarise to define what fitness means and explain why it is important list activities that one can do to promote health and fitness 	<p>Recommended knowledge</p> <p>Activities that contribute to particular components of fitness</p> <ul style="list-style-type: none"> continuous running, swimming and walking contribute to cardiorespiratory endurance regular stretching of body joints contributes to flexibility lifting weights and participating in weight-bearing activities where arms and legs contribute to muscular strength and endurance participate in social and recreational activities or other community activities such as cutting grass, gardening, dancing and physically helping community <p>Health-related fitness components</p> <ul style="list-style-type: none"> aerobic capacity muscular strength and endurance flexibility body composition <p>Recommended processes and skills</p> <ul style="list-style-type: none"> demonstrate different fitness components such as: muscular strength, endurance, aerobic fitness, flexibility, coordination, power and speed, balance <p>Suggested activities</p> <ul style="list-style-type: none"> list all the competitive and non competitive physical activities in which you have taken part participate and perform a range of fitness activities participate in daily activities that help improve fitness keep a log of how much time each day is spent on these fitness activities 	<p>Recommended knowledge</p> <p>Fitness components</p> <p>Fitness is divided into parts called fitness components that include:</p> <ul style="list-style-type: none"> strength power flexibility muscular endurance stamina or aerobic capacity agility speed or anaerobic capacity body composition balance and coordination <p>Personal fitness program with principles of training</p> <ul style="list-style-type: none"> balanced diet for energy physical activities for fitness including muscle endurance, intensity, aerobic work, timing, duration and frequency monitor and progressively increase exercise duration rest and recovery time type of activities <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research information analyse information participate in physical activities practise fitness tests and measures design fitness program <p>Suggested activities</p> <ul style="list-style-type: none"> make a list of fitness components that you need to improve: <ul style="list-style-type: none"> choose activities you would like to do to improve each component perform activities to fit lifestyle and how long you have to exercise indicate your rest days outline how you will evaluate program and make changes



Substrand	Grade 6	Grade 7	Grade 8
Safety	<p>6.2.4 Identify rules and demonstrate safety procedures in play and games</p>	<p>7.2.4 Develop procedures for dealing with unsafe or emergency situations</p>	<p>8.2.4 Demonstrate behaviour that influence personal safety and the safety of others in games and play</p>
	<p>Recommended knowledge</p> <p>Rules and safety procedures</p> <ul style="list-style-type: none"> move into space to receive the object of play from team members dodge to avoid contact with others in non contact games communicate with others to coordinate play cooperate with team members to score runs or goals respond to officials' decisions twist and turn correctly <p>Causes of injuries</p> <ul style="list-style-type: none"> lack of training inappropriate safety equipment disobeying rules and safety regulations unsuitability of environment taking risks <p>Risks in the environment:</p> <ul style="list-style-type: none"> examples include snakes, rubbish and sharp objects <p>Dealing with risks</p> <ul style="list-style-type: none"> first aid treating cuts, scratches, minor burns and bleeding procedures for seeking assistance from teacher, parent or elder <p>Recommended processes and skills</p> <ul style="list-style-type: none"> demonstrate safety procedures describe unsafe environment create and write up safety rules practise first aid <p>Suggested activities</p> <ul style="list-style-type: none"> choose a game and a location draw up rules for the game illustrate important safety tips to watch out for and state how to seek assistance simulate a situation, where a person is injured and practise first aid skills necessary for that situation 	<p>Recommended knowledge</p> <p>Safety procedures</p> <ul style="list-style-type: none"> assist victim in difficulty leave and report violent or abusive situations seek assistance or advice identify and assess risks or hazards to self and others learn self-defence devise action plans and implement ways to minimise risks learn first aid basics <p>Risk taking</p> <ul style="list-style-type: none"> some risk-taking behaviour helps you to develop into a responsible person while other risk taking can be destructive to people examples of positive risk taking includes saving someone's life and preventing accidents examples of negative risk taking behaviour includes actions that could cause death, injury, pain, embarrassment or grief <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research risky situations making choices discuss safety measures demonstrate strategies to avoid risks demonstrate first aid skills and procedures <p>Suggested activities</p> <ul style="list-style-type: none"> list three activities you have taken part in recently that involved risks: <ul style="list-style-type: none"> write down the risks suggest how you could handle those risks to avoid accidents taking place list the risks involved in a sport you play write down how you can avoid risk of injury 	<p>Recommended knowledge</p> <p>Assessing risk</p> <ul style="list-style-type: none"> reliance on feelings testing instinctive responses analyse factors that cause specific accidents <p>Behaviour that influence safety</p> <ul style="list-style-type: none"> learning first aid being assertive seeking advice and assistance taking precautions recognising danger signs being supportive avoiding unsafe situations developing positive attitudes and skills conducting safety awareness. outlining importance of injury prevention <p>Unsafe behaviour and attitudes</p> <ul style="list-style-type: none"> acting without thinking showing off rushing or refusing to do something careless and thoughtless aggressive and irresponsible behaviour <p>Recommended processes and skills</p> <ul style="list-style-type: none"> recognising danger signs being assertive discussing how to be supportive describing ways to seek assistance making decisions acting appropriately in different situations demonstrating first-aid skills <p>Suggested activities</p> <ul style="list-style-type: none"> write a list of behaviour that tend to cause accidents role play two behaviour from list and show how they cause accidents make a list of safety tips that would prevent accidents

Substrand	Grade 6	Grade 7	Grade 8
Leisure and recreation	<p>6.2.5 Describe what is meant by leisure and recreation and take part in a variety of relevant leisure and recreational activities</p>	<p>7.2.5 Plan different strategies to promote participation in recreational and leisure activities</p>	<p>8.2.5 Describe how people and facilities influence the choice of recreation, sporting and leisure activities</p>
	<p>Recommended knowledge</p> <p>What is leisure and recreation?</p> <ul style="list-style-type: none"> activities people do on their own or with others for a change from normal activities <p>Advantages of recreational activities</p> <ul style="list-style-type: none"> decide when to play, how long for and with whom no need to compete unless you want to develop own fitness develop new friends and skills have fun and relax the mind <p>Community leisure and recreational activities</p> <ul style="list-style-type: none"> bush-walking, mountain climbing, fishing, swimming, sailing, camping <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research information conduct surveys classify information consider options design awareness programs participate in leisure and recreational activities <p>Suggested activities</p> <ul style="list-style-type: none"> conduct a survey in the community to find the types of leisure and recreational activities people do and why analyse the information and classify into two groups activities that have set rules and regulations and those that do not discuss most suitable times to participate in leisure activities discuss ways of improving leisure facilities and recreational activities create more awareness about existing facilities and discuss how to promote good health select a leisure activity to participate in and state reasons 	<p>Recommended knowledge</p> <p>Strategies to promote participation</p> <ul style="list-style-type: none"> promote an activity for a selected group such as students with disabilities, young students or girls propose ways to improve access for women and girls to physical activity start fitness and skill workshops work out when to participate in recreational activities organise team competitions in games like netball, softball and volleyball discuss ways to access facilities promote a sport for building community relationships rather than just winning suggest ways to accept losing <p>Recommended processes and skills</p> <ul style="list-style-type: none"> investigate how different activities are conducted interview people to gather information assess the relevance of different activities conduct an awareness raising campaign <p>Suggested activities</p> <ul style="list-style-type: none"> design a questionnaire and interview different groups of people to find out how recreational activities can be improved or promoted organise the information gathered and suggest reasons for what is presented suggest or propose ways to improve or promote a leisure activity for selected groups of people and describe how it will benefit the community 	<p>Recommended knowledge</p> <p>Factors that can influence the choice of recreation, sporting and leisure activities</p> <ul style="list-style-type: none"> type of services available quality of facilities how much access people have comparison of male-female participation the community's needs for different recreational and leisure activities level of skills needed time, cost and location of facilities media coverage type of activities available in both urban and rural areas <p>Recommended processes and skills</p> <ul style="list-style-type: none"> using interviews to gather information categorising information assessing the relevance and suitability of the activity developing strategies cooperating in a group task creating solutions <p>Suggested activities</p> <ul style="list-style-type: none"> research recreational activities people undertake in urban and rural areas discuss and list reasons for the type of activities that are chosen by people in those areas suggest a few activities you want promoted in a particular area and state your reasons describe an activity you want introduced in the area you live <ul style="list-style-type: none"> explain why suggest a group of people you would most prefer to participate and state your reasons



Substrand	Grade 6	Grade 7	Grade 8
Roles and responsibilities	<p>6.2.6 Identify different responsibilities attached to different roles in games and sport</p>	<p>7.2.6 Describe how taking on different roles affects attitudes, relationships and behaviour</p>	<p>8.2.6 Develop effective ways of communicating and cooperating in team games</p>
	<p>Recommended knowledge</p> <p>Different roles</p> <ul style="list-style-type: none"> • these include coach, spectator, leader, manager, captain, referee, player, team member, judge or scorer <p>Some responsibilities of a team member</p> <ul style="list-style-type: none"> • perform to the best of their ability • turn up to practices and performances on time • attend training • follow instructions • support others • report things that may cause danger, accidents or problems • play fair <p>Responsibilities of a coach</p> <ul style="list-style-type: none"> • develop performers' skills and fitness • encourage fair play • discipline performers • ensure a safe environment to prevent injury <p>Rules and purpose</p> <ul style="list-style-type: none"> • ensure fairness in a game • prevent injuries and aggression <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • role play roles and expectations of various games and sports • demonstrate how to control emotions, attitudes and other related behaviour • experience the feeling of being the referee • take on different roles <p>Suggested activities</p> <ul style="list-style-type: none"> • research and find out the types of roles and responsibilities involved in a physical activity • choose a physical activity in you normally participate in as a member of a team • discuss and list the responsibilities that you carry out and those you need to improve upon 	<p>Recommended knowledge</p> <p>Codes of behaviour for various roles</p> <ul style="list-style-type: none"> • player plays by the rules, is non-violent, involves other members of the team, takes notice of captain or coach • spectator does not shout or intimidate, but is supportive and encouraging • referee knows and adheres to the rules and is fair to both sides • coach develops performers' skills and fitness, encourages fair play, disciplines performers and tries to prevent injury <p>Effects of different roles</p> <ul style="list-style-type: none"> • creates new relationships • develops understanding for different roles • recognises the importance of rules and laws • improves approaches and attitudes to activities <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • observing behaviour or performance • demonstrating responsibilities • role play • cooperating in team work <p>Suggested activities</p> <ul style="list-style-type: none"> • observe a game or physical activity performed by a group and list the roles and responsibilities you observe • write an essay to explain your view on how different roles were undertaken with the responsibilities • describe the weaknesses and the strengths • suggest ways to improve their weaknesses next time the game is played 	<p>Recommended knowledge</p> <p>Ways to communicate and cooperate in team games</p> <ul style="list-style-type: none"> • select and play a game with rules and procedures and communicate with players of different abilities • establish criteria to evaluate performance • get feedback from others, both verbal and non-verbal • practise to consolidate technique • think and contribute positively • provide feedback to others • feeling of acceptance • identify different social situations and match behaviour • intervene appropriately and advocate on behalf of people from different cultures <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • listen effectively • follow rules • practise negotiation and conflict-resolution skills • make decisions • provide feedback <p>Suggested activities</p> <ul style="list-style-type: none"> • think of a sport or team game you play and describe some of the relationships and skills that you have learnt in this sport • discuss and list all the necessary skills, attitudes and behaviour required to play as a team • describe how to play and communicate more positively in a team game • outline what you will do to be able to enjoy the game

Strand: Our culture, lifestyle and values

Substrand	Grade 6	Grade 7	Grade 8
Culture and values	<p>6.3.1 Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life</p>	<p>7.3.1 Discuss what can be done to maintain cultural practices valued by the community</p>	<p>8.3.1 Consider how traditional cultures and customs contribute to a national identity</p>
	<p>Recommended knowledge</p> <p>Cultures of local groups</p> <ul style="list-style-type: none"> consider cultural customs, beliefs and traditions such as trading, dancing and initiation groups, food, dressing, making new house or garden, social hierarchy, marriage celebration and recognition <p>Cultural symbols</p> <ul style="list-style-type: none"> importance of symbols such as necklace which symbolises place traditional money such as shells, dogs' teeth, snake skins, nuts tattoos, dress, food and language <p>Changes in customs and tradition</p> <ul style="list-style-type: none"> dress, food, language, shelter and ways of fishing, gardening <p>Positive and negative effects of change</p> <ul style="list-style-type: none"> pride in traditional dress greater variety of food increased expense of food access to unhealthy food <p>Recommended processes and skills</p> <ul style="list-style-type: none"> researching and gathering information preserving cultural traditions and customs reinforce the value of respect <p>Suggested activities</p> <ul style="list-style-type: none"> invite elders to speak about their culture and the changes they have noticed discuss and describe ways cultural practices influence our way of life, for example, dressing, food, transport and language use suggest ways to preserve appropriate cultural practices and beliefs for the family and community 	<p>Recommended knowledge</p> <p>Maintaining valued cultural practices</p> <ul style="list-style-type: none"> promoting our own cultures through shows, art festivals and dances practice and performance of different cultural elements such as language, dressing and food <p>Celebrations and their purposes</p> <ul style="list-style-type: none"> development of feelings of community celebration of different beliefs such as Christian, Muslim, other spiritual beliefs national pride and identity <p>Behaviour associated with celebrations</p> <ul style="list-style-type: none"> acceptance and respect of the unique features of other cultures familiarity and appreciation sensitivity to specific cultural practices <p>Recommended processes and skills</p> <ul style="list-style-type: none"> researching and gathering information demonstrate how to preserve cultural traditions participate in cultural practices <p>Suggested activities</p> <ul style="list-style-type: none"> conduct a survey to find out cultural customs and beliefs for a particular area investigate some reasons why some customs, beliefs or other cultural practices are valued more than others explain how those cultural practices can be maintained or improved 	<p>Recommended knowledge</p> <p>Traditional cultures and customs</p> <ul style="list-style-type: none"> maintain and value cultures and customs in PNG; such as dance, dress, food, language, ways of building shelter, trade and money practise traditional cultures and customs during national events or gatherings <p>National identity</p> <ul style="list-style-type: none"> show our national identity through symbols such as flag, emblem, anthem, currency, parliament, animals and plants celebrate national days such as Independence Day and Remembrance Day discuss how we use our cultural identity to develop a national identity through languages, food and dress <p>Recommended processes and skills</p> <ul style="list-style-type: none"> identifying similarities and differences classifying debating issues <p>Suggested activities</p> <ul style="list-style-type: none"> research and illustrate common aspects of cultural groups in different regions make a list of elements common to all regions describe how aspects of local cultures contribute to national identity discuss values and how we show pride in different aspects of our culture debate whether one of our three commonly spoken languages: English, Motu and Pidgin, be used as our national language instead of using all three

Substrand	Grade 6	Grade 7	Grade 8
Lifestyle and changes	<p>6.3.2 Outline the effects of changes in community lifestyles over a period of time</p>	<p>7.3.2 Explore changes in the physical and economic environments and how they affect their lifestyle</p>	<p>8.3.2 Compare a range of lifestyles and outline elements of a lifestyle they would prefer in the future</p>
	<p>Recommended knowledge</p> <p>Effects of changes in community lifestyles</p> <ul style="list-style-type: none"> different ways of living, dressing, types of food, trade, spiritual beliefs, physical changes and languages lifestyle: ways of dressing from traditional costume to modern clothes type of change: grass skirts, tapa cloth and leaves to cotton and silk clothes effect: can be expensive, if imported, cash is needed what I should do: dress appropriately for different occasions, dress proudly in traditional dress and modern clothes when it is appropriate <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gathering information analysing information applying appropriate actions evaluating the actions for improvements <p>Suggested activities</p> <ul style="list-style-type: none"> conduct a survey to gather information on changes that have occurred in the community and ask people their opinion on those changes compile findings and indicate the changes in two groups, major and minor changes and state what has caused those changes write an essay to: <ul style="list-style-type: none"> describe positive and negative effects of changes on community lifestyles suggest ways they could retain things that the community may lose due to the change 	<p>Recommended knowledge</p> <p>Changes and their effects on the physical and economic environment</p> <ul style="list-style-type: none"> changes in building styles improve safety and hygiene roads improve safety and access to markets, schools and health services reservation of land provides recreational and community activities changed farming methods improves and allows new crops, increases the variety of foods and products hospitals and health services lead to improved community and personal health clean water reduces risk of water-borne diseases electricity improves living conditions new and well-maintained schools provide educational opportunities clearance of land for commercial practices causes damage to land, rivers, wildlife, pollution, loss of farming lands and water <p>Recommended processes and skills</p> <ul style="list-style-type: none"> investigate changes think critically make decisions demonstrate how to take care of environment <p>Suggested activities</p> <ul style="list-style-type: none"> conduct an excursion to a site with many changes, identify and list changes research physical, social and environmental changes from other places and note the causes of those changes explain how changes have a positive and negative affect on the lifestyle of people and the community 	<p>Recommended knowledge</p> <p>Range and preference of lifestyle and their elements</p> <ul style="list-style-type: none"> range of a variety of lifestyles such as: village life with traditional housing and diet with basic services; town life with modern housing and diet and basic services; city or suburb with better quality and quantity of services and modern housing <p>Factors affecting choice of lifestyle</p> <ul style="list-style-type: none"> preservation of tradition access to education access to employment ability to travel <p>Recommended processes and skills</p> <ul style="list-style-type: none"> investigate changes think critically make decisions demonstrate how to take care of environment <p>Suggested activities</p> <ul style="list-style-type: none"> research, from a variety of sources, the type of opportunities and choices available to enable them to live the lifestyle of their choice analyse their findings and describe some elements of different lifestyles discovered from the research select a choice of lifestyle they may prefer <ul style="list-style-type: none"> give reasons for choosing it describe how they will achieve the goals of their preferred lifestyle

Strand: Health of individuals and population

Substrand	Grade 6	Grade 7	Grade 8
Growth and development	<p>6.4.1 Describe the stages in growth and development and the health needs at various stages</p>	<p>7.4.1 Explore the functions of different systems and parts of the body</p>	<p>8.4.1 Identify and describe behaviour that promotes growth and development, taking into account heredity and environment</p>
	<p>Recommended knowledge</p> <p>Stages of growth and development</p> <ul style="list-style-type: none"> infancy, early childhood, childhood, adolescence, adulthood, old age <p>Areas of development</p> <ul style="list-style-type: none"> physical, intellectual, social, emotional <p>Factors that influence growth and development</p> <ul style="list-style-type: none"> exercise, diet, rest and sleep, safety, absence of illness and disease <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gather information through research describe stages of growth and development explain ways to care for the body <p>Suggested activities</p> <ul style="list-style-type: none"> research various sources about different stages of growth and development interview someone you know very well who is between young adulthood and late adulthood ask the person about the changes and responsibilities he or she experienced list changes that have occurred to that person's way of life discuss and describe factors that influence the growth of an individual 	<p>Recommended knowledge</p> <p>Main functions of the reproductive system</p> <ul style="list-style-type: none"> Male reproductive system <ul style="list-style-type: none"> function of penis, foreskin, scrotum, testes, urethra, sperm Female reproductive system <ul style="list-style-type: none"> function of vagina, clitoris, cervix, ovary, ovum, fallopian tubes or oviducts, uterus <p>Beliefs about conception</p> <ul style="list-style-type: none"> within marriage economic and social aspects <p>Process of conception</p> <ul style="list-style-type: none"> including: <ul style="list-style-type: none"> release of ovum (egg) release of sperm into vagina fertilisation of egg by sperm formation of zygote passage of zygote in oviduct division of zygote to form ball of cells called an embryo embryo implants into lining of uterus <p>Behaviour</p> <ul style="list-style-type: none"> importance of using correct names and respect for body responsibility of individuals to care for their bodies by protecting themselves from illness and disease <p>Recommended processes and skills</p> <ul style="list-style-type: none"> classifying and organising drawing diagrams and labelling body parts correctly making decisions <p>Suggested activities</p> <ul style="list-style-type: none"> draw diagram of reproductive systems, indicate functions of each part describe how body parts can be taken care of with reasons describe function of parts of male and female reproductive systems 	<p>Recommended knowledge</p> <p>Behaviour that promotes growth and development</p> <ul style="list-style-type: none"> balanced diet fitness and exercise rest and leisure mental exercises such as reading cleanliness and personal hygiene love and care family, community and friends' support <p>Responsibilities of parents</p> <ul style="list-style-type: none"> balanced diet not smoking or using drugs no alcohol caring for the foetus during pregnancy <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research information by interviewing analyse different situations make decisions take appropriate actions <p>Suggested activities</p> <ul style="list-style-type: none"> make a list of your physical features and personality characteristics that are similar to those of your mother and father research and list different behaviour and conditions that promote or lessen growth and development describe how our families and cultural groups influence growth and development describe the roles and responsibilities of parents and how they help to promote the development of their children



Substrand	Grade 6	Grade 7	Grade 8
Growth and development	<p>6.4.2 Explore influences of inherited characteristics and environmental factors on growth and development</p>	<p>7.4.2 Describe physical, social and emotional changes in both boys and girls during puberty</p>	<p>8.4.2 Outline issues arising from differences in rates of growth and development and how individuals manage the changes</p>
	<p>Recommended knowledge</p> <p>Inherited characteristics</p> <ul style="list-style-type: none"> genetic determination of characteristics such as height, shape of body, facial features, skin colour and type of hair <p>Environmental factors</p> <ul style="list-style-type: none"> physical living conditions: exercise and rest social and emotional: support from families and relationships intellectual: information we obtain, programs we watch, conditions of our lives body build and shape: effects of location, diet, type of shelter security personal habits availability of resources exposure to risks <p>Actions to promote growth</p> <ul style="list-style-type: none"> social: say 'no' to peer pressure, use skills to manage relationships, report bullying, racism and harassment biological: manage changes associated with puberty environmental: monitor land and water quality <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research inherited features that influence growth analyse information skills to care for the body how to say 'no' to peer pressure <p>Suggested activities</p> <ul style="list-style-type: none"> research and describe social, cultural and economic factors that affect your health and growth draw a concept map of how these factors link and discuss suggest ways to handle factors that may have a negative effect or impact on health and growth 	<p>Recommended knowledge</p> <p>Physical changes</p> <ul style="list-style-type: none"> height, weight and changing body shapes secondary characteristics such as facial and pubic hair and development of breasts and onset of menstruation <p>Social changes</p> <ul style="list-style-type: none"> strong involvement with peers greater independence experimenting with new relationships development of sense of personal sexuality development of values, beliefs and behaviour associated with and influenced by traditional perspectives of masculinity and femininity <p>Emotional changes</p> <ul style="list-style-type: none"> boys and girls experience strong emotions such as love and hate, likes and dislikes, being aggressive, being idealistic, being critical of others and arguing easily <p>Recommended processes and skills</p> <ul style="list-style-type: none"> exploring and investigating discussing and asking questions discussing sensitive issues openly identifying body changes: describing options and taking action appropriately <p>Suggested activities</p> <ul style="list-style-type: none"> research and list social, physical and emotional changes in males and females during puberty discuss how to manage changes associated with puberty 	<p>Recommended knowledge</p> <p>Issues</p> <ul style="list-style-type: none"> adolescence is a time of change, especially in relation to feelings such as sexual preferences, friends, family, body and entertainment romantic love: a type of relationship common in adolescence adolescents experience a broad range of feelings such as embarrassment or shyness associated with slower or faster development than peers <p>How individuals manage changes</p> <ul style="list-style-type: none"> seek advice from parents and peers seek guidance from elders link changes at puberty with changing roles in society such as being recognised as part of adult society and able to take part in community rituals <p>Recommended processes and skills</p> <ul style="list-style-type: none"> identify and describe issues regarding adolescence modelling skills for handling the different issues <p>Suggested activities</p> <ul style="list-style-type: none"> draw a series of large circles that are linked write some issues concerning adolescence in each circle write words that show your feelings about each issue using the decision making model in Living and Working Outcome 6.5.2 to discuss with a partner what you would do to address different issues

Substrand	Grade 6	Grade 7	Grade 8
Growth and development	<p>6.4.3 Investigate various sources of information about sexual development</p>	<p>7.4.3 Identify situations and behaviour relating to the human body and how these behaviour promote or lessen respect for individuals and groups</p>	<p>8.4.3 Identify different cultural beliefs and values about sexuality</p>
	<p>Recommended knowledge</p> <p>Sources of information on sexual development</p> <ul style="list-style-type: none"> media: newspapers, TV, radio and video parents and elders teachers, peers, books and magazines verbal: interactions with friends about puberty and sex <p>Evaluating sources</p> <ul style="list-style-type: none"> be critical of information gathered about sexual development evaluate information its validity and relevance <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gathering information analysing information making decisions taking appropriate actions <p>Suggested activities</p> <ul style="list-style-type: none"> research and explain definitions of terms; sex, sexuality, sexual development and sexual discuss sources where adolescents go to seek answers about sexual development and consider whether information is reliable write questions adolescents ask relating to sexual development write an essay to give opinions on the sources where correct information on topics related to sexual health can be gathered 	<p>Recommended knowledge</p> <p>Behaviour that promotes respect for individual and groups</p> <ul style="list-style-type: none"> hugging: varies from place to place greeting someone by smiling or shaking hands comforting or helping someone in need caring for old or sick person humble oneself <p>Behaviour that lessens respect</p> <ul style="list-style-type: none"> Behaviour such as shouting, insulting or abusive language, using names of body parts as abuse, sexual harassment, inappropriate touching, showing bitterness, fear, anger or jealousy, not paying attention <p>Influences on our behaviour</p> <ul style="list-style-type: none"> influences such as value systems, parents and religious beliefs, what we expect to gain from behaviour, social and cultural factors, community and pressure groups, wealth <p>Recommended processes and skills</p> <ul style="list-style-type: none"> identifying behaviour classifying behaviour into negative and positive improving negative behaviour <p>Suggested activities</p> <ul style="list-style-type: none"> research or work with a partner and list your partner's behaviour and then list the influences on the behaviour list factors that help you maintain a health-enhancing behaviour think of a negative health behaviour you would like to change. List and explain one of the factors that prevent you from changing 	<p>Recommended knowledge</p> <p>Cultural beliefs and values about sexuality</p> <ul style="list-style-type: none"> sexuality is everything about a person to do with sex and females and males have equal rights concerning sexuality. Sexuality includes: <ul style="list-style-type: none"> sexual intercourse changes during puberty sexual feelings and thoughts relations with others of the same and opposite sex sexuality is influenced by media, family beliefs, values, religions, cultures, peers, emotional and physical feelings and personal values, being male and female <p>Attitudes to sexuality</p> <ul style="list-style-type: none"> respect individual choices about sexuality different cultural groups have beliefs about appropriate ways of expressing sexuality our sexual behaviour needs to be responsible to avoid the possible consequences of unwanted pregnancy, STI and emotional turmoil <p>Recommended processes and skills</p> <ul style="list-style-type: none"> demonstrating responsibility for handling sexuality making decisions about sexuality <p>Suggested activities</p> <ul style="list-style-type: none"> discuss with a partner when is the right time to have a sexual relationship list what needs to be considered before having starting a sexual relationship describe strategies to handle pressure from various sources for a sexual relationship

Substrand	Grade 6	Grade 7	Grade 8
Nutrition	<p>6.4.4 Explain how choosing and eating healthy food promotes health</p>	<p>7.4.4 Explain why groups and individuals in the same community may have different eating and meal patterns</p>	<p>8.4.4 Discuss some social, physiological, cultural and environmental reasons for people's food choices</p>
	<p>Recommended knowledge</p> <p>Our health is affected by the food we choose</p> <ul style="list-style-type: none"> when choosing food consider: fresh food, food for energy, protection, growth, food from each of the food groups, avoiding foods high in fats and sugar, a balanced nutritious diet <p>Basic nutrients</p> <ul style="list-style-type: none"> carbohydrates for energy, two types, starches and sugar proteins for bone, skin, blood muscles, hormones, enzymes fats to insulate body from cold weather, protects vital organs, provides energy minerals to help body to function well, such as iron, phosphorus and calcium vitamins for growth and repair and body functions water for every body function fibre for moving waste, food or unwanted chemicals through the intestines <p>Recommended processes and skills</p> <ul style="list-style-type: none"> researching food groups demonstrating skills for food selection making decisions about the food to choose and eat practising eating a balanced diet <p>Suggested activities</p> <ul style="list-style-type: none"> discuss foods popular among young people explain factors that influence food choice and eating patterns list and analyse foods and drinks consumed in the two days. Describe how to improve this diet to maintain or improve health 	<p>Recommended knowledge</p> <p>Influences on choices of food</p> <ul style="list-style-type: none"> cultural beliefs, practices and taboos availability of food affordable food time taken for food preparation social pressure, for example from peers nutritional needs of different age groups <p>Health problems related to food we eat</p> <ul style="list-style-type: none"> being overweight malnourishment high blood pressure teeth decay eating disorders constipation <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research and review food rules and customs describe food choices and restrictions make choices on food types practise a balanced diet <p>Suggested activities</p> <ul style="list-style-type: none"> invite a guest speaker to talk about some basic rules and customs related to food discuss rules and customs as identified by guest speaker and list the ones not mentioned explain why these rules and customs differ from one area to another analyse the rules and customs related to food from different areas and indicate two rules that you would want to either practise or improve state your reasons 	<p>Recommended knowledge</p> <p>Reasons for people's food choices</p> <ul style="list-style-type: none"> reasons such as easily grown, easy to prepare, nutritious, available in the environment, most common food eaten, traditionally accepted as staple food, helps in income-earning, affordable, choose to eat or not eat particular foods because of beliefs <p>Factors that influence food choice</p> <ul style="list-style-type: none"> food taste preferences changing growth and development needs associated with puberty and pregnancy type of lifestyle physical activity levels specific health conditions and needs cultural background family size food promotion through media <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gathering information analysing information making choices taking appropriate actions <p>Suggested activities</p> <ul style="list-style-type: none"> identify and list some major influences on people's food choices describe foods prepared and eaten by particular cultural groups write about myths and beliefs associated with particular foods and how they are prepared conduct survey to identify groups with special nutritional needs or diet suggest factors that influence the type of food they require and write a short summary on how to monitor what they take

Substrand	Grade 6	Grade 7	Grade 8
Nutrition	<p>6.4.5 Plan and prepare a meal using safe and hygienic methods of food preparation</p>	<p>7.4.5 Plan meals to meet nutritional needs using locally available food</p>	<p>8.4.5 Plan, develop and implement strategies to address a nutrition-related issue in the school</p>
	<p>Recommended knowledge</p> <p>Food preparation</p> <ul style="list-style-type: none"> safe and hygienic methods of food preparation planning and preparation quantity of food quality of food type of food resources needed for food preparation such as kerosene, firewood, gas, matches, wrappers, leaves, cooking utensils cleaning materials for goods bought from stores, make sure to check the expiry date, check weight and price relations <p>Safe and hygienic methods</p> <ul style="list-style-type: none"> clean environment safe storage and safe handling of food manners or behaviour required when eating <p>Recommended processes and skills</p> <ul style="list-style-type: none"> practise safe and hygienic ways for handling food demonstrate food preparation skills make decisions on food choices prepare a meal <p>Suggested activities</p> <ul style="list-style-type: none"> explain which groups of food should make up a meal in pairs, identify and list factors that a person should check for when planning and preparing a meal draw up a food model that is best suited for the community plan and prepare a nutritious meal 	<p>Recommended knowledge</p> <p>Coastal food</p> <ul style="list-style-type: none"> energy: taro, yam, banana and sweet potato growth: fish, prawns, crabs, pork, chicken and soybeans protection: aibika, tulip, pumpkin tips and cabbage <p>Highlands food</p> <ul style="list-style-type: none"> energy: taro, yam, banana, sweet potato growth: fish, pork, soya beans protection: aibika, cabbage, ferns <p>Basic nutrient requirements</p> <ul style="list-style-type: none"> these are carbohydrates, proteins, fats, minerals, vitamins, water and fibre <p>Recommended processes and skills</p> <ul style="list-style-type: none"> practise safe and hygienic ways for handling food demonstrate food preparation skills make decisions on food choices prepare a meal <p>Suggested activities</p> <ul style="list-style-type: none"> research the major nutrients and their functions for the body prepare an awareness campaign on: <ul style="list-style-type: none"> the importance of eating nutritional meals the relationship between a physical activity and the amount of food intake required plan and prepare a balanced meal 	<p>Recommended knowledge</p> <p>Strategies to address a nutrition-related issue in the school</p> <ul style="list-style-type: none"> school lunch policy nutrition checklist nutritious cooking by the class or mothers nutrition day <ul style="list-style-type: none"> bill boards, posters, poems, displays of variety of foods health promotion programs nutrients are basic substances that are needed for the following: <ul style="list-style-type: none"> supply of energy to the body normal growth, development and functioning of the body building, repair and regulation of the functions of cells in the body resistance to disease and infection <p>Recommended processes and skills</p> <ul style="list-style-type: none"> practise safe and hygienic ways for handling food demonstrate food preparation skills make decisions on food choices prepare a nutritious meal <p>Suggested activities</p> <ul style="list-style-type: none"> discuss issues related to the type of food eaten by the community and how it affects the health of individuals suggest strategies that could be used or adopted to get young people to change their daily dietary intake suggest possible ways to improve the type of food taken in the school and prepare a report and submission for the establishment of a school canteen

Substrand	Grade 6	Grade 7	Grade 8
Personal health and safety	<p>6.4.6 Describe personal hygiene practices and how they promote personal health</p> <p>Recommended knowledge</p> <p>Promoting personal health</p> <ul style="list-style-type: none"> · this should include activities such as bath daily, brush teeth, comb and wash hair, clean or keep fingernails short, encourage others to take care of themselves, treat sores, take medication when necessary, exercise regularly, eat a balanced diet, avoid excess intake of alcohol or tobacco smoke, make informed decisions <p>Where to obtain health messages</p> <ul style="list-style-type: none"> · local community health centres · media such as TV, radio and books · parents and teachers · church groups · non-government organisations <p>Recommended processes and skills</p> <ul style="list-style-type: none"> · demonstrate actions one would take to promote health · describe how to keep own body clean · describe how to keep own body healthy <p>Suggested activities</p> <ul style="list-style-type: none"> · discuss and describe everyday actions a person can do to help promote health of an individual · describe how certain hygienic practices and related products help to promote health needs · talk about some of the choices you would like to make in relation to your health · discuss the influences of these decisions on your personal health 	<p>7.4.6 Develop a personal health plan based on a personal health goal</p> <p>Recommended knowledge</p> <p>Health concerns in the community</p> <ul style="list-style-type: none"> · HIV/AIDS and other sexually transmitted infections: STIs · drug and alcohol-taking · type of food taken · body image · bullying, harassment and abuse · domestic violence <p>Health goals</p> <ul style="list-style-type: none"> · include goals such as say no to drugs and to sex-related activities, take regular exercise, develop personal hygiene, develop positive or good relationships with others, develop positive self esteem, be assertive, avoid unsafe or threatening situations, protect oneself, develop correct attitudes to handle different situations <p>Recommended processes and skills</p> <ul style="list-style-type: none"> · gather information and identify health concerns · review and analyse different health concerns and their effects · decide on an action plan · take appropriate actions <p>Suggested activities</p> <ul style="list-style-type: none"> · put yourself in the position of a person who lost a leg from a car accident due to drink driving · identify how you would feel · identify feelings others might have about you · discuss reactions if you or one of your parents had the injury · identify the most serious health concerns affecting our society · state three health concerns that may be of greatest concern · develop a personal health plan based on a personal health goal 	<p>8.4.6 Outline health issues that are of concern to young people</p> <p>Recommended knowledge</p> <p>Health issues that are of concern to young people</p> <ul style="list-style-type: none"> · peer pressure · use of drugs such as smoking cigarettes or using other illegal substances · consuming alcohol · chewing betelnut · lack of exercise · body image · grooming and dressing · type of food eaten such as sweets and greasy food · HIV/ and other sexual transmitted infections: STIs <p>Health goals</p> <ul style="list-style-type: none"> · include goals such as say no to drugs and to sex-related activities, take regular exercise, develop personal hygiene, develop positive or good relationships with others, develop positive self esteem, be assertive, avoid unsafe or threatening situations, protect oneself, develop correct attitudes to handle different situations <p>Recommended processes and skills</p> <ul style="list-style-type: none"> · gather information and identify health concerns · review and analyse health concerns and their effects · decide on an action plan <p>Suggested activities</p> <ul style="list-style-type: none"> · identify health issues that are of great concern to young people · describe how these issues affect young people · conduct a survey to identify strategies on how to handle or solve different health problems · identify groups that help with young people's health and state how to obtain information to assist those that need it
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Substrand	Grade 6	Grade 7	Grade 8
Personal health and safety	<p>6.4.7 Investigate how illnesses are spread and how they can protect themselves from illness and disease</p>	<p>7.4.7 Propose ways of responding to situations that threaten personal health and safety</p>	<p>8.4.7 Discuss safe sexual behaviour and sexual responsibilities</p>
	<p>Recommended knowledge</p> <p>Common illnesses and diseases</p> <ul style="list-style-type: none"> malaria, colds and influenza, gastroenteritis, dengue fever, tuberculosis, grille, tinea and typhoid <p>How illnesses are spread</p> <ul style="list-style-type: none"> include insects, germs, viruses, eating contaminated food and drinking contaminated water, sharing of utensils, coughing spreads air borne germs and viruses, sexual contact, heredity, unclean home and environment <p>Protection from illnesses</p> <ul style="list-style-type: none"> include clean environment and home, use of protective resources such as mosquito nets, avoid contaminated food say from roadside stalls, have safe sexual contact, wash and keep hands clean, wash and boil utensils, cover mouth when coughing or sneezing, take prescribed medication <p>Recommended processes and skills</p> <ul style="list-style-type: none"> identifying common illnesses and finding out the causes describing effects and dangers and developing preventive measures <p>Suggested activities</p> <ul style="list-style-type: none"> brainstorm and gather information about common illnesses and their causes, list the signs and symptoms describe the effects and dangers of different illnesses and diseases identify ways to prevent the spread of illnesses and diseases plan and conduct a program to promote healthy practices in the community 	<p>Recommended knowledge</p> <p>Risks</p> <ul style="list-style-type: none"> using drugs such as tobacco, alcohol, caffeine, marijuana and petrol sniffing and exposure to STIs and HIV/AIDS <p>Strategies to promote personal safety</p> <ul style="list-style-type: none"> say 'no' to drugs and quit smoking and drinking alcohol say 'no' to sex or other sexual activities exercise more often and participate in leisure and recreational activities <ul style="list-style-type: none"> go to church seek guidance and counselling keep dangerous objects and substances away from children wear safe clothing and use safety equipment play by the rules in activities abide by messages on signs and from people in authority avoid risks and dares avoid unsafe social situations and places <p>Recommended processes and skills</p> <ul style="list-style-type: none"> discuss safety precautions compare effects of drug taking and diseases share personal and group experiences demonstrate skills for responding to negative pressures <p>Suggested activities</p> <ul style="list-style-type: none"> list symptoms of HIV/AIDS and gather information about risks of STIs and HIV/AIDS design steps to deal with situations that threaten personal health and safety suggest safety measures for the home, school and workplace 	<p>Recommended knowledge</p> <p>Safe sexual behaviour</p> <ul style="list-style-type: none"> have only one sexual partner no sex outside of marriage use condoms for protection avoid unwanted pregnancies <p>Sexual responsibilities</p> <ul style="list-style-type: none"> respect yourself and others stay faithful use condoms <p>Ethical values that can govern your actions and decision making</p> <ul style="list-style-type: none"> self-respect, personal integrity, respect dignity of others, respect values of the community responsibilities including obligations to family and community welfare showing concern including being caring, compassionate, loyal, tolerant, considerate, cooperative and share in decision-making <p>Recommended processes and skills</p> <ul style="list-style-type: none"> discuss negative sexual behaviour identify sexual responsibilities of males and females recognise importance of using condoms demonstrate ways to promote healthy living <p>Suggested activities</p> <ul style="list-style-type: none"> demonstrate responsible sexual behaviour and how to protect oneself against pressures discuss different age groups and identify high risk groups. describe some preventative measures that apply to different situations plan and conduct a program to promote healthy practices and safe living in the community

Substrand	Grade 6	Grade 7	Grade 8
Personal health and safety	<p>6.4.8 Identify potentially hazardous situations at school, home and the community</p>	<p>7.4.8 Describe behaviours that affect personal and community safety</p>	<p>8.4.8 Develop strategies to respond to unsafe or risky situations</p>
	<p>Recommended knowledge</p> <p>Risks and hazards</p> <p>Lack of clean water No proper toilet facilities No proper means of disposing rubbish Over crowding grounds Inadequate ventilation, Unclean environment. No proper shelter Water safety Medicines Poisonous animals and plants Hazardous situations such as swimming in flooded creeks and rivers, starting and moving around a fire, attempting tasks beyond skill level, taking medicine without proper prescription, playing with dangerous animals or plants, brawls in families and tribes, drunkenness, rape and stealing</p> <p>Recommended processes and skills</p> <ul style="list-style-type: none"> - Collect information and identify hazardous situations - List and describe hazardous situations in levels of danger - Design and perform investigation - Formulate strategies on how to avoid high risk situations <p>Suggested activities</p> <ul style="list-style-type: none"> • Collect information on dangerous situations and research these in order to report or present the class • Organise, plan and conduct an awareness campaign about hazardous situations in the community using posters, role plays, music • Plan and carry out a long term project for improvement and action with assistance from the school and community such as new tanks, water pumps, medical supplies, council work 	<p>Recommended knowledge</p> <p>Behaviour that affects safety</p> <p>Causes</p> <p>Including drinking in public areas, drinking and driving, smoking in public places, chewing betel nut, throwing rubbish, writing on walls (graffiti), individual and group harassment and abuse such as rape</p> <p>Effects</p> <p>Including fighting, accidents and deaths, damage to property, damage to the environment, high risks of transmitting HIV/AIDS and other illnesses and infections, unwanted pregnancies and other related conflicts</p> <p>Ways to promote personal safety</p> <p>Such as wear safety clothes and use safety equipment, wash hands</p> <p>Recommended processes and skills</p> <ul style="list-style-type: none"> - Identify common behaviours that influence or affect peoples' safety - Describe effects of certain behaviours - Compare causes and effects of behaviour - Make links between causes and effects of different behaviours - Make informed decisions about types of behaviour that promote positive and healthy living <p>Suggested activities</p> <ul style="list-style-type: none"> • Select one type of behaviour and make links between causes and effects • Write 2-3 paragraphs on how to make improvements for healthy and positive living • Design posters and pamphlets and distribute to the community to raise awareness about healthy and positive living • Invite a speaker to talk about bad behaviours and ways of improving these 	<p>Recommended knowledge</p> <p>Strategies to respond to unsafe situation</p> <p>Learn to assess risks Be assertive Learn or practise first aid Do 'warm-up' before activities Learn and demonstrate self defence</p> <p>Plan to prevent or minimise risk</p> <p>Use appropriate equipment and skills for activities, design and promote road safety rules, fire and water safety rules, safe storage of tools and chemicals, safe handling of tools, practical first aid</p> <p>Actions to respond to unsafe situations</p> <p>Remove yourself from the situation, alert others of unsafe situations, act to make a situation safe or minimise the danger</p> <p>Actions to respond to emergency situations</p> <p>Remain calm and assess danger to self and others, remove self and others from danger, follow first aid procedures and administer first aid, seek assistance, follow set procedures and rules</p> <p>Recommended process and skills</p> <ul style="list-style-type: none"> • Observe and demonstrate safety strategies. • Develop or propose strategic plans to respond to unsafety situation. • Discuss and describe unsafe or risky situations • Express points of view on how to deal with unsafe situations • Reason and make wise decisions. <p>Suggested activities</p> <ul style="list-style-type: none"> • Review, construct steps and list safety rules in the school and community and explain why these rules are important • Research signs and design safety symbols for objects

Substrand	Grade 6	Grade 7	Grade 8
Community health	<p>6.4.9 Describe ways in which the community promotes the health of community and individuals</p>	<p>7.4.9 Describe basic concepts and methods of health promotion and illness prevention in the community</p>	<p>8.4.9 Identify a community health concern and propose actions to respond to that concern</p>
	<p>Recommended knowledge</p> <p>Major health concerns</p> <ul style="list-style-type: none"> include HIV/AIDS, drug use, malnutrition, environmental health such as pollution of water, land or air <p>Health services</p> <ul style="list-style-type: none"> include community health workers like those at immunisation and maternal health clinics, school health education and use of health promoting schools to support healthy island concept, hospitals, doctors and dentists, church groups, non-government organisations, <p>Ways of caring for their community to promote health</p> <ul style="list-style-type: none"> cooperate with others to complete an activity respect and support others at home and at play report bullying to protect themselves and others report damaged equipment and property use bins and assist with waste disposal <p>Recommended processes and skills</p> <ul style="list-style-type: none"> discuss ways of promoting health of individuals and community list major health concerns investigate cause and effects of health concerns identify various health services and their roles <p>Suggested activities</p> <ul style="list-style-type: none"> investigate health concerns in the school, home and province develop long - and short-term measures to address these issues identify health services available in the community and outline their functions explain how the community can: <ul style="list-style-type: none"> assist in maintaining available health services use different ways to promote healthy living 	<p>Recommended knowledge</p> <p>Health issues</p> <ul style="list-style-type: none"> include HIV/AIDS, nutrition, maternal health, communicable and infectious diseases <p>Health promotion and prevention concepts</p> <ul style="list-style-type: none"> include education programs, use of contraception, services provided by non government organisations and other organised groups, radio and TV awareness programs and advertisements, providing immunisation programs and provision of medication through clinics and hospitals <p>Ways to promote health enhancing social and physical environments</p> <ul style="list-style-type: none"> including: comply with rules, policies and procedures for waste disposal and actively support clean water and clean village campaigns; participate in safety programs; use and promote public transport cleanliness <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gather information and compare basic health promotion methods identify stakeholders and how they benefit from community health awareness programs practise health promotion and prevention campaigns <p>Suggested activities</p> <ul style="list-style-type: none"> discuss traditional and modern methods of promoting healthy ways of living at home, in the community and school investigate common high risk illnesses and explain the health promotion strategies available to prevent and treat them conduct research into methods of promoting health practices in and around the community 	<p>Recommended knowledge</p> <p>Common health concerns</p> <ul style="list-style-type: none"> include environmental pollution, air pollution or smoking; water pollution caused by waste disposal and chemical run off from factories or mining; harassment, bullying and racism; uncooperative behaviour by community members <p>Concepts in the community that enhance healthy living</p> <ul style="list-style-type: none"> include clean water or minimise water and air pollution and proper waste disposal; put up and follow road signs; safety procedures and policies; cooperation, tolerance, respect among individuals; celebrate events peacefully <p>Proposed actions to address areas of concern in the community</p> <ul style="list-style-type: none"> including: lobbying of authorities; discussing solutions with parties; comply with rules and policies; deal with conflict in acceptable ways; advocate changes to rules and laws for better living <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gather information about community health concerns investigate causes and effects design ways to minimise or prevent concerns make informed decisions to promote healthy living <p>Suggested activities</p> <ul style="list-style-type: none"> investigate common health concerns design preventative measures to minimise its negative effects of one concern on people's lives invite health authorities or leaders to inspect sites supported by the board of management or student representative council



Substrand	Grade 6	Grade 7	Grade 8
Community health	<p>6.4.10 Identify the health services available to various groups in the community</p>	<p>7.4.10 Investigate how the environment is being changed by human behaviour and development and the effect of these changes on health</p>	<p>8.4.10 Describe the effects of family size and growing communities on the provision of health services and community facilities</p>
	<p>Recommended knowledge</p> <p>Health services available</p> <ul style="list-style-type: none"> health clinics and centres, hospitals, aid posts for medical care, creative and self help centres for people with disabilities, health promoting school programs, school visits by health workers, dentists, doctors' surgeries in big towns and cities, first aid centres for emergency treatment, health clinics for nutritional information, churches for counselling services, pharmacies or supermarkets for medicines, eye care and treatments of minor injuries and illnesses, fitness centres and department stores for fitness products <p>Reasons for choosing and using different health services</p> <ul style="list-style-type: none"> including recommendations from friends, religious and cultural beliefs, level of health knowledge, closeness to home, access by transport or walking distance, type of treatment offered, only service available <p>Recommended processes and skills</p> <ul style="list-style-type: none"> identify services and their roles in the community interview people about the benefits of different services propose ways on how to maintain and improve different health services create community awareness <p>Suggested activities</p> <ul style="list-style-type: none"> carry out a survey in school and at home to identify common health needs write letters requesting assistance from specialist health groups collect information for school about health groups -their roles, address, phone and location 	<p>Recommended knowledge</p> <p>Health-related impact of human behaviour on environment.</p> <ul style="list-style-type: none"> emissions from industry and vehicles that lead to air pollution such as on mining sites removal of vegetation by logging companies, for example, destroys the land and spoils natural beauty improper disposal of litter and waste affects the quality of drinking water vandalism of property and facilities creates safety issues and wastes valuable resources <p>Effects on health</p> <ul style="list-style-type: none"> spoils water systems used for drinking and fishing destroys hunting areas pollution to the environment causes illness and diseases such as gastroenteritis increases risk of diseases or related illness caused by exposure to chemicals <p>Recommended processes and skills</p> <ul style="list-style-type: none"> investigate changes in the environment caused by human behaviour and identify causes and effects of changes and make comparisons and generalisations on the effects on health analyse effects of changes on lives of people make judgements and draw conclusions <p>Suggested activities</p> <ul style="list-style-type: none"> research environmental change caused by human behaviour write a report on causes and effects of changes on health of human beings and other living things plan and design a health campaign on how to improve the school or community environment 	<p>Recommended knowledge</p> <p>Effects of growth in families and communities</p> <ul style="list-style-type: none"> positive effects include strengthening of the working capacity of families and communities; love, care and protection for all family members; support for each other when family lacks something such as food or needs help negative effects includes movement of people from rural to urban areas; stress on health services; economic issues: families with financial difficulties such as school fees and food; difficulties in meeting individual needs and wants for land, money and food; resources in short supply; social issues: health services inadequate; social problems when needs are not met; high health risks for mothers and children; inadequate community services <p>Recommended processes and skills</p> <ul style="list-style-type: none"> compare family sizes with health and education services available discuss effects of increasing population analyse current situations make informed decisions for future family size <p>Suggested activities</p> <ul style="list-style-type: none"> conduct survey on family size and growing communities and effects on services and facilities conduct a debate: PNG families should have a maximum of two children discuss and compare life in the past to the present write an essay giving views on increasing family size and its effects: indicate what they want in future and state their reasons

Substrand	Grade 6	Grade 7	Grade 8
Use of drugs	<p>6.4.11 Describe the beneficial and harmful effects of drugs on health</p>	<p>7.4.11 Describe decisions people make about drug use and the result of those decisions on the community and the individuals</p>	<p>8.4.11 Evaluate the effects of drug use on the community</p>
	<p>Recommended knowledge</p> <p>Definition A drug is any chemical substance that changes the physical, mental or emotional state of the body.</p> <p>Types of drugs</p> <ul style="list-style-type: none"> illegal drugs including cannabis, marijuana, amphetamines, heroin, home brew, cocaine, methylated spirits legal drugs: <ul style="list-style-type: none"> prescription drugs prescribed by a doctor such as penicillin, some analgesics or pain killers and some antibiotics non-prescription drugs you can legally buy without a doctor's prescription such as alcohol, tobacco, betelnut, cough medicine, stimulants like caffeine found in tea, coffee and cola drinks and herbal medicines <p>Reasons for taking drugs</p> <ul style="list-style-type: none"> prevention and cure of illnesses social relaxation to improve performances to satisfy curiosity to escape boredom, loneliness, poverty or insecurity <p>Effects of harmful drugs</p> <ul style="list-style-type: none"> include loss of weight, economic problems, mental illness, diseases such as asthma and lung cancer, side effects, loss of control, family break down, loss of respect <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research and identify types of drugs analyse effects of drugs make informed decisions whether to take harmful drugs <p>Suggested activities</p> <ul style="list-style-type: none"> research and list different types of drugs, both illegal and legal research the benefits of drugs or how drugs can cause harm to your health 	<p>Recommended knowledge</p> <p>Drug use in Papua New Guinea</p> <ul style="list-style-type: none"> becoming a major concern and causes problems resulting in deaths, diseases, accidents, abuse, violence, break up of relationships and crime tobacco and alcohol have the highest impact on health of Papua New Guineans <p>Factors affecting decisions people make whether or not to take drugs</p> <ul style="list-style-type: none"> our thoughts, feelings and habits the influences of our parents, other family members, friends and peer groups the influence of the media the influence of society <p>Possible effects of drug use</p> <ul style="list-style-type: none"> tobacco causes illness, even through passive smoking alcohol is used for social and religious occasions; used in excess it may cause violent behaviour, destruction of property and road accidents illegal drugs may result in convictions, mental illness and economic hardship medicines used for controlling disease usually have positive effects <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gather information about the consequences of drug taking analyse information make decisions wisely <p>Suggested activities</p> <ul style="list-style-type: none"> gather information about positive and negative effects of taking drugs describe effects of those decisions of the health of individuals and the community in pairs or groups, discuss the feelings, thoughts and attitudes you or your family has about those who take drugs conduct a survey to find out the influences drugs have on individual's behaviour and health 	<p>Recommended knowledge</p> <p>Effects of drug use on the community</p> <ul style="list-style-type: none"> include breakdown of law and order and relationships; conflicts between families, clans and villages; poor health of community members; inability to do work; spread of diseases such as HIV/AIDS and STIs; spoils image, status, reputation and respect of the community <p>Short term effects of smoking</p> <ul style="list-style-type: none"> including breath and hair smells, lung capacity decreases, blood carries less oxygen, pulse rate up, brain activity increases, sense of taste and smell decreases, blood flow to skin is restricted, fitness decreases, skin temperature drops <p>Long term effects of smoking</p> <ul style="list-style-type: none"> include lung disease such as emphysema, chronic bronchitis, smokers' cough, lung cancer, damaged lungs, heart disease <p>Possible long term effects of alcohol</p> <ul style="list-style-type: none"> include alcoholism, cancer, cirrhosis of the liver, malnutrition, violence, job loss, brain damage and memory failure <p>Recommended processes and skills</p> <ul style="list-style-type: none"> conduct surveys to find out effects of drugs in PNG role play long or short term effects of drug use make informed decisions whether or not to take drugs <p>Suggested activities</p> <ul style="list-style-type: none"> describe the pressures on individuals to take illegal and legal drugs list reasons why tobacco or alcohol is used in PNG, tick those that would influence you to take those two drugs. discuss effects of too much alcohol, tobacco or other drugs on the behaviour and health of individuals and community



Substrand	Grade 6	Grade 7	Grade 8
Use of drugs	<p>6.4.12 Identify reasons people use drugs</p>	<p>7.4.12 Propose ways of responding to pressures to use harmful substances</p>	<p>8.4.12 Describe the programs offered by support agencies and counselling programs in the community</p>
	<p>Recommended knowledge</p> <p>People take drugs for a variety of reasons</p> <ul style="list-style-type: none"> • to prevent illness • to cure disease • for self-satisfaction • for celebrations and relaxation • to feel better • to feel part of a group • to avoid depression • to relax minds from family and social problems • to improve performance, for example, in sports • to cover up poor communication skills • to escape boredom, loneliness, poverty or insecurity • because parents and other family members influence them • to gain attention from people around them <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • gather information on reasons why people take drugs • analyse the information • make informed decisions • take actions <p>Suggested activities</p> <ul style="list-style-type: none"> • write two to three paragraphs saying why you think people start to take drugs and what your views are on drug taking • identify a role model in the community or the country who has achieved status and who you think can influence young people in deciding not to take harmful drugs 	<p>Recommended knowledge</p> <p>Ways of responding to pressures to use harmful substances</p> <ul style="list-style-type: none"> • participate in activities such as sports, choir and church groups • say 'no' to drugs • drink in moderation • avoid drinking in risky situations such as drinking and driving • get involved in other recreational activities • be selective with friends and peers • develop assertiveness skills <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • role play and practise strategies on how to say 'no' to drugs • make informed decisions • take appropriate actions <p>Suggested activities</p> <ul style="list-style-type: none"> • research, from various sources, the agencies that help people to stop taking drugs • suppose you were addicted to a particular drug: <ul style="list-style-type: none"> - develop strategies you could use to assist you to decrease usage or stop using that particular drug - identify people you would want to seek assistance from 	<p>Recommended knowledge</p> <p>Programs offered by support agencies and counselling programs in the community</p> <ul style="list-style-type: none"> • church groups: family life and drugs • non-government organisations: community living and productive life • Narcotics Bureau: drug counselling • public health: family life counselling for better health <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • conduct surveys • role play how to help people stop taking drugs • demonstrate assertive skills • make informed decisions • take appropriate actions <p>Suggested activities</p> <ul style="list-style-type: none"> • research programs available in the community that assist people with problems or concerns about taking harmful drugs • in pairs or groups, discuss how you can assist to maintain or establish centres or programs that help the community deal with drug taking: outline strategies you would use

Strand: Living and working together

Substrand	Grade 6	Grade 7	Grade 8
Making choices	<p>6.5.1 Outline what it means to be a positive member of a family, clan or community</p>	<p>7.5.1 Describe how participating in community service helps the whole community</p>	<p>8.5.1 Describe choices people make when taking part in community life</p>
	<p>Recommended knowledge</p> <p>Qualities of a positive member</p> <ul style="list-style-type: none"> include honesty, trustworthiness, caring, flexibility, kindness, loyalty, thankfulness, tolerance, working hard, helpful, obedient, questioning for good of community, balanced views <p>Ethical values on which we base our decision making</p> <ul style="list-style-type: none"> including respect: respect for self and others, the rule of law, authority, public and private property including honesty: maintain confidentiality, impartiality, fairness, trustworthiness, dependability, deal with dishonest and corrupt practices including keeping obligations to family and community, being open-minded and inquiring including concern: being caring, compassionate, loyal, tolerant, considerate, cooperative, sharing, decision-making including dedication: being informed, industrious, civic minded, patriotic, participating in community including justice: fairness, equality, human rights, due process and negotiation <p>Recommended processes and skills</p> <ul style="list-style-type: none"> participating and cooperating in the community, making choices demonstrating how to be socially competent <p>Suggested activities</p> <ul style="list-style-type: none"> identify five most important values and give reasons for your choice share these five values with friends and ask them what they think 	<p>Recommended knowledge</p> <p>Reasons for participating in community service</p> <ul style="list-style-type: none"> including keeping places clean, resolving conflict, working together for community resources, working on projects, improving community and personal life <p>Ethical values on which we base our decision making</p> <ul style="list-style-type: none"> including respect: respect for self and others, the rule of law, authority, public and private property including honesty: maintain confidentiality, impartiality, fairness, trustworthiness, dependability, recognise corrupt practices including obligations to family and community, being open minded and inquiring including concern: being compassionate, tolerant, caring, considerate, cooperative, share decision making including dedication: being informed, community participation, industrious, patriotic civic minded including justice: equality, fairness, human rights, due process <p>Recommended processes and skills</p> <ul style="list-style-type: none"> involvement in community service projects thinking critically and making choices developing team work skills <p>Suggested activities</p> <ul style="list-style-type: none"> describe things done to serve community and identify the values associated with these conduct a survey to find most needy areas in community and suggest ways to address them 	<p>Recommended knowledge</p> <p>Positive choices people make</p> <ul style="list-style-type: none"> including be respectful, live peacefully, cooperate and participate, lead responsibly and be a role model, be accepted in the community, be open-minded, share skills and resources, look after themselves, show commitment <p>Positive attitudes</p> <ul style="list-style-type: none"> having sense of achievement, being loving, caring, taking risks, working well with others, being imaginative and innovative, having close relationships, being well, being honest, assisting others, standing up for beliefs, participating, having a duty to others, respectful use of authority, respect others, accountable for actions, having pride, being understanding and knowledgeable <p>Negative actions that discourage free choice</p> <ul style="list-style-type: none"> include working against someone, not sharing a community resource, not taking care of property, stealing or misusing community money, talking negatively about others, not fulfilling promises <p>Recommended processes and skills</p> <ul style="list-style-type: none"> gathering and analysing information making choices taking actions <p>Suggested activities</p> <ul style="list-style-type: none"> discuss choices people make when they want to be part of a community and its activities identify influences people face when making choices outline negative actions that discourage free choice



Substrand	Grade 6	Grade 7	Grade 8
Making choices	<p>6.5.2 Describe the process of making decisions</p>	<p>7.5.2 Outline the positive and negative results of making choices</p>	<p>8.5.2 Make decisions about school and classroom issues</p>
	<p>Recommended knowledge</p> <p>Steps in decision-making</p> <ol style="list-style-type: none"> 1. identify the issue or problem 2. Consider options 3. Identify possible consequences of options: the benefits and disadvantages of different options 4. Make decisions or choices after considering the possibilities 5. Describe feelings about choices made 6. Reflect and evaluate results of decisions <p>Influences on decision-making</p> <ul style="list-style-type: none"> • adequate knowledge about the situation • our thoughts and feelings • others' thoughts and feelings including those of family, peers and community • personal, family and community values • peer pressure • parental pressure • the effects on others and the community • conflicts between modern and traditional values <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • gathering information about the situation or issue • analysing the information • considering the consequences • listing choices • making decisions • evaluating actions <p>Suggested activities</p> <ul style="list-style-type: none"> • list some important life matters which you may have to make decisions about in the future • think of a situation where you have to make a decision: using the decision-making steps, write a description of how you will make your decision • discuss with a partner how you used the steps for decision making 	<p>Recommended knowledge</p> <p>Personal choices</p> <ul style="list-style-type: none"> • to develop good relationships with friends and family • to decide on the job you want and work towards achieving it • whether to: take or not take drugs; have sexual relationships; drink alcohol; smoke, gamble; eat well and exercise regularly <p>Community choices</p> <ul style="list-style-type: none"> • take a leadership role in the community • take part in community activities • help to resolve conflicts peacefully, protect the environment • sell drugs, alcohol and smokes; gambling <p>Positive consequences of choices</p> <ul style="list-style-type: none"> • improvement in health • better personal and family relationships • improvement in the environment <p>Negative consequences of choices</p> <ul style="list-style-type: none"> • gambling: financial, social and economic problems • taking drugs and alcohol can lead to anger and violence • promiscuity can lead to spread of sexually transmitted illnesses, including HIV/AIDS <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • gathering information • thinking critically and listing options • analysing consequences • making decisions • taking actions <p>Suggested activities</p> <ul style="list-style-type: none"> • identify issues and problems affecting society • describe lifestyle factors that influence people's choices and suggest other possible choices • discuss each choice and how each could affect individuals, families or the community 	<p>Recommended knowledge</p> <p>Classroom or school issues</p> <ul style="list-style-type: none"> • vandalism • graffiti • fighting, bullying and teasing • showing disrespect to teachers • littering • harassment and abuse • discrimination and equity issues • boy, girl sexual relationships <p>Strategies to resolve issues</p> <ul style="list-style-type: none"> • collaborative decision making • conflict resolution • promotion campaigns • community involvement <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • gathering information on different issues • classifying issues • identifying causes • suggesting solutions • making decisions <p>Suggested activities</p> <ul style="list-style-type: none"> • find out issues from various sources affecting the school and community • classify issues from major problems to least important • discuss and describe causes and suggest ways in which these issues can be resolved by individuals or the community

Substrand	Grade 6	Grade 7	Grade 8
Good and fair leaders	<p>6.5.3 Describe the qualities of a good and fair leader</p>	<p>7.5.3 Explain the roles and responsibilities of leaders in a community</p>	<p>7.5.3 Analyse the processes of choosing a good and fair leader</p>
	<p>Recommended knowledge</p> <p>Qualities of a good and fair leader</p> <ul style="list-style-type: none"> • a good role model who upholds Christian values, and is a God-fearing person, with a stable family background • honest, loyal, humble • ethical behaviour • organisational ability • patience in encouraging others • using skills and capacities in the community • recognising contributions of others • tolerance of mistakes • being able to solve problems in peaceful ways • respected by the community • firm in decision-making • in good health, both physically and mentally • being able to listen • being one with the people • being transparent and accountable • adequate knowledge of the community • knowledge of development with realistic goals for the country <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • research positive qualities of a leader • describe leadership qualities • demonstrate problem-solving skills <p>Suggested activities</p> <ul style="list-style-type: none"> • invite a guest speaker to talk about the types of different leadership qualities a good and fair leader should have and list them down • describe negative and positive qualities that make a leader; explain why these are regarded as good or bad • suggest ways for supporting leaders in the community 	<p>Recommended knowledge</p> <p>Expectations of the community of the role leaders play</p> <ul style="list-style-type: none"> • accountability • representing equally the people in the community • facilitating appropriate development in the community • transparency in dealing with others • high standard of moral conduct • being well informed about issues concerning the community • communicating openly and effectively with the community including listening • understanding needs and rights of everyone in the community • listening to what the other leader says • respecting the community <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • demonstration of personal organisation skills • role play roles and responsibilities of leaders • describe ways to support leaders <p>Suggested activities</p> <ul style="list-style-type: none"> • discuss things the leaders can assist with or do to improve the community • describe roles and responsibilities of leaders and members of the community • suggest ways leaders and community members can communicate in order to provide good service or to maintain a healthy and peaceful community 	<p>Recommended knowledge</p> <p>Current practices</p> <ul style="list-style-type: none"> • calling for nominations • voting for chosen candidate, secret ballot • no interference in the voting process <p>Traditional practices</p> <ul style="list-style-type: none"> • choosing from the wealthy clans • listening to elders • in some societies choosing male leaders • in some societies choosing from a particular clan • appointing the most educated person • electing a relative <p>Some ways these practices can be improved</p> <ul style="list-style-type: none"> • listening to what people have to say and choosing the person with the best ideas and skills to lead • reducing threats to voters • discouraging bribery • not giving into force or coercion • choosing a candidate who has the reputation of being honest and well-informed • choosing a healthy, wise and energetic person • expecting a high standard of moral and ethical principles <p>Recommended processes and skills</p> <ul style="list-style-type: none"> • demonstrate how to choose leaders • make informed decisions • take appropriate actions <p>Suggested activities</p> <ul style="list-style-type: none"> • research and review different practices used to choose a leader • discuss and describe current practices and processes used to choose leaders • explain how these practices could be improved



Substrand	Grade 6	Grade 7	Grade 8
Rule of law	<p>6.5.4 Describe familiar rules and laws of the community, families and schools</p>	<p>7.5.4 Explain the purpose and benefits of laws in our society</p>	<p>8.5.4 Describe what duties and obligations members of the community have in upholding society's laws</p>
	<p>Recommended knowledge</p> <p>Purpose of rules and laws</p> <ul style="list-style-type: none"> including safety and protection, order; family rules about household chores; community rules about respecting ownership; protecting resources of family and school, family rules about sharing and the care of belongings and property, community rules about the use of property such as recreation areas <p>Who makes the rules and laws?</p> <ul style="list-style-type: none"> family: parents and elders, community level councillors, local level government, members of national government <p>Consequences of upholding or breaking the rules or laws</p> <ul style="list-style-type: none"> rewards or punishment <p>Values underpinning rules and laws</p> <ul style="list-style-type: none"> respect for others, their property, authority, the environment, rights of citizens, sharing of resources, peace, fairness, justice <p>Recommended processes and skills</p> <ul style="list-style-type: none"> investigate and analyse different rules and laws their relevance and importance explain how rules and laws affect community living <p>Suggested activities</p> <ul style="list-style-type: none"> identify which rules or laws they have come into contact with during the day given a list of rules and laws have students identify which are rules and which are laws invite a speaker to talk about the value of different rules and laws investigate the consequences if certain laws and rules were added or taken away design or redesign own set of rules and laws 	<p>Recommended knowledge</p> <p>Purpose of laws in society</p> <ul style="list-style-type: none"> rules and laws arise out of a need. rules and laws are for safety and protection, to enforce anti-discrimination and equity, protect individual's rights, maintain order in the community, promote respect for public property, prevent disruption to society, maintain productivity, protect society's resources, ownership of land, environmental protection, enforce customs, regulations <p>Who makes the rules and laws?</p> <ul style="list-style-type: none"> parliament and legislators <p>Who enforces the rules and laws?</p> <ul style="list-style-type: none"> police, army, judiciary, family, community elders and councillors, local government, citizens <p>Consequences of upholding or breaking the rules or laws</p> <ul style="list-style-type: none"> rewards such as a safe environment, freedom of movement, punishment <p>Values underpinning rules and laws</p> <ul style="list-style-type: none"> include promoting healthy living, sharing, helping others, Christian values, socialising, working together, safety of community, preserving traditions and customs <p>Recommended processes and skills</p> <ul style="list-style-type: none"> identifying different rules and laws describing the purpose of rules and laws demonstrating skills in upholding rules and laws. <p>Suggested activities</p> <ul style="list-style-type: none"> analyse school rules and suggest changes or new ones <ul style="list-style-type: none"> identify purpose of a set of rules or laws suggest ways the community can promote laws and rules 	<p>Recommended knowledge</p> <p>Duties and obligations to uphold laws of the society</p> <ul style="list-style-type: none"> With rules and laws come rights and responsibilities and below are rights and responsibilities of different groups: <ul style="list-style-type: none"> citizens: obey and respect the law, feed and care for others, support and assist in the education of children, respect and care for environment, create stable family life leaders: obey and respect the law, ensure members of the community abide by the laws, solve problems in the community, support members of the community in their beliefs such as their spiritual life, provide counselling, act as good role model <p>Recommended processes and skills</p> <ul style="list-style-type: none"> demonstrate how to support the community to uphold rules and laws solve problems in an acceptable way describe the rights and responsibilities of various groups in the community <p>Suggested activities</p> <ul style="list-style-type: none"> discuss and define differences between rights and responsibilities discuss a list of rights and responsibilities such as voting in an election, travelling freely from place to place, registering a car, practising religion of choice, looking after children, going to school identify what are rights and what are responsibilities and which may be both discuss and describe how individuals can support rules and laws of their society explain the advantages and disadvantages of observing or not observing rules and laws

Substrand	Grade 6	Grade 7	Grade 8
Respecting rights and freedoms	<p>6.5.5 Describe community standards of behaviour that support rights and freedoms</p>	<p>7.5.5 Explain what could happen if the rights and freedom of people are violated or abused</p>	<p>8.5.5 Debate the importance and value of the right of all people to freedom of expression, movement and lifestyle</p>
	<p>Recommended knowledge</p> <p>Common standards of behaviour</p> <ul style="list-style-type: none"> include respecting each others, loving and caring for individuals, groups and community, being honest and trustworthy, being peaceful, being fair to all, being an active contributor by participating in community activities, raising awareness of the rights of people <p>Recommended processes and skills</p> <ul style="list-style-type: none"> identify and describe standards of behaviour for family, clan, school and community describe rights and responsibilities of individuals create awareness for better standards of behaviour <p>Suggested activities</p> <ul style="list-style-type: none"> conduct a survey and identify family, clan and tribal standards of behaviour that recognise the rights of individuals and groups discuss and list these standards of behaviour from the most upheld to the least upheld write an essay to suggest how standards of behaviour in the community can be improved 	<p>Recommended knowledge</p> <p>Effects of rights and freedoms being violated or abused</p> <ul style="list-style-type: none"> include disrespect of individuals, disorder in the community, corruption, fear of violence in the community, undermining of the justice system, lack of trust in the leaders <p>Behaviour that promotes unity</p> <ul style="list-style-type: none"> upholding and respecting laws peaceful behaviour negotiating solutions to problems conflict resolution respect for others' views <p>Recommended processes and skills</p> <ul style="list-style-type: none"> recognise and list rights of individuals describe influences that encourage or discourage people to uphold rights demonstrate behaviour that promotes unity <p>Suggested activities</p> <ul style="list-style-type: none"> discuss and identify different rights of individuals: list the standards of behaviour that relate to those rights describe the influences people encounter that cause them to abuse others' rights in the community write a letter to a friend to explain the consequences of being denied others' rights give honest opinions on how they feel about unity in the community and suggest behaviour or activities people may do to promote unity 	<p>Recommended knowledge</p> <p>Rights</p> <ul style="list-style-type: none"> include freedom of expression and speech, right to vote for leaders, freedom of movement and assembly, freedom from discrimination, freedom of choice of lifestyle, right to access education, health and welfare services <p>Importance and value of rights</p> <p>people:</p> <ul style="list-style-type: none"> express ideas and opinions freely using different media choose their leaders go anywhere, anytime they want live and work in places of their choice have access to education and health services express their sexuality freely speak languages of their own interest <p>Recommended processes and skills</p> <ul style="list-style-type: none"> research and identify rights of different groups demonstrate ways to promote the rights of individuals <p>Suggested activities</p> <ul style="list-style-type: none"> research from various sources rights of different groups in PNG select one of the rights listed and write a short report on the importance of it and why you value it personally suggest ways to promote standards of behaviour to promote that particular right

Units of work

What is a unit of work?

A unit of work provides information on the knowledge, processes, skills and attitudes developed for a specific time frame. Planning an appropriate, effective and efficient unit of work with an Outcomes focus should first involve teachers in identifying the Outcomes to be covered. Then a set of sequenced teaching and learning activities are developed, based on the Outcomes identified. The unit of work also incorporates the teaching and learning strategies and types of assessment to be used to demonstrate the achievement of Outcomes. A suggested structure for planning a unit of work has been provided, that identifies the requirements of the Syllabus and the Outcomes. Units of work can be based on Outcomes:

- within or across Strands in a grade,
- across subjects in a grade,
- across grades.

Components of a unit of work

There are many ways to plan a unit of work which teachers can adopt or adapt to best suit the students' needs and interests. A sample below illustrates one of the ways which could be used and this model of a unit of work consists of the following components:

- grade and Strands,
- unit title and its purpose,
- the Outcomes to which the unit will contribute,
- unit content and context,
- teaching and learning activities,
- assessment tasks and criteria,
- resources and equipment required,
- links to other subjects, where necessary,
- unit time frame.

Steps for developing units of work

1. Identify the Outcomes from the Strands. For an integrated unit of work, group the Outcomes that link or have a common meaning.
2. Select a title and develop the purpose of the unit of work.
3. Identify appropriate content and context.
4. Identify and develop possible teaching and learning activities. Use the indicators in the Syllabus and the elaborations in the Teachers Guide to help you. Sequence these activities using the teaching and learning approaches described in this document. For example, use the Personal Development process skills: gather information, analyse information and take action.

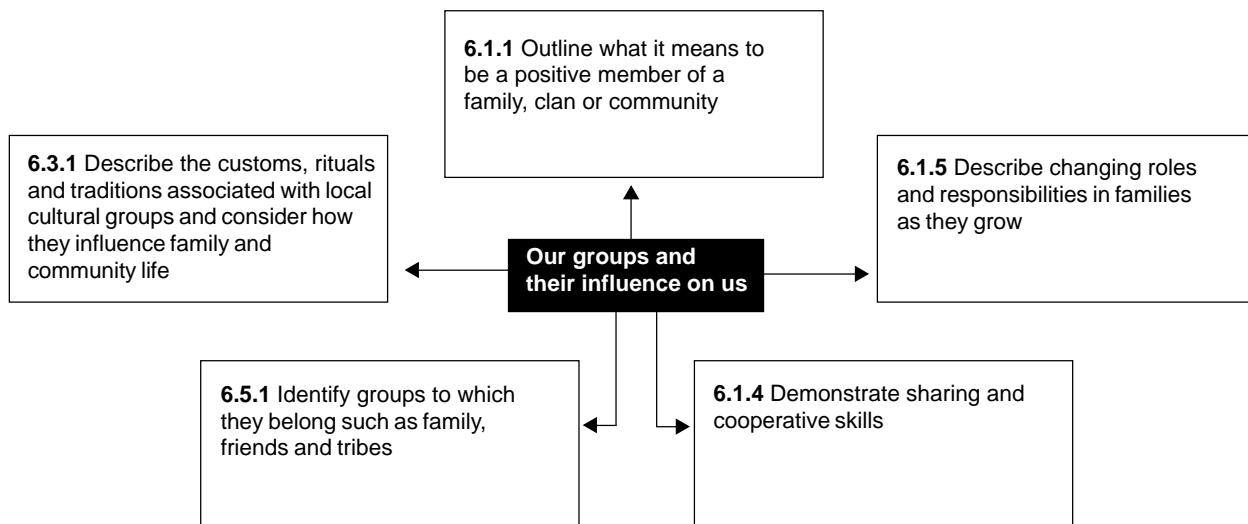
5. Develop assessment tasks and criteria.
6. Identify and list the resources and equipment required for the unit of work.
7. Estimate time frame for the unit of work.
8. Program according to the unit of work.

Modelling the process of developing a unit of work using an integrated approach

The model below shows samples for each step in the planning process described above.

Step 1

Identify the Outcomes by organising Outcomes that link naturally together, through some common understanding. The sample below illustrates the final product of 'process of linking Outcomes' after all the steps have been followed.



Step 2

Title of unit of work: Our groups and their influence on us

Purpose: Students recognise the groups to which they belong, how they influence members of a group and how the different groups influence their lives. They think critically and make informed decisions about how to contribute positively to the groups to which they belong or will belong, to promote positive and healthy living.

Step 3

Identify appropriate content and context.

Nature of unit of work: a series of connected lessons

Students' interests: use own observations, experiences, own talents and visions

Students' needs: to be prepared in the context of real community living after Grade 8

Step 4

Identify and develop possible student activities. Use the indicators in the Syllabus and elaborations in the Teachers Guide to help you.

Sequence activities according to the teaching and learning strategies described in the teaching and learning strategies section of this Teachers Guide. Use the indicators and elaboration of Outcomes, to create suitable student activities. Add any further indicators needed to help students achieve the Outcomes.

Sample Indicators

In groups or pairs discuss and list groups to which they belong such as family, school, and community.

Discuss and describe their own customs and traditions and compare them with others.

List roles of each member of the family.

List the expected roles and responsibilities in their different groups.

Identify behaviour that affects relationships, such as not sharing or uncooperative behaviour.

Sequence the activities using the Personal Development process approach: gather information, analyse information, take action.

PROCESS SKILLS	STUDENT ACTIVITIES
GATHERING INFORMATION	<p>Indicators List groups to which they belong, such as family, school, and community.</p> <p>Activities Brainstorm with students the meaning of the word 'group' and list on a board the different groups they belong to such as family, class, team, and clan.</p> <p>Ask students to describe their place in the different groups, such as daughter, son, sister, member of a team or youngest in the class.</p>
ANALYSING INFORMATION	<p>Indicators Discuss their own customs and traditions and compare them with others.</p> <p>Activities Students share with the class the customs and traditions of their family and their clan, such as special celebrations, traditions, dress and songs.</p> <p>Ask the class to identify similarities and differences between these customs and traditions.</p> <p>Indicators List roles of each member of the family. List the expected roles and responsibilities in their different groups.</p> <p>Activities Brainstorm with the class the different members of their families. Make a list on the blackboard of family members and ask the students to suggest the roles and responsibilities attached to those members.</p> <p>Discuss with the class similarities and differences in the roles and why they are the same or different.</p>

PROCESS SKILLS	STUDENT ACTIVITIES
ACTION TAKEN	Indicator Identify behaviour that affects relationships, such as not sharing or uncooperative behaviour. Activities Students write down the behaviour of others that makes them feel happy or good and that which makes them feel unhappy or sad or angry. Ask students to describe how such behaviour affects their friendships with others. Discuss with the class a plan of how to improve their sharing and cooperative skills such as listening to their friends or sharing their lunch with a friend.

Step 5

Identify and develop appropriate assessment tasks and assessment criteria.

For this unit of work, there are only two assessment tasks.

A set of criteria will be used to assess the performance of the students.

Points to look for:

- list of skills that the student will do to improve relationships,
- list of attitudes that students will apply to improve relationships,
- indication of the type of relationship expected if the skills and attitudes are applied or not applied.

This table expands on the one above by adding assessment tasks and criteria.

PROCESS SKILLS	STUDENT ACTIVITIES	ASSESSMENT TYPE
GATHERING INFORMATION	<p>Indicators List groups to which they belong, such as family, school, and community.</p> <p>Activities Brainstorm with students the meaning of the word 'group', and list on a board the different groups they belong to such as family, class, team, and clan.</p> <p>Ask students to describe their place in the different groups, such as daughter, son, sister, member of a team or youngest in the class.</p>	<p>Assessment task Students make a personal record of different groups to which they belong and their place in each group.</p> <p>Assessment criteria The student accurately lists all groups to which they belong and their place in each group.</p>
ANALYSING INFORMATION	<p>Indicators Discuss their own customs and traditions and compare them with others.</p> <p>Activities Students share with the class the customs and traditions of their family and their clan, such as special celebrations, traditions, dress and songs.</p> <p>Ask the class to identify similarities and differences between these customs and traditions.</p>	

PROCESS SKILLS	STUDENT ACTIVITIES	ASSESSMENT TYPE
ANALYSING INFORMATION	<p>Indicators List roles of each member of the family. List the expected roles and responsibilities in their different groups.</p> <p>Activities Brainstorm with the class the different members of their families. Make a list on the blackboard of the family members and ask students to suggest the roles and responsibilities attached to those members.</p> <p>Discuss with the class similarities and differences in the roles and why they are the same or different.</p>	
ACTION TAKEN	<p>Indicator Identify behaviour that affects relationships, such as not sharing or uncooperative behaviour.</p> <p>Activities Students write down the behaviour of others that makes them feel happy or good and that which makes them feel unhappy or sad or angry. Ask students to describe how these behaviour affects their friendships with others. Discuss with the class a plan of how to improve their sharing and cooperative skills such as listening to their friends or sharing their lunch with a friend.</p>	<p>Assessment task Write an essay outlining their plan to improve their sharing and cooperative skills and describe how this affects their relationships with friends.</p> <p>Assessment Criteria The student describes 2 or 3 kinds of behaviour they can practise to demonstrate sharing and cooperative skills.</p>

Step 6

Identify and list the resources and equipment required for the unit of work.

The following resources will be needed for this unit of work: photos or pictures of groups of people, resource books for students' reading.

Step 7

Allocate or estimate the timeframe required to teach that unit of work, such as 2 weeks or 3 weeks.

This unit of work, for example, would probably take two weeks for students to complete all activities. During that time, some students will achieve the Outcomes identified while other students may only achieve parts of the Outcome.

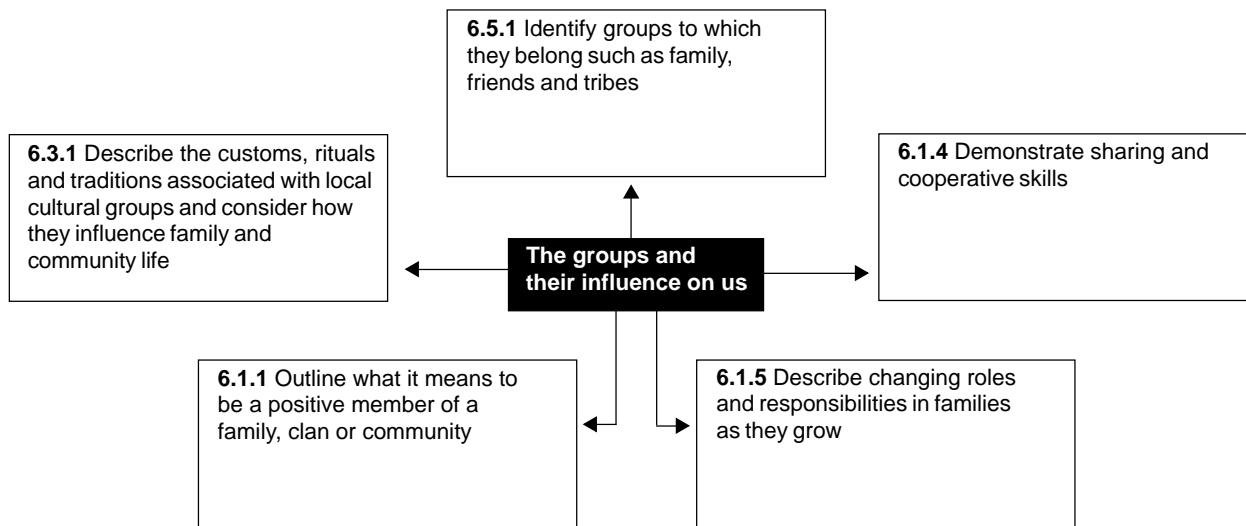
Step 8

Program according to unit of work.

Refer to the programming section in this Teachers Guide.

Sample 1: A complete plan of unit of work with the steps above

Title of unit of work: Our groups and their influence on



Purpose of the unit of work

Students recognise the groups to which they belong, how they influence members of a group and how the different groups influence their lives. They think critically and make informed decisions about how to contribute positively to the groups to which they belong or will belong, to promote positive and healthy living.

PROCESS SKILLS	STUDENT ACTIVITIES	ASSESSMENT TYPE	NUMBER OF LESSONS ESTIMATED
GATHERING INFORMATION	<p>Indicators List groups to which they belong, such as family, school, and community.</p> <p>Activities</p> <ul style="list-style-type: none"> - Brainstorm with students the meaning of the word 'group', and list on a board the different groups they belong to such as family, class, team, and clan. - Ask students to describe their place in the different groups, such as daughter, son, sister, member of a team or youngest in the class. 	<p>Assessment task Students make a personal record of different groups to which they belong and their place in each group.</p> <p>Assessment criteria The student accurately lists all groups to which they belong and their place in each group.</p>	2 x 40-minute lessons for activities 2 x 40-minute lessons for assessment task Subtotal 4 x 40-minute lessons = 160 minutes
ANALYSING INFORMATION	<p>Indicators Discuss their own customs and traditions and compare them with others.</p> <p>Activities Students share with the class the customs and traditions of their family and their clan, such as special celebrations, traditions, dress and songs.</p> <p>Ask the class to identify similarities and differences between these customs and traditions.</p> <p>Indicators List roles of each member of the family.</p> <p>List the expected roles and responsibilities in their different groups.</p> <p>Activities</p> <ul style="list-style-type: none"> - Brainstorm with the class the different members of their families. - Make a list on the blackboard of family members and ask students to suggest the roles and responsibilities attached to those members. - Discuss with the class similarities and differences in the roles and why they are the same or different. 		5 x 40-minute lessons for activities Subtotal 5x40-minute lessons = 200 minutes

PROCESS SKILLS	STUDENT ACTIVITIES	ASSESSMENT TYPE	NUMBER OF LESSONS ESTIMATED TIME
ACTION TAKEN	<p>Indicator Identify behaviour that affects relationships, such as not sharing or uncooperative behaviour</p> <p>Activities</p> <ul style="list-style-type: none"> - Students write down the behaviour of others that makes them feel happy or good and that which makes them feel unhappy or sad or angry, - Ask students to describe how behaviour affects their friendships with others. - Discuss with the class a plan of how to improve their sharing and cooperative skills such as listening to their friends or sharing their lunch with a friend. 	<p>Assessment task Write an essay outlining their plan to improve their sharing and cooperative skills and describe how this affects their relationships with friends.</p> <p>Assessment Criteria The student describes 2 or 3 types of behaviour they can practise to demonstrate sharing and cooperative skills.</p>	2 x 40-minute lessons for activities 1 x 40-minute lesson for assessment task Subtotal 3 x 40-minute lesson = 120 minutes
			Total Time = 12 x 40 – minute lessons = 480 min

Layout for a unit of work

GRADE: _____ STRAND: _____ SUBSTRAND: _____

LEARNING OUTCOMES: _____

TITLE OF THE UNIT OF WORK: _____

PURPOSE OF THE UNIT OF WORK: _____

PROCESS SKILLS	STUDENT ACTIVITIES	ASSESSMENT TYPE	NUMBER OF LESSONS AND ESTIMATED TIME
GATHERING INFORMATION			
ANALYSING INFORMATION			
ACTION TAKEN			

RESOURCES: _____

SUGGESTED LINKS WITH OTHER SUBJECTS OR OTHER STRANDS WITHIN PERSONAL DEVELOPMENT

TOTAL ESTIMATED TIME FRAME FOR THE UNIT OF WORK: _____

Sample 2: Integrated unit of work across subjects

Steps for developing an integrated unit of work

1. Study the content overview from the Syllabus that shows the Strands and the Substrands.
2. Identify at least 2 to 4 Outcomes that link naturally together. Brainstorm possible themes, issues or topics from the Outcomes and identify a relevant theme, issue or topic from this list to name the unit of work.
3. State the purpose for the unit of work.
4. Identify the unit content: knowledge, skills and attitudes that you want students to demonstrate. Use the Outcomes and indicators in the Syllabus and elaborations in the Teachers Guide to help.
5. Develop and sequence teaching and learning activities, identify the strategies and list relevant resources to be used.
6. Develop an assessment plan with assessment tasks, criteria and recording methods.
7. Estimate the time frame required to complete the unit of work.
8. Develop a weekly program for the unit of work.

Modelling the process of developing a unit of work using an integrated approach across subjects

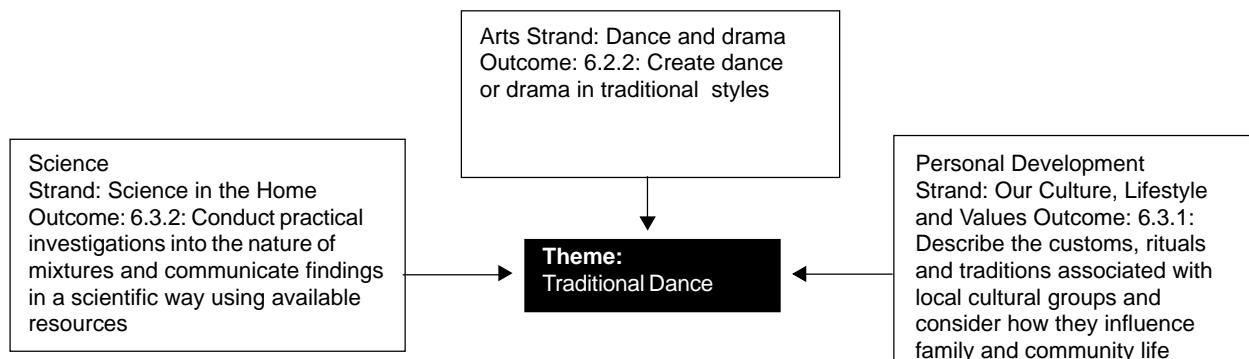
Step 1

Study the content overview from the Syllabus that shows the Strands and the Substrands. Use the content overview from the selected Strands in the Syllabuses for Arts, page 9, Personal Development, page 9 and Science, page 8.

Step 2

Identify the learning Outcomes.

Group 2 to 4 Outcomes that link naturally together. Brainstorm possible themes, issues or topics from the Outcomes and identify a relevant theme, issue or topic from this list to name the unit of work. The diagram below illustrates this step.



Step 3

State the purpose for the unit of work. In this unit of work, students will demonstrate their understanding of the different cultural and traditional activities involved in preparations for a traditional dance.

Step 4

Identify the unit content: knowledge, skills and attitudes that you want students to demonstrate. Use the Outcomes and Indicators in the Syllabus and Elaborations of Outcomes in the Teachers Guide to help you.

The table below shows the knowledge, skills and attitudes to be demonstrated by students through various teaching and learning activities.

Subject	Knowledge	Skills	Attitudes
Arts	Traditional stories, dances, art	Create dances using traditional rhythms, patterns and movements	Appreciation of traditional dance and drama from different cultures
Science	Types of mixtures, solutions and suspension Separating substances	Identify and collect common mixtures Experiment with the types of mixtures Apply traditional and modern paints and dyes	Value and appreciate the importance of local resources
Personal Development	Cultures of local groups, including customs, beliefs and traditions Cultural symbols	Describe ways different people practice certain customs and state the influences on their lifestyle Suggest how to preserve cultural practices and beliefs that may be appropriate	Show pride and preserve valuable cultural traditions and customs

Step 5

Develop and sequence teaching and learning activities, identify teaching and learning strategies and the resources to be used. Use the Outcomes and indicators from the syllabuses and elaborations of Outcomes from the Teachers Guides to develop student activities as described on the following pages.

The table below could be used to show this information. This is a sample only and teachers can select from the lists shown in each column or select their own activities, strategies and resources.

Sequenced teaching and learning activities	Teaching and learning strategies	Resources needed
<p>1. What is a traditional dance</p> <ul style="list-style-type: none"> Use the theme of 'traditional dance' to generate discussions to describe all things associated with traditional dance. Students will develop a concept map to gather information about what traditional dance is. Discuss the importance of traditional dance as part of celebrations in Papua New Guinea that celebrate values, beliefs, symbols and meanings. <p>2. Different cultural dancing groups</p> <ul style="list-style-type: none"> Invite community groups or individuals to demonstrate traditional dances. Plan a trip to the community to observe traditional dances of cultural groups and collect information. <p>3. Importance of dances</p> <ul style="list-style-type: none"> Discuss the importance of dances from different groups. For example, discuss the story the dance tells, the characters in the story, the costumes, the decorations associated with the dance and music and other related elements. Discuss with students the characteristics of the animals and other characters in the dance or story such as the physical appearance of the animals: their size, shape, colour and surface patterns; whether they are dangerous, fierce or friendly; how to protect and care for them and how to avoid danger Discuss the celebrations and rituals associated with objects, what the celebrations are about, what happens at events and how they could be different or the same in different communities. Through questioning, discuss what many ceremonies have in common, such as costumes, decorations, music and dance. <p>4. Create dances</p> <ul style="list-style-type: none"> Students will create a dance of their own; list the steps involved in creating a dance. They record the information or their thoughts in workbooks, or as a poster, through narrative writing, poems, songs and drawings. Brainstorm or discuss what the story of their dance will be about. Examples could include an animal, bird, fish, person or natural happenings. They can then create a beat or rhythm to the steps by clapping, playing a drumbeat, banging coconut shells or singing. Discuss the decorations that would be appropriate for each of the characters in the dance such as body paint, hands, feet and face-painting. They then will need time to refine the steps and movements, actions and steps that represent their character and their part in the story and put together the complete sequence. Evaluate and make changes to any ideas and actions that need to be improved. <p>5. Preparing resources</p> <ul style="list-style-type: none"> Collect resources that have been identified in previous activities. Create a design that represents their animal or character and that illustrates the colours, patterns and movements of the animals. Mix paints, cut figures, make masks, headdresses, grass skirts, paint, kundu drums. Incorporate in the dance original objects brought to school or ask parents and community to lend decorations. Evaluate and make changes to any resources that need to be improved. 	<p>Check Personal Development, Science and Arts teaching and learning processes and strategies that are applicable to these sequenced teaching and learning activities. For example you could use the Personal Development inquiry based approach and the Science 5 Es approach</p>	<p>Traditional costumes such as: grass skirts and tapa cloth</p> <p>Traditional paints, dyes made from clay, mud, coconut oil, ash, lime and herbs</p> <p>Use cultural groups or persons as a resource</p> <p>singing group</p> <p>dancing group</p> <p>community group: Kundu drums</p> <p>Coconut husks and shell</p> <p>Wooden mask</p> <p>Ribbons and laces</p> <p>Shells</p> <p>Whistle</p> <p>Garamut</p>

Sequenced teaching and learning activities	Teaching and learning strategies	Resources needed
<p>6. Perform dances</p> <ul style="list-style-type: none"> Each group will practise, sequence and rehearse dance steps that illustrate the movements of the chosen characters. Students will take part in a full dress rehearsal, and make adjustments to their dance or to the costumes and decorations in preparation for the full performance before an audience such as classmates, parents or community. Decide how long the dance will take. For example, each group could plan on a performance that lasts for 5 to 7 minutes. Students can decide how they want to assess each group's performances. Evaluate their own and others performances and make suggestions for improvements. 		

Step 6

Develop an Assessment Plan with assessment tasks, criteria, and recording methods. Teachers can choose from the student activities created to develop assessment tasks. For instance, for this unit of work, there will be two assessment tasks, one based on student activity 5 and another assessment task based on student activity 6. Teachers can choose to do more or other activities than are suggested.

Assessment tasks

1. Students record an outline of the processes they have used in developing the costumes and decorations used in the performance of the dance.
2. Students demonstrate skills in performing dance steps showing coordination of movement, timing, body control and use of personal and group space.

Assessment Criteria

Teachers develop statements that will be used to judge the quality of student performance based on the Outcomes they will achieve.

For example

Assessment task 1: The students will record an outline of the processes they have used in developing costumes and decorations used in the performance of the dance.

Assessment criteria:

- A Sequence the process of how the costume is made, describing each step
- B Make the costume with selected designs, mix different paints and paint the costume
- C Completed product: appropriately decorated and neat and durable

Recording

Recording Method:
Checklist

Recording key:
1 Needs assistance
2 Mastered the skills

Recording sheet

Student	Criteria			Comments
	A	B	C	
Andrea	2	1	1	This student was able to sequence the processes correctly but needs assistance in designing, making and completing the costume.
Arthur	2	2	2	
Moa	1	2	2	

Step 7

Estimate the time frame to complete the unit of work.
It will take appropriately 3 to 4 weeks to complete this unit of work.

Step 8

Develop a weekly program for the unit of work. Use the information from the integrated unit of work steps 2 to 7 above to complete your weekly program for your unit of work as shown in the sample below.

Sample of a weekly programme

Day	Outcome	Specific activity (Refer to the table in step 5)	Teaching and learning strategies	Assessment task	Assessment method	Resources	Estimated time
Mon	Refer to Outcomes in step 2	Use the theme 'traditional dance' to generate discussions to describe all activities associated with traditional dance	Group discussion to create a concept map on traditional dance.	Not applicable		Have a sample of a concept map Big charts A3 paper	45 minutes
Tue							
Wed							
Thur			Complete the rest of the week				
Fri							

Resources

This list of materials can be used by teachers to assist or support them to implement the Syllabus.

- *Issues Book* by John Foster Issues 1–5
- *Pikinini Sports Handbook*
- *Sexual and Reproductive Health Book*
- *Grade 1–6 Physical Education Syllabus*
- *Physical Education Grade 7–8 Syllabus* (1989)
- *Grade 6 Health Syllabus*
- *Grade 6 Health Teachers Guide*
- Grade 6 Health student textbooks
- Use any existing resource materials that can support the implementation of Personal Development

Glossary

Assertiveness	a skill where a person is able to stand up for their own rights without putting down the person they are communicating with. For example, an assertive person can state feelings, ask a favour, deal with criticisms and disagree in a positive way
Aggressive behaviour	a type of behaviour where someone wants to be right or win at all costs. Aggressive people never consider the rights or feelings of others in the group. Aggressive people use criticisms, threats, put-downs, rumours or shouting down other people to get what they want
Adulthood	a stage in life when a person is physically mature and more in control of his or her life, being responsible for their own choices and actions. They should be in a position to set their own goals and work towards achieving their goals
Adolescence	period of life after puberty when a child goes through the physical, emotional and social changes to become an adult
Abusive	using unkind, cruel or rude language or actions
AIDS	Acquired Immune Deficiency Syndrome, a group of diseases that can occur after a virus, the Human Immunodeficiency Virus (HIV) enters a person's body. There is currently no cure for AIDS
Addiction	a dependence on something such as marijuana, alcohol, tobacco or some other drugs
Accountability	to be liable, responsible and answerable to anything that belongs to a group of people or a community
Blended family	formed when an adult with children forms a family with another adult with children
Beliefs	a way of life based on certain values and attitudes from a particular culture or cultural group
Bullying	maltreatment or harassment or abuse of power and position
Cancer	a disease caused by the multiplication of an abnormal cell. The cells continue to multiply, forming a ball of cells called a tumour that grows rapidly, invading and damaging vital organs
Customs	an established way of living which is typical for a particular group of people, for example, bride price or feast
Ceremony	a formal celebration that is always performed in the same way such as a wedding
Conception	the point at which the nucleus of a sperm joins with the ovum
Counselling	giving people advice as part of your job. For example, a school counsellor gives advice to students who need it
Culture	all the ways of believing and acting associated with a certain group of people including customs, ideas, beliefs, values and tools

Diet	the food a person regularly eats. Can also mean to select or limit food to improve health or loose weight
Disability	when normal human activity is affected by the loss of a body part or body function
Discrimination	treating a person differently because they belong to another group
Domestic violence	violence that occurs within families: for example, mother against father, parent against children or adult children against younger children
Drugs	a drug is any chemical substances that changes the physical, mental or emotional state of the body
Depression	is a mental state in which the person feels extremely unhappy and has no enthusiasm for anything
Extended family	a large family group that includes children, parents, grandparents, aunts, uncles, cousins and other relatives.
Gastroenteritis	a sickness of the stomach and intestines. It is usually due to infection by viruses or bacteria or to food poisoning and toxins. It causes vomiting and diarrhoea.
Gambling	the act or habit of betting money, for example, in card games, horse-racing or poker machines
Humiliation	the feeling of embarrassment by having lost your pride and seem to be helpless and stupid
Harassment	actions that are unwelcome and intended to trouble or annoy someone, for example, repeated attacks on them or attempts to cause them problems
Human Immune Virus (HIV)	Human Immunodeficiency Virus, a virus that can be passed from an infected person to another person by sexual intercourse, by sharing drug-injecting equipment: needles or syringes, or by an HIV-positive mother infecting her born or unborn baby
Interact	an action between two or more people that affect each other
Immune system	the parts of the body which help to fight infection to keep us healthy, such as antibodies and white blood cells
Immunisation	a way of preventing sickness by giving a person an injection. Most immunisations are given to children, so parents must take their children to the clinic to get them immunised. Immunisations are recorded in a little book which parents should keep in a safe place so that they know which sicknesses their children are protected against
Locomotor skills	skills required to move the body from one spot to another, such as hopping, jumping, walking or running
Locomotor	a combination of locomotor skills such as galloping, rolling, starting and stopping
Leisure	a time free of work or duty when we can choose to do things for fun, enjoyment and relaxation
Marijuana	a drug made up of dried leaves, flowers and stems of a cannabis plant. It is illegal to take or sell

Menarche	the time at which the period begins in a girl. Menarche may occur at any time between the ages of 10 and 18
Metabolism	all the changes that take place in the cells of a living organism that enable it to grow and function. Metabolism involves the breaking down of some substances and the building up of other substances
Motor skills	skills of movement that depend on physical ability and thinking ability
Motor skill learning	reorganisation of basic movement skills resulting in a permanent change in large muscle group behaviour, this change being brought about as a result of practice
Non-locomotor	movements performed by parts of a body while the other parts are stationary such as bending, twisting, stretching, turning or hanging
Nuclear family	a family consisting only of parents and their children, not including aunts, uncles, cousins and other family members
National identity	the pride, respect and love that we have for our country that we show through our actions to other countries
Ovulation	a scientific term when an adult female produces eggs, 'ova' from the ovary
Passive smoking	when someone breathes in smoke from another person's smoking
Polygamous	a custom in some societies where men are allowed to be married to more than one person
Polyandry	a custom in some societies where a woman can be married to more than one man
Prejudice	meaning pre-judgement is the formation of an opinion or feeling without sufficient knowledge, thought or reason
Puberty	time of rapid physical growth and development particularly of the reproductive system prior to adolescence
Pubic hair	short, curly hair around sexual organs which grows during puberty
Physiological	changes due to the way a person's body functions
Promiscuity	an act where a person has many sexual partners
Rituals	one or more ceremonies or customary acts which are always done in the same way, for example initiation and mass procession
Social pressure	the pressure from events and customs happening around you, the way people relate to each other and the impact this has on your situations and behaviour
Self esteem	if you have a positive self-esteem, you feel that you are a worthwhile person, and for that reason you behave confidently
Sexuality	a person's ability to experience sexual feelings
Sculling	moving a boat through water using a scull a small oar which is held by one person

Single parent family	a family made up of only a father or a mother and children, for example a single mother with her children on their own
Sexual responsibility	our responsibility in responding to or reacting to matters concerning sex
Sexual Transmitted Illnesses or Diseases (STI) or (STD)	any venereal disease that is transmitted through sexual intercourse. Most are caused by bacteria and can be cured by antibiotics if the person gets treatment early enough, for example gonorrhoea and syphilis
Submissive	a behaviour where a person avoids situations or makes decisions by pretending that a difficult situation does not matter. They follow other peoples' decisions about an issue instead of taking control of it
Siblings	siblings are brothers and sisters
Spouse	someone's spouse is the person they are married to
Stereotype	expecting people to behave in a certain way because they belong to a particular group. An example of a stereotypical statement would be: 'All Tolai men are expected to carry a basket'
Transparency	a statement or situation that is easily understood or recognised by all
Traits	a trait is a special feature of a person. Cultural traits are learned while physical traits are inherited. People look and act differently because of their different traits
Traditions	a custom or belief that people in a particular group or society have practised or held for a long time
Taboos	a social custom that certain words, subjects or actions must be avoided because people think they are embarrassing or offensive
Tolerance	the quality of allowing other people to have their own attitude or belief or to behave in a particular way, even if you do not agree with it or approve
Values	values are the ideas, beliefs and ways of acting that are important to people. You learn some values from your culture or the groups you are part of
Vandalism	is the deliberate destruction of something useful or beautiful, especially public property, for example graffiti
Voice box breaks	a stage when male voices sound deeper and more masculine

Appendix Time allocations for upper primary subjects

In Upper Primary the subjects to be taught and their time allocations per week are:

Arts	180 minutes
Language	180 minutes
Making a Living	360 minutes
Personal Development	240 minutes
Social Science	180 minutes
Science	180 minutes
Mathematics	180 minutes

All subjects are core subjects and must be allocated the required number of minutes per week. Each subject is equally important for Integral Human Development. Making a Living and Personal Development have more time allocated because of their practical orientation.

All subjects can be externally assessed (*National Assessment and Reporting Policy, 2003*).