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# Health

## Lower Primary Teacher Guide



DEPARTMENT OF EDUCATION

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Issued free to schools by the Department of Education

Published in 2004 by the Department of Education, Papua New Guinea

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ISBN 9980-935-13-8

### **Acknowledgements**

This Teacher Guide was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the Teacher Guide was coordinated by Harold Ure

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

This document was developed with the support of the Australian Government through the Curriculum Reform Implementation Project.

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## **In-service units**

A set of in-service units has been written to support the implementation of the primary reform curriculum to improve students' learning. These units should be used in conjunction with the Lower Primary Health syllabus and this Teacher Guide. For further information contact your head teacher or senior primary school inspector.

The in-service units are:

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

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

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## Secretary's message

This Teacher Guide builds upon the skills and knowledge children bring from their own culture, family experiences and the learning outcomes of the Elementary curriculum. This learning occurs in the child's first language.

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

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

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

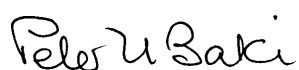
This Health Teacher Guide supports the Health Syllabus to teach appropriate knowledge in Health so that students are informed of health issues. They are also able to use the skills they acquire to take action to protect themselves and lead healthy lifestyles.

Health teaching is made meaningful, interesting and challenging when teaching is done in a context that is real and practical to the students. Teachers are required to assess students' and their communities needs to plan health programs accordingly. When students see how Health issues are relevant and practical to their daily lives, they are challenged to become interested and involved. Students can take the challenge further and take actions to plan, advocate and raise awareness about health issues in their schools and communities.

The Lower Primary Health Syllabus and this Teacher Guide support concepts developed through the Health-Promoting School Program. This supportive approach is designed to strengthen the schools' capacity to improve teaching of the Health as well as improving school health. Through this approach, communities are encouraged to become important partners in the health of students and their communities.

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

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



**PETER M. BAKI, CBE**  
Secretary for Education



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# Introduction

## Purpose

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

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

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

## Using this Teacher Guide

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

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

## Bilingual education

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

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

### **Bridging to English**

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

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

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

### **Integration**

Many learning outcomes from different subjects naturally collect or cluster together, allowing a thematic approach to programming. The integration is often determined by annual calendars of events, community activities, problems and issues to make the learning more meaningful to students. Some learning outcomes, that do not integrate easily, will of course need to be programmed separately. Refer to Units of Work in this Teacher Guide.

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

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

### **Nature of Health**

Health is viewed as being multi-dimensional in nature. This means it has many sides. The World Health Organisation (WHO) defines health as a state of complete physical, mental, spiritual and social well-being.



The Lower Primary Syllabus and Teacher Guide are designed to show this multi dimensional nature of health. Teachers need to focus their programs beyond physical health alone, and make sure that they also provide opportunities for students to develop and demonstrate understanding and skills that relate to their mental, spiritual and social well-being.

This multi-dimensional approach to Health, advocated by WHO supports the curriculum principle of integral human development, defined in the National Curriculum Statement (2002). Both recognise that individuals have many aspects to their development and functioning. Papua New Guinea schools have a role in developing students' physical, mental, emotional, spiritual and social abilities.

The syllabus and teacher guide also recognise that our health is influenced by personal, social and cultural factors including:

- our personal behaviours
- inherited family characteristics
- the physical environment
- social and cultural environments

***Learning outcomes in the health syllabus are designed to engage students in:***

- researching the impact of own and others' behaviours
- researching the harms associated with particular social and physical environments at home, school and in the community
- taking action to promote their health and the health of others

The approach recommended in the health syllabus and teacher guide support concepts from the Health-Promoting Schools Program.

Through these variety of approaches, students are provided with opportunities to investigate health issues that are real and relevant to them and their school or local community. Students are then encouraged to take action to address the issues and promote health.

### **Links with other levels**

Health at Lower Primary builds upon what students have learnt in Culture and Community at the Elementary level. At the Upper Primary level, students further develop their understanding of health issues in Personal Development.

*The table below shows the links from Elementary to Lower Primary and Upper Primary.*

<b>School Level</b>	<b>Elementary</b>	<b>Lower Primary</b>	<b>Upper Primary</b>
Learning Area	Culture and Community	Personal Development	Personal Development
Subject	Culture and Community	Health	Personal Development

**Links to other subjects**

A thematic approach and the process of clustering outcomes can be best used to link or integrate Health with other subjects. This process of integration is described more in detail in the Units of work section of this guide. The process of integration reinforces and strengthens students' understanding of Health topics and issues.

## Key features

The learning outcomes in the Health Syllabus for Lower Primary outline the knowledge, skills and attitudes students are expected to learn in grades 3, 4 and 5.

This Teacher Guide expands on these concepts in the Elaboration of learning outcomes section and also emphasises the development of skills. In Health, two sets of skills are encouraged to be developed; health skills and general life-skills. The knowledge, skills and attitudes are further explained in this section and the two sets of skills have been described separately to clarify the differences.

### Knowledge, skills and attitudes

Knowledge refers to information outlined in the learning outcomes that students need to identify and understand. To impart this knowledge, teachers may combine instruction on facts with a range of activity based lessons where students learn through applying the knowledge to a practical situation in the community. For example, a teacher might describe how malaria is transmitted through mosquitoes. Then students apply this knowledge by destroying breeding grounds for mosquitoes, removing or reusing containers that contain still water.

Skills are grouped in this document into health skills and life skills. The phrase health skills refer to practical health competencies or techniques such as in First Aid; bandaging and applying dressings or in personal health; washing hands, brushing teeth, or cooking healthy food.

Life skills are abilities and behaviours that enable individuals to deal effectively with the demands and challenges of everyday life. In particular, life skills are competencies and interpersonal skills that help students to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, and cope with managing their lives in healthy and productive ways. Life skills may be directed towards personal actions or actions towards others or may be applied to actions that change the immediate environment to make it conducive to health.

Attitudes are personal views, preferences and judgements that influence how we behave. Attitudes lead people to like or dislike something, to consider things good or bad, to regard something as important or worth caring about or not worth caring about. Appropriate information and plenty of practice with good health habits help to change attitudes.

### Development of life skills

Through engaging in learning experiences from the Lower Primary Health Syllabus, students develop life skills in the following areas:

- personal development skills (growing and developing as an individual)
- social skills (interacting with others at home, school and in the community)

- self management skills (using health resources to protect and enhance health)
- citizenship skills (taking action to enhance the health of the school and local community).

Lower Primary Health can provide a range of contexts for students to practise and develop these life skills. Teachers should observe the following skills and understanding of their use in contexts that are relevant to the students. A sample of how the skills can be applied in teaching nutrition is shown as the context on the next page.

### Life skills for Lower Primary Health

Communication and interpersonal skills	Decision making and critical thinking skills	Coping and self management skills
<p><b>Interpersonal communication skills</b></p> <ul style="list-style-type: none"> <li>• verbal and non verbal communication</li> <li>• active listening</li> <li>• expressing feeling, giving feedback (with out blaming) and receiving feedback</li> <li>• negotiation and conflict management</li> <li>• assertiveness skills</li> <li>• refusal skills</li> </ul> <p><b>Empathy building</b></p> <ul style="list-style-type: none"> <li>• ability to listen, understand another's needs and circumstances, and express that understanding</li> </ul> <p><b>Cooperation and teamwork</b></p> <ul style="list-style-type: none"> <li>• expressing respect for others and the different ways they contribute</li> <li>• assessing one's own abilities and contributing to the group in positive ways</li> </ul> <p><b>Advocacy skills</b></p> <ul style="list-style-type: none"> <li>• influencing skills and persuasion</li> <li>• motivation skills</li> <li>• networking</li> </ul>	<p><b>Decision making and problem solving skills</b></p> <ul style="list-style-type: none"> <li>• information gathering skills</li> <li>• evaluating future consequences of present actions of self and others</li> <li>• determining alternative solutions to problems</li> </ul> <p><b>Critical thinking skills</b></p> <ul style="list-style-type: none"> <li>• analysing peer and media influences</li> <li>• analysing attitudes, values social norms, beliefs and factors affecting them</li> <li>• identifying relevant information and sources of information</li> </ul>	<p><b>Skills for increasing personal confidence and taking self-control</b></p> <ul style="list-style-type: none"> <li>• taking responsibility to make a difference or bring about positive change</li> <li>• building self-esteem and self-confidence</li> <li>• creating self-awareness skills including awareness of influences, values, attitudes, rights, strengths, and weaknesses</li> <li>• setting goals</li> <li>• self-evaluation and self assessment, self monitoring skills</li> </ul> <p><b>Skills for managing feelings</b></p> <ul style="list-style-type: none"> <li>• managing anger</li> <li>• dealing with grief and anxiety</li> <li>• coping with loss, abuse and trauma</li> </ul> <p><b>Skills for managing stress</b></p> <ul style="list-style-type: none"> <li>• time management</li> <li>• positive thinking</li> <li>• relaxation technique</li> </ul>

This table shows how life skills can be applied to real life contexts. In this example Nutrition is used as the context.

Health topics	Communication and interpersonal skills	Decision making and critical thinking skills	Coping and self management skills
<p><b>Healthy nutrition</b></p>	<p><b>Communication skills</b></p> <p>Students can observe and practise ways to:</p> <ul style="list-style-type: none"> <li>• persuade parents and friends to make healthy food and menu choices</li> </ul> <p><b>Refusal skills</b></p> <p>Students can observe and practise ways to:</p> <ul style="list-style-type: none"> <li>• deal with social pressures to adopt unhealthy practices</li> </ul> <p><b>Advocacy skills</b></p> <p>Students can observe and practise ways to:</p> <ul style="list-style-type: none"> <li>• present messages of healthy nutrition to others through posters, advertisements, performances and presentations</li> <li>• gain support of influential adults including head teachers, teachers and local health officers to identify ways to provide healthy foods in the school.</li> </ul>	<p><b>Decision-making skills</b></p> <p>Students can observe and practise ways to:</p> <ul style="list-style-type: none"> <li>• choose nutritious foods and snacks over those less nutritious</li> <li>• demonstrate an understanding of the consequences of an unbalanced diet</li> </ul> <p><b>Critical thinking skills</b></p> <p>Students can observe and practise ways to:</p> <ul style="list-style-type: none"> <li>• evaluate advertisements to find persuasive language that may mislead people about the nutritional value of the product</li> <li>• analyse nutrition related news stories.</li> </ul>	<p><b>Self awareness and self management skills</b></p> <p>Students can observe and practise ways to:</p> <ul style="list-style-type: none"> <li>• recognise how emotions can influence eating habits</li> <li>• identify personal preferences among nutritious foods and snacks</li> <li>• develop and maintain a healthy body.</li> </ul>

## Teaching and learning strategies

The learning outcomes provide the framework for teachers to use in their planning of daily, weekly, term and year plans.

Teachers in Lower Primary schools will use the learning outcomes from the syllabuses in their planning, and use the elaborations in this Teacher Guide to identify specific knowledge, skills and attitudes that can be developed in each grade.

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

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

### **Discovery learning**

We remember:

20% of what we hear

40% of what we see

80% of what we discover for ourselves.

## **Bridging to English approaches**

Children begin school using their first language for learning and development while their English language is being developed. As students move into Lower Primary a bridging process to learning in English is developed. See Appendix 1 of this Teacher Guide.

The National Curriculum recommends five approaches to bridging vernacular into English in Papua New Guinea. Each of these five approaches has been modelled in the units of work in the teacher guides. They are the approaches that you have to use when programming units of work. The five approaches are explained below.

### **1. Integrated programming and thematic approach**

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

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

## **2. Whole language approach**

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

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

## **3. Program separately for vernacular and English**

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

## **4. Use big books for both languages**

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

## **5. Variety of genres**

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

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

You will be planning for the students to learn these different genres when you plan your units of work. Read the Lower Primary Language Teacher Guide for more information.

### **Health teaching and learning strategies**

The Health Syllabus outlines learning outcomes and activities that are relevant to all students. The learning outcomes support teaching strategies that help students to use a range of skills including decision-making, problem solving and critical thinking skills. These skills help students to make wise decisions about health issues faced by themselves and their communities.

### **Integration**

Teachers of Lower Primary classes are encouraged to use an integrated approach to teaching and learning. This approach will help students to gain a better understanding of health issues and enable them to improve their lifestyles.

Integration of Health learning outcomes with other subject outcomes provides the opportunity for students to see the links with other subjects and the reality in life. The Units of work section of this guide shows examples of how to integrate Health outcomes within Health or with other subject outcomes.

### **Relevance**

Health should help prepare students to not only manage their own health throughout their lives, but to also contribute to improving the health of their community. Health should be developed around appropriate topics relevant to the students' lives. The syllabus outcomes have been developed to suit the stages of development of students in Grades three, four and five. They also take account of the broad health issues facing Papua New Guinea communities. To identify topics and themes of relevance, teachers should consider the learning outcomes specified for each grade, as well as the health issues faced by their students and their communities.

### **Student-centred learning**

In a student-centred approach to curriculum, students need to:

- engage in relevant topics and themes
- be provided with opportunities to reflect on their knowledge and experience
- actively participate in activities that enable them to expand their knowledge and develop the skills

Students need to 'learn by doing' and 'do something with what they know'. Health teaching and learning should be active and community-based.



## **The inquiry-based approach**

One of the many student-centred approaches teachers can use to design Health programs is the inquiry based approach. This approach focuses on students developing problem-solving and decision-making skills. One way to implement an inquiry-based approach is to follow the process described below.

### **Finding out what students know and want to know**

Use a KWL (What I know, What I want to know, What I have learnt) chart to get students to reflect on what they already know about the topic, issue or theme. Teachers can provide focus questions to assist the students' thinking.

Examples of focus questions could include:

- what do you already know about the health topic, issue or theme?
- what would you like to know?
- why should we explore this topic, issue or theme?
- how do you feel about this topic, issue or theme?
- how could we find out about this topic, issue or theme?

Students complete the last column in the KWL chart at the end of the unit of work. They describe what they have learnt about the topic.

### **Gathering Information**

The following methods may help students to gather information.

- print sources such as books, school journals, newspapers
- other media such as radio, television and internet where available
- interviews and surveys with community people
- interpreting case studies
- observations in the community through excursions
- small group and large group discussion and debate
- practical activities
- listening to and interpreting stories
- role-play

### **Interpreting and analysing information**

The following methods may help students to interpret and analyse information:

- critical thinking - students identify whose view is being presented, read or heard and whose view is not being presented?: Is the information accurate and unbiased? Is it current?
- identifying common ideas and points of view in the information gathered
- identifying implications for personal health and the health of others
- classifying facts and opinions
- comparisons using Venn diagrams

### **Planning for action**

The following methods may help students to address health issues:

- draft, prepare and send letters to appropriate people in the community and to the Letters to the Editor section in the newspapers
- design, produce and place health posters in places where many people will see them
- compose, rehearse and present role plays, puppet plays or dramas that contain health messages
- compose, rehearse and present songs that send health messages
- plan and undertake action to improve the physical environment
- draft, rehearse and present a persuasive speech about health issues
- design, make and present healthy recipes or menus
- set personal goals and keep diaries of actions taken

Some of these activities will show you how Health can be integrated with other subjects like Language, Arts and Environmental Studies.

### **Evaluating learning and actions**

The following methods may help students to evaluate their learning and actions.

Individual and group reflection in response focuses questions such as:

- what health knowledge and skills did you learn?
- how happy are you with the health actions taken?
- what would you do differently next time?

### **Guided discovery approach**

The guided discovery approach to teaching and learning is also student-centred. The teacher and students develop a set of individual or common questions that will guide students' learning. For example, if the topic or theme is First Aid, the students can develop a few questions to explore the topic. If the teacher prefers to, then a common set of questions can be developed through brainstorming. This is probably the easiest approach if you have a large class or if you are trying this approach for the first time. When students are involved in developing the research questions, either as individuals or as a class, they should focus learning on areas that are relevant to their needs and interests. The teacher acts as a facilitator and helps students to find the information they need to answer their questions. Students could locate these information by:

- interviewing community members
- working in small group activities to solve problems
- finding relevant information in books and newspapers
- going on an excursion

Teachers can manage this process by getting each student to complete an activity sheet that:

- lists their focus questions
- explains how the student intends to find the answers to their questions
- explains how the student will present their findings

The teacher provides feedback to each student on these ideas to help them find the relevant information easily. The teacher also needs to monitor the work of individual students closely during lessons to see if they are all focused and to provide help to students when they need it.

The teacher can also place the students in small groups to work together to find the answers to their questions.

### **Collaborative learning**

Collaborative or cooperative learning is a way of students working in small groups together on an activity to achieve a common goal. For example a group of four students might be working together to create a community awareness program about the dangers of smoking tobacco.

In such a task the students would be all actively participating to create the awareness program. This means that they may all have different roles to fulfil such as:

- group leader, who would chair group discussions and help the group to make decisions together
- recorder, who would take notes from discussions and record important ideas and decisions
- community contact person, who would be responsible for organising and contacting community members
- research coordinator, who would divide the research tasks up amongst the group and help the group to present their awareness activity.

The teacher will need to be able to assess the individual's contribution to the group's work. The students are responsible for completing their part of the task. The teacher therefore, should assess each of their contributions separately.

When working collaboratively students practise and use effective interpersonal and communication skills. This means they need to listen to each other, take turns to speak, value each other's ideas and encourage one another. The teacher will need to show the students how to develop these skills.

The teacher can mix up the groups to suit the purpose so sometimes it might be:

- ability based groups
- interest based groups
- single sex groups
- mixed groups

Collaborative learning gives students the opportunity to reflect on their own learning as an individual or to reflect on the achievements of the group. Teachers can use self assessment and peer assessment methods to do this. The Assessment and Reporting section of this guide provides more information about this.

### **Directed teaching**

There are times in the classroom where it is appropriate for the teacher to take the lead and pass on information directly to students. These are called teacher-directed lessons. A teacher might use this approach when:

- introducing a new topic
- information is not available for students to research
- specific teaching is needed to show a particular skill or a new genre.

Teacher directed lessons should never be encouraged because of emphasis on student centred approach. If it's necessary, teachers should use along with teaching and learning strategies outlined above.

All of the above teaching and learning strategies can be used to support the Health Promoting Schools Approach outlined briefly below.

### **Health-promoting schools program**

The World Health Organisation (WHO) has supported the Health Promoting Schools approach internationally, including Papua New Guinea. It emphasises the multi-dimensional nature of health that includes the physical, social, mental and spiritual well-being of a child.

Schools that adopt a health promoting schools approach recognise five areas where schools can take action to improve the school environment, students and the community members health.

These are to:

- promote and develop relevant school health policies
- strengthen community participation in school health programs
- develop personal health skills and relevant school health curriculum that links with the national syllabuses
- create supportive physical and social environments at school
- provide appropriate school health services.

Detailed information including materials training and school in-services are available from the Health Curriculum Officer, Curriculum Development Division,

the WHO Office and Health Promotion section of the National Health Department.

The characteristics of health-promoting school is depicted in the following poem.

***My Dream School***

My dream is to be in a special school  
A school where I can feel safe  
Where I am treated the same as every other child  
Where I am treated with respect and dignity

A place where I feel that I belong  
Where I feel free to explore myself and my environment  
A place where I find love, peace and security  
Where I have nutritious food to eat when I am hungry  
Where I can turn on the tap and drink  
Fresh, cool, clean water when I am thirsty

Where I have a shady tree to sit under when the sun is too hot  
Where the grass is green and I have a place to play  
A place where I find lots of friends  
Where my teachers are caring  
And my parents are supportive

A place where I am excited to go each day  
A place where I am not abused or harassed  
A place free of drugs and full of fun  
And lots of beautiful flowers, red, yellow, white and all sorts of colours

My special school is where I am free to love, to learn  
And to grow in every way  
A place where I am protected from the wind, the sun, the rain and cold  
Regardless of my race, religion, culture, or where I come from  
And where I am nurtured as a special child

This is my dream school  
Is it possible?  
Can my dream be fulfilled?  
Who can make my dream come true?

## Assessment and reporting

### Assessment

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

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

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

### Criterion-referenced assessment

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

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

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

Teachers will need to be able to:

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

- give students feedback on their performance in each assessment task against the assessment criteria.

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

### **Assessment and recording methods**

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

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

#### **Observation**

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

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

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

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

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

#### **Ways of recording observations**

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

- checklists with comments
- class grids that allow teacher to update their observations and focus on a

students performance until they have recorded information about all students. These grids can be used to repeat the observations a number of times to build a full picture of each students' learning

- have a page for each student in an exercise book to keep dated, anecdotal records of significant learning
- have students complete peer assessments that show the students performance, either as individuals or in groups, against the assessment criteria.

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

### **Conferencing or talking to students**

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

#### **Examples of when to use conferencing to assess students' learning**

This is most useful in:

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

Teachers can ask relevant questions like:

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

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

### **Ways of recording conference notes**

Again this sort of information gathered in conferences can be recorded on a class grid or in an exercise book with a page for each student.



## Analysing students' products

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

### Examples of when to analyse products to assess students' learning

Examples of products by students might include:

- written work such as stories, big books and posters
- models
- drawings, maps and diagrams
- art and craft samples
- community surveys and projects

Example 1		Example 2		Example 3	
F.	Student fully demonstrated the criteria	3.	Student met the criteria most of the time	3.	Student met the criteria independently
P.	Student partly demonstrated the criteria	2.	Student met the criteria some of the time	2.	Student met the criteria with some assistance
NMP.	Student needs more practice	1.	Student need to meet the criteria	1.	Student needs more practice

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

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

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

### *Ways of recording information gained from analysing students' products*

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

## Tests

### *When to use tests to assess students' learning*

Tests are used mainly to assess students' knowledge and understanding of subject content. Tests should be used for both formative and summative assessment, the results can be used to help students improve on areas where

they are having difficulty. At Lower Primary, tests are just one form of assessment. They should be used in conjunction with the other assessment methods. This balanced approach to assessment gives students a greater chance of being successful as they are able to demonstrate their learning in different ways.

### ***Ways of recording test results***

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

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

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

### **What to do with assessment information**

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

Teachers need to look at all the evidence they have gathered about each student and decide if they have enough evidence to say that the student has achieved the outcome. Normally to make this decision, teachers must be sure that the student has demonstrated the outcome independently and on a number of occasions; sometimes informally and sometimes in assessment tasks. Teachers could then record which students have achieved which outcomes. One way of recording this would be to have a chart showing all of the outcomes by subject for the relevant grade. A sample of what this might look like appears on the next page.

Teachers could have one copy of the table for each student and colour the grid as each outcome is achieved. Teachers could lightly (or partly) colour the

## Achievement of the learning outcomes

School:

Year:

Term:

Student:

Grade:

■ A fully shaded box indicates the student has achieved that outcome for that subject.

■ A lightly (or partly) shaded box indicates the student is working towards that outcome.

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

outcome box for students who are still working towards achieving the outcome. Whilst this is mainly for teacher records, a chart such as this could be incorporated into a formal report. However, it would need further explanation for parents and guardians to fully understand the learning that has taken place.

### Assessment in vernacular and English

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

Teachers will need to make informed decisions about which language should be used to assess the students.

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

**Suggested percentage of assessment in vernacular and/or English**

<b>Grade</b>	<b>Vernacular</b>	<b>English</b>
3	60%	40%
4	50%	50%
5	30%	70%

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

### **Reporting**

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

### **Evaluation**

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

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

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

## Programming

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

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

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

Weekly programs in the units of work detail teaching, learning and assessment activities for each week.

Samples of both types of programs appear below and in the Units of Work section of this teacher guide.

### Characteristics of a good program

An effective outcomes-based program:

- maintains a focus on learning outcomes, showing what students must know and do to achieve the outcomes
- uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time
- uses a variety of teaching and learning strategies so that teachers act as facilitators of learning and cater for different learning styles and individual needs of students
- emphasises the development of knowledge, skills and attitudes that promote life long learning
- provides opportunities for students to become effective, self-directed learners
- enables students to learn in a range of contexts
- supports learning through the use of a variety of texts, media and real-life materials and resources
- shows the links between the outcomes, teaching and learning activities and assessment tasks.

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

- providing a balance of activities including projects, practical work and assignments
- students' needs and interests
- the community calendar
- the Health calendar showing important national and international health days
- unplanned events
- holidays
- major school activities.

### Lesson break-ups

Before developing your yearly, term, weekly and daily programs you need to:

- know your time allocations for Health
- work out how many lessons you will need per week according to the time allocations. ( Please refer to the subject time allocation at the end of this Guide)
- estimate the timeframe for units of work.

The following table shows suggested time break-up for each grade. For example in Grade 3, teachers could use the allocated 90 minutes per week in any of the three ways suggested below. You will need to choose the appropriate lesson times according to the needs of your students and the nature of the teaching and learning activities.

### Suggested possible lesson times per grade

Allocation	Grade Three	Grade Four	Grade Five
90 minutes per week	3 x 30 mins	3 x 30 mins	3 x 30 mins
	2 x 45 mins	2 x 45 mins	2 x 45 mins
	3 x 20 mins		
	1 x 30 mins		

Before selecting the relevant number of lessons, it is important to consider how much time will be spent inside and outside the classroom. Projects, awareness, advocacy and excursions will take much time. When doing these types of activities you may use the whole 90 minutes in one activity.

The concentration times for the age groups in each grade is another important consideration in the selection of time breakups and the number of lessons. Teachers choose the best lesson times that suit themselves and their students' needs. Times may vary depending on the Unit of work.

The table below shows the number of lessons per term per grade and year. The lessons are worked out according to the shaded selections given in the table below.

### Possible lesson break-down for each grade

Grade	Term One	Term Two	Term Three	Term Four	Total No of Weeks & Lessons
<b>Three</b>	Weeks: 10 Lessons: 40	Weeks: 11 Lessons: 44	Weeks: 10 Lessons: 40	Weeks: 10 Lessons: 40	Weeks: 41 Lessons: 164
<b>Four</b>	Weeks: 10 Lessons: 30	Weeks: 11 Lessons: 33	Weeks: 10 Lessons: 30	Weeks: 10 Lessons: 30	Weeks: 41 Lessons: 123
<b>Five</b>	Weeks: 10 Lessons: 30	Weeks: 11 Lessons: 33	Weeks: 10 Lessons: 30	Weeks: 10 Lessons: 30	Weeks: 41 Lessons: 123

### Developing a year plan

Below is a process or a set of steps to help you develop yearly plan. You may modify it according to your needs.

### Process for developing yearly plan

1. Study all seven Lower Primary syllabuses and teacher guides. Become familiar with the Strands, Sub-strands, learning outcomes and elaborations. (Step 1 in Unit of Work Process)
2. Teachers from the same grade or level can work together to cluster all of the outcomes from the seven subjects into small clusters of about 4 learning outcomes. These clusters can be integrated from across 2-3 subjects or from within the strands of Health. The outcomes must link naturally together through a common concept or theme. (Step 2 in Unit of Workprocess)
3. Record these clusters of outcomes on paper.
4. Cross check which outcomes you have used. You may need to repeat some learning outcomes more than once so that students develop these skills to a sufficient level. This is particularly true for subjects like Language, Arts and Mathematics.
5. Identify a theme for each cluster and record it next to the cluster. (Step 3 in Unit of Work Process)
6. Some outcomes will not group into clusters easily and these can be taught on their own.
7. Decide on an appropriate month and week in the year to teach each theme or separate outcomes. You may decide to teach the separate outcomes in the same week as a Unit of Work by setting blocks of time aside in that subject.

8. Now fill in the year plan with the information gathered in the steps described on page 25.

The Health calendar below will help you to match Health related themes to the appropriate days in the yearly calendar. Please note that these dates will vary from year to year.

**Annual events in a sample 2004 calendar**

<b>Date</b>	<b>Event</b>
March 8th	International Women's Day
March 22nd	World Water Day
March 24	National Women's Day
April 7th	World Health Day
May 15th	International Family Day
May 31st	World No Tobacco Day
June 5/6th	World Environment Day
June 17th	World Day to Combat desertification and drought
June 26th	International Day Against Drug Abuse
July 11th	World Population Day
September 16th	Day for Preservation of Ozone Layer
September 29th	World Maritime Day
October 1st	International Day of Older Persons
October 11th	International Day for Natural Disaster
October 16th	World Food Day
October 17th	National Day for Eradication of Poverty
November 20th	Universal Children's Day
December 1st	World AIDS Day
December 2nd	International Day for Disabled Persons
December 10th	Human Rights Day



A sample of a year plan that has been developed using the process appears below. For each week in the year, the plan shows the Health Strand, then the outcome and then the theme. The theme allows you to integrate the Health outcome or outcomes with outcomes from other subjects. This sample only shows the Health outcomes. Other subject outcomes can be easily added. A sample of an integrated cluster appears in the Units of work section of this guide.

**Sample Year Plan for Grade 5**

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
1	Growing up Outcome: 5.1.1 Similarities	Harmful Substances Outcome: 5.1.4 Alcohol	Safety and First Aid Outcome: 5.1.5 Safety Rules	Nutrition Outcome: 5.1.3 Our Food
2	Growing up Outcome: 5.1.1 Differences	Harmful Substances Outcome: 5.1.4 Drugs	Safety and First Aid Outcome: 5.1.5 Helping others	Nutrition Outcome: 5.1.3 Healthy Foods
3	Growing up Outcome: 5.1.1 Uniqueness	World No Tobacco Day Tobacco is Deadly Awareness on Tobacco	Safety and First Aid Outcome: 5.1.5 Helping others	Natural Disaster /Food Day: Awareness Food and Poverty
4	Personal Health Outcome: 5.1.2 Germs & Virus	Personal Health Outcome: 5.1.2 Drugs and My Health	Health Services Outcome: 5.2.1 My Help	Nutrition Outcome: 5.1.3 Food Preparation/ Choices
5	Personal Health Outcome: 5.1.2 Diseases	Healthy Environment Outcome: 5.2.2 Caring for our Land	Health Services Outcome: 5.2.1 My Help	Personal Health Outcome: 5.1.2 Malnutrition
6	Personal Health Outcome: 5.1.2 Diseases	Healthy Environment Outcome: 5.2.2 Caring for our Sea	Health Services Outcome: 5.2.1 Health Products	Personal Health Outcome: 5.1.2 What is HIV/AIDS
7	Personal Health Outcome: 5.1.2 Diseases	World Environmental Day- Awareness Caring for our Environment	Health Services Outcome: 5.2.1 Health Product	Personal Health Outcome: 5.1.2 AIDS can be avoided
8	World Day for Water Water Sources	Healthy Environment Outcome: 5.2.2 Caring for our Rivers	Health Services Outcome: 5.2.1 Health People	Personal Health Outcome: 5.1.2 I am the boss of my body

Week	Term 1	Term 2	Term 3	Term 4
9	Water Uses	World Population	My Rights-Child	Personal Health Outcome: 5.1.2 Awareness Preparations
10	Water Management Caring for Water	World Population Day	Equality	World AIDS Day AIDS is Deadly
11			PNG Independence Day Unity/Cooperation	

### Weekly programming

Weekly programs require more detailed information than the year plan and term program. The weekly program is a guide developed by teachers to outline their lessons for the week. It must outline the topics and main teaching points of the lessons, the times when they occur during the day and the resources needed. Each teacher will have their own preferred way of doing their weekly program. A sample of a weekly program appears in the Unit of Work section of this guide.

# Units of Work

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

## Process for developing Units of Work

The following ten step process will guide teachers in their planning and developing of units of work. Some teachers may start at different steps in the process. For example, they may reverse the order of steps 2 and 3) yet all steps will be covered. When the unit is completed, you should reflect on the teaching success of the unit and make improvements. Plan to use improvements with another group of students in a following year.

### 1. Study the learning outcomes

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

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

### 2. Cluster learning outcomes

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

### 3. Identify a theme

Identify a theme to describe the natural links within the cluster of learning outcomes. Observe the Health, the Church and community calendars and use these to guide your selection and timing of themes.

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

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

### 5. Identify the knowledge, skills and attitudes

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





### **6. Develop teaching and learning activities and assessment tasks**

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

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

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

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

### **8. Estimate the time**

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

### **9. Develop a weekly teaching program**

Use your own programming format to develop a weekly program.

### **10. Identify relevant resources and materials**

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

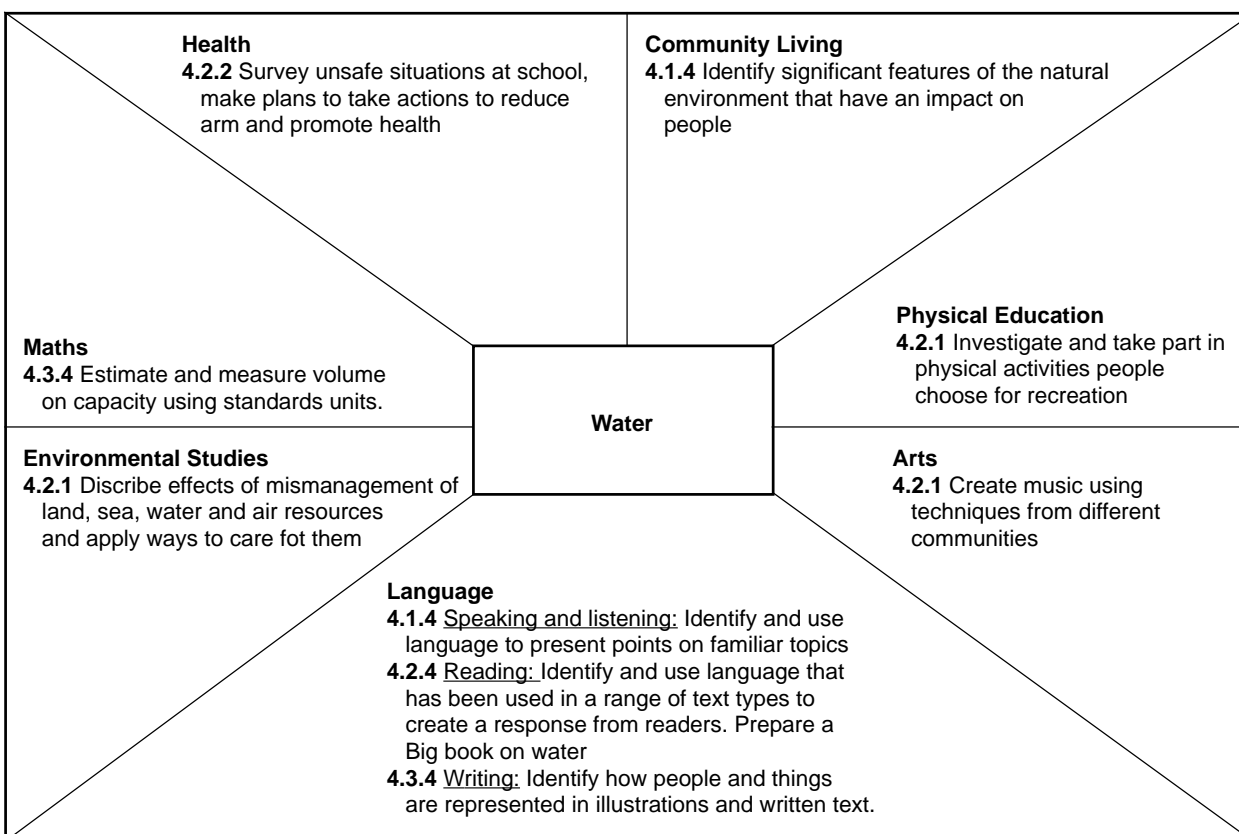
## **Sample Unit of Work**

This is a sample of an integrated unit of work for grade four based on Water; a theme taken from the Health calendar.

### **Steps 2 and 3: Clustering the outcomes and identifying a theme**

The diagram below shows how a cluster of learning outcomes has been developed around the theme of Water. The main focus for the unit of work is on the outcomes listed from Health, Environmental Studies, Language and Arts. You can go ahead through and develop further relevant activities for Physical Education, Community Living and Mathematics if you choose to.

Cluster of learning outcomes based on the theme; Water



**Step 4: Purpose of the unit of work**

The purpose of this unit of work is for students to:

- develop responsibility and care for the use of water
- ensure that preservation, conservation is for the benefit of all for now and in the future
- exercise responsibility to protect and safe guard the usage of water
- making influencing decisions in relation to water usage and care

**Step 5: Identifying knowledge, skills and attitudes**

The table below outlines the knowledge, skills and attitudes that students are expected to demonstrate throughout this unit of work.

Knowledge	Skills	Attitudes
Sources of water such as rivers, wells, taps, tanks, creeks	Negotiation skills	Respect and care for water sources
Uses of water	Advocacy skills	Cooperation
Water management	Listening to the needs of others	Sharing
Conservation/preservation	Reading	Being responsible
Water treatment	Recording	
Water cycle	Illustrating	
	Singing and dancing	

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### Step 6: Developing teaching and learning activities and assessment tasks

The activities below provide examples of how you can develop this unit of work in ways that are relevant to your local community.

- gather information about misuse of water in the school and community through interviews with community members, and by making observations on an excursion (V/E)
- use print materials such as books, newspapers, magazines and local resources to read about issues and stories relating to water (E/V)
- carry out a case study on how the class is using water to meet their basic needs at school and at home Role-play their findings (V)
- explain how people have used the community water supply, and predict what might happen in the future (V)
- make and apply simple environmental rules for wise use of school and community water supplies such as water wells, taps and river water. (E)
- draw the water cycle and explain what happens at each stage (E/V)
- make up songs and dances to show what happens to living things when local river water is polluted up-stream (V)
- use the genre approach to teach the students how to write explanations using the correct language structure and features. Use your Language time to do this before asking the students to do this assessment task. Explain how polluted water affects people and the environment (V)
- make a Big book to explain how important water is and why it is so important to keep it clean and safe. Read the Big book to students in other classes and community groups (E)
- identify all of the sources of community water and develop plans to keep these water sources clean and unpolluted (E)
- discuss and develop ways to reduce the risks of using contaminated water at school and in the community. For example, practise how to, boil and distil water before drinking and using it for cooking (E)
- take action by drawing pictures and making posters in preparation for awareness and advocacy of good water practices in the school and community (E/V)
- carry out an awareness campaign in the school and community by displaying pictures and posters, by talking to students and community groups and by performing songs and dances about the importance of water and how to care for it (E/V)
- summarise the benefits of good water management practices and display on a chart in the classroom (E)
- plan and participate in other projects to promote wise use of water in the community (E/V)



Subject Learning Outcome	Assessment Method	Assessment Task	Language	Assessment Criteria	Recording Method
<b>Health 4.2.2</b>	Teacher analyses students' plans	Activity 10 Develop plans to keep water sources clean	E	Identify the main community water sources.  List at least three ways of keeping these water sources clean.  Draw diagrams where appropriate.	Teachers write feedback on the students' plans.
	Teacher analyses students' posters	Activity 12 Develop posters to promote good water management practices	E and V	Explain one way to keep water sources safe and clean to use  The poster conveys a clear message about keeping water sources clean and safe.	Teacher writes feedback on the back of students' posters.
<b>Environmental Studies 4.2.1</b>	Observation of oral presentations	Activity 8 Explain the impact of polluted water on people and the environment	V	Describe 3 ways how polluted water affects the people and the environment	Teacher records notes and keep students portfolios
<b>Arts 4.5.2</b>	Peer observations of songs and dances	Activity 13 Perform songs and dances for community awareness campaign	V	Compose songs about water conservation. This can use singing and dancing techniques from neighbouring communities.  The dance steps match the rhythm of the music  Students give oral feedback to the groups performing.	Students give feedback to the groups performing

### Step 7: The language of instruction has been identified using the codes:

V is used for Vernacular

E is used for English

V/E is used for Vernacular and English

E/V is used for English and Vernacular.

Where two languages have been nominated the first listed is the main language used.



**Step 8: Time duration for this unit is estimated to be 3 weeks.**

**Step 9: Weekly program**

This sample weekly program is for the first week only of this 3 week unit of work. Teachers will need to complete the lesson activities for the other subjects for this week and also the next 2 weeks using the listed teaching and learning activities. The timing of the unit of work has been planned to coincide with World Water Day on March 22nd.

**Class: Grade 4 Term 1 Weeks: 8-10**

**Theme: Water**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 10:00	Assembly 15 mins  Block Time 60 minutes  Maths 30 mins  Physical Education 15 mins	Maths 60 mins  Environmental Studis 60 mins In small groups students brainstorm how they use water at school and home. Role-play their responses	Assembly 15 mins  Environmental Studies 45 mins Invite local councillor to speak to class about community water supply, how to conserve it and what is planned for the future. Students ask relevant questions  Physical Education 30 mins	Maths 60 mins  Physical Education 60 mins	Assembly 15 mins Maths 30 mins  Environmental Studies 45 mins In small groups brainstorm rules for proper use of water supply at school and in the community. Report back and reach agreement about useful rules.  Arts 30 mins

**Morning Break**

10:30 to 12:00	Language 90 mins  Discuss the purpose of the community excursion. Draft questions for community members. Revise notetaking skills	Language 90 mins  Teacher models interview skills. In pairs students practise asking and answering questions and recording responses.	language 90 mins  Community member visits class to tell traditional stories about water. Student engage in shared reading and individual reading about water related issues.	Language 90 mins	Language 90 mins
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**Lunch Break**

1:00 to 3:00	Community Living 60 mins	Health 90 mins  Excursion to the local community to observe water use and to interview community members	Religious Education 60 mins	Environmental Studies 60 mins  Make drawings to show what community water sources look like now and in the future. Use labels to explain the changes.	Community Living 60 mins
	Arts 60 mins  Make musical instruments using techniques from neighbouring communities.	Physical Education 30 mins	Arts 60 mins  Compose songs using rhythm and tunes from neighbouring communities.	Community Living 60mins	School Sport 60 mins

**Summary:**

**Language:** 450 minutes

**Environmental Studies,**

**Mathematics** 210 minutes

**Health:** 90 minutes

**Community Living:** 180 minutes

**Arts:** 150 minutes

**Physical Education:** 135 minutes

**Religious Education:** 60 minutes

**Assembly:** 45 minutes

**School Sport:** 60 minutes

**Block Time:** 60 minutes

**Total:** 1 650 minutes

## Elaboration of learning outcomes

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

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

### Recommended knowledge

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

### Recommended processes and skills

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

### Attitudes

Attitudes are beliefs or values that influence our behaviour. The elaborations describe some attitudes that we hope students will acquire and apply in their lives.

### Suggested activities

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

Elaborations for learning outcomes of each strand and substrand are presented in the tables that follow.

## Elaboration of learning outcomes for grades 3-5

### Strand: Healthy Individuals Substrand: Growing Up

	Grade Three	Grade Four	Grade Five
<b>Outcome</b>	<b>3.1.1</b> Identify similarities and differences between individuals and state how each are unique	<b>4.1.1</b> Describe changes in growth and development and plan measures to protect personal health	<b>5.1.1</b> Identify changes that occur during puberty and propose actions to promote health and growth
<b>Recommended knowledge</b>	<p>Individuals share similarities and differences:</p> <p>Physical (appearance):</p> <ul style="list-style-type: none"> <li>• body parts</li> <li>• colour of the skin, hair, eyes)</li> <li>• shape of body parts</li> </ul> <p>Emotional:</p> <ul style="list-style-type: none"> <li>• feelings, both positive and negative such as sadness, happiness, anger, love, hatred, jealousy, fear</li> </ul> <p>Social and cultural</p> <ul style="list-style-type: none"> <li>• village of origin</li> <li>• language spoken</li> <li>• food choices</li> <li>• dance styles</li> <li>• religious beliefs</li> <li>• means of greeting</li> </ul> <p>Intellectual:</p> <ul style="list-style-type: none"> <li>• thinking abilities - remember more, analysing, reasoning</li> <li>• interests - preferred hobbies, music choices</li> </ul> <p>Despite our many similarities and differences, we are unique as individuals. Our uniqueness is influenced by many factors such as social/cultural influences, inherited characteristics, physical features, personality and interests.</p>	<p>Growth and development occurs in:</p> <p>Physical aspects:</p> <ul style="list-style-type: none"> <li>• improved physical abilities</li> <li>• changes in height and weight</li> </ul> <p>Emotional aspects:</p> <ul style="list-style-type: none"> <li>• control of emotions such as frustration, anger and excitement</li> </ul> <p>Social aspects:</p> <ul style="list-style-type: none"> <li>• development of social skills in games, conversation and activities</li> <li>• development of cooperative and caring skills</li> </ul> <p>Intellectual aspects:</p> <ul style="list-style-type: none"> <li>• development of thinking abilities such as remembering, making decisions, solving problems</li> <li>• development of a variety of interests</li> </ul> <p>Measures to protect health and promote growth and development:</p> <ul style="list-style-type: none"> <li>• eat nutritious food</li> <li>• be physically active</li> <li>• regular sleep and rest</li> <li>• share worries or concerns with others</li> <li>• manage anger, frustration, excitement</li> <li>• celebrate successes and achievements</li> <li>• concentrate in class</li> <li>• read and study</li> <li>• develop interests.</li> </ul>	<p>Changes during puberty</p> <p>Physical changes:</p> <ul style="list-style-type: none"> <li>• size and body shape</li> <li>• body hair</li> <li>• voice</li> <li>• skin</li> <li>• reproductive organs</li> </ul> <p>Social-emotional changes:</p> <ul style="list-style-type: none"> <li>• interest in opposite sex</li> <li>• mood swings experienced due to hormonal changes</li> <li>• identify a peer group; this sometimes include a tendency to engage in anti-social behaviour to take risks</li> </ul> <p>Actions to promote health and growth:</p> <ul style="list-style-type: none"> <li>• identify nutritional needs and plan for changes to meals</li> <li>• wash the body daily and wash face as required</li> <li>• use deodorant</li> <li>• use feminine hygiene products</li> <li>• develop good relationships</li> <li>• monitor and manage moods</li> <li>• avoid dares and risks and other forms of peer pressure</li> <li>• identify an adult to confide in.</li> </ul>



	Grade Three	Grade Four	Grade Five
<p><b>Recommended processes and skills</b></p>	<ul style="list-style-type: none"> <li>• reflecting</li> <li>• comparing similarities and differences</li> </ul> <p><b>Suggested Activities</b></p> <p>Develop a personal profile. Identify and record, unique physical features; eye colour, skin colour, measure and record height and weight.</p> <p>Share profile with a class member to identify similarities and differences.</p> <p>Make charts to show social features such as name, home and village, language, friends, roles and responsibilities.</p> <p>Discuss different emotional experiences.</p> <p>Compare interests in small groups to identify common and individual interests.</p> <p>Draw and label a male and female then observe differences and similarities.</p>	<ul style="list-style-type: none"> <li>• social skills</li> <li>• cooperative skills</li> <li>• caring skills</li> <li>• decision-making</li> <li>• problem solving</li> <li>• research skills</li> <li>• reflecting</li> </ul> <p>Make a page for a class Big Book about yourself at age 4, 9 and now. Identify physical, social, emotional, intellectual changes. Include, for example, information about the way you move, eat, ask for food, your favourite foods, friends, interests, games, activities, roles and responsibilities.</p> <p>In small groups brainstorm ways to promote growth and development in one of the following; - physical, social, emotional, and intellectual. Share your responses with the class.</p> <p>Use this list to write achievable personal goals about ways to promote growth and development, such as eating more fruit and vegetables, exercising daily, being more caring and helpful at home and controlling my temper.</p> <p>Commit to taking action to achieve your goals.</p>	<ul style="list-style-type: none"> <li>• social skills</li> <li>• cooperative skills</li> <li>• caring skills</li> <li>• decision-making</li> <li>• problem solving</li> <li>• research skills</li> <li>• reflecting</li> </ul> <p>Interview or listen to Health workers talk about personal health and hygiene.</p> <p>Identify ways to manage change - including health products to use and health services to access.</p> <p>Keep a personal diary and record for example;</p> <ul style="list-style-type: none"> <li>• important things about yourself</li> <li>• names and addresses of people to contact to share your concerns</li> <li>• your strengths and achievements</li> <li>• ways to improve who you are</li> <li>• things you need to do, get or remember</li> <li>• other personal notes.</li> </ul>
<p><b>Attitudes</b></p>	<p>Appreciate own uniqueness</p> <p>Value family background</p> <p>Be respectful of and value diversity amongst others</p>	<p>Take responsibility to help promote their own growth and development</p> <p>Value the importance of food, rest and exercise</p> <p>Value learning</p> <p>Value friends for social and emotional support</p> <p>Value roles and responsibilities at home and school</p>	<p>Value the changes that take place in their own body</p> <p>Accept the changes in puberty are a natural part of growing up</p> <p>Show respect and care for one another</p> <p>Value personal cleanliness</p> <p>Value support available from others</p>

## Strand 1: Healthy Individuals

### Substrand: Personal Health

	Grade Three	Grade Four	Grade Five
<b>Learning Outcomes</b>	<b>3.1.2</b> Justify and demonstrate a range of every day health habits that promote personal health	<b>4.2.1</b> Justify and promote behaviours that can improve the health of others at school	<b>5.1.2</b> Identify causes of common illness and take action to promote behaviours that reduce health risks
<b>Recommended knowledge</b>	<p>Every day health habits:</p> <ul style="list-style-type: none"> <li>• wash body with soap</li> <li>• wash hands after toilet use</li> <li>• clean finger nails</li> <li>• brush hair</li> <li>• wear clean clothes</li> <li>• brush teeth</li> <li>• dispose off tissues</li> <li>• cover mouth and nose when coughing and sneezing</li> <li>• avoid sharing cups, straws, towels</li> <li>• sleep, rest</li> <li>• participate in physical activity</li> </ul> <p>Reasons for taking on these habits:</p> <ul style="list-style-type: none"> <li>• good hygiene reduces body odours, risk of infection and disease</li> <li>• brushing teeth reduces risk of tooth decay and promotes healthy gums and pleasant breath</li> <li>• clean bodies and clothes makes one look neat and tidy</li> <li>• taking good care of yourself makes you feel good.</li> </ul>	<p>Behaviours that can improve the health of others at school include:</p> <p>Physical behaviours like</p> <ul style="list-style-type: none"> <li>• using a tissue when coughing or sneezing</li> <li>• washing hands after toilet use</li> <li>• checking hair for lice</li> <li>• using rubbish bins</li> </ul> <p>Social behaviours like</p> <ul style="list-style-type: none"> <li>• helping others</li> <li>• being a good friend</li> <li>• using good manners</li> <li>• cooperating</li> <li>• playing fair in games</li> </ul> <p>Reasons for positive physical behaviours:</p> <ul style="list-style-type: none"> <li>• reduces spread of infection and disease</li> <li>• keeps the school grounds tidy</li> </ul> <p>Reasons for positive social behaviours:</p> <ul style="list-style-type: none"> <li>• creates happiness</li> <li>• increases fun for all</li> <li>• promotes a sense of care and belonging.</li> </ul>	<p>Common illnesses, causes and prevention:</p> <p>Malaria</p> <ul style="list-style-type: none"> <li>• cause eg. anopheles mosquitoes</li> <li>• prevention - destroy breeding grounds</li> </ul> <p>Diarrhoea</p> <ul style="list-style-type: none"> <li>• causes - contaminated drinking water and food</li> <li>• prevention - good hygiene practices</li> </ul> <p>Typhoid</p> <ul style="list-style-type: none"> <li>• cause - contaminated food and water</li> <li>• prevention - vaccinations, good hygiene practices.</li> </ul>
<b>Recommended processes and skills</b>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• demonstrating good hygiene practices</li> <li>• decision making</li> </ul>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• promoting good health practices</li> <li>• social skills</li> <li>• cooperative skills</li> </ul>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• promoting good health practices</li> <li>• social skills</li> <li>• cooperative skills</li> </ul>

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<p><b>Suggested activities</b></p>	<p>Examine hands and nails before and after using soap</p> <p>Interview health workers about how diseases are spread</p> <p>Interview health workers about prevention of tooth decay and proper care of teeth</p> <p>Practise correct method of brushing teeth</p> <p>Sing songs about personal health care</p>	<p>Survey of teachers and students to identify behaviours that promote good health and those that are harmful</p> <p>Brainstorm strategies or ways such as posters, songs and role plays to promote healthy behaviour among students</p> <p>Implement the strategies</p> <p>Interview a health worker about</p>	<p>causes and prevention of common illnesses in the community</p> <p>Prepare an awareness activity that informs the community and encourages healthy behaviours</p> <p>Seek the support of local radio stations or local newspapers to promote the awareness campaign</p>
<p><b>Attitudes</b></p>	<p>Personal responsibility for cleanliness and care of own body</p> <p>Value disease control and prevention</p> <p>Positive attitudes to health workers</p>	<p>Shared responsibility for care of others</p> <p>Shared responsibility for care of the environment</p>	<p>Shared responsibility for reducing risk of common illnesses in the community</p>

## Strand 1: Healthy Individuals

### Substrand: Nutrition

	Grade Three	Grade Four	Grade Five
<b>Outcome</b>	<b>3.1.3</b> Identify safe and healthy eating habits and plan ways to apply these at home	<b>4.1.3</b> Explain the benefits of eating from the food groups and assist in preparing healthy meals	<b>5.1.3</b> Assess the nutritional value of different foods and take action to promote healthy food choices
<b>Recommended knowledge</b>	<p>Safe and healthy eating habits:</p> <ul style="list-style-type: none"> <li>eat from the basic food groups</li> <li>eat appropriate quantities</li> <li>eat regularly</li> <li>avoid fast food</li> <li>drink fresh water</li> <li>ensure food utensils are clean</li> <li>avoid eating foods that have not been stored correctly</li> <li>eat with family and friends and celebrate with food</li> <li>eat according to medical advice to manage any specific health condition</li> <li>use senses to check quality of foods</li> </ul> <p>Ways to apply these habits at home:</p> <ul style="list-style-type: none"> <li>discuss healthy food choices with parents</li> <li>assist with preparing food and washing food utensils</li> </ul>	<p>Food groups and sources:</p> <ul style="list-style-type: none"> <li>growth foods include milk, meat, fish, beans, eggs, liver, pandanus nuts, tinned meat, tinned fish, peas</li> <li>energy foods include potato, yam, taro, tapioca, sago, rice, flour, banana</li> <li>high energy foods such as nuts, coconut oil, other oils, pork fat, dripping, peanut butter, coconut cream.</li> <li>protective foods include green beans, capsicum, peas, carrot, tomato, corn, green leaves, all fruits such as oranges, guava, mango, tree tomato, pawpaw, passion fruit.</li> </ul> <p>Benefits of eating from the 3 food groups:</p> <p>Physical benefits</p> <ul style="list-style-type: none"> <li>protein for growth, development and repair of body tissues</li> <li>carbohydrate for energy</li> <li>fat for protection of organs, warmth</li> </ul> <p>Emotional benefits:</p> <ul style="list-style-type: none"> <li>help us feel good</li> </ul> <p>Intellectual benefits</p> <ul style="list-style-type: none"> <li>aids in memory, concentration and thinking</li> </ul>	<p>Main nutrients:</p> <ul style="list-style-type: none"> <li>proteins</li> <li>carbohydrates</li> <li>fats</li> <li>vitamins</li> <li>minerals</li> <li>water</li> </ul> <p>Recommended food for young people:</p> <ul style="list-style-type: none"> <li>calcium for strong bones and teeth</li> <li>high fibre foods to help digestion</li> <li>foods low in sugar to control weight and prevent tooth decay</li> <li>foods low in fat to keep blood vessels healthy and to prevent heart attacks</li> </ul> <p>Nutritional value of:</p> <ul style="list-style-type: none"> <li>raw foods compared with packaged food</li> </ul>
<b>Recommended processes and skills</b>	<ul style="list-style-type: none"> <li>research skills</li> <li>reflecting</li> <li>planning skills</li> <li>implementing and evaluating plans</li> <li>reasoning</li> </ul>	<ul style="list-style-type: none"> <li>research skills</li> <li>hygienic food preparation skills</li> <li>decision making skills</li> <li>reasoning</li> </ul>	<ul style="list-style-type: none"> <li>evaluation skills</li> <li>social skills</li> <li>cooperative skills</li> <li>decision making</li> <li>problem solving</li> <li>research skills</li> <li>reflecting</li> <li>reasoning</li> </ul>



<p><b>Suggested activities</b></p>	<p>Interview a health worker to gather knowledge and ideas about food groups</p> <p>Reflect on personal eating practices and food preparation in the home to identify areas for improvement</p> <p>Plan a healthy lunch and ask parents and guardians to donate food items</p> <p>Negotiate with parents to prepare balanced meals at home</p> <p>Gather information about what</p>	<p>makes healthy bones and muscles</p> <p>Examine the features of and classify local foods into the food groups</p> <p>Learn English names for foods and food groups</p> <p>Draw pictures to show how different foods benefit the body</p> <p>View a simple diagram of the digestive system</p> <p>Assist in the preparation of a healthy meal and sell it to other students in the school</p>	<p>Gather information from different sources to understand the consequences of incorrect food choices</p> <p>Read food labels and expiry dates to assess nutritional value of various packaged foods</p> <p>Evaluate foods eaten during a day and set personal goals for improvement</p>
<p><b>Attitudes</b></p>	<p>Appreciate healthy meals served at home</p> <p>Use hygienic food preparation practices at home and school</p> <p>Eat with others and show good table manners</p>	<p>Value local food sources</p> <p>Appreciate how a balanced diet keeps us healthy</p> <p>Try to prepare and eat balanced meals</p>	<p>Value and advocate nutritious foods</p>



**Strand 1: Healthy Individuals**  
**Substrand: Harmful Substances**



	<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
<b>Outcome</b>	<b>3.1.4</b> Identify harmful substances in the home and propose ways to reduce the risk of harm to family members	<b>4.1.4</b> Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use	<b>5.1.4</b> Evaluate the impact of harmful substances on young people and take action to encourage healthy choices
<b>Recommended knowledge</b>	<p>Harmful substances at home:</p> <p>Flammable liquids</p> <ul style="list-style-type: none"> <li>• kerosene</li> <li>• petrol</li> <li>• gasoline / diesel</li> <li>• methylated spirits</li> </ul> <p>Other harmful substances</p> <ul style="list-style-type: none"> <li>• glue</li> <li>• aspirin, disprin, chloroquine and other tablets</li> <li>• cough medicines and other medicines</li> <li>• alcohol</li> <li>• insect sprays and repellent</li> <li>• rat poison, moth balls and other poisonous substances</li> </ul> <p>Reasons substances are dangerous include:</p> <ul style="list-style-type: none"> <li>• fire risk</li> <li>• illness or death if swallowed or sniffed</li> </ul> <p>Ways to reduce the risk of harm:</p> <ul style="list-style-type: none"> <li>• safe storage out of reach of young children</li> <li>• use medicines as per instructions or only when prescribed by a doctor or medical officer</li> <li>• store flammable liquids in a safe place, use them only for proper purposes and warn children about fire danger</li> </ul>	<p>Substances that harm personal health:</p> <ul style="list-style-type: none"> <li>• smoke inhalation from smoking or from inhaling smoke from smokers</li> <li>• misuse of prescribed and un-prescribed medicines</li> <li>• unsafe use of insect sprays and poisons</li> <li>• other drugs such as betel nut, marijuana, caffeine, and alcohol</li> </ul> <p>Effects of harmful substances on personal health</p> <ul style="list-style-type: none"> <li>• physical harm to body organs and systems including liver, kidneys, brain, respiratory system, blood circulation</li> <li>• social and emotional harm such as effects on moods and behaviour</li> <li>• intellectual harm such as effect on memory and thinking ability</li> </ul> <p>Ways to make wise choices about use of harmful substances</p> <ul style="list-style-type: none"> <li>• look at the choices, brainstorm the consequences of each choice and make the decision that is best for them</li> <li>• consider whether the substance is needed</li> <li>• be informed of the consequences</li> </ul> <p>Know safe usage</p> <ul style="list-style-type: none"> <li>• take prescription drugs such as antibiotics, strong pain killers only when prescribed by a doctor</li> <li>• read labels and instructions on poisons</li> <li>• avoid contact with skin and eyes and avoid breathing vapours</li> <li>• say no to illegal drugs</li> </ul>	<p>Substances that affect on youth</p> <ul style="list-style-type: none"> <li>• betel nut</li> <li>• alcohol including home-brew</li> <li>• cigarettes, marijuana, cocaine and other illegal drugs</li> <li>• petrol, paint and glue sniffing</li> </ul> <p>Impact on youth</p> <ul style="list-style-type: none"> <li>• physical harm to body organs or systems, accidents or death</li> <li>• social and emotional harm such as changes in mood, mood management difficulties</li> <li>• intellectual harm such as confusion, disordered thinking, memory loss and day-dreaming</li> </ul> <p>Impact on the community</p> <p>Financial costs form damage to property</p> <p>Emotional costs to family and friends</p> <p>Healthier choices</p> <ul style="list-style-type: none"> <li>• physical activity such as swimming, fishing, hunting, games and sport, gardening</li> <li>• cultural activities such as music, art, craft, drama, dance, cooking</li> <li>• clubs and church youth groups</li> <li>• reading</li> </ul>



<p><b>Recommended processes and skills</b></p>	<ul style="list-style-type: none"> <li>• reading labels</li> <li>• following instructions</li> <li>• sorting dangerous substances from safe substances</li> </ul>	<ul style="list-style-type: none"> <li>• reading labels</li> <li>• following instructions</li> <li>• decision making skills</li> <li>• assertiveness skills</li> </ul>	<ul style="list-style-type: none"> <li>• decision making skills</li> <li>• assertiveness skills</li> <li>• research skills</li> <li>• brainstorming</li> <li>• planning, taking action and evaluating</li> </ul>
<p><b>Suggested activities</b></p>	<p>Identify harmful substances in the home and discuss the damage they can cause to health by recalling accounts of incidents from the community, radio, TV and newspapers</p> <p>Discuss how incidents could be avoided</p> <p>Persuade parents to improve home storage of dangerous substances</p> <p>Read labels and explain the instructions</p> <p>Role play to inform an audience of the dangers and safe practices associated with specific harmful substances</p> <p>Demonstrate appropriate actions for an injury or illness caused by a harmful substances</p>	<p>Brainstorm a list of harmful substances</p> <p>Interpret situations or case studies to identify effects of harmful substances</p> <p>Interview a health worker about safe use of drugs</p> <p>Label on a diagram the systems of the body and ways they are harmed</p> <p>Debate how drugs are harmful to health</p> <p>Devise role plays to demonstrate refusal skills and other ways to avoid harmful substances</p> <p>Plan and carry out awareness on all forms of drugs including betel nut, alcohol and cigarettes</p> <p>Identify responsible citizens as role models</p>	<p>Interview police or health workers to identify harmful substances affecting young people</p> <p>Suggest healthy alternative activities for PNG youth in your community</p> <p>Plan and do an awareness campaign designed to discourage use of harmful substances and encourage approved leisure activities</p>
<p><b>Attitudes</b></p>	<p>Responsible storage and use of harmful substances in homes</p> <p>Show care and responsibility for family members' lives and health</p>	<p>Be proud of your own drug free body and having good health</p> <p>Value the benefits of medically prescribed drugs</p> <p>Respect and value life</p> <p>Be assertive in saying 'no' to drugs</p>	<p>Value a healthy mind and body</p> <p>Value the need for PNG to have responsible and drug free youth</p> <p>Value the work of community groups in preventing misuse of drugs and alcohol</p> <p>Appreciate the benefits of healthy recreational activities</p>

**Strand 1: Healthy Individuals**  
**Substrand: Safety and First Aid**



	<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
<b>Outcomes</b>	<b>3.1.5</b> Demonstrate ways to deal with unsafe and emergency situations in the home	<b>4.1.5</b> Demonstrate ways to deal with unsafe and emergency situations in the school	<b>5.1.5</b> Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community
<b>Recommended knowledge</b>	<p>Emergency situations at home include:</p> <ul style="list-style-type: none"> <li>• fire and hot water burns</li> <li>• bruising and swelling</li> <li>• swallowing objects</li> <li>• swallowing kerosene</li> <li>• objects or substances in the ears or eyes</li> <li>• misusing medicine and tablets</li> <li>• choking</li> <li>• dealing with a violent person</li> </ul> <p>Ways to deal with unsafe and emergency situations in the home include:</p> <ul style="list-style-type: none"> <li>• remaining calm and assessing danger to self and others</li> <li>• removing self and others from the danger</li> <li>• following correct First-Aid procedures to administer first aid</li> <li>• seeking assistance</li> </ul>	<p>Unsafe and emergency situations at school include:</p> <ul style="list-style-type: none"> <li>• hazards such as broken glass or fire</li> <li>• accidents or injuries in the playground</li> <li>• strangers in the school grounds</li> <li>• suspicious activity in the school grounds</li> </ul> <p>Ways to deal with unsafe or emergency situations include:</p> <ul style="list-style-type: none"> <li>• remaining calm and assessing danger to self and others</li> <li>• removing self and others from the danger</li> <li>• following correct First-Aid procedures to administer first aid</li> <li>• seeking assistance and reporting incidents to teachers</li> </ul>	<p>Unsafe emergency situations in the community include:</p> <ul style="list-style-type: none"> <li>• accidents, injuries and illness such as snake bites, malaria</li> <li>• threats from people or animals</li> <li>• natural disasters such as landslides, floods, tsunamis, volcanic eruptions and earthquakes</li> </ul> <p>Strategies to deal with unsafe and emergency situations include:</p> <ul style="list-style-type: none"> <li>• remaining calm and assessing danger to self and others</li> <li>• removing self and others from the danger</li> <li>• following correct First-Aid procedures to administer first aid</li> <li>• seeking assistance, alerting others such as parents or adults from the community</li> </ul>
<b>Recommended processes and skills</b>	<ul style="list-style-type: none"> <li>• research</li> <li>• basic First Aid</li> <li>• problem-solving</li> <li>• reporting</li> </ul>	<ul style="list-style-type: none"> <li>• research</li> <li>• basic First Aid</li> <li>• problem-solving</li> <li>• reporting</li> </ul>	<ul style="list-style-type: none"> <li>• research</li> <li>• evaluating</li> <li>• basic First Aid</li> <li>• problem-solving</li> <li>• reporting</li> <li>• advocacy skills</li> </ul>



<p><b>Suggested activities</b></p>	<ul style="list-style-type: none"> <li>• brainstorm types, causes of and responses to accidents that have happened in the home</li> <li>• classify examples as unsafe or emergency situations</li> <li>• interview health worker about appropriate actions to take for common incidents</li> <li>• know and role play how to call for help</li> <li>• formulate and practise plans in response to emergency situations such as fire or hot water burns, severe bleeding, choking, cuts and scratches, an unconscious person or a person with a suspected broken bone</li> </ul>	<ul style="list-style-type: none"> <li>• survey teachers to identify examples of unsafe / emergency situations happening at school</li> <li>• review any school policy and procedures about actions to take</li> <li>• learn basic First Aid skills from trained persons</li> <li>• practise basic First Aid e.g. assessment and treatment of unconsciousness; control of bleeding</li> <li>• make believe and evacuation from a burning classroom</li> <li>• role play responses for reporting a stranger or suspicious activity to teacher/s.</li> </ul>	<ul style="list-style-type: none"> <li>• brainstorm local unsafe and emergency situations</li> <li>• interview police, First Aid workers to identify other unsafe and emergency situations in the local community</li> <li>• review prior knowledge of appropriate actions</li> <li>• evaluate reasons for particular actions</li> <li>• learn basic First Aid and self protection skills from First Aid worker</li> <li>• practise relevant basic First Aid e.g. for bites / stings, unconsciousness / and not breathing (EAR), control of bleeding; shock</li> <li>• review a local eg disaster strategy (brochure, radio broadcast) to identify strengths, weaknesses and recommendations</li> </ul>
<p><b>Attitudes</b></p>	<ul style="list-style-type: none"> <li>• use common sense</li> <li>• be alert to unsafe and emergency situations</li> <li>• take responsibility and get care or give basic care as appropriate</li> <li>• protect self from harm</li> <li>• be calm and confident when giving assistance to others</li> <li>• give assistance as soon as possible</li> </ul>	<ul style="list-style-type: none"> <li>• use common sense</li> <li>• safe play</li> <li>• be responsible and cooperative in times of emergency</li> <li>• be confident in self</li> <li>• show respect and assurance to victims.</li> </ul>	<ul style="list-style-type: none"> <li>• self protection</li> <li>• be responsible and calm</li> <li>• seek help</li> <li>• give and get care for others as appropriate</li> <li>• treat individual life as important</li> <li>• be cautious</li> <li>• value First Aid skills</li> </ul>

## Strand 1: Healthy Community

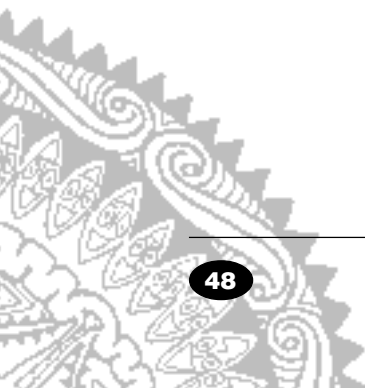
### Substrand: Health Services



	Grade Three	Grade Four	Grade Five
<b>Outcome</b>	<p><b>3.2.1</b> Explain how health products and people in the community help to promote health in the home</p>	<p><b>4.2.1</b> Assess the availability of health products and services in the school and propose ways of improving student access</p>	<p><b>5.2.1</b> Identify health services and products in the community and plan ways to assist and care for the services</p>
<b>Recommended knowledge</b>	<p>Use of health products to promote health at home:</p> <ul style="list-style-type: none"> <li>• soap to cleanse the body</li> <li>• detergents to clean dishes, floors and toilets</li> <li>• disinfectants to sterilise</li> <li>• brooms to sweep dirt, dust</li> <li>• mosquito nets and clothes to protect people from insects</li> <li>• cloths to cover food to keep flies and insects away</li> <li>• combs, shampoo, creams and oil for hair grooming and to keep head free from dandruff and lice</li> <li>• towels to dry hands and body</li> <li>• tooth brushes and paste for clean teeth and fresh breath</li> <li>• local herbs and clinic medicine to treat wounds and illnesses</li> </ul> <p>People that promote health</p> <ul style="list-style-type: none"> <li>• doctor</li> <li>• optometrist (eye doctor)</li> <li>• chemist</li> <li>• traditional medical people</li> <li>• government- defence, police, agriculture officers, village mid-wives, church people, NGO workers</li> </ul>	<p>Availability of health products at school:</p> <ul style="list-style-type: none"> <li>• toilet paper, soap, detergents, litter bins, First Aid kits</li> </ul> <p>Availability of health services at school:</p> <ul style="list-style-type: none"> <li>• toilets</li> <li>• First-Aid treatment</li> <li>• school clinic</li> <li>• water tank</li> <li>• rubbish pits</li> <li>• bins</li> <li>• student- health counselling</li> <li>• sick room with bed and pillow</li> <li>• recreational areas for play, games and fitness</li> <li>• health education such as nutrition programs and physical activity</li> <li>• school canteen</li> </ul>	<p>Health services in the community:</p> <ul style="list-style-type: none"> <li>• aid post</li> <li>• private clinic</li> <li>• emergency communications through radio and telephones</li> <li>• ambulance; land, water and air</li> <li>• hospitals; public and private</li> <li>• Red Cross</li> <li>• trade stores and chemists</li> </ul> <p>Health products available in community:</p> <ul style="list-style-type: none"> <li>• medicines available from chemists or trade stores</li> <li>• prescribed medicines</li> <li>• traditional medicines and local herbs</li> <li>• First Aid kits</li> <li>• mosquito nets</li> <li>• detergents and soaps</li> </ul>
<b>Recommended Processes and Skills</b>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• interviewing</li> <li>• classifying</li> </ul>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• interviewing</li> <li>• conducting surveys</li> <li>• evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• planning</li> <li>• evaluating</li> <li>• decision making</li> <li>• cooperation and team work</li> </ul>



<p><b>Suggested activities</b></p>	<ul style="list-style-type: none"> <li>• role play the use of health products such as tooth paste, detergent, hair shampoo, cream or oil to identify their purpose and impact on health</li> <li>• interview health workers to develop an understanding of their roles and present their findings</li> <li>• set up a display or “shop” of health product containers and write captions that describe how they products are used to promote good health</li> <li>• brainstorm health products</li> </ul>	<p>and services students may need to access during the school day</p> <ul style="list-style-type: none"> <li>• survey areas of the school to find out how readily available these products and services are. Identify strengths and weaknesses</li> <li>• discuss advantages of having better access to specific health products and services at school</li> <li>• propose strategies such as writing a letter to the principal, seeking donations from a local business, organising a fund raising event that could be implemented to improve student access</li> </ul>	<ul style="list-style-type: none"> <li>• draw a map to show the location of each health service in the community</li> <li>• organise a fund raising event to provide First Aid supplies to community groups and organisations</li> <li>• organise clean-a-thons to keep local health services clean and tidy</li> </ul>
<p><b>Attitudes</b></p>	<ul style="list-style-type: none"> <li>• appreciate the availability of health products and people</li> <li>• care and respect for health workers and volunteers who assist with health care</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the health services and products in the school</li> <li>• be responsible for the care of health services at school</li> <li>• respect those who take part in the improvement of health in the school</li> </ul>	<ul style="list-style-type: none"> <li>• be responsible for the care of health services in the community</li> <li>• appreciate the products and services that are available</li> <li>• value traditional medicines</li> </ul>



**Strand 2: Healthy Community**  
**Substrand: Healthy Environment**



	<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
<b>Outcome</b>	<b>3.2.2</b> Discuss the need to care for their homes and demonstrate action to keep them healthy	<b>4.2.2</b> Survey unsafe situations at school and make plans to take action to reduce harm and promote health	<b>5.2.2</b> Assess unsafe situations in the community and take action to reduce harm and promote health
<b>Recommended knowledge</b>	<p>Features of homes that present a health risk to family members:</p> <ul style="list-style-type: none"> <li>• uncovered food</li> <li>• untidy yards</li> <li>• poor drainage</li> <li>• uncovered water storages</li> <li>• unclean or disorganised homes</li> <li>• poorly ventilated home</li> <li>• bush toilets</li> <li>• throwing rubbish in nearby bushes, rivers or the sea</li> </ul> <p>Actions to reduce health risks in the home:</p> <ul style="list-style-type: none"> <li>• clean covered water storages</li> <li>• proper pit toilets</li> <li>• deep rubbish pits</li> <li>• daily sweeping and cleaning</li> <li>• put utensils and tools in clean, safe places</li> </ul>	<p>Potentially unsafe situations at school:</p> <ul style="list-style-type: none"> <li>• contaminated or unclean water sources</li> <li>• food litter and other rubbish</li> <li>• dirty toilets</li> <li>• drainage systems</li> <li>• playground areas</li> <li>• fallen branches</li> <li>• old classrooms that are non-maintained</li> <li>• roads without crossings</li> <li>• uncut grassy areas</li> <li>• bottles, stones and sharp sticks</li> <li>• running in classrooms and around buildings</li> </ul> <p>Actions to reduce harm and promote health in and around the school</p> <ul style="list-style-type: none"> <li>• report dangerous situations and broken equipment</li> <li>• assist with litter problems</li> <li>• apply road safety rules when crossing the road</li> <li>• avoid pushing and shoving</li> <li>• avoid playing with sticks and throwing stones</li> <li>• avoid running in classrooms and around buildings</li> </ul>	<p>Unsafe situations in the community:</p> <ul style="list-style-type: none"> <li>• rivers, sea and swamps</li> <li>• water sources</li> <li>• busy roads</li> <li>• dumped rubbish</li> <li>• bush toilets</li> <li>• unclean areas</li> <li>• old buildings that are not maintained</li> <li>• overloading of vehicles and buses</li> <li>• flood areas</li> <li>• bushfires</li> </ul> <p>Actions to reduce harm in the community:</p> <ul style="list-style-type: none"> <li>• make sure water sources are clean</li> <li>• report suspicious activity such as dumping of rubbish or fires around water ways and bush land</li> <li>• participate in local area litter clean ups</li> </ul>
<b>Recommended processes and skills</b>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• problem solving</li> <li>• cooperation and team work</li> <li>• taking responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• problem solving</li> <li>• cooperation and team work</li> <li>• taking responsibility</li> <li>• planning</li> <li>• evaluating</li> <li>• decision making</li> </ul>	<ul style="list-style-type: none"> <li>• research skills</li> <li>• problem solving</li> <li>• cooperation and team work</li> <li>• taking responsibility</li> <li>• planning</li> <li>• evaluating</li> <li>• decision making</li> <li>• advocacy skills</li> </ul>



<p><b>Suggested activities</b></p>	<ul style="list-style-type: none"> <li>• survey own home to identify healthy and unhealthy areas</li> <li>• explain why these areas are healthy and unhealthy</li> <li>• discuss and make plans to improve the unhealthy areas.</li> <li>• helping with responsibilities at home</li> </ul>	<ul style="list-style-type: none"> <li>• survey the school to identify unsafe situations</li> <li>• use a checklist</li> <li>• identify unsafe areas on a map</li> <li>• use the survey data to make plans and take action to reduce harm and promote health</li> </ul> <p>Examples of action include:</p> <ul style="list-style-type: none"> <li>• if lack of shade- take steps to plant shade trees</li> <li>• if uneven ground - take steps to fill in potholes in play areas</li> <li>• request removal of unsafe trees in the school</li> </ul>	<ul style="list-style-type: none"> <li>• survey local community to identify and list unsafe situations</li> <li>• plan and apply ways to reduce a selected unsafe situation by:</li> <li>• writing a letter to a relevant community group to request improvement</li> <li>• arranging a class working bee to improve the environment</li> <li>• creating warning signs</li> </ul>
<p><b>Attitudes</b></p>	<ul style="list-style-type: none"> <li>• cooperate with family members</li> <li>• share tasks and responsibilities</li> <li>• be responsible for own tasks</li> <li>• care and respect for the home</li> </ul>	<ul style="list-style-type: none"> <li>• care and respect for school</li> <li>• cooperate with teachers and class mates</li> <li>• shared responsibility</li> <li>• have pride in their contributions</li> </ul>	<ul style="list-style-type: none"> <li>• shared responsibility for community</li> <li>• pride in community</li> <li>• cooperate with community members</li> </ul>





## Resources

Resources recommended in this Teacher Guide are listed in three parts; documents issued by the National Department of Education (NDOE), community resources and materials published by other organisations and commercial companies.

NDOE 1986 A Philosophy of Education for Papua New Guinea, Ministerial Committee Report (P. Matane, chair), NDOE, Waigani

2000 Primary Education Handbook (second edition), NDOE, Waigani

Baker, C. 1996 Foundations of bilingual education and bilingualism (second edition), Multilingual Matters, Sydney

### **NDOE documents**

NDOE (2003)-All Upper Primary Syllabuses and Teacher Guides - City of publication

NDOE (2003)The Elementary Syllabus and Teacher Guide

NDOE ( 2004 All Lower Primary Lower Primary and Teacher Guides

NDOE (1999) Reproductive and Sexual Health ( Supplementary Text))

NDOE (1995) Set of Health pupil's books: Take Care, Me and You, My Skin, Germs: Our Unseen Enemies, Safe-Healthy Homes, Me and Others, Malaria, Growing Well, Safe-Healthy Communities, Good Advice for Growth, My Head, Deadly Habits

NDOE ( 1994) Drug Booklets: You are special, Stop for Life, What about me?, Betelnuts and Drugs, Alcohol and Smoking.

NDOE,UNICEF (2001) Reaching the Community through Schools -HIV/ AIDS awareness.

### **Health-promoting school**

NDOE,NDOH,WHO (2003) Health-Promoting Schools Training for Teachers - Trainer's Manual-

NDOE,NDOH, WHO( 2003) Health-Promoting Schools Training for Teachers - Participants Activity Guide & Reading Materials 2002'

NDOE,NDOH,WHO ( ) Health-Promoting Schools-Teacher's Guide

NSW Education Dept. os Education (1996)Towards Health-Promoting Schools

South Australia Education Department (?) Introduction Health-Promotion Schools in South Australia

### **Community resources**

Every community has countless resources that need to be explored or collected. Resources referred to include the following

Local people such as doctors, nurses, agriculture officers, police officers magistrates, village elders and pastors.

Sources such as high schools, neighbouring school, libraries, colleges vocational centres and churches.

Media such as radio stations, television, newspapers and magazines

Materials such as sticks, seeds, shells, nuts, stones, tins and bottles

Teachers will have sufficient materials if they are organised and have gradual collection add throughout the year. Students can help to collect some of the resources.

### **Other**

Jean A.S Ritchie (1983) Nutrition and Families (Publisher of City publication)

Health Department (1981) Nutrition For Papua New Guinea (Publisher of City publication)

# Glossary

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

## Subject specific terms

<b>abuse</b>	1. mistreatment, cruelty towards a person, for example rape, child or wife bashing  2. misuse of something, for example taking drugs and or drinking alcohol
<b>advocacy</b>	to back-up and give support for
<b>analysis</b>	to break down, investigate and study something to determine its essential features
<b>analysis skills</b>	skills of breaking down for the purpose of getting information to know more about something
<b>anxiety</b>	worry and have fear of something
<b>assertiveness</b>	to be bold and be forceful in action
<b>atmosphere</b>	surrounding moods and feelings
<b>attitudes</b>	ways of thinking, manners and personal actions
<b>behaviour</b>	manner of behaving or acting
<b>checklist</b>	a list of things for checking
<b>compassion</b>	feelings of kindness or care towards someone
<b>compose</b>	create or make up, such as to compose a song
<b>Condom</b>	rubber protection worn over the penis during sexual intercourse
<b>conflict management</b>	how to manage differences and disagreements
<b>conservation</b>	protection and safe keeping from loss, decay, waste or injury, preservation
<b>consultation</b>	talk, discussion , conferencing session
<b>contaminated</b>	dirty, polluted and unhygienic
<b>counselling</b>	to advise and help remedy situations with good understanding

<b>critical thinking skills</b>	important or vital thinking skills used to challenge, reason, reflect upon or consider a matter
<b>critics</b>	people who are opposed to an idea
<b>cultural practices</b>	traditional or tumbuna ways of doing things
<b>cultural values</b>	the things of social life (ideas, customs) towards which people of the group have an effective regard
<b>culture</b>	a way of life, traditions or customs
<b>decision making</b>	making decisions to resolve something
<b>dependent</b>	relies on some one
<b>developing</b>	rising or increasing, upward and on the increase
<b>nutritious</b>	good, balanced and healthy foods
<b>outcome</b>	end result, product and achievement
<b>participatory learning</b>	involving and taking part to learn
<b>penis</b>	male sexual organ
<b>physical environment</b>	material world surrounding, atmosphere
<b>polluted</b>	spoiled, infected, or made impure and unclean
<b>portfolios</b>	selection or set of papers of various tasks
<b>potential</b>	ability, capability or the makings of
<b>predetermined</b>	fixed or set, firmly decided on beforehand
<b>preservation</b>	protection, conservation, to safe guard something, to remain as it is
<b>prevent</b>	avoid, put a stop to, put off
<b>problem solving skills</b>	ways of solving problems and conflicts
<b>productive</b>	useful, helpful, beneficial
<b>relationship</b>	to link, associate or have some connection with
<b>relaxation</b>	leisure, rest
<b>respect</b>	admiration, high opinion, high regard
<b>self esteem</b>	self respect, high regard good opinion of self

<b>sensitive</b>	easily hurt or easily upset
<b>sexually transmitted diseases</b>	diseases passed through sexual activities such as HIV/aids
<b>simulations</b>	imitations, models or mock ups
<b>social environment</b>	relationship with others at work, play etc
<b>social interaction</b>	dealings or contact with people
<b>solutions</b>	answers, results, explanations
<b>strain</b>	damage, twist, injure or hurt
<b>traditional taboos</b>	traditional forbidden rules
<b>trauma</b>	pain , suffering
<b>unique</b>	only one of its kind
<b>uniqueness</b>	individuality, belonging of one kind
<b>vagina</b>	female sexual organ
<b>values</b>	morals or ethics

## General terms

### Abbreviations:

HIV	Human immune virus
AIDS	Acquired immune deficiency syndrome
PLWA	People living with AIDS
WHO	World Health Organisation
STI	Sexually transmitted infection
HPS	Health-Promoting Schools

**Time Allocations for Lower Primary subjects**

Below are Lower Primary subjects to be taught and their time allocations for each grade per week:

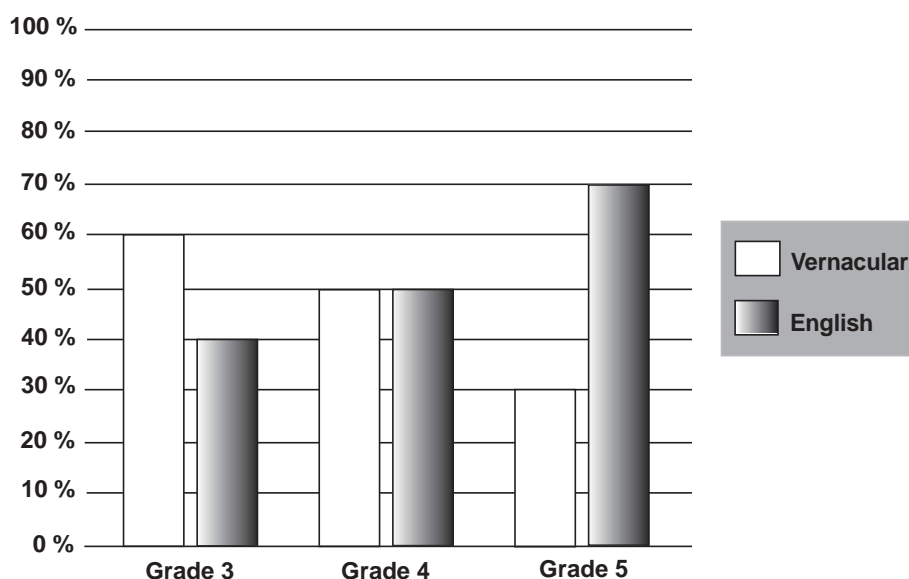
<b>Subjects</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Arts</b>	150 minutes	150 minutes	150 minutes
<b>Community Living</b>	150 minutes	180 minutes	210 minutes
<b>Environmental Studies</b>	180 minutes	210 minutes	210 minutes
<b>Health</b>	90 minutes	90 minutes	90 minutes
<b>Language</b>	570 minutes	450 minutes	405 minutes
<b>Mathematics</b>	210 minutes	210 minutes	210 minutes
<b>Physical Education</b>	105 minutes	135 minutes	150 minutes
<b>Other</b>			
<b>Religious Education</b>	60 minutes	60 minutes	60 minutes
<b>Block time</b>	60 minutes	90 minutes	90 minutes
<b>Total</b>	1575 minutes	1575 minutes	1575 minutes

## Appendixes

### Appendix 1:

#### Suggested percentages of vernacular and English Usage

Papua New Guinea's Language Policy in All Schools (NDOE, 1999) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. The graph below gives you an indication of approximately how much time you will be teaching in vernacular and English at Grades 3, 4 and 5.



#### Percentage of teaching, learning and assessment in vernacular and English

In the classroom this means that in Lower Primary Health, as well as in all the other Lower Primary subjects, you will be planning teaching, learning and assessment activities for students in both vernacular and English. As the classroom teacher, you will be the best person to decide when it is appropriate to use vernacular to support the students' learning, and when it is appropriate to introduce the English terms and language features to the students.

Language is the vehicle for learning, so it is very important that you help students to learn and understand the knowledge and skills from each subject in vernacular, while at the same time introducing them to the English words, phrases and language structures required of that subject. Grade 3 teachers will be introducing a lot of new English vocabulary and language features to students, while teaching mostly in vernacular. Grade 5 teachers will be using English as the main language of instruction in all subjects and using vernacular as a way of enhancing students' understanding of the concepts. In this way language will be used and taught explicitly in all subjects at Lower Primary.

## Appendix 2:

### Weekly time allocations for Lower Primary subjects

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

Subjects	Grade 3	Grade 4	Grade 5
<b>Arts</b>	150 minutes	150 minutes	150 minutes
<b>Community Living</b>	150 minutes	180 minutes	210 minutes
<b>Environmental Studies</b>	180 minutes	210 minutes	210 minutes
<b>Health</b>	90 minutes	90 minutes	90 minutes
<b>Language</b>	570 minutes	450 minutes	405 minutes
<b>Mathematics</b>	210 minutes	210 minutes	210 minutes
<b>Physical Education</b>	105 minutes	135 minutes	150 minutes
<b>Religious Education</b>	60 minutes	60 minutes	60 minutes
<b>Others</b>	135 minutes	165 minutes	165 minutes
<b>Total</b>	1650 minutes	1650 minutes	1650 minutes