

Health & Personal Development

Sample units of work Grade 5-8

2008

HIV/AIDS, reproductive sexual health and healthy living



**Papua New Guinea
Department of Education**

Health & Personal Development sample units of work

Issued free to primary schools by the Department of Education

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Secretary's Message

It is important that primary school students learn about HIV/AIDS, reproductive health, puberty, drugs and alcohol. The primary school curriculum subjects Health and Personal Development promote healthy living, life skills and help young people improve their lives and those of their families and communities.

These sample units of work for Grade 5 Health and Grade 6-8 Personal Development are designed to help teachers plan, program and teach. They contain many ideas for participatory teaching and learning activities and assessment tasks. They can be used to teach the learning outcomes related to HIV/AIDS, reproductive health, puberty and healthy living. Teachers should also feel free to adapt and edit these sample units of work for the needs of their students and communities.

These supplementary materials are not compulsory. Instead they are new ideas written by Papua New Guinea teachers for fellow teachers. They are examples of best practice in planning, programming, teaching and assessment. Therefore I encourage all primary school teachers to adapt and use them for their own students.

Learning about HIV/AIDS: our schools, our future, our responsibility



Dr Joseph Pagelio
Secretary of Education

Introduction

There are seventeen sample units of work in this book. These all follow the same standard format and cover a range of learning outcomes from Grade 5 Health and Grade 6-8 Personal Development. **They do not cover all the learning outcomes for those subjects – just the challenging outcomes related to HIV/AIDS and reproductive health.** They are additional guidance for planning, programming, teaching and assessing these important life skills learning outcomes.

There are six Grade 5 Health units of work integrated with learning outcomes from other subject areas such as Language. There are three units of work from Grade 6 and Grade 7 Personal Development and four sample units for Grade 8 Personal Development. These are not integrated across other subjects.

The knowledge, skills and attitudes are extracted from the Teacher Guide with additional content in italics. Some of the units of work use the same learning outcomes but have different themes, teaching and learning activities and assessment tasks to give you a wide range of ideas.

You should use these units of work in your yearly planning process when you cluster the learning outcomes for your grade and subjects. You can also freely adapt and edit the units of work to suit the needs of your students and community. **You choose the unit/s you want to use and adapt from the samples.**

Programming Health and Personal Development

The Personal Development Teacher Guide (p56-68) and Health Teacher Guide (p29-35) explain how to write units of work and cluster learning outcomes. They also contain excellent suggestions for teaching and learning activities and assessment tasks.

It is recommended that teachers program the teaching of HIV/AIDS and reproductive health learning outcomes in blocks of lessons (e.g. all day for one week) rather than spread them out over a whole term. This is to help the community take part in the lessons and so the class can focus on these important activities. As a professional teacher you should use your judgement and flexibility in timetabling these sensitive subjects.

Some sessions may be best taught in same-sex groups with a same-sex teacher to reduce embarrassment and increase participation from students. However it is important both male and female students learn the same knowledge, skills and attitudes.

The teaching of the correct use of male and female condoms is an important and part of learning a range of life skills such as saying “no” to pressure. All students in the national education system have the right to learn about male and female condoms under the HIV/AIDS Policy. It is recommended the teaching staff consult with the local community and Board of Management to decide which grades should be introduced to male and female condoms as part of Personal Development or Health. The Department of Education guidelines suggest Grade 5 is appropriate if there is community agreement.

Working effectively with your community

This is crucial to successful teaching of Health and Personal Development. Life skills and reproductive health education are new and important issues for communities, parents and teachers. You must communicate the content of the HIV/AIDS Policy, syllabus and unit of work. Communities need to know what you are going to teach, why it is important and when you will be teaching it.

For example,

- Have a P&C meeting to share information and activities a long time before you teach your HIV/AIDS or reproductive health unit of work
- Have a community or Board of Management observer in sensitive lessons
- Invite community members in to help with as many lessons as possible (e.g. local pastor can lead lessons on fighting stigma and Christian care; mothers and fathers can talk about pregnancy or how to keep a marriage healthy and faithful; good youth role models can discuss how to avoid risky situations etc)

But the most important factor is you. If the community trusts you and your behaviour they will support your teaching of Health and Personal Development.

Working effectively with your Church

Many churches and pastors will support your work. They are important people in the community. They are often trained in HIV/AIDS and have many good contributions to make (e.g. offering ways to resist pressure to have sex and how to care for people who have HIV/AIDS). The Church is a vital partner in educating young people and promoting life skills. Often there will be Parish or Diocesan AIDS Committees, Mother and Father Groups and youth groups you could work with.

Working effectively with local non-governmental organisations (NGOs)

There are many non-government organisations and community groups who could help you teach Personal Development and Health. They are a rich resource which you should use. They might be theatre troupes, trainers or peer educators. Make sure they are approved by the National Department of Education (speak to your Provincial Education Advisor or Provincial AIDS Committee if you are not sure about them). Their behaviour message and information must be in line with the Department of Education HIV/AIDS Policy and syllabus. **Approved trainers like Population Education will not need any payment.**

Working effectively with people living with HIV/AIDS (PLWHA)

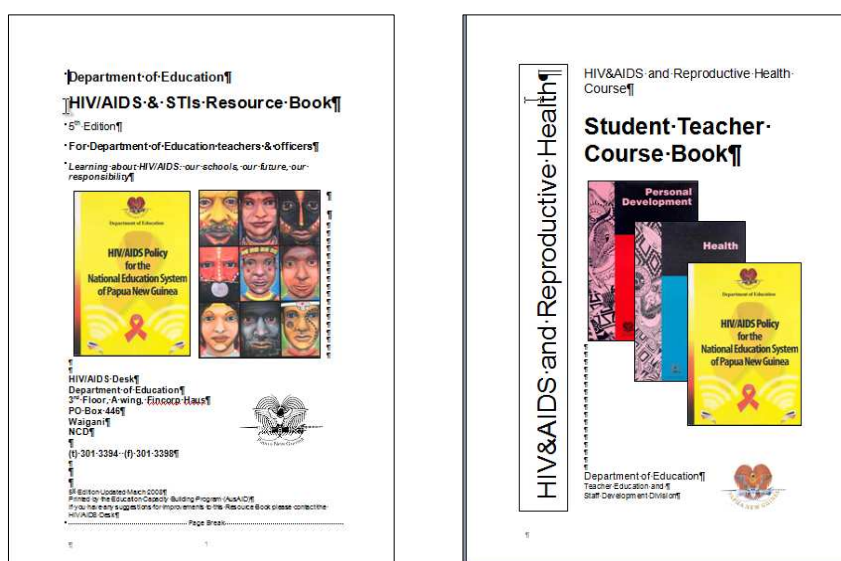
At the moment there are few men and women living with HIV/AIDS who are brave enough to talk openly about their lives. If you are fortunate to have someone who can visit your school and talk to the students then this is a powerful teaching strategy. Usually your Provincial AIDS Committee can help. You need to prepare well for this visit. The DoE HIV/AIDS & STIs Resource Book has more ideas for working with PLWHA.

Teaching and learning activities

The teaching and learning activities chosen for the sample units of work are student centred and require few resources. They are designed for maximum student participation and motivation. For example, group size is always four students or less.

The activities have been organised into a sensible and relevant order for teaching. **You are free to change, adapt and remove activities.**

More teaching and learning activities are listed in the Health and Personal Development Teacher Guides and in the HIV/AIDS & STIs Resource Book (sent to all schools in 2007 and 2008). Recent graduates from teachers colleges will also have a copy of the HIV/AIDS & Reproductive Health Student Teacher Course Book which covers the learning outcomes in these sample units of work.



Additional resources may include the Department of Education HIV/AIDS Policy, Population Education Reproductive Sexual Health materials and the Personal Development text books (Oxford University Press).

HIV/AIDS leaflets, posters and male and female condoms are free from your Provincial AIDS Committee office.

Assessment tasks

The sample units of work also contain sample assessment tasks for students. These are only suggested assessment activities and you should feel free to use, adapt or change them to suit your own class.

The assessment tasks are all teaching and learning activities to reduce the need to have separate tasks.

Specific criteria for each task to measure the achievement of the learning outcomes are also included and these should be made clear to students before they begin their task activity. Student centred tasks and activities have been chosen including student participation in the assessment and marking where appropriate. Other strategies for assessment are listed in the Health and Personal Development Teacher Guides.

Clustered learning outcomes and units of work

Grade	Sample unit of work	Learning outcomes	Integrated subjects and outcomes	Page
5	A Healthy Environment	Health 5.1.2 5.1.4 5.2.1 5.2.2	Language 5.3.1 V/E	9
5	Growing Up	Health 5.1.1 5.1.5	Language 5.1.2 V/E	15
5	Healthy Behaviour Promotes Healthy Living	Health 5.1.2 5.1.4 5.1.5	Community Living 5.1.2	21
5	Sicknesses	Health 5.1.2 5.1.3	Community Living 5.2.1 Language 5.1.1	28
5	Stay Healthy, Live Longer	Health 5.1.2 5.1.4 5.1.5 5.2.1	Health only	34
5	Who Cares? I Care!	Health 5.1.5 5.2.1 5.2.2	Language 5.1.4 V/E	41
Grade 6				
6	Community and Personal Healthy Habits	Personal Development 6.4.1 6.4.7 6.4.8 6.4.9	Personal Development only	47
6	My Body	Personal Development 6.4.1 6.4.3 6.4.7 6.4.9	Personal Development only	54
6	My Growth and Sexual Development	Personal Development 6.4.1 6.4.3 6.4.9 6.4.10 6.5.2	Personal Development only	61
Grade 7				
7	Boy becomes Man, Girl becomes Woman	Personal Development 7.4.1 7.4.2 7.4.3	Personal Development only	68
7	My Changing Body and Behaviour	Personal Development 7.4.1 7.4.2 7.4.3 7.4.8	Personal Development only	74
7	Safe and Healthy: My Choice	Personal Development 7.2.4 7.4.6 7.4.7 7.4.11 7.4.12 7.5.2	Personal Development only	81
Grade 8				
8	Drugs, Alcohol & Our Community	Personal Development 8.4.9 8.4.11 8.4.12	Personal Development only	89
8	My Family, My Future	Personal Development 8.1.5 8.4.2 8.4.10	Personal Development only	95
8	My Sexual Behaviour	Personal Development 8.4.3 8.4.6 8.4.7 8.4.8	Personal Development only	102
8	Sex and Keeping Safe	Personal Development 8.4.3 8.4.6 8.4.7 8.4.8	Personal Development only	109

Personal Development can also be integrated with other subjects such as Making a Living, Language and Social Science.

Grade 5 sample units of work

A Healthy Environment

Grade: 5 **Subjects:** Health & Language

Learning Outcomes:

Health 5.1.2 Identify causes of common illnesses and take action to promote behaviour that reduces health risks.

Health 5.1.4 Evaluate the impact of harmful substances on young people and take action to encourage healthy choices.

Health 5.2.1 Identify health services and products in the community and plan ways to assist and care for the services.

Health 5.2.2 Assess unsafe situations in the community and take action to reduce harm and promote health.

Language 5.3.1V/E Plan and produce a range of text types in all genre categories to present ideas and information.

Theme: A Healthy Environment

Purpose: The purpose of this unit is for students to identify harmful illnesses and substances in their communities that increase health risks and to look at how the community and health services fight to prevent this harm.

Time: 6 weeks

Unit content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Health 5.1.2</p> <p>Common illnesses, causes and prevention</p> <p>Malaria</p> <ul style="list-style-type: none"> • Causes e.g. anopheles mosquitoes • Prevention – destroy breeding grounds, <i>always sleep under treated bed net, medicines</i> <p>Diarrhoea</p> <ul style="list-style-type: none"> • Causes – contaminated drinking water and food • Prevention – vaccination, good hygiene practices <p>Typhoid</p> <ul style="list-style-type: none"> • Cause – contaminated food and water • Prevention – vaccinations, good hygiene practices 	<p>Health 5.1.2, 5.1.4, 5.2.1 & 5.2.2</p> <ul style="list-style-type: none"> • Research skills • Promoting good health practices • Social skills • Reasoning skills • Planning • Evaluating • Decision making • Cooperation and teamwork • Reflecting • Assertiveness skills • Brainstorming 	<p>Health 5.1.2, 5.1.4, 5.2.1 & 5.2.2</p> <ul style="list-style-type: none"> • shared responsibility for reducing risk of common illnesses in the community • value a healthy mind and body • value the need for PNG to have responsible and drug-free youth

<p><i>Other common communicable illnesses like pneumonia, measles, worms & pig bel, measles, tuberculosis etc</i></p> <p><i>Other non-communicable diseases E.g. diabetes, heart disease, lung and mouth cancer, tooth decay, high blood pressure etc</i></p> <p>Sexually Transmitted Diseases (STIs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">STIs</th> <th style="text-align: left;">Cause</th> <th style="text-align: left;">Symptom</th> <th style="text-align: left;">Treatment</th> </tr> </thead> <tbody> <tr> <td>Gonorrhoea</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Syphilis</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Chlamydia</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Donovanosis</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • <i>Causes e.g. sexual contact, microbes, sex without a condom etc</i> • <i>Prevention</i> <ul style="list-style-type: none"> - <i>Safe sex</i> - <i>Abstain and delay sex</i> - <i>Both be faithful & both get tested</i> - <i>Condoms (male and female)</i> • <i>An STI makes you more likely to get HIV</i> <p>HIV/AIDS</p> <p>1. <i>Transmission modes</i></p> <ul style="list-style-type: none"> • <i>Unprotected penetrative sex (semen, vaginal fluid)</i> • <i>Mother to child (breast milk, during birth)</i> • <i>Blood (tattooing, scar cutting)</i> <p>2. <i>Immune system e.g. how it fights off infections, keeping it strong.</i></p> <p>3. <i>Stigma & discrimination & caring for someone living with HIV/AIDS</i></p> <ul style="list-style-type: none"> • <i>HIV/AIDS Management & Prevention Act (HAMP) and DoE HIV/AIDS Policy</i> • <i>Christian and Melanesian love and care</i> • <i>Case study of someone living with HIV/AIDS</i> <p>Health 5.1.4</p> <p>Substances that can affect youth:</p> <ul style="list-style-type: none"> • <i>Betel nut</i> • <i>Alcohol including home-brew</i> • <i>Cigarettes, marijuana, cocaine and other illegal drugs</i> • <i>Petrol, paint and glue sniffing</i> <p>Impact on youth:</p> <ul style="list-style-type: none"> • <i>Physical harm to body organs or system, accidents or death; physical appearance e.g. red teeth, stained clothes</i> • <i>Reducing opportunities and success in life</i> • <i>Social and emotional harm such as changes in mood, mood management difficulties</i> 	STIs	Cause	Symptom	Treatment	Gonorrhoea				Syphilis				Chlamydia				Donovanosis				<ul style="list-style-type: none"> • <i>Planning, taking action and evaluating</i> • <i>Problem solving</i> • <i>Taking responsibility</i> • <i>Advocacy skills</i> • <i>Communication with peers and adults</i> • <i>Correct use of male and female condom if agreed with community</i> 	<ul style="list-style-type: none"> • <i>value the work of community groups in preventing misuse of drugs and alcohol</i> • <i>value the support of families and friends</i> • <i>appreciate the benefits of healthy recreational activities</i> • <i>be responsible for the care of health services in the community</i> • <i>appreciate the products and services in the community</i> • <i>value traditional medicines</i> • <i>shared responsibility for community</i> • <i>pride in community</i> • <i>cooperate with community members</i> • <i>be an advocate for health change in their community</i>
STIs	Cause	Symptom	Treatment																			
Gonorrhoea																						
Syphilis																						
Chlamydia																						
Donovanosis																						

<ul style="list-style-type: none"> • Intellectual harm such as confusion, disordered thinking, memory loss and daydreaming <p>Impact on the community</p> <ul style="list-style-type: none"> • <i>Law and order disturbances, conflict & compensation</i> • Financial costs from damage to property • Emotional costs to family and friends <p>Healthier choices:</p> <ul style="list-style-type: none"> • Physical activity such as swimming, fishing, hunting, games, sport, gardening etc • Cultural activities such as music, art, craft, drama, dance, cooking • Clubs and church youth groups; <i>Guides, Scouts</i> • Reading <p>Health 5.2.1</p> <p>Health services in the community</p> <ul style="list-style-type: none"> • Aid post • Private clinic • Emergency communications through radio and telephones • Ambulances, land, water and air • Hospitals; public and private • Red Cross • Trade stores and chemists • <i>Voluntary Counselling and Testing (VCT) centres, HIV/AIDS care centres, STI clinics</i> • <i>Local health workers & trained volunteers</i> • <i>Health promoting facilities e.g. basketball courts, pitches, gyms, play areas etc</i> • <i>Counselling services & domestic violence services</i> <p>Health products available in the community</p> <ul style="list-style-type: none"> • Medicines available from chemists or trade stores • Prescribed medicines • Traditional medicines and local herbs • First aid kits • Mosquito nets • Detergents and soaps <p>Health 5.2.2</p> <p>Unsafe situations in the community:</p> <ul style="list-style-type: none"> • Rivers, sea and swamps, <i>wells</i> • Water sources • Busy roads 		
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<ul style="list-style-type: none"> • Dumped rubbish • Bush toilets • Unclean areas e.g. <i>broken bottles, faeces</i> • Old buildings that are not maintained • Overloading of vehicles and buses • Flood areas • Bushfires • <i>Wild animals or mosquitoes</i> • <i>Old rotten trees & falling branches</i> <p>Actions to reduce harm in the community:</p> <ul style="list-style-type: none"> • Make sure water sources are clean • Report suspicious activity such as dumping of rubbish, or fires around waterways and bush land • Participate in local area litter clean-ups • <i>Planning new developments, markets, toilets and buildings carefully to avoid health risks</i> 		
<p>Language 5.3.1 V/E</p> <p>Different written texts that are created for different audiences such as peers, teachers and community members</p> <p><i>e.g. recount, report, persuasive, descriptive, explanation</i></p>		<p>Language 5.3.1 V/E</p> <p>Students use:</p> <ul style="list-style-type: none"> • <i>a variety of written genres recount, report, explanation, exposition, persuasive writing etc</i> • <i>sharing ideas, obtaining information</i> • <i>different written texts that are created for different audiences such as peers, teachers and community members</i>

Teaching and learning activities: (bold = assessment task)

1. Brainstorming common illnesses that affect the community and what causes them e.g. Malaria (In pairs – English/Vernacular)
2. Students create and play a game (such as matching or Follow Me) on causes & prevention of common communicable illnesses. (Groups of 4 – E/V)
3. Interview a health worker about causes & prevention of common illnesses in the community. Students prepare questions in pairs beforehand (Whole class talk and interview)
4. Bingo game on common STIs & definitions (Individuals – E)
5. Expert groups – Research & make an information leaflet about two non-communicable diseases and its effects in the body, family and community (Pairs – E)
6. Vote with your feet – Basic facts about HIV & AIDS (Individuals – E/V)
- 7. Table of knowledge. Individual students draw up a simple table showing the causes, symptoms and treatments for ten common communicable illnesses including two STIs, HIV/AIDS, malaria and tuberculosis.**

8. Transmission game – Hand shaking (Individuals – E). Followed by discussion on ABC for preventing HIV & STIs. An experienced teacher or health worker may demonstrate the correct use of a male or female condom if the community supports it.
9. Role play – how to abstain from unsafe sex (Groups of 4 – E/V) showing assertiveness strategies and how to say “no”
10. Graph interpretation – pairs, E/V using latest HIV/AIDS infection statistics.
11. Case study – e.g. Thomas Kelya (Stigma & discrimination, PLWHA). If possible a person living with HIV/AIDS or HIV/AIDS worker can come in to talk about stigma and discrimination. Group discussion of the best way to care for someone living with HIV/AIDS (4, V)
12. Collecting & grouping newspaper articles on ‘Drug Abuse’ & its impacts (Individual – E/V). Labelling the effects on the individual, family and community. Brainstorm the effects of drugs & alcohol on health, behaviour and society.
13. Students work in pairs to plan and then interview police, community leaders, teachers, church workers, NGO workers, youth or health workers to identify harmful substances affecting young people and what could be done about to prevent this. They report this to the class.
14. Students suggest healthy alternative activities for PNG youth in the community and present this to a group of adults of their choice and evaluate their presentation.
15. Students write a persuasive letter to a community leader explaining the health problem and suggesting solutions with reasons.
- 16. Students draw a map to show the location of each health service in the community and where the unhealthy/unsafe places are (Individual – E)**
17. Survey local community to identify & list unsafe situations e.g. polluted water ways (In pairs – E). They present this as a report.
18. Students choose an awareness theme to give to the community to promote healthy living (e.g. abstaining from sex, using mosquito nets, washing hands after using the latrine, getting a water system for the school, banning cigarettes from the local store) (Groups of 2-4 – V). Students plan and carry out their awareness and make a collection of the writing they used (e.g. letters, posters, leaflets).
19. The class plan, organise and evaluate a clean-a-thon to keep the community and school clean and healthy e.g. rubbish collection & disposal, digging a pit latrine for the school etc
20. The class organize a fund raising event to provide first aid supplies to their schools, community groups and organizations or healthy initiatives like mosquito nets for the local health centre or soap for the latrines
- 21. Pairs of students plan and apply ways to improve the situation about drugs and alcohol abuse by a) writing a letter to a relevant community group to request improvement, b) making a speech to the community & c) creating warning signs or posters**

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22. Students prepare an individual health plan which explains how they will try and avoid poor health and risks in the environment which they can present to their families.

23. Health worker or experienced teacher teaches the class how to deal with burns, bleeding, unconsciousness, fever, diarrhoea, snake bite, drowning, broken limbs, malaria, choking, sores and worms including safe blood spills. They should also learn how to care for pregnant women and new-born babies. Each student then runs awareness in their own family and reports back to the class. Finally, students are given problem scenarios and asked to demonstrate their new skills (e.g. a child has burnt themselves with boiling water or your little sister is running a fever)

Assessment:

Method	Task	Criteria	Recording
Table of knowledge Health 5.1.2	Individual students draw up a table showing the causes, symptoms and treatments for 10 common communicable illnesses	<ul style="list-style-type: none"> ➤ 10 common communicable illnesses each with correct symptoms and correct treatment (4 marks for each) ➤ Must include 2 STIs ➤ Must include HIV/AIDS ➤ Must include malaria ➤ Must include tuberculosis <p style="text-align: right;">Total: 40 marks</p>	Tables collected and marked by the teacher
Map making Health 5.2.1 Health 5.2.2	Individual students draw a labelled map showing the location of health services in the community and unsafe/unhealthy places	<ul style="list-style-type: none"> ➤ Map correctly shows 6 health services (6 marks) ➤ Map correctly shows 10 unsafe/healthy places (10 marks) ➤ Map is accurate and neat (4 marks) ➤ Each label explains how to make the unsafe/unhealthy place better for the community (1 mark for each label = 10 marks) <p style="text-align: right;">Total: 30 marks</p>	Checklist & marked by teacher
Community awareness Health 5.1.4 Language 5.3.1 V/E	Pairs of students plan and prepare a community awareness about drug and alcohol abuse	<ul style="list-style-type: none"> ➤ Persuasive letter to a local community group or leader explaining the problem and giving possible solutions. Letter must persuade them to make improvements. (10 marks) ➤ Speech to the community about the dangers of alcohol and drug abuse. Confident, 3 minutes long, persuasive points, accurate facts and practical solutions (10 marks) ➤ Warning sign about the dangers of drugs and alcohol or poster promoting healthy alternatives to drugs and alcohol (10 marks) <p style="text-align: right;">Total: 30 marks</p>	Checklist, observation & marked by teacher
Total for unit of work = 100 marks			

Growing Up

Grade: 5

Subjects: Health & Language

Learning Outcomes:

Health 5.1.1 Identify changes that occur during puberty and propose actions to promote health and growth

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

Language Speaking & Listening 5.1.2 V/E Apply a range of oral skills and strategies in informal and formal situations

Theme: Growing Up

Purpose: The purpose of this unit is for students to prepare for the changes of puberty and to learn ways of dealing with risks, especially sexual risks.

Time: 5 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Health 5.1.1</p> <p>Changes during puberty</p> <p>Physical changes:</p> <ul style="list-style-type: none"> • Size and body shape • Body hair • Voice • Skin • Reproductive organs <p>Social-emotional changes</p> <ul style="list-style-type: none"> • Interest in the opposite sex • Mood swings experienced due to hormonal changes • Identify a peer group; this sometimes includes a tendency to engage in anti-social behaviour to take risks <p><i>Cultural changes & traditional/modern roles – becoming an adult</i></p> <p>Actions to promote health and growth:</p> <ul style="list-style-type: none"> • Identify nutritional needs and plan for changes to meals • Wash the body daily and wash face as required • Use feminine hygiene products • Develop good relationships 	<p>Health 5.1.1</p> <ul style="list-style-type: none"> • Social skills • Cooperative skills • Caring skills • Decision-making • Problem solving • Research skills • Reflecting • <i>Assertiveness</i> • <i>Critical thinking</i> • <i>Creative thinking</i> • <i>Communication interpersonal skills</i> 	<p>Health 5.1.1</p> <ul style="list-style-type: none"> • Value the changes that take place in their own body • Accept the changes in puberty are a natural part of growing up • Show respect and care for one another • Value personal cleanliness • Value support available from others

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<ul style="list-style-type: none"> • Monitor and manage moods • Avoid dares and risks and other forms of peer pressure • Identify an adult to confide in 		
<p>Health 5.1.5</p> <p>Unsafe emergency situations in the community include:</p> <ul style="list-style-type: none"> • Accidents, injuries and illness such as snake bites, malaria • Threats from people or animals • Natural disasters such as landslides, floods, tsunamis, volcanic eruptions and earthquakes <p>Strategies to deal with unsafe and emergency situations include:</p> <ul style="list-style-type: none"> • Remaining calm and assessing danger to self and others • Removing self and others from the danger • Following correct First Aid procedures to administer first aid • Seeking assistance, alerting others such as parents or adults from the community 	<p>Health 5.1.5</p> <ul style="list-style-type: none"> • Research • Evaluating • Basic First Aid • Problem solving • Reporting • Advocacy skills • <i>Critical thinking</i> • <i>Creative thinking</i> 	<p>Health 5.1.5</p> <ul style="list-style-type: none"> • Self protection • Be responsible and calm • Seek help • Give and get care for others as appropriate • Treat individual life as importance • Be cautious • Value First Aid skills
<p>Language Speaking & Listening 5.1.2 V/E</p> <ul style="list-style-type: none"> • Using turn taking • Interpreting and using conjunctions to make logical links between ideas • Interpreting and using statements, questions and commands • Interpreting and using who, what, when, why and how questions • Interpreting and using open and closed questions • Interpreting and using appropriate and effective vocabulary • Using facial expressions and gestures • Planning what to say • Responding appropriately • Rehearsing • Requesting repetition or clarification • Seeking and acquiring information through observation and inquiring • Gathering information through interviews and surveys • Sorting and grouping ideas • Distinguishing between fact and opinion • Recognising cause and effect • Recognising points for and against • Interpreting information and ideas from spoken texts • Making comparisons of ideas and issues • Making inferences from spoken texts 		

Teaching and learning activities: (bold = assessment task)

1. Journal keeping. Individual students keep a journal for the time of the unit of work. In it they include (for example) their feelings about the changes of puberty, facts about puberty, important things about themselves, names and addresses of people who could help them, how healthy their diet is, how good their personal hygiene is, their strengths and achievements, ways to improve themselves, things they want to achieve in life, things to remember and names and addresses of people who can help them. The structure is described below in Assessment.

2. Teacher lecture to whole class explaining what puberty is, when it happens and how the changes are caused by hormones produced naturally by the body. Each individual student is asked to write 4 questions that they think other children would ask about puberty on pieces of paper and put them in the Question Box. The teacher will then read out some of the questions each day and answer them.

3. Body mapping. Working in same sex groups of 3 students draw a body map of a boy and a girl and label the physical changes during puberty. These are then displayed and students can walk around and read them and add any missing changes.

4. Play a Bingo game for the correct English names and definitions of the body parts affected by puberty. Ask students to list which words they can use in which situation (e.g. with younger brothers and sisters, in class, with peers etc)

5. Using the questions from the Question Box and other ones the teacher chooses, the students work in pairs to role play how to answer a friend's questions about puberty. The class should tackle one question at a time. E.g. "My friends have started puberty. I haven't. Is something wrong?"

6. Case studies. Working in pairs students write a puberty case study about negative emotions and how to promote healthy growth. For example, A teenage girl feeling embarrassed because of her breasts or a teenage boy who is unhappy he isn't allowed to play with his female friends anymore or someone worried they have not started puberty yet. The teacher selects the best ones and the students discuss in small groups how to overcome these problems and what they would do to help their peer.

7. Students brainstorm positive and negative emotions and reflect on times they felt like that. Then for each positive and negative emotion ask the students to list the cause and effects of that emotion. For each negative emotion then ask students to work with a friend and list ways to avoid or change that emotion. E.g. If I am feeling angry I will count slowly to ten with my eyes shut.

8. Self esteem game. Working in pairs students write down 3 positive characteristics of their friend, 2 ways their friend is a role model and 1 way their friend helped them that week. They then swap these with their friend who can read good things about themselves.

9. Quiz. Teacher prepares statements which are either fact or opinion about puberty. Students have to work out in pairs which ones are which and then give more examples to the class of facts and opinion about puberty.

Health & Personal Development sample units of work

10. Rights and responsibilities brainstorm. In groups of 4, students list their rights and the responsibilities before and after puberty. Complete a class summary and illustrate it with real life examples. Teacher asks students to discuss which ones are the most important and why. Teacher asks the students which ones are important in families and in schools and in peer relationships.

11. Guest speakers. Invite in respected and articulate Grade 12 male and female students to talk to the students about their experiences of growing up, the challenges and risks they faced and how they overcame them. Ask them to focus on the social and emotional changes (e.g. relationships with the opposite sex and relationships with parents, changing responsibility etc).

12. Same sex puberty hygiene demonstration. Female students and male students have separate lessons on personal hygiene for boys and girls. It is important male students know about menstruation and feminine products as well as the girls. Demonstrate how a sanitary towel and tampon works and explain menstruation, ovulation and periods. Stress that these are a natural part of being a woman. Explain how to keep the genitals clean and what infections look and smell like. Male and female condom demonstration can also be given if the community agrees. A health worker can help with this session.

13. Students brainstorm safety rules for playing with friends and interacting with the opposite sex. These can be made into a contract for the class to sign.

14. Who can help? Students discuss in groups who can help with issues about puberty. Who would they trust best? Give the students sample questions and ask them who would be the best person to ask for accurate information. Remind students they need to have a good friend as well as a trusted adult.

15. Quiz. Students work in groups to prepare open and closed questions about puberty for a class quiz.

16. Sorting activity. Students work as a class to list different touches from friends and family and then work in pairs to sort them between ACCEPTABLE and UNACCEPTABLE and DANGEROUS. Then students role play in pairs how to deal with inappropriate touching and sexual comments. They should practice saying "no." Finally students should list the trusted adults who they can tell.

17. Guest speaker on HIV/AIDS and RSH. Students should prepare questions about the risks of having sex too young and how HIV/AIDS and STIs are transmitted. The guest speaker should get the questions beforehand.

18. Case studies. What happens next? What would you do? Students are given the opening two lines of a case study and are asked to discuss what happens next? What would be a good, happy, healthy ending? What would be a risky or dangerous ending? These should include risks of smoking, drinking, fighting, being asked out, being asked for sex, a family member touching them etc. They should then role play these and practice their assertive skills.

19. Working in groups of 4 students list the unsafe situations in the community. They sort these into common or rare. They also sort them into natural and man-made. Finally ask the students to sort them in risk to them. E.g. snake bite, earthquake, tribal fight, rape or assault, fire, landslide, flood, volcano etc.

20. Students work as individuals and select one unsafe situation and analyse it further. Where does it happen? When? How can we prevent it? What should we do if it happens? They present an oral report to a group.

21. Students work in pairs to survey either their school or their home or their village to locate the unsafe areas (e.g. water supplies, fire places, broken toilets, rubbish pits, standing water etc). They select the worst three areas and propose ways to improve them.

22. Interview people who have dealt with earthquakes, tsunamis, bush fires, drought, storms, floods, injuries and sicknesses, snake bites, tribal fights and report to the class on what that person learnt to do in future.

23. Students work in groups of 4 and prepare a simple awareness to the community on one of the unsafe situations and what to do. For example, a tsunami. This can be presented in the marketplace, school assembly, local church or to a younger class.

24. Practice first aid skills for injuries, bleeding, shock, drowning, burns, electrocution, poisoning, child birth, snake bite, malaria attack, fever, diarrhoea, dehydration, bites and stings & unconsciousness. Present a demonstration in pairs of one of these skills to parents and younger students explaining why these are important steps to take. Students can also prepare a flow chart leaflet for what to do in each situation. They should also be taught about dangerous traditional practices for “curing” sicknesses and injuries.

25. Plan a local disaster strategy. For example, what would we all do if there was a fire in the village. Who would have to do what and why?

Assessment:

Method	Task	Criteria	Recording
1. Journal keeping Health 5.1.1	Individual students keep a journal where they record their puberty information and feelings	The journal should have these sections complete by the end of the unit of work: <ul style="list-style-type: none"> ➤ Cover page with drawing of themselves and their peers (5 marks) ➤ Facts about puberty (5 marks) ➤ My feelings about puberty (5 marks) ➤ 10 important things about myself (5 marks) ➤ People who can help me (5 marks) ➤ My healthy diet targets (5 marks) ➤ My personal hygiene targets (5 marks) ➤ My strengths (5 marks) ➤ My achievements (5 marks) ➤ My goals in life (5 marks) <p style="text-align: right;">Total: 50 marks</p>	Self assessment at the end of each session – how good is your section out of 5? Final check by teacher.
2. Body mapping Health 5.1.1	Students work in threes to draw a body map of a boy and girl labelling the physical changes	Both should be labelled with “sex hormones produced by the pituitary gland in the brain” (1 mark) Female physical changes correctly labelled (12 marks, 1 for each)	Teacher marks each body map before buzz walk correction

Health & Personal Development sample units of work

	during puberty	<ol style="list-style-type: none"> 1. Pubic hair 2. Underarm hair 3. Taller & stronger 4. Breasts develop, nipples become bigger 5. Monthly ovulation & menstruation (period) 6. Wider hips 7. May develop pimples 8. Usually begins between 11-14 years 9. Mood swings 10. Attracted to opposite sex 11. Sexual dreams, fantasies, feelings & can orgasm 12. Labia become larger <p>Male physical changes correctly labelled (12 marks, 1 for each)</p> <ol style="list-style-type: none"> 1. Taller & stronger 2. Pubic hair 3. May grow chest hair 4. May grow back hair 5. Facial hair 6. Voice becomes deeper 7. Can ejaculate semen (sometimes at night = called a “wet dream”) 8. May develop pimples 9. Usually begins between 12-15 years 10. Mood swings 11. Attracted to opposite sex 12. Sexual dreams, fantasies and feelings <p style="text-align: right;">Total: 25 marks</p>	of each others' work
<p>3. Practice first aid skills</p> <p>Health 5.1.5 Language Speaking & Listening 5.1.2 V/E</p>	Students work in pairs to present an important first aid skill to the audience and explain the skill and its importance	<p>The presentation should be scored by the teacher</p> <ul style="list-style-type: none"> ➤ Useful First Aid skill chosen for demonstration (2 marks) ➤ Unsafe situation in the community explained and relevant (3 marks) ➤ Correct steps to the First Aid skill demonstrated (5 marks) ➤ Careful, step-by-step explanation of the steps to that skill in either V or E (5 marks) ➤ How not to do it is also explained especially dangerous traditional practices. E.g. “do not suck out a snake bite because...” (5 marks) ➤ Equal participation from both partners. Well planned and loud and clear. They ask for questions. (5 marks) <p style="text-align: right;">Total: 25 marks</p>	Observation checklist
Total for unit of work = 100 marks			

Healthy Behaviour Promotes Healthy Living

Grade: 5

Subjects: Health & Community Living

Learning Outcomes:

Community Living 5.1.2 Investigate standards of behaviour in different relationships

Health 5.1.2 Identify causes of common illnesses and take action to promote behaviour that reduces health risks.

Health 5.1.4 Evaluate the impact of harmful substances on young people and take action to encourage healthy choice.

Health 5.1.5 Assess unsafe situations in the community and take action to reduce harm and promote health.

Theme: Healthy behaviour promotes healthy living
(*Lukaut gut long ol kainkain sik or Luksave long ol kainkain sik*)

Purpose: The purpose of this unit is for students to identify the causes of unhealthy and unsafe behaviour and discuss ways of preventing them and keeping safe.

Time: 6 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Community Living 5.1.2</p> <ul style="list-style-type: none"> Define standards of behaviour that is acceptable and unacceptable in different groups or settings such as at school, church, home, hospital, the bank and post office. Events like deaths, competitions, marriage and other ceremonies in the presence of leaders (community, provincial, national), family, pastors and other people. Effects of applying standards of behaviour <ul style="list-style-type: none"> - being recognized as a good citizen and earning the respect of others 	<p>Community Living 5.1.2</p> <ul style="list-style-type: none"> Present information Observe and take notes Conduct surveys Present reports Explain Investigate Gather and record information Draw conclusions Identify sources of information Investigate possibilities <i>Critical thinking</i> 	<p>Community Living 5.1.2</p> <ul style="list-style-type: none"> Respect people Have a caring attitude Being responsible, honest, faithful Respect and care for property

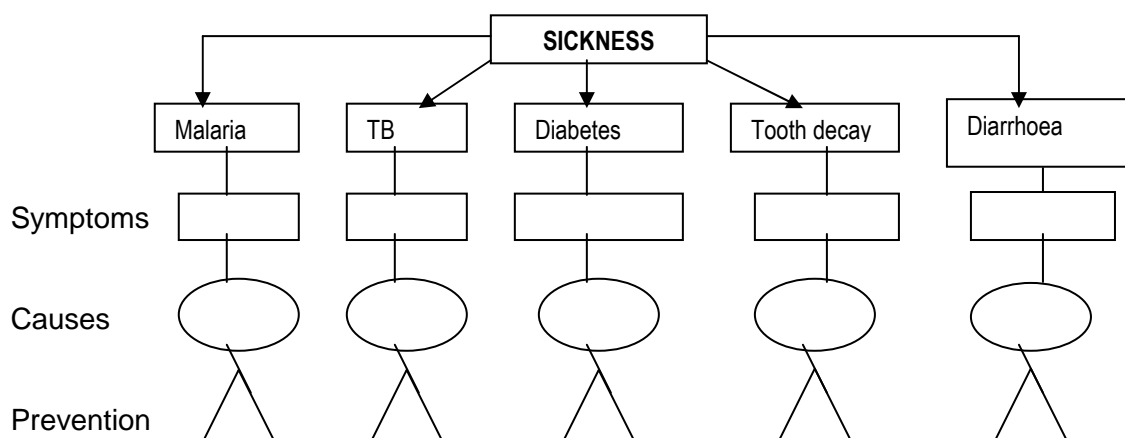
Health 5.1.2	Health 5.1.2, 5.1.4	Health 5.1.2, 5.1.4
<p>Common illnesses, causes and prevention:</p> <p>Malaria</p> <ul style="list-style-type: none"> • Cause e.g. anopheles mosquitoes • Preventing – destroy breeding grounds <p>Diarrhoea</p> <ul style="list-style-type: none"> • Cause – contaminate drinking water and food • Prevention – good hygiene practices <p>Typhoid</p> <ul style="list-style-type: none"> • Cause – contaminated food and water • Prevention – vaccinations, good hygiene practices <p><i>Other communicable diseases</i> E.g. worms, tuberculosis, measles, pneumonia etc</p> <p><i>Other non-communicable diseases</i> E.g. diabetes, heart disease, lung and mouth cancer, tooth decay, high blood pressure etc</p> <p>HIV/AIDS</p> <p>1. Transmission modes</p> <ul style="list-style-type: none"> • Unprotected penetrative sex (semen, vaginal fluid) • Mother to child (breast milk, during birth) • Blood (tattooing, scar cutting) <p>2. Immune system e.g. how it fights off infections, keeping it strong.</p> <p>3. Stigma & discrimination & caring for someone living with HIV/AIDS</p> <ul style="list-style-type: none"> • HAMP Act • Christian and Melanesian love and care • Case Study of someone living with HIV/AIDS <p>Sexually Transmitted Infections (STIs)</p> <p>Common STIs/causes and symptoms & treatment</p> <ul style="list-style-type: none"> • Gonorrhoea • Syphilis • Donovanosis • Herpes • Hepatitis <p>Having an STI increases the chance of getting HIV</p>	<ul style="list-style-type: none"> • Research skills • Promoting good health practices • Social skills • Cooperative skills • Reasoning skills • Planning • Evaluating • Decision making • Cooperation and teamwork • Reflecting • Assertiveness skills • Brainstorming • Planning, taking action and evaluating • Problem solving • Taking responsibility • Advocacy skills • Critical thinking • Communication with peers and adults • Correct use of male and female condom if agreed with community 	<ul style="list-style-type: none"> • Value a healthy mind and body • Value the need for PNG to have responsible and drug-free youth • Value the work of community groups in preventing misuse of drugs and alcohol • Appreciate the benefits of healthy recreational activities • Self respect • Showing concerns • Cooperative • Loyal • Considerate • Faithfulness • Empathy for people who are sick

<p>Health 5.1.4</p> <p>Substances that can affect youth:</p> <ul style="list-style-type: none"> • Betel nut • Alcohol including home-brew • Cigarettes, marijuana, cocaine and other illegal drugs • Petrol, paint and glue sniffing <p>Impact on youth:</p> <ul style="list-style-type: none"> • Physical harm to body organs or systems, accidents or death • Social and emotional harm such as changes in mood, mood management difficulties • Intellectual harm such as confusion, disordered thinking, memory loss and daydreaming <p>Impact on the community:</p> <ul style="list-style-type: none"> • Financial costs from damage to property • Emotional costs to family and friends <p>Healthier choices:</p> <ul style="list-style-type: none"> • Physical activity such as swimming, fishing, hunting, games, sport, gardening • Cultural activities such as music, art, craft drama, dance, cooking • Club and church youth groups 		
<p>Health 5.1.5</p> <p>Unsafe emergency situations in the community include:</p> <ul style="list-style-type: none"> • Accidents, injuries and illness such as snake bites, malaria • Threats from people or animals • Natural disasters such as landslides, floods, tsunamis, volcanic eruptions and earthquakes <p>Strategies to deal with unsafe and emergency situations include:</p> <ul style="list-style-type: none"> • Remaining calm and assessing danger to self and others • Removing self and others from the danger • Following correct First Aid procedures to administer first aid • Seeking assistance, alerting others such as parents or adults from the community 	<p>Health 5.1.5</p> <ul style="list-style-type: none"> • Research • Evaluating • Basic First Aid • Problem solving • Reporting • Advocacy skills 	<p>Health 5.1.5</p> <ul style="list-style-type: none"> • Self protection • Be responsible and calm • Seek help • Give and get care for others as appropriate • Treat individual life as importance • Be cautious • Value First Aid skills

Teaching and learning activities: (bold = assessment task)

1. In pairs students identify, discuss, define and list the common sicknesses (Malaria, diarrhoea, typhoid, worms, pneumonia etc). A class list is made. Teacher identifies missing ones.
2. Explain the differences between communicable and non-communicable disease-Group flashcards with communicable and non-communicable diseases and get sort sicknesses. Buzz walk to check accuracy.
3. In groups of three students identify the symptoms of common sicknesses using Matching Game.
4. In teams of 3 or 4 students discuss the impact of common sicknesses on the individual, the family and the community. Students are asked to rate the most important sicknesses in their opinion in their community.
5. In group of 3-4 students discuss and identify the ways to cure and prevent common sicknesses in the community

6. Working in pairs students complete a common illnesses, causes and prevention tree to summarise their learning so far. For example,



7. Class prepare for a guest Speaker on HIV/AIDS (e.g. local health worker, PAC or NGO worker). They list questions they would like answered. Alternatively they can watch a film like "Mist in the Mountains".
8. In pairs, children read National AIDS Council HIV/AIDS leaflets and prepare questions for a class quiz
9. Write a short persuasive story about Christian behaviour towards a person Infected with HIV/AIDS. Ideally the class should meet and interview a PLWHA from the Provincial AIDS Committee
10. Students work in groups of 4 and play the STI Matching Game twice. Teacher explains the risks of having STIs
11. Group discussion on ABC strategies ad their advantages and disadvantages

12. Role play in small groups how to say “no” to peer pressure and pressure to have sex. Class lists how and why young men and young women are at risk from HIV/AIDS and STIs.

13. Brainstorm risky times and places and the consequences of unprotected sex. Students prepare case studies in pairs for other groups to discuss.

14. Pairs of students identify social behaviours during marriage ceremony, coming-of-age ceremonies and death ceremonies with help from village elders.

15. Students work in pairs and brainstorm and list standards of behaviour that are acceptable or unacceptable in different situations eg. school, home, relationships between brother and sister, relationship between husband and wife, boyfriend and girlfriend etc.

16. Working in pairs students make a mind map of unsafe situations in their community. They then discuss and list how those unsafe situations affect their daily living.

17. Individual students design a poster based on any unsafe situations to advise younger students on how to keep safe. They should use persuasive words.

18. Role play strategies to deal with unsafe and then emergency situations in groups of three

19. The class identifies substances harmful to good health and then sorts them in different ways: legal v illegal or natural v man-made. For example,

Legal drugs	Medicines (prescription and non-prescription)	Legal drugs
	Painkillers like morphine and paracetamol, anti-malarial drugs, antibiotics, contraceptives etc.	Alcohol, Tobacco, Betelnut or buai, Kava, Caffeine
Illegal drugs	That are common in our country	That are common in other countries
	Marijuana	Petrol & glue, Amphetamines, Ecstasy, Heroin, Cocaine

20. Students work in pairs to research one substance and prepare an information leaflet for younger students including the long term health effects these have on the body

21. Students work in a small groups to explain why people take drugs and other harmful substances and propose alternatives to drug and alcohol use. Discuss advantages and disadvantages of these recreational activities. For example,

Activities	Advantage	Disadvantage
1. Gardening 2. Sports 3. Church youth group etc.		

22. **Students work to produce a role-play to promote ways of reducing health risks.** eg washing hands after using the toilet or saying no to sex or drugs (E/V) (groups of 3-4). They will present these to younger students or parents.

23. Health worker or experienced teacher teaches the class how to deal with burns, bleeding, unconsciousness, fever, diarrhoea, snake bite, drowning, broken limbs, malaria, choking, sores and worms including safe blood spills. They should also learn how to care for pregnant women and new-born babies. Each student then runs awareness in their own family and reports back to the class. Finally, students are given problem scenarios and asked to demonstrate their new skills (e.g. a child has burnt themselves with boiling water or your little sister has a fever)

24. Students write their own personal action plans for improving their own health and that of their family and that of the community.

25. Students present final dramas on resisting peer pressure to take risks and how to deal with risky situations to the community and parents

Assessment:

Method	Task	Criteria	Recording																								
<p>Causes and prevention tree</p> <p>Health 5.1.2</p>	<p>Students work in pairs to complete the tree of causes and prevention strategies (see above)</p>	<p>Students select 6 common sickness from the community including at least two non-communicable illnesses. 1 mark for each criteria for each illness</p> <ul style="list-style-type: none"> ➤ Correct common illness ➤ Correct symptoms for that illness ➤ Correct cause of the illness or disease ➤ Correct prevention measures or cure for that illness ➤ Neat and correctly spelt tree diagram <p style="text-align: right;">Total marks: 30 marks</p>	<p>Teacher marks the tree diagram</p>																								
<p>Table</p> <p>Community Living</p>	<p>Students work in pairs to complete this table. How would they behave towards these people?</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="3">What is the best way to behave towards these people? Why?</th> </tr> </thead> <tbody> <tr> <td>Your boyfriend or girlfriend</td> <td></td> <td></td> </tr> <tr> <td>Your parents</td> <td></td> <td></td> </tr> <tr> <td>A person living with HIV/AIDS</td> <td></td> <td></td> </tr> <tr> <td>A health worker</td> <td></td> <td></td> </tr> <tr> <td>A younger brother or sister</td> <td></td> <td></td> </tr> <tr> <td>A friend of the opposite sex</td> <td></td> <td></td> </tr> <tr> <td>A friend of the same sex</td> <td></td> <td></td> </tr> </tbody> </table> <p>Students should list three positive behaviours (e.g. do not ignore them or listen to them) for each one (3 marks) and give two reasons why we should behave like that (2 marks)</p> <p style="text-align: right;">Total: 35 marks</p>	What is the best way to behave towards these people? Why?			Your boyfriend or girlfriend			Your parents			A person living with HIV/AIDS			A health worker			A younger brother or sister			A friend of the opposite sex			A friend of the same sex			<p>Teacher marks the table using the criteria</p>
What is the best way to behave towards these people? Why?																											
Your boyfriend or girlfriend																											
Your parents																											
A person living with HIV/AIDS																											
A health worker																											
A younger brother or sister																											
A friend of the opposite sex																											
A friend of the same sex																											

Health & Personal Development sample units of work

<p>Role play</p> <p>Health 5.1.4 Health 5.1.5</p>	<p>Students work in groups of 3-4 to prepare a drama showing how young people can reduce harm and risk and deal with unsafe situations.</p>	<ul style="list-style-type: none"> ➤ Clear and persuasive messages about how to deal with risk and unsafe situations to improve health in the role play (5 marks) ➤ Shows clear and workable strategies for dealing with unsafe and emergency situations (3 marks) ➤ Shows the dangers young people face and the consequences for risky behaviour (3 marks) ➤ Interesting facial and body gestures in the role play (5 marks) ➤ Confidence in performing in public (5 marks) ➤ Realistic conversation and relevant to the community (5 marks) ➤ Equal turn taking – all take part (5 marks) ➤ Well rehearsed (2 marks) ➤ Audibility – loud volume for audience (3 marks) <p style="text-align: right;">Total: 35 marks</p>	<p>Observation checklist by peers and teacher using the criteria</p>
<p>Total for unit of work = 100 marks</p>			

Sicknesses

Grade: 5

Subjects: Health, Community Living & Language

Learning Outcomes:

Health 5.1.2 Identify causes of common illness and take actions to promote behaviour that reduces health risks

Health 5.1.3 Assess the nutritional value of different foods and take action to promote healthy food choices

Community Living 5.2.1 Analyse the distribution of goods and services

Language 5.1.1 Use broad range of text types for different purposes to present creative and information text

Theme: Sicknesses

Purpose: The purpose of this unit is for students to identify the causes of different common diseases and discuss ways of preventing these diseases in the community including health services, good nutrition and safe behaviour. They will use a range of text types to promote behaviour to prevent diseases.

Time: Approximately one term

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Health 5.1.2</p> <p>Common illnesses, causes and prevention:</p> <p>Malaria</p> <ul style="list-style-type: none"> • Cause e.g. anopheles mosquitoes • <i>Symptoms</i> • Prevention e.g. destroy breeding grounds <p>Diarrhoea</p> <ul style="list-style-type: none"> • Cause – contaminated drinking water and food • <i>Symptoms</i> • Prevention – good hygiene practices <p>Typhoid</p> <ul style="list-style-type: none"> • Cause – contaminated food and water • <i>Symptoms</i> • Prevention – vaccinations, good hygiene practices 	<p>Health 5.1.2 & 5.1.3</p> <ul style="list-style-type: none"> • Research skills • Promoting good health practices • Social skills • Cooperative skills • Reasoning skills • Planning • Evaluating • Decision making • Cooperation and teamwork • Reflecting • <i>Communication with peers and adults</i> • <i>Assertiveness, saying "no" and resisting pressure from peers</i> 	<p>Health 5.1.2 & 5.1.3</p> <ul style="list-style-type: none"> • Self protection • Be responsible and calm • Seek help • Give and get care for others as appropriate • Treat individual life as important • Be cautious • Values first aid skills • Value traditional medicines • <i>Value modern medicine and complete course of medicines</i> • <i>Care and respect those with HIV/AIDS and</i>

<p><i>HIV/AIDS</i></p> <ul style="list-style-type: none"> • Cause – HIV virus transmitted by unprotected sex and infected blood, semen, vaginal fluid and breast milk • Prevention – ABC • Caring for someone with HIV/AIDS <p><i>Sexually Transmitted Infections (STIs)</i></p> <ul style="list-style-type: none"> • Cause – microbes transmitted by unprotected sex (different types) • Symptoms e.g. bad smell, pain, discharge • Prevention and treatment e.g. antibiotics, using condoms <p><i>Tuberculosis</i></p> <ul style="list-style-type: none"> • Cause – TB bacteria spread by coughing and saliva • Symptoms • Prevention – long course of antibiotics, environment, vaccination <p><i>Pneumonia</i></p> <p><i>Diabetes</i></p> <ul style="list-style-type: none"> • Cause – too much sugar or being overweight • Symptoms • Prevention – healthy diet • Non-communicable disease <p><i>Other non-communicable diseases</i></p> <ul style="list-style-type: none"> • Heart disease • Tooth decay • Constipation <p>Health 5.1.3</p> <p>Main nutrients</p> <ul style="list-style-type: none"> • Protein • Carbohydrates • Fats • Vitamins • Minerals • Water <p>Recommended food for young people</p> <ul style="list-style-type: none"> • Calcium for strong bones and teeth • High fibre foods to help digestion • Foods low in sugar to control weight and prevent tooth decay • Food low in fat to keep blood vessels healthy and prevent heart attack • Importance of food for body maintenance and growth 	<ul style="list-style-type: none"> • <i>First Aid</i> • <i>Correct use of male and female condom if agreed with community</i> 	<p><i>other illnesses</i></p> <ul style="list-style-type: none"> • <i>Value and advocate for healthy diet and behaviour</i> • <i>Demonstrate good personal hygiene</i>
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<p>Nutritional value of:</p> <ul style="list-style-type: none"> • Raw foods compared with packaged foods 		
<p>Community Living 5.2.1</p> <ul style="list-style-type: none"> • Effective distribution results in: <ul style="list-style-type: none"> - improved economy (health and educated people and community) - improved standard of living (more goods and services are produced) - increased supply of goods and services by government, businesses, NGOs and other groups <p><i>Where are local services to improve health and how are they supported, supplied and promoted? Who provides these services? How effective are they and what impact do they have to improve people's health?</i></p>	<p>Community Living 5.2.1</p> <ul style="list-style-type: none"> • draw and interpret flow charts, graphs and maps • negotiation • observation • discuss issues • record and list 	<p>Community Living 5.2.1</p> <ul style="list-style-type: none"> • Be responsible for the care of health services in the community • Appreciate the products and services that are available
<p>Language 5.1.1</p> <ul style="list-style-type: none"> • seeking and acquiring information through observation and inquiring • gathering information through interviews and surveys • recognising cause and effect • recognising points for and against • interpreting information and ideas from spoken texts • making comparisons of ideas and issues <p>Text types</p> <ul style="list-style-type: none"> • recount, report, explanation (spoken and written) 	<p>Language 5.1.1</p> <p>Students use:</p> <ul style="list-style-type: none"> • <i>a variety of written genres: recount, report, explanation, exposition</i> • <i>a range of spoken text types such as descriptions, explanations, poems and debates</i> • <i>sharing ideas, obtaining information</i> • <i>different spoken texts that are created for different audiences such as peers, teachers and community members</i> 	<p>Language 5.1.1</p> <ul style="list-style-type: none"> • <i>Listen to, question and respect others information and views</i> • <i>Talk confidently to peers and adults in the community about health issues and diet</i>

Teaching and learning activities: (bold = assessment task)

1. In pairs, students discuss the different sicknesses found in their community and in PNG. A class list can be prepared (including all the ones above). Students sort these into communicable and non-communicable diseases.

2. In groups of 4 students complete a table showing the causes, symptoms and prevention for these common diseases. They are allowed to ask adults at home and use the library for research. They present one of these to the class orally and identify which information they are still missing or they are not sure about.

3. Students begin to prepare an individual portfolio of their work in this unit of work using the criteria in the Assessment section.

4. Students interview a health worker, volunteer health worker or doctor in groups of 8 using English or vernacular. They prepare questions to complete missing information in their group table. At the end of the day they report to the class whether they have found out the missing information.

5. Individual students are allocated one illness. They have to prepare a short talk for their peers summarising how to prevent this illness. They present these to a small group of peers.

6. In groups of 4 students brainstorm and then prioritise prevention measures for illnesses in their community. Which ones are the most important prevention measures? Why? They list these to the class giving their reasons. Other students may question and challenge them.

7. In groups of 4 students debate one or more of these topics (they should be encouraged to use vernacular in the debate)

- Condoms are the most important prevention measure for our community
- Mosquito nets are the most important prevention measure for our community
- Drama awareness is the most important prevention measure for our community
- A good working health centre is the most important prevention measure for our community
- Banning unhealthy food is the most important prevention measure for our community
- Clean drinking water is the most important prevention measure for our community

8. Poster making. Students work individually to make a poster for the community notice board listing the causes, symptoms and prevention measures for one disease of their choice. This can be in vernacular.

9. In pairs students prepare another type of awareness message for peers or younger students about one disease of their choice. They will deliver and evaluate this (e.g. a song, a talk, a leaflet, a drama) and then report back to the teacher on what they would change next time.

10. Excursion. Students visit the local health centre or hospital or health NGO. They collect data on the numbers of different illnesses they treat each day, week, month and year. The students work individually to graph this data and write a simple report

and make recommendations on how to prevent these illnesses. They should include a map of local services that improve people's health.

11. In pairs, students draw a body map and label which foods protect or build which part of the body (e.g. protein builds muscles). They can also label the foods which damage the body. Compare garden food and processed food (e.g. from trade store)

12. Students keep a food diary for one week and label each food as green (healthy, fresh, can eat a lot of) or red (unhealthy, packaged or high in fat, sugar or salt). They must write a personal action plan on how to improve their diet.

13. Students bring in food packets and in groups of 4 sort them into foods which are high in protein, carbohydrate, fibre, fat sugar, vitamins, salt etc. They should learn how to read the labels and use textbooks and the teacher to sort fresh foods.

14. Healthy meals. In a group of 4 students plan and then prepare a healthy meal for someone who is sick with HIV/AIDS. They must explain to the class how their meal will help a sick person.

15. Song. Students work in a group of 4 to plan and perform a song and dance for younger grades which helps them eat healthier food. This can be in vernacular.

16. Role play and community awareness. Students work in groups of 4 to role play behaviours that lead to a healthier life and which prevent sicknesses. They present these to parents and other adults as community awareness. This can be in vernacular.

17. A knowledgeable teacher, community personnel or health worker can train students in simple First Aid and how to deal with sicknesses such as diarrhoea (e.g. how to make rehydration solution)

18. Students prepare a personal action plan listing what they and their family will do to improve health and prevent diseases.

19. Role play. Students work in groups of 3 to practice saying "no" to unprotected sex and risky situations. They may also see a male and female condom demonstration by an experienced teacher or health worker if the community agrees.

20. Working in groups of 4 students prepare a meal for a particular group in the community (for example, pregnant mother, breastfeeding mother, older person, person with diabetes etc). They prepare, serve and evaluate the meal explaining how it is nutritious for that person.

Assessment:

Method	Task	Criteria	Recording
Portfolio Language 5.1.1	Student makes an individual collection of written work including poster, notes from health workers, talk, song lyrics, notes from their short talk, personal action plan	<ul style="list-style-type: none"> ➤ Health worker notes and questions/answers (5 marks) ➤ Notes from their short talk to peers (5 marks) ➤ Song lyrics from healthy eating performance to younger students (5 marks) ➤ Poster made for community notice board (5 marks) ➤ Personal action plan listing 3 things they will do and 2 things their family will do to improve their health (5 marks) <p style="text-align: right;">Total: 25 marks</p>	Individual marks on pieces in the portfolio
Oral presentation Health 5.1.2 Community Living 5.2.1	Students present their priorities for disease prevention in their community	<ul style="list-style-type: none"> ➤ 5 prevention measures listed (5 marks) ➤ Correct explanation of which illness is being prevented and how (5 marks) ➤ Priority order with sensible reasons (10 marks) ➤ Correct use of health terms like disease, non-communicable, prevention, medicine, services, diet (5 marks) <p style="text-align: right;">Total: 25 marks</p>	Teacher checklist using criteria and observation
Body map Health 5.1.3	Students work in pairs to map the healthy and unhealthy effects of food groups on a body drawing	<ul style="list-style-type: none"> ➤ Positive benefits of protein, calcium, vitamins, carbohydrate, fibre, water, fats, sugar shown and labelled correctly (16 marks, 2 each) ➤ Negative impacts of too much sugar, salt and fat shown and labelled correctly (6 marks, 2 each) ➤ Presentation of body map (3 marks) <p style="text-align: right;">Total: 25 marks</p>	Marking of complete work using the body map
Role play Health 5.1.2 Language 5.1.1	Students present in groups of 4 a role play which highlights the need for healthy behaviour to prevent illnesses	<ul style="list-style-type: none"> ➤ Behaviour that causes or leads to the illness clearly role played (5 marks) ➤ Behaviour that could prevent illness clearly role played (5 marks). Show different behaviours for different people (parent, sibling, friend, boyfriend/girlfriend) ➤ Relevant illness for people in the community and symptoms (5 marks) ➤ Other prevention methods also shown (5 marks) ➤ Confident and clear performance which gets the message across in a powerful way. Students must show equal participation in planning and performance. (5 marks) <p style="text-align: right;">Total: 25 marks</p>	Teacher checklist using criteria and observation
Total for unit of work = 100 marks			

Stay Healthy, Live Longer

Grade: 5

Subjects: Health

Learning Outcomes:

Health 5.1.2 Identify causes of common illnesses and take action to promote behaviour that reduces health risks

Health 5.1.4 Evaluate the impact of harmful substances on young people and take action to encourage healthy choices

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

Health 5.2.1 Identify health services and products in the community and plan ways to assist and care for the services

Theme: Stay Healthy, Live Longer

Purpose: The purpose of this unit is to develop an individual child to be more responsible in their personal health and responsible for caring for the environment in which they live. They can make wise decisions in life and protect their health and future.

Time: Approximately 1 term

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Health 5.1.2</p> <p>Common illnesses, causes and prevention</p> <p>Malaria</p> <ul style="list-style-type: none"> • Causes e.g. anopheles mosquitoes • Prevention – destroy breeding grounds, <i>always sleep under treated bed net, medicines</i> <p>Diarrhoea</p> <ul style="list-style-type: none"> • Causes – contaminated drinking water and food • Prevention – vaccination, good hygiene practices <p>Typhoid</p> <ul style="list-style-type: none"> • Cause – contaminated food and water • Prevention – vaccinations, good hygiene practices <p><i>Tuberculosis</i></p> <ul style="list-style-type: none"> • <i>Cause – TB bacteria spread by coughing and saliva</i> • <i>Prevention – long course of antibiotics, environment, vaccination</i> 	<p>Health 5.1.2</p> <ul style="list-style-type: none"> • Research skills • Promoting good health practices • Social skills • Cooperative skills • Reasoning skills • Planning • Evaluating • Decision making • Cooperation and teamwork • Reflecting • <i>Communication with peers and adults</i> • <i>Assertiveness – able to say “no” to peer pressure</i> 	<p>Health 5.1.2</p> <ul style="list-style-type: none"> • Self protection • <i>Cleanliness and personal hygiene and grooming</i> • Give and get care for others as appropriate • Treat individual life as important • Be cautious • Values first aid skills • Value traditional medicines • <i>Value modern medicine</i> • <i>Care and respect those with HIV/AIDS and other illnesses</i>

<p><i>Pneumonia</i></p> <p><i>Worms</i></p> <ul style="list-style-type: none"> • Cause – poor hygiene, not using soap, bare feet • Effects – anaemia, tiredness, poor concentration • Treatment – medicines from health worker <p><i>Non-communicable diseases</i></p> <ul style="list-style-type: none"> • Heart disease • Tooth decay • Constipation • Diabetes <p><i>HIV/AIDS</i></p> <ul style="list-style-type: none"> • Cause – HIV virus transmitted by unprotected sex and infected blood, semen, vaginal fluid and breast milk • Prevention – ABC • Caring for someone with HIV/AIDS <p><i>Sexually Transmitted Infections (STIs)</i></p> <ul style="list-style-type: none"> • Cause – microbes transmitted by unprotected sex (different types) • Symptoms e.g. bad smell, pain, discharge • Prevention and treatment e.g. antibiotics, using condoms 	<ul style="list-style-type: none"> • <i>First Aid</i> • <i>Correct use of male and female condom if agreed with community</i> 	<ul style="list-style-type: none"> • <i>Value and advocate for healthy diet, washing hands and safe behaviour</i>
<p>Health 5.1.4</p> <p>Substances that can affect youth:</p> <ul style="list-style-type: none"> • Betel nut • Alcohol including home-brew • Cigarettes, marijuana, cocaine and other illegal drugs • Petrol, paint and glue sniffing <p>Impact on youth:</p> <ul style="list-style-type: none"> • <i>Explain why people use drugs and propose alternatives</i> • Physical harm to body organs or system, accidents or death • Social and emotional harm such as changes in mood, mood management difficulties • Intellectual harm such as confusion, disordered thinking, memory loss and daydreaming <p>Impact on the community</p> <ul style="list-style-type: none"> • Financial costs from damage to property • Emotional costs to family and friends <p>Healthier choices:</p> <ul style="list-style-type: none"> • Physical activity such as swimming, fishing, hunting, games, sport, gardening 	<p>Health 5.1.4</p> <ul style="list-style-type: none"> • Research skills • Promoting good health practices • Social skills • Cooperative skills • Reasoning skills • Planning • Evaluating • Decision making • Cooperation and teamwork • Reflecting • Assertiveness skills – how to say “no” to drugs and alcohol • Brainstorming • Planning, taking action and evaluating • Problem solving • Taking responsibility 	<p>Health 5.1.4</p> <ul style="list-style-type: none"> • value a healthy mind and body • value the need for PNG to have responsible and drug-free youth • value the work of community groups in preventing misuse of drugs and alcohol • appreciate the benefits of healthy recreational activities

Health & Personal Development sample units of work

<ul style="list-style-type: none"> • Cultural activities such as music, art, craft, drama, dance, cooking • Clubs and church youth groups • Reading <p><i>Useful legal drugs like medicines and how they can help the community and the individual</i></p> <ul style="list-style-type: none"> • <i>Types of medicines</i> • <i>Black market medicines</i> • <i>Use by date</i> • <i>Completing the course of medicines</i> 	<ul style="list-style-type: none"> • Advocacy skills • <i>Correct use of medicines</i> 	
<p>Health 5.1.5</p> <p>Unsafe situations in the community include:</p> <ul style="list-style-type: none"> • accidents, injuries and illness such as snake bites, malaria • threats from people or animals • natural disasters such as landslides, floods, tsunamis, volcanic eruptions and earthquakes • <i>Areas where drugs and alcohol are used</i> • <i>Dangers from road, river and sea crossings</i> • <i>Bush fires, tribal fights, violence, roadblocks, land disputes etc</i> • <i>Threats from people include gender based violence and sexual assault</i> • <i>Discrimination on the basis of HIV/AIDS</i> <p>Strategies to deal with unsafe situations include:</p> <ul style="list-style-type: none"> • Remaining calm and assessing the danger to self and others • Removing self and other from the danger • Following correct First Aid procedures • Seeking assistance, alerting others such as parents or adults from the community • <i>Being an advocate and watching out for your friends, families and siblings</i> 	<p>Health 5.1.5</p> <ul style="list-style-type: none"> • Research skills • Evaluating • Decision making • Cooperation and teamwork • Basic First Aid • Reporting • Advocacy skills • Problem solving • <i>Assertiveness</i> • <i>Empathy</i> • <i>Critical awareness</i> 	<p>Health 5.1.5</p> <ul style="list-style-type: none"> • self protection • be responsible and calm • confidence to seek help and advice • give and get care for others as appropriate • treat individual life as important • be cautious • be inclusive of others • value First Aid skills • <i>value their family and friends</i>
<p>Health 5.2.1</p> <p>Health services in the community</p> <ul style="list-style-type: none"> • Aid post • Private clinic • Emergency communications through radio and telephones • Ambulances, land, water and air • Hospitals; public and private • Red Cross • Trade stores and chemists • <i>VCT centres, HIV/AIDS care centres, STI clinics</i> • <i>Local health workers, birth attendants & trained volunteers</i> • <i>Family planning</i> 	<p>Health 5.2.1</p> <p><i>As above</i></p>	<p>Health 5.2.1</p> <ul style="list-style-type: none"> • be responsible for the care of health services in the community • appreciate the products and services in the community • appreciate the products and services that are available • value traditional

<p>Health products available in the community</p> <ul style="list-style-type: none"> • Medicines available from chemists or trade stores • Prescribed medicines • Traditional medicines and local herbs • First aid kits • Mosquito nets • Detergents and soaps 		<p>medicines</p> <ul style="list-style-type: none"> • shared responsibility for community • pride in community • cooperate with community members • <i>be an advocate for health change in their community</i>
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Teaching and learning activities: (bold = assessment task)

1. Class brainstorm common illnesses. Pairs sort these into communicable and non-communicable. Pairs then rate these from serious to minor.
2. Pairs of students select one communicable and one non-communicable illness and research the cause, effect and treatment. They present this to a group of peers.
3. In groups of 4 students create a list of questions that they would like answered about the communicable diseases and how they affect their community.
4. Guest speaker such as a health worker or doctor answers the questions the class has developed about communicable diseases.
5. Individually students select (or are given) one communicable disease and produce an information leaflet on the disease including 3 recommended actions for the community to reduce the impact of that disease.
6. Working with a partner students select (or are given) one non-communicable disease and produce an information poster for the community on it which recommends ways to avoid or reduce this illness.
7. In groups of 4 students play the STI symptom matching game
- 8. HIV/AIDS quiz and presentation. Students work in pairs to answer an HIV/AIDS quiz designed by the teacher. Then they write 5 more questions they would like answered on the Question Wall. Finally students work in pairs to prepare an information talk to peers on HIV/AIDS and STI basic facts**
9. Guest speaker such as a peer educator, Church or NGO or Provincial AIDS Committee trainer speaks to the class about HIV/AIDS & STIs.
- 10. Students work in groups of 4 to present a role play of behaviours that put people at risk of HIV & STIs. Then they show ABCD (abstain from sex, both be faithful & both get tested, use a condom every time you have sex, delay first sex) strategies for avoiding HIV/AIDS & STIs including assertiveness and safe sex negotiation**
11. Male and female condom demonstration by health worker or experienced teacher. This may be in same sex groups with a community observer.

Health & Personal Development sample units of work

12. Students map health services in their community including ones that care for people living with HIV/AIDS. They label each one with how to look after and promote it.

13. In small groups students interview a health or PAC worker on how to care for people living with HIV/AIDS. They summarise this in a leaflet for their family.

14. Drugs and alcohol case study. Students discuss a sample case study about the risks of abusing drugs or alcohol. Then they write 3 more case studies about illegal drugs and alcohol for other groups to discuss and solve. Identify the life skills needed to keep safe and healthy.

15. Students complete a table of legal and illegal drugs and their effects on the individual, the family and the community

Drug	Effect on the individual	Effect on the family	Effect on the community

16. Forum theatre. Students (4 in a group) act out a scene about the dangers of drug and alcohol abuse. Then the class changes parts of the role play and re-runs it to try and make the situation safer.

17. Story writing. Students write a fictional story of a Grade 5 student and the effects of drugs and alcohol on them and their family. Write alternative happy and sad endings.

18. Interview a police officer about the laws around drugs and alcohol. Then explain alternatives to drugs and alcohol to the community leaders by a talk or by letter

19. Pairs of students draw and describe emergency & unsafe situation cards. List the strategies for dealing with these at the back of the situation cards.

20. Health worker or experienced teacher teaches the class how to deal with burns, bleeding, unconsciousness, fever, diarrhoea, snake bite, drowning, broken limbs, malaria, choking, sores and worms including safe blood spills. Each student then runs awareness in their own family and reports back to the class.

21. Students are given problem scenarios for first aid and asked to demonstrate their new skills (e.g. a child has burnt themselves with boiling water or your little sister has a fever)

22. Students write their own personal action plans for improving their own health and that of their family and that of the community.

23. Students present final dramas on resisting peer pressure to take risks and how to deal with risky situations to the community and parents

Assessment:

Method	Task	Criteria	Recording
<p>Oral Presentation</p> <p>Health 5.1.2</p>	<p>In pairs students present background information about HIV/AIDS and common STIs to a group of peers</p>	<ul style="list-style-type: none"> ➤ Confident and clear presentation with good turn taking. Can be mixture of vernacular & English (5 marks) ➤ Correct information on the cause of AIDS and the cause of 3 common STIs (5 marks) ➤ Correct information of the ways to avoid being infected HIV and STIs (5 marks) ➤ Correct information on the symptoms of HIV infection (none), AIDS and 3 common STIs (5 marks) ➤ Correct information on the way to treat someone living with HIV/AIDS (5 marks) <p style="text-align: right;">Total: 25 marks</p>	<p>Checklist. Peer marking using marking criteria</p>
<p>Drama Presentation</p> <p>Health 5.1.5</p>	<p>In groups of 4 students dramatise risky situations which make you vulnerable to HIV/AIDS and common STI'S and ways (how) they can resist or avoid risk</p>	<ul style="list-style-type: none"> ➤ Confident presentation of drama to class with good turn taking, loud voices and strong body language (5 marks) ➤ Correct information on the risky situations to young people (especially young women and girls) (5 marks) ➤ Clear behaviour message for peers on the right way to behave (5 marks) ➤ Performance demonstrates assertive behaviour for young men and women (e.g. saying no to sex) (5 marks) ➤ Summary talk at the end of the drama (2 mins max) includes ABC message and lists risky situations (5 marks) <p style="text-align: right;">Total: 25 marks</p>	<p>Observation by teacher using checklist criteria</p>
<p>Writing case studies</p> <p>Health 5.1.4</p>	<p>Write 3 case studies about the negative effects of drugs and alcohol on individuals and families</p> <p>(Individual)</p>	<p>Each case study is worth 10 marks. One should be about the individual, one about the family and one about the community. They should be in English.</p> <ul style="list-style-type: none"> ➤ Realistic effect of drug or alcohol abuse (1 mark) ➤ Young men and women affected (1 mark) ➤ Realistic actions by the characters (1 mark) ➤ At least 3 questions at the end for the group to discuss about the case study (3 marks) ➤ List of at least three life skills which might have prevented the problems (1 mark) ➤ Well written, at least 100 words (3 marks) <p style="text-align: right;">Total: 30 marks (10 for each case study)</p>	<p>Case studies collected and marked by the teacher. Then case studies used by other groups to discuss.</p>

Health & Personal Development sample units of work

<p>Demo</p> <p>Health 5.2.1</p>	<p>Groups of students have to demonstrate basic First Aid for 2 different scenarios</p>	<p>Each scenario is worth 10 marks. The scenario cards are prepared before the assessment by the teacher and include common First Aid problems (e.g. electrocution, bleeding, choking, sores, fever, diarrhoea, snakebite, broken limb). The group has to demonstrate the correct procedure.</p> <ul style="list-style-type: none"> ➤ Shows how to protect themselves ➤ Shows what to do and say first ➤ Shows what to do if the condition is serious ➤ Shows correct medical treatment using available materials ➤ Stays calm and organised <p>Total: 20 marks (10 for each First Aid scenario)</p>	<p>Observation checklist using criteria by teacher</p>
<p>Total for unit of work = 100 marks</p>			

Who Cares? I Care!

Grade: 5 **Subjects:** Health & Language

Learning Outcomes:

Language 5.1.4 V/E Speaking & Listening – Evaluate own language and that of others to identify particular views and opinions of speakers

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

Health 5.2.1 Identify health services and products in the community and plan ways to assist and care for the services

Health 5.2.2 Assess unsafe situations in the community and take action to reduce harm and promote health.

Theme: Who cares? I care!

Purpose: The purpose of this unit is for students to help create a caring community for people living with HIV/AIDS and other sicknesses and develop actions for reducing harm and promoting health.

Time: 4 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Language 5.1.4 V/E Speaking & Listening</p> <p>Students understand:</p> <ul style="list-style-type: none"> • That information or ideas are expressed to influence the thoughts and feelings of the listeners • How words can be used in such a way to influence listeners • That speakers use language to construct positive or negative representations of people, places, events and things <p><i>E.g. persuasive, showing empathy and sympathy, asking questions, showing care, reporting to peers and adults</i></p>	<p>Language 5.1.4 V/E</p> <p>Students know about and use a range of thinking processes, for example:</p> <ul style="list-style-type: none"> • Making connections between ideas and information • Forming opinions • Detecting relevant and irrelevant information • Negotiating ideas 	<p>Language 5.1.4 V/E</p> <p><i>Respect for the opinion of others but identifying how to persuade others to change their views</i></p>

Health 5.1.5, 5.2.1 & 5.2.2	Health 5.1.5, 5.2.1 & 5.2.2	Health 5.1.5, 5.2.1 & 5.2.2
<p>Health services in the community</p> <ul style="list-style-type: none"> • Aid post • Private clinic • Pharmacy • Hospitals; public and private • Red Cross • Trade stores and chemists • <i>Home Based Care for people living with HIV/AIDS</i> • <i>Voluntary Counselling & Testing Centre</i> • <i>Rural health workers, midwives and birth attendants</i> • <i>Family planning</i> <p>Health products available in the community:</p> <ul style="list-style-type: none"> • Medicines available from chemists or trade stores • Traditional medicines and local herbs • First aid kits • Mosquito nets • Detergents and soaps • <i>Anti retroviral therapy</i> • <i>DOTs for treating TB</i> <p>Unsafe situations in the community include</p> <ul style="list-style-type: none"> • <i>Areas where drugs and alcohol are used</i> • <i>Dangers from road, river and sea crossings</i> • <i>Bush fires, tribal fights, violence, roadblocks etc</i> • <i>Threats from people include gender based violence and sexual assault</i> • <i>Discrimination on the basis of HIV/AIDS</i> <p>Strategies to deal with unsafe situations include:</p> <ul style="list-style-type: none"> • Remaining calm and assessing the danger to self and others • Removing self and other from the danger • Seeking assistance, alerting others such as parents or adults from the community • <i>Being an advocate and watching out for your friends, families and siblings</i> <p><i>How to care for someone living with HIV/AIDS</i></p> <ul style="list-style-type: none"> • <i>Home based care, VCT & HIV blood tests</i> • <i>HIV/AIDS Management & Prevention Act (HAMP Act) and DoE HIV/AIDS Policy</i> • <i>How to share Christian and Melanesian love and support & New Testament Bible readings about caring for the sick and not showing discrimination</i> • <i>How HIV is transmitted and how it is not transmitted</i> 	<ul style="list-style-type: none"> • Research skills • Planning • Evaluating • Decision making • Cooperation and teamwork • Reporting • Advocacy skills • Problem solving • <i>Questioning</i> 	<ul style="list-style-type: none"> • self protection • be responsible and calm • seek help • give and get care for others as appropriate • treat individual life as important • be cautious • be inclusive of others • be responsible for the care of health services in the community • appreciate the products and services that are available • value traditional support system • shared responsibility for community care • pride in community • cooperate with community members & leaders

Teaching and learning activities: (bold = assessment task)

1. Draw a map to show the location of health services in the community. Pairs list services available in nearby villages and towns. (E.g. VCT clinic) Label how local people can support these services.

2. Identify health products that can be accessed from various services. Pairs brainstorm health products (e.g. mosquito nets or anti HIV medicines) and where these can be accessed. Draw pictures of these on the map.

3. Health guest speaker. Individual students write at least 6 questions to ask a health guest speaker. In small groups they interview the health worker, make notes and write a report titled "How the Health Worker Helps the Community" (E/V). Different health workers can be interviewed on different days: nurse, doctor, community health worker, community birth attendant, peer educator, NGO worker, Provincial AIDS Council trainer or staff, VCT counsellor etc.

4. Learn basic first aid skills. Students work in small groups with a knowledgeable teacher, health worker or volunteer to learn how to deal with bleeding, burns, stings, unconsciousness, sprains, malaria, diarrhoea, snake bite and dehydration. If a midwife is available they will learn how to care for a pregnant woman. Students will present this new information to parents in an awareness demonstration. Remember to include the rules for safe use of medicines (e.g. not to buy antibiotics from the market, complete the dose, don't use out of date medicines etc)

5. Learn self protection skills from a peer educator, older role model, drama trainer or teacher. How to say no to risks like drinking or unprotected sex. Learn how to use assertive body language and vocabulary. Students work in groups of 3 to demonstrate how to resist peer pressure in different risky situations.

6. In groups of 4 students survey their local community to identify and list unsafe situations. Complete a class list and then groups rate how risky these are to boys and to girls. Discuss who is more at risk and why.

7. In pairs students choose at least 3 unsafe or emergency situations and list strategies for dealing with them. They then have to explain this to another pair and decide which ones are the most practical solutions which they could use.

8. Photovoice activity – Students take photos or sketch pictures of their community over 1 week which show unsafe or unhealthy situations and how people look after health services/each other. Arrange these as positive and negative activities as a class display board for other grades. Write a journal entry for each photo – Students write a summary of their photos and what changes they want to see. They report this orally to the class.

9. Case study – what would you do? In groups of 4 students discuss a case study or story about PLWHA and stigma. Why do people act like that? What would they do to improve the situation? What is the Christian way to behave?

10. Interview a police officer, teacher or NGO/Church worker on the HAMP Act and DoE HIV/AIDS Policy. What does it mean for their rights and responsibilities? Make a poster for children explaining what these laws mean to them.

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9. Collect stories and ideas on how their community can be more caring for people living with HIV/AIDS. Retell these stories in English.
10. Write a persuasive letter or make a persuasive presentation to a local Councillor/politician/community leader/Headteacher who is invited to class & students present their ideas. Students should prepare persuasive language to convince them to speak out about caring for people with HIV/AIDS.
11. Brainstorm a list of words used in relating to people living with HIV/AIDS. Discuss evaluating the impact + uses of words, identifying alternatives as appropriate. Class devises a list of appropriate non discriminating terms. Make a stigma v love wall.
12. Teachers/school to invite a person living with HIV/AIDS (PLWHA) to come and speak to the class about their life and their work. They could work alongside the students sharing their own skills and knowledge. This can be arranged through the Church or PAC or local NGO group. Please use the DoE HIV/AIDS & STI Resource Book guidelines to help. Better to have both a male and a female person living with HIV/AIDS. Students should make a group thank you card and should write or retell the PLWHA story for others.
13. Guest Speaker – a person who helps or supports someone with HIV/AIDS (including a male & female). Reflect on the HIV/AIDS guest speaker in groups, identify the actions of people / institutors showing appropriate care & support and how this improves the health of PLWHA. List the facts and opinions with a partner afterwards.
14. Individual students carry out advocacy in their families on how to look after and treat PLWHA. They report back on the opinions of their families and whether they managed to change their opinions.
15. Personal action planning. Individual students identify/make list of things they learnt they can do in their community in relation to helping others such as those living with HIV/AIDS.
16. Students write group prayers based on Bible readings about how to love and care for those who are sick.
17. In pairs write a case study about an unsafe situation or health problem in the community, identify possible consequences, and choose which solutions would be best.
18. Groups of 4 plan an action to improve the community and carry it out. For example, organise clean-a-thons to keep local health services clean and tidy, inspecting properties for standing water and removing it to prevent malaria, putting up a display of HIV/AIDS materials, providing meals for people who are sick or pregnant, make vernacular posters encouraging community members to care well for people living with HIV/AIDS, showing first aid techniques at the local market place, fundraising to buy mosquito nets for the local hospital etc
19. Role play how to care for someone with HIV/AIDS showing the right way and the wrong way to behave. Groups of 4. These can be presented to the community as a final show.

20. Role play how to deal with unsafe and emergency situations in the home, the school, the community. Groups of 4. These can be presented to the younger grade students showing the right way and the wrong way to act.

21. Conduct a survey about different roles and responsibilities of people in your community (various ages and groups)

22. List the traditional roles of men and women in your community. Have any changed since Independence? Interview a male and female community elder. Discuss the causes of the changes and what have been the consequences of the changes. Finally students predict how they themselves will take the lead in the life and health of their community in the next few years. What will their rights, roles and responsibilities be?

Assessment:

Method	Task	Criteria	Recording
Mapping Health 5.2.1	Pairs of students draw a map to show location of health services & helpers in community.	<ul style="list-style-type: none"> ➤ Map shows at least 5 health services in the local area in the correct location, with the correct name and who would use it (15 marks) ➤ A label for each health service listing at least two ways that people can support that health service (10) ➤ Illustrations or pictures cut from newspapers or magazines showing at least 5 health products like mosquito nets. (5 marks) ➤ Neat, clear, colourful and accurate map (5 marks) <p style="text-align: right;">Total: 35 marks</p>	Maps collected and marked by teacher
Photo-voice Language 5.1.4 V/E Health 5.2.2	Individual students present a display of photos <u>or</u> sketches about unsafe situations in the community and talk to their peers and invited guests about the changes they want to see Talk can be in vernacular or English	<ul style="list-style-type: none"> ➤ Display of at least 3 positive pictures and at least 3 negative pictures from the community showing safe/unsafe situations (2 marks for each, 12 marks) ➤ Label for each picture describing it in English and giving reasons for the choice of that picture (2 marks for each, 12 marks) ➤ Speech which summaries the key messages and problems (4 marks) ➤ Speech which recommends practical & relevant changes that the community and individuals can take to improve the health of the community (4 marks) ➤ Good use of persuasive speaking skills. For example, questions, evidence etc. (3 marks) ➤ Loud and clear and confident. Looking at the audience (5 marks) <p style="text-align: right;">Total: 40 marks</p>	Display graded by teachers. Speech graded by peers.

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<p>Role play</p> <p>Language 5.1.4 V/E Health 5.1.4</p>	<p>Groups of 4 students present a role play to younger students showing how to deal with unsafe and emergency situations in the a) home b) school c) community</p>	<ul style="list-style-type: none"> ➤ 3 unsafe or emergency situations presented (3 marks) ➤ For each one the right and wrong way to act is demonstrated clearly (2 marks for each, 6 marks) ➤ Clear behaviour message addressed to audience for each one (in vernacular and English) (2 marks for each, 6 marks) ➤ Language is relevant and clear (4 marks) ➤ Performance includes all the group equally (2 mark) ➤ Performance is confident, loud and engaging to the audience (4 marks) <p style="text-align: right;">Total: 25 marks</p>	<p>Peer evaluation using the marking criteria</p>
<p>Total for unit of work = 100 marks</p>			

Grade 6 sample units of work

Community and Personal Healthy Habits

Grade: 6

Subject: Personal Development

Learning Outcomes:

- 6.4.1 Describe the stages in growth and development and the health needs at various stages
- 6.4.7 Investigate how illnesses are spread and how they can protect themselves from illness and disease
- 6.4.8 Identify potentially hazardous situations at school, home and the community
- 6.4.9 Describe ways in which the community promotes the health of the community and individuals

Theme: Community and Personal Healthy Habits

Purpose: The purpose of this unit is for students to identify the stages of growth and development, explore the causes of illnesses and diseases (including malaria and HIV/AIDS), and identify ways to avoid illnesses, diseases and risks in the community and personally.

Time: 5-6 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 6.4.1</p> <p>Stages of growth and development</p> <ul style="list-style-type: none"> • Infancy, early childhood, adolescence, adulthood, old age <p>Areas of development</p> <ul style="list-style-type: none"> • Physical, intellectual, social, emotional • <i>Physical changes in young men and women (reinforce from G5)</i> • <i>Emotional changes e.g. peer influences</i> <p>Factors that influence growth and development</p> <ul style="list-style-type: none"> • Exercise, diet, rest and sleep, safety, absence of illness and disease • <i>Good parenting and support from family. Strong relationships</i> • <i>Risks to safe healthy development: drugs, alcohol, early marriage, early pregnancy, violence, illnesses and diseases</i> 	<p>Personal Development 6.4.1</p> <ul style="list-style-type: none"> • Gather information through research • Describe stages of growth and development • Explain ways to care for the body • <i>Managing emotions</i> • <i>Communication – asking questions confidently</i> • <i>Self awareness & self esteem – feeling good about their body</i> 	<p>Personal Development 6.4.1</p> <ul style="list-style-type: none"> • <i>Care & respect for oneself and others</i> • <i>Assertive to avoid risks</i> • <i>Sharing accurate information with others</i> • <i>Appreciate & feel confident about changes that take place during puberty</i> • <i>Responsible</i> • <i>Tolerant and open-minded – accept the views of others and understanding</i>

		<p><i>their worries and concerns</i></p> <ul style="list-style-type: none"> • <i>Confident to ask questions about development</i>
<p>Personal Development 6.4.7</p> <p>Common illnesses and diseases</p> <ul style="list-style-type: none"> • Malaria, colds and influenza, gastroenteritis, dengue fever, tuberculosis, grille, tinea and typhoid • <i>Worms, pneumonia, common STIs, HIV/AIDS, lice</i> <p><i>HIV/AIDS</i></p> <ul style="list-style-type: none"> • <i>Modes of transmission</i> • <i>How HIV is not transmitted</i> • <i>What is AIDS</i> • <i>Saying no to sex and identifying risky situations</i> • <i>Where HIV came from & why is it spreading</i> • <i>Why girls and boys are vulnerable</i> • <i>How to care for someone with HIV/AIDS</i> • <i>Where to find accurate information, VCT and people who can help</i> <p><i>Non communicable illnesses: tooth decay, diabetes, sores, malnutrition, heart disease, lung disease, oral cancer, asthma</i></p> <p>How illnesses are spread</p> <ul style="list-style-type: none"> • Include insects, germs, viruses, eating contaminated food and drinking contaminated water, sharing of utensils, coughing and sneezing spreads air borne germs and viruses, sexual contact, heredity, unclean home and environment <p>Protection from illnesses</p> <ul style="list-style-type: none"> • Include clean environment and home, use of protective resources such as mosquito nets, avoid contaminated food and water (e.g. from roadside stalls, cover from flies), have safe sexual contact (e.g. use a condom), wash and keep hands clean with soap, wash and boil utensils, cover mouth when coughing and sneezing, take prescribed medicine, vaccination 	<p>Personal Development 6.4.7</p> <ul style="list-style-type: none"> • Identifying common illnesses and finding out the causes • Describing effects and dangers and developing preventative measures • <i>Assertiveness & resisting pressure</i> • <i>Negotiating safer sex and saying “no” to sex</i> • <i>Able to demonstrate the correct use of male and female condom</i> • <i>Goal setting and forward planning</i> • <i>Research</i> 	<p>Personal Development 6.4.7</p> <ul style="list-style-type: none"> • <i>Caring for their own body & wanting to protect themselves from illnesses</i> • <i>Following the instructions of a health worker</i> • <i>Empathy and caring for people who are sick (including people living with HIV/AIDS)</i> • <i>Good personal hygiene and grooming (e.g. washing hands with soap before cooking and eating)</i> • <i>Uses a mosquito net</i> • <i>Confident to ask questions about illnesses including STIs and HIV/AIDS</i> • <i>Working together to improve the health of the community</i>

<p>Personal Development 6.4.8</p> <p>Risks and hazards</p> <p>Lack of clean water, no proper toilet facilities, no proper means of disposing of rubbish, over crowding, inadequate ventilation, unclean environment, no proper shelter, water safety, medicines, poisonous animals and plants, hazardous situations such as swimming in flooded creeks and rivers, starting and moving around a fire, attempting tasks above skill level, taking medicine without proper prescription, playing with dangerous animals or plants, brawls in families and tribes, drunkenness, rape and stealing</p>	<p>Personal Development 6.4.8</p> <ul style="list-style-type: none"> • Collect information and identify hazardous situations • List and describe hazardous situations in levels of danger • Design and perform investigation • Formulate strategies on how to avoid high risk situations 	<p>Personal Development 6.4.8</p> <ul style="list-style-type: none"> • <i>Sensible and calm</i> • <i>Tries to reduce the hazards and risks to other people and themselves</i> • <i>Able to say no to peer pressure</i> • <i>Self confident and has strong self esteem</i>
<p>Personal Development 6.4.9</p> <p>Major health concerns</p> <ul style="list-style-type: none"> • Include HIV/AIDS, drug use, malnutrition, environmental health such as pollution of water, land or air <p>Health services</p> <ul style="list-style-type: none"> • Include community health workers like those at immunisation and maternal health clinics, school health education and use of health promoting schools to support healthy island concept, hospitals, doctors and dentists, church groups, non-government organisations • <i>Family planning services, First Aid volunteers, HIV/AIDS workers, voluntary counselling and testing (VCT) centres, antiretroviral therapy (ART), awareness groups</i> <p>Ways of caring for their community to promote health</p> <ul style="list-style-type: none"> • Cooperate with others to complete an activity • Respect and support others at home and at play • Report bullying to protect themselves and others • Report damaged equipment and property • Use bins and assist with waste disposal • <i>Complete courses of medicines</i> • <i>Use a mosquito net</i> 	<p>Personal Development 6.4.9</p> <ul style="list-style-type: none"> • Discuss ways of promoting health of individuals and community • List major health concerns • Investigate causes and effects of health concerns • Identify various health services and their roles • <i>Peer education & leadership</i> • <i>Problem solving</i> • <i>Assertiveness</i> • <i>Conflict resolution</i> 	<p>Personal Development 6.4.9</p> <ul style="list-style-type: none"> • <i>Supporting and caring for health services</i> • <i>Valuing health workers</i> • <i>Wanting to help others</i> • <i>Not dropping litter & cleaning the environment</i> • <i>Uses a mosquito net</i> • <i>Educates family and peers about health and hygiene</i> • <i>Intervenes to stop bullying and teasing & reports incidents to teacher</i> • <i>Does not bully or tease or act in a violent way to peers or younger students</i>

Teaching and learning activities: (bold = assessment task)

1. Research different stages of growth and development in pairs (books, text books, interviews, teacher, health worker etc).

2. Working individually write these stages into a Big Book for Grade 5 students for Health with illustrations and correct information

3. Invite in one male and one female guest speaker role model to talk about being a young adult (roles, responsibilities and challenges)

4. Invite in one male and one female guest speaker to talk about being an elder (roles, responsibilities and challenges)

5. Body mapping. In pairs draw and label the male and female reproductive systems.

6. As a whole class play Reproductive Word Bingo to learn the functions of the parts of the male and female reproductive system

7. Research in pairs body parts that are vulnerable to STIs and play the STI Matching Game. Complete a simple table showing the signs and symptoms and the treatment for each STI.

8. Pairs of students research and present information in a table on how common diseases and illnesses are spread

9. List communicable and non-communicable illnesses, their symptoms and their prevention/treatment.

10. Working in groups of 4 students prioritise these illnesses in terms of their seriousness and impact on the community and individual. Class discussion on the priority lists.

11. Individual students Interview students and community members about what their community does to protect young people from HIV/AIDS and what they could do in future

12. Invite a guest speaker (e.g. Provincial AIDS Committee (PAC) worker, NGO worker, health worker, experienced teacher) to give a talk on HIV/AIDS. Students prepare and ask questions. They then write up their notes and check them against National Aids Council (NACS) leaflets and posters.

13. Discuss in small groups and then list the modes of transmission of HIV and the effects of HIV on the body

14. Sort sexual practices from risky to no risk in small same sex groups

15. Make a poster which shows how HIV is transmitted and not transmitted

16. In groups discuss and sort the reasons for the HIV/AIDS and STI epidemic in PNG. Look at the graphs from NACS and predict what might happen if we do not slow down the epidemic

17. Watch a health worker or teacher demonstrate safe use of a male and female condom in same sex groups. Discuss the advantages and disadvantages of condoms and ask questions about safer sex
18. Demonstrate how to use a male and female condom correctly with a same sex partner
19. In mixed sex groups discuss the advantage and disadvantages of A, B, C and D methods for avoiding STIs and HIV. List other strategies for reducing the risk of HIV/AIDS (e.g. not drinking alcohol, staying in school, not getting married too young). Ask students to discuss the gender differences.
20. Write and present poems that promote responsible living to avoid HIV/AIDS, unplanned pregnancy and STIs.
21. Use the activity on resisting pressure. Ask students to brainstorm situations where they might be put under pressure and at risk (from DoE HIV/AIDS/STI Resource Book). Then ask them to work with a partner on different pressures and what they and the person pressurising them would say and do. For example,

What you could say to resist this pressure	What they would say to persuade you...	What you would say or do if they said this...
<i>e.g. "No, even though I like you I don't want to have sex before I am married"</i>	<i>e.g. "Well, don't worry because I love you and I will marry you next year"</i>	<i>e.g. "No, if you love me you would respect my views. Think about it. I will see you tomorrow." (and leave)</i>

22. Role play in pairs how to resist pressure to have sex using the best strategies and reasons. Teach them the assertive language and body language.
23. Role play in pairs how to negotiate alternatives to unsafe sex
24. Write and discuss case studies about risky behaviour and the possible consequences
25. Plan and do awareness in groups of one safer sex method (A or B or C or D). This awareness should be done within the upper primary grades only or to adult parents
26. Research and list the causes and effects of stigma and discrimination. Write a story about stigma. Ideally students should meet and talk with a person living with HIV/AIDS. This can be arranged through your PAC
27. Role play a debate on the HIV/AIDS Management & Prevention Act (pros and cons) each small group taking the role of community groups (young men, children, young women, elders, church leaders, teachers etc)
- 28. In groups of 4 students list the hazardous situations in the community, sort them in terms of danger to themselves and for each one list two or more strategies for avoiding that risk.**
29. In groups of 3 students role play different ways of preventing the spread of illnesses (e.g. HIV, worms etc). Present these plays to another class. Make sure you have a strong message. Make sure the protection message is clear (e.g. cover your

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mouth with your hands when sneezing or say no to sex or always use a condom when having sex)

30. In groups list the groups that help communities and individuals keep healthy (their roles and responsibilities)

31. In pairs list common illnesses, their causes and how to avoid them in a poster (including STIs and HIV, malaria, TB and worms) which can be presented to parents and displayed in the house

32. Role play how to be assertive in three different situations e.g. saying no to sex, resisting pressure to smoke or drink alcohol, helping a friend who is being bullied or teased. Then ask students to prepare case study cards with dilemmas on (e.g. Your best friend drops plastic rubbish by the road. What would you do & say?) for other pairs to try and deal with.

Assessment:

Method	Task	Criteria	Recording
Written Big Book Individual 6.4.1	Research various sources about stages of development and then write a Big Book for Grade 5 (maximum of 10 pages, A3)	<ul style="list-style-type: none"> ➤ Clear and correct diagrams showing the seven stages of development (unborn baby, baby, toddler, child, adolescent, adult, old person) (2 marks for each stage 14 marks) ➤ At least 3 body changes correctly identified at each stage (e.g. old age = white hair, wrinkles, men can become bald) (1 mark for 3 changes = 7 marks) ➤ At least 3 different correct needs for each stage (e.g. baby = breastfeeding, lots of sleep, clean nappies, vaccinations) (1 mark for 3 needs = 7 marks) ➤ Book is well made – colourful, neat handwriting, well spelt (2 marks) <p style="text-align: right;">Total: 30 marks</p>	Peer assessment using the criteria checklist
Written table Pairs 6.4.7	Research and present information on how common diseases are spread using a table	<ul style="list-style-type: none"> ➤ At least 5 illnesses identified (e.g. malaria, TB, worms, pek pek wara, HIV) (5 marks) ➤ For each illness the correct factors for the spread of the illness (e.g. fleas, dirty water, unsafe sex, mosquitoes) (2 for each, 10 marks) ➤ For each illness the correct method for prevention (e.g. mosquito net, vaccination, using condoms or abstaining) (2 for each, 10 marks) ➤ General tidiness of the table. Careful lines drawn, well spaced out, no corrector use (5 marks) <p style="text-align: right;">Total: 30 marks</p>	Marking by the teacher using this checklist

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<p>Oral presentation on results of interviews</p> <p>Individual</p> <p>6.4.9</p>	<p>Interview students and community members about the issue of HIV and what the community does to protect young people</p>	<p>Range of at least 5 good “wh-“ questions written in a simple recording tally table (10 marks)</p> <p>At least 2 open questions (e.g. “What should our community do about HIV?”) (2 marks)</p> <p>At least 4 people interviewed (both sexes) (4 marks)</p> <p>Correct sound formation, pronunciation and questions in English and vernacular. Clear report. (2 marks)</p> <p>Loud volume of voice and eye contact (2 marks)</p> <p align="right">Total: 20 marks</p>	<p>Observation checklist by teacher on oral report</p>
<p>Discussion and chart feedback</p> <p>Groups of 4</p> <p>6.4.8</p>	<p>In groups of 4 students discuss hazardous situations in the community</p>	<p>List of hazardous situations in the community, at least 10 sorted into a sensible order of danger to the students (10 marks)</p> <p>For each hazard at least 2 strategies for avoiding this hazard (10 marks)</p> <p align="right">Total: 20 marks</p>	<p>Marking of butcher paper or report from group by teacher</p>
<p align="right">Total for the unit of work = 100 marks</p>			

My Body

Grade: 6

Subject: Personal Development

Learning Outcomes:

- 6.4.1 Describe the stages in growth and development and the health needs at various stages
- 6.4.3 Investigate various sources of information about sexual development
- 6.4.7 Investigate how illnesses are spread and how they can protect themselves from illness and disease
- 6.4.9 Describe ways in which the community promotes the health of the community and individuals

Theme: My Body

Purpose: The purpose of this unit is for students to describe stages of growth and development, identify ways in which the community promotes health and investigate how illnesses are spread. They will also identify ways in which they can protect themselves. Also students will examine various sources of information about sexual development and puberty.

Time: 6 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 6.4.1</p> <p>Stages of growth and development</p> <ul style="list-style-type: none"> • Infancy, early childhood, adolescence, adulthood, old age <p>Areas of development</p> <ul style="list-style-type: none"> • Physical, intellectual, social, emotional • <i>Physical changes in young men and women (reinforce from G5)</i> • <i>Emotional changes e.g. peer influences</i> <p>Factors that influence growth and development</p> <ul style="list-style-type: none"> • Exercise, diet, rest and sleep, safety, absence of illness and disease • <i>Good parenting and support from family. Strong relationships</i> • <i>Risks to safe healthy development: drugs, alcohol, early marriage, early pregnancy, violence, illnesses and diseases</i> 	<p>Personal Development 6.4.1</p> <ul style="list-style-type: none"> • Gather information through research • Describe stages of growth and development • Explain ways to care for the body • <i>Managing emotions</i> • <i>Communication – asking questions confidently</i> • <i>Self awareness & self esteem – feeling good about their body</i> 	<p>Personal Development 6.4.1</p> <ul style="list-style-type: none"> • <i>Care & respect for oneself and others</i> • <i>Sharing accurate information with others</i> • <i>Appreciate & feel confident about changes that take place during puberty</i> • <i>Responsible</i> • <i>Tolerant and open-minded – accept the views of others and understanding their worries and concerns</i> • <i>Confident to ask questions</i>

<p>Personal Development 6.4.3</p> <p>Sources of information on sexual development</p> <ul style="list-style-type: none"> • Media: newspapers, TV, radio and video • Parents and elders • Teachers, peers, friends • Books and magazines • Verbal: interaction with friends about puberty and sex <p><i>Importance of getting accurate information about sexual development and HIV/AIDS</i></p> <ul style="list-style-type: none"> • <i>Common myths and concerns about puberty and the correct answers</i> • <i>Knowing who to ask and trust</i> • <i>Child rights and responsibilities including the Dept of Education HIV/AIDS Policy</i> 	<p>Personal Development 6.4.3</p> <ul style="list-style-type: none"> • Evaluating sources • Be critical of information gathered about sexual development • Evaluate information: its validity and relevance • Gathering & analysing information • Making decisions & taking appropriate actions • <i>Peer education</i> 	<p>Personal Development 6.4.3</p> <ul style="list-style-type: none"> • <i>Confident to ask trusted sources about sexual development</i> • <i>Caring for others: helping peers with questions about puberty</i> • <i>Not bullying or teasing peers about puberty</i> • <i>Sensitive to the worries of others</i>
<p>Personal Development 6.4.7</p> <p>Common illnesses and diseases</p> <ul style="list-style-type: none"> • Malaria, colds and influenza, gastroenteritis, dengue fever, tuberculosis, grille, tinea and typhoid • <i>Worms, pneumonia, common STIs, HIV/AIDS, lice</i> <p><i>HIV/AIDS</i></p> <ul style="list-style-type: none"> • <i>Modes of transmission</i> • <i>How HIV is not transmitted</i> • <i>What is AIDS</i> • <i>Saying no to sex and identifying risky situations</i> • <i>Where HIV came from & why is it spreading</i> • <i>Why girls and boys are vulnerable</i> • <i>How to care for someone with HIV/AIDS</i> • <i>Where to find accurate information, VCT and people who can help</i> <p><i>Non communicable illnesses: tooth decay, diabetes, sores, malnutrition, heart disease, lung disease, oral cancer, asthma</i></p> <p>How illnesses are spread</p> <ul style="list-style-type: none"> • Include insects, germs, viruses, eating contaminated food and drinking contaminated water, sharing of utensils, coughing and sneezing spreads air borne germs and viruses, sexual contact, heredity, unclean home and environment 	<p>Personal Development 6.4.7</p> <ul style="list-style-type: none"> • Identifying common illnesses and finding out the causes • Describing effects and dangers and developing preventative measures • <i>Assertiveness & resisting pressure</i> • <i>Negotiating safer sex</i> • <i>Goal setting and forward planning</i> • <i>Research</i> 	<p>Personal Development 6.4.7</p> <ul style="list-style-type: none"> • <i>Caring for their own body & wanting to protect themselves from illnesses</i> • <i>Following the instructions of a health worker</i> • <i>Empathy and caring for people who are sick (including people living with HIV/AIDS)</i> • <i>Good personal hygiene and grooming (e.g. washing hands with soap before cooking and eating)</i> • <i>Uses a mosquito net</i> • <i>Confident to ask questions about illnesses including STIs</i>

Health & Personal Development sample units of work

<p>Protection from illnesses</p> <ul style="list-style-type: none"> • Include clean environment and home, use of protective resources such as mosquito nets, avoid contaminated food and water (e.g. from roadside stalls, cover from flies), have safe sexual contact (e.g. use a condom), wash and keep hands clean with soap, wash and boil utensils, cover mouth when coughing and sneezing, take prescribed medicine, vaccination 		<p><i>and HIV/AIDS</i></p> <ul style="list-style-type: none"> • <i>Working together to improve the health of the community</i>
<p>Personal Development 6.4.9</p> <p>Major health concerns</p> <ul style="list-style-type: none"> • Include HIV/AIDS, drug use, malnutrition, environmental health such as pollution of water, land or air <p>Health services</p> <ul style="list-style-type: none"> • Include community health workers like those at immunisation and maternal health clinics, school health education and use of health promoting schools to support healthy island concept, hospitals, doctors and dentists, church groups, non-government organisations • <i>Family planning services, First Aid volunteers, HIV/AIDS workers, voluntary counselling and testing (VCT) centres, antiretroviral therapy (ART), awareness groups</i> <p>Ways of caring for their community to promote health</p> <ul style="list-style-type: none"> • Cooperate with others to complete an activity • Respect and support others at home and at play • Report bullying to protect themselves and others • Report damaged equipment and property • Use bins and assist with waste disposal • <i>Complete courses of medicines</i> • <i>Use a mosquito net</i> 	<p>Personal Development 6.4.9</p> <ul style="list-style-type: none"> • Discuss ways of promoting health of individuals and community • List major health concerns • Investigate cause and effects of health concerns • Identify various health services and their roles • <i>Peer education & leadership</i> • <i>Problem solving</i> • <i>Assertiveness</i> • <i>Conflict resolution</i> 	<p>Personal Development 6.4.9</p> <ul style="list-style-type: none"> • <i>Supporting and caring for health services</i> • <i>Valuing health workers</i> • <i>Wanting to help others</i> • <i>Not dropping litter & cleaning the environment</i> • <i>Uses a mosquito net</i> • <i>Educates family and peers about health and hygiene</i> • <i>Intervenes to stop bullying and teasing & reports incidents to teacher</i> • <i>Does not bully or tease or act in a violent way to peers or younger students</i>

Teaching and learning activities: (bold = assessment task)

1. Discuss and describe in groups of 4 the positive factors that influence the growth of an individual (e.g. good diet, vaccinations, using a mosquito net, support and loving family, education, physical fitness etc). Sort these in order of importance.
2. Discuss which negative factors damage healthy growth (e.g. poor diet, having sex too young, abuse, violence, marrying too young, teenage pregnancy, not completing education, abusing drugs or alcohol, getting infected with an STI or HIV etc)
3. Research various sources about different stages of growth and development (e.g. Personal Development textbook, interview a health worker, interview a pregnant mother, talk to family about their children, observe a baby/young child, speak to a bubu or elder). This activity should take several different sessions depending on the ideas of the students. The teacher should quiz them on the accuracy of the information and the source.
- 4. Draw a chart showing the various stages of life and the needs of the people at each stage (Before birth -> Baby -> Toddler -> Young child -> Older child -> Youth (puberty) -> Young man/woman -> Middle age man/woman -> Old man/woman). Work in pairs.**
5. Research and explain these terms: sex, sexuality, sexual development, sexual. Translate into Tok Pisin or Tok Ples. Discuss which alternatives are ok to use in class, with adults and which ones should not be used with friends.
6. Interview someone they know well who is between young adulthood and late adulthood (18-22 years). Ask them about the changes and responsibilities they have experienced. Same sex groups are preferred. List the changes that have occurred in that person's way of life. Present what they have found out in a report.
7. In same sex groups of 4 students discuss where adolescents learn about sexual development (e.g. haus boi, haus girl, peers, books, mama, papa, young teacher, older teacher, pastor etc). For each source discuss whether the information is likely to be reliable or not. Why would it be reliable/unreliable? Sort these sources into how accurate they would be. Present this to the class.
- 8. Students write an essay showing their opinion on how accurate different sources of information on sexual development can be found**
9. Write questions that young men and women would ask about sexual development. If possible, have same sex groups with a same sex teacher to answer these questions.
10. Play reproductive system word bingo to learn English words and definitions about sexual development
11. List myths and lies about puberty that people say (e.g. "Masturbation makes you go blind", "Girls having their period are dirty"). Role play the correct answers to the myths and lies with a partner.
12. Have a question and answer box in the classroom to help students ask questions about sexual development and puberty

13. Guest speaker. Class prepares questions and then interviews a person with an illness such as HIV. Write, rehearse and then ask questions. Follow up with a thank you letter.

14. Investigate health concerns in the community using a survey, working in pairs. Ask different sex and age groups (e.g. what will the pregnant mothers say? What would the old men say?). Present findings to the class.

15. Brainstorm and then gather different information about common illnesses and their causes

16. Individual students prepare a leaflet on common communicable illnesses in your community and list the signs and symptoms (e.g. malaria, flu, TB, worms etc). Then students work with a partner to complete one for HIV/AIDS which covers all the key accurate information needed to protect themselves. It should also have the contact details for more information (e.g. BAHA helpline, Provincial AIDS Committee, nearest VCT centre etc)

17. Working with a partner students draw a body map showing the effects of these diseases on a person's body (e.g. which organs they infect)

18. Working with a partner students research the different causes of illness in the community (e.g. malaria, TB, sores, grille etc). List possible strategies to prevent these illnesses. This should be summarised in a poster presentation to the class. This is a good time for students to see a male and female condom demonstration (with community agreement).

19. Describe the effects and dangers of different illnesses and diseases to individuals and the community. Class brainstorm.

20. In groups of 3 students role play different ways of preventing the spread of illnesses (e.g. HIV, worms etc). Present these plays to another class. Make sure you have a strong message. Make sure the protection message is clear (e.g. cover your face with your hands or say no to sex or always use a condom when having sex)

21. Write a story about the effect of HIV/AIDS on individuals and the community. Make sure you have an appropriate message (e.g. Don't have sex while you are still at school, Don't be scared of those who have HIV etc)

22. Identify health services available in and around the community. Map these on a chart. Describe other methods of promoting healthy living (e.g. Church messages, NGOs, vaccination programmes etc)

23. Students work in pairs and discuss how the community can maintain their health services and promote healthy living. Debate whether their community looks after its health services well or not.

24. Students work in a group of 4 to plan and conduct a program to promote healthy practices in their community. They can choose the approach: e.g. produce awareness materials, perform a play or song, or give a talk to local groups. (e.g. Washing hands before cooking, use a mosquito net, not drinking home brew, being tested for STIs etc)

25. Teacher explains the HAMP Act, HIV/AIDS Policy and UN Convention on Child Rights and students discuss their rights and responsibilities. They can also look at

their Church policy if it is available. What do they need to do? How does this help them? Why are these rules important?

Assessment:

Method	Task	Criteria	Recording
Flow chart 6.4.1	In pairs, draw a labelled chart showing the stages of development through life from unborn baby to old person	<ul style="list-style-type: none"> ➤ All nine main stages of life drawn on the chart in a logical order (9 marks) ➤ Each stage labelled with two needs of that stage (e.g. the three main needs of a child are...) (18 marks) ➤ Neat colour illustrations for each stage include the age of the stage (e.g. unborn baby 9 months) (3 marks) <p align="right">Total: 30 marks</p>	Marked by teacher and displayed in classroom
Written essay 6.4.3	Individual essay writing giving their opinions on the different sources of information about sexual development	<ul style="list-style-type: none"> ➤ Correct spelling of key English words: sex, sexual, development, puberty, source, information, accurate, trust (1/2 mark each, 4 marks) ➤ Introduction paragraph listing at least 5 different sources of information and the question (5 marks) ➤ At least 3 paragraphs on different sources with the student's opinion on the accuracy of those sources (6 marks) ➤ Concluding paragraph where the student gives their opinion on the most accurate sources of information and logically explains why they think that (5 marks) <p align="right">Total: 20 marks</p>	Marking the essay, added to student portfolio; students should read 3 peer essays to compare to theirs.
Written and observation 6.4.7	Research and survey the causes of illness in the community (pairs)	<ul style="list-style-type: none"> ➤ List at least 5 common illnesses and diseases in their community including HIV/AIDS and TB (spelt correctly) (5 marks) ➤ List causes for each of these (5 marks) ➤ List the signs and symptoms of these diseases and which groups in the community would be vulnerable (10 marks) ➤ Neat clear poster showing their results (5 marks) ➤ Oral presentation: equal turn taking, loud clear presentation in English or Tok Pisin (5 marks) <p align="right">Total: 30 marks</p>	Checklist and poster displayed in classroom. Observation of poster presentation.

Health & Personal Development sample units of work

<p>Written map</p> <p>6.4.9</p>	<p>Map the health services and other people who promote healthy living on a map of the community (individual)</p>	<ul style="list-style-type: none"> ➤ Neat, accurate map showing community and important places (5 marks) ➤ At least 5 health services and 5 people who promote healthy living shown (1/2 for each, 5 marks) ➤ A one sentence explanation of what those people do for each health provider (e.g. The mothers group help pregnant mothers cook nutritious food for their unborn babies) (10 marks) <p style="text-align: right;">Total: 20 marks</p>	<p>Checklist on marked map</p>
<p>Total for unit of work = 100 marks</p>			

My Growth and Sexual Development

Grade: 6

Subject: Personal Development

Learning Outcomes:

- 6.4.1 Describe the stages in growth and development and the health needs at various stages
- 6.4.3 Investigate various sources of information about sexual development
- 6.4.9 Describe ways in which the community promotes the health of the community and individuals
- 6.4.10 Identify the health services available to various groups in the community
- 6.5.2 Describe the process of making decisions

Theme: My Growth and Sexual Development

Purpose: The purpose of this unit is for students to describe the different stages of growth and development of a person. They will discuss how it influences the sexual behaviour of an individual in terms of making decisions to protect their health and the health of those they live with in the community. Also this unit will encourage students to support the health services that promote healthy living in their community.

Time: 5 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 6.4.1</p> <p>Stages of growth and development</p> <ul style="list-style-type: none"> • Infancy, early childhood, adolescence, adulthood, old age <p>Areas of development</p> <ul style="list-style-type: none"> • Physical, intellectual, social, emotional • <i>Physical changes in young men and women (reinforce from G5)</i> • <i>Emotional changes e.g. peer influences</i> <p>Factors that influence growth and development</p> <ul style="list-style-type: none"> • Exercise, diet, rest and sleep, safety, absence of illness and disease • <i>Good parenting and support from family. Strong relationships</i> • <i>Risks to safe healthy development: drugs, alcohol, early marriage, early pregnancy, violence, illnesses and diseases</i> • <i>Risk of HIV/AIDS and STIs to development and growth</i> 	<p>Personal Development 6.4.1</p> <ul style="list-style-type: none"> • Gather information through research • Describe stages of growth and development • Explain ways to care for the body • <i>Managing emotions</i> • <i>Communication – asking questions confidently</i> • <i>Self awareness & self esteem – feeling good about their body</i> 	<p>Personal Development 6.4.1</p> <ul style="list-style-type: none"> • <i>Care & respect for oneself and others</i> • <i>Sharing accurate information with others</i> • <i>Appreciate & feel confident about changes that take place during puberty</i> • <i>Responsible</i> • <i>Tolerant and open-minded – accept the views of others and understanding their worries and concerns</i> • <i>Confident to ask questions</i>

<p>Personal Development 6.4.3</p> <p>Sources of information on sexual development</p> <ul style="list-style-type: none"> • Media: newspapers, TV, radio and video • Parents and elders • Teachers, peers • Books and magazines • Verbal: interaction with friends about puberty and sex <p><i>Importance of getting accurate information about sexual development and HIV/AIDS</i></p> <ul style="list-style-type: none"> • <i>Common myths and concerns about puberty and HIV/AIDS & STIs and the correct answers</i> • <i>Knowing who to ask and trust</i> • <i>Child rights and responsibilities including the Dept of Education HIV/AIDS Policy</i> 	<p>Personal Development 6.4.3</p> <ul style="list-style-type: none"> • Evaluating sources • Be critical of information gathered about sexual development • Evaluate information: its validity and relevance • Gathering & analysing information • Making decisions & taking appropriate actions • <i>Peer education</i> 	<p>Personal Development 6.4.3</p> <ul style="list-style-type: none"> • <i>Confident to ask trusted sources about sexual development</i> • <i>Caring for others: helping peers with questions about puberty</i> • <i>Not bullying or teasing peers about puberty</i> • <i>Sensitive to the worries of others</i>
<p>Personal Development 6.4.9</p> <p>Major health concerns</p> <ul style="list-style-type: none"> • Include HIV/AIDS, drug use, malnutrition, environmental health such as pollution of water, land or air <p>Health services</p> <ul style="list-style-type: none"> • Include community health workers like those at immunisation and maternal health clinics, school health education and use of health promoting schools to support healthy island concept, hospitals, doctors and dentists, church groups, non-government organisations • <i>Family planning services, First Aid volunteers, HIV/AIDS workers, voluntary counselling and testing (VCT) centres, antiretroviral therapy (ART), awareness groups</i> <p>Ways of caring for their community to promote health</p> <ul style="list-style-type: none"> • Cooperate with others to complete an activity • Respect and support others at home and at play • Report bullying to protect themselves and others • Report damaged equipment and property • Use bins and assist with waste disposal • <i>Complete courses of medicines</i> • <i>Use a mosquito net</i> 	<p>Personal Development 6.4.9</p> <ul style="list-style-type: none"> • Discuss ways of promoting health of individuals and community • List major health concerns • Investigate causes and effects of health concerns • Identify various health services and their roles • <i>Peer education & leadership</i> • <i>Problem solving</i> • <i>Assertiveness</i> • <i>Conflict resolution</i> 	<p>Personal Development 6.4.9</p> <ul style="list-style-type: none"> • <i>Supporting and caring for health services & valuing health workers</i> • <i>Wanting to help others</i> • <i>Not dropping litter & cleaning the environment</i> • <i>Uses a mosquito net</i> • <i>Educates family and peers about health and hygiene</i> • <i>Intervenes to stop bullying & teasing & reports incidents to teacher</i> • <i>Does not bully, tease or act in a violent way to peers & other students</i>

<p>Personal Development 6.4.10</p> <p>Health services available</p> <ul style="list-style-type: none"> • Health clinics and centres, hospitals, aid posts for medical care, creative and self help centres for people with disabilities, health promoting school programs, school visits by health workers, dentists, doctors' surgeries in big towns and cities, first aid centres for emergency treatment, health clinics for nutritional information, churches for counselling services, pharmacies or supermarkets for medicines, eye care and treatments of minor injuries and illnesses, fitness centres and department stores for fitness products • <i>Voluntary Counselling and Testing centres for HIV/AIDS testing, volunteer health workers, First Aid groups, antiretroviral therapy for HIV/AIDS, DOTs for treating TB, condom dispensers, STI clinics, family planning clinics, midwives and birth attendants</i> <p>Reasons for choosing and using different health services</p> <ul style="list-style-type: none"> • Including recommendations from friends, different religious and cultural beliefs, level of health knowledge, closeness to home, access by transport or walking distance, type of treatment offered, only treatment available • <i>Cost, traditional medicines and herbs</i> 	<p>Personal Development 6.4.10</p> <ul style="list-style-type: none"> • Identify services and their roles in the community • Interview people about the benefits of different services • Propose ways to maintain and improve different health services • Create community awareness • <i>Critical analysis – which is the right service?</i> • <i>Problem solving to improve health services</i> • <i>Research</i> 	<p>Personal Development 6.4.10</p> <ul style="list-style-type: none"> • <i>Empathy and caring for others</i> • <i>Valuing health workers and services</i> • <i>Promoting healthy lifestyles and community health services</i> • <i>Being a role model for a healthy lifestyle</i> • <i>Completing courses of medicines correctly</i>
<p>Personal Development 6.5.2</p> <p>Steps in decision-making</p> <ol style="list-style-type: none"> 1. Identify the issue or problem 2. Consider options 3. Identify possible consequences of options: the benefits and disadvantages of different options 4. Make decisions or choices after considering the possibilities 5. Describe feelings about choices made 6. Reflect and evaluate results of decisions <p>Influence on decision making</p> <ul style="list-style-type: none"> • Adequate knowledge about the situation • Our thoughts and feelings • Other's thoughts and feelings including those of family, peers and community • Personal, family and community values • Peer pressure • Parental pressure • The effects on others and the community • Conflicts between modern and traditional values 	<p>Personal Development 6.5.2</p> <ul style="list-style-type: none"> • Gathering information about the situation or issues • Analysing the information • Considering the consequences • Listing choices • Making decisions • Evaluating decisions 	<p>Personal Development 6.5.2</p> <ul style="list-style-type: none"> • <i>Empathy</i> • <i>Courage to stick up for themselves</i> • <i>Self confidence in resisting peer pressure</i>

Teaching and learning activities: (bold = assessment task)

1. Discuss and describe factors that influence the growth of an individual (e.g. diet, illness, social, emotional) in groups of 4. Draw and label these on a body map
2. Interview a young man or young woman you know well about the changes they have gone through over the last few years since they were a child (e.g. responsibilities, physical, emotional, cultural etc). Report this back as a biography.
3. Working individually students write poems about growing up from this interview
4. Question wall for questions and answers about puberty and development.
5. Students design a crossword puzzle for peers on growth and development including puberty key words
6. Students work in same sex pairs to summarise and list the changes that will occur in the life of a young man and a young woman when they go through puberty (physical, emotional, cultural).
7. Students research and explain the words: puberty, sex, sexuality, sexual development and sexual. Translate them into Tok Ples or Tok Pisin
8. Problem posing. Students work with a same sex partner and write a set of quiz questions (with answers on the back) for each other about sexual development.
9. As a whole class play reproductive word bingo to learn English words about puberty and sexual development.
10. Students work with a partner to design a game of their own to help students learn facts about sexual development
11. Label body parts on a body map with the correct English words (include reproductive organs)
12. Students are divided up into groups of 5 and have to make a big book for Grade 5 students with five body systems: reproductive, circulatory & respiratory, skeletal, digestive and nervous system. They each make a page from the big book with diagrams, information and facts about the body systems. They should present their big book to the Grade 5.
- 13. Students research information about the different stages of growth and development (e.g. peers, Personal Development text books, pregnant mothers, older men and women, peer educators). Present this information as a leaflet. Write an individual Top 10 list about the sources of information about sexual development – are they accurate or not? Which is the most accurate? (e.g. cultural beliefs, religious messages, school text books, NGO's, peers, older brothers or sisters, elders, mothers and fathers, radio etc). Write a personal action plan listing who you would speak to and why.**
14. Students make a list of all the groups they belong to and what you get from each group. Also note what each group gets from them and which ones are the most influential! Present this in an imaginative way as a poster (e.g. using string to show relationships and connections)

15. Class brainstorm what important decisions young men and women need to make. These are then sorted into Health, Relationships, Education & Career. Then working with a mixed group of 4 students sort these decisions into importance to young men and women.

16. Personal action plan – how can the student improve their health and relationships? Complete a flow chart of the decision making process they will take to stay healthy and have happy, safe relationships.

17. Investigate health concerns in the home, the community and the province. Are they the same? Why or why not? What are the causes and the consequences of health problem? Working with a partner imagine what decisions they would make to reduce the risk of these problems (e.g. as a community leader)

18. Working in a group of 4 students decide on a health issue and plan an awareness campaign to deal with one issue in the community. Prepare materials and carry this out.

19. Collect information on health groups and health providers (such as health workers, mama groups, NGOs). Research their addresses and contact information and present this as an information table. How does each health group help the community? How can students help the health service?

20. In a small group list and then gather information about different relationships (e.g. mother/child, father/child, wantok, sexual partners, friends, boyfriend/girlfriend, husband/wife, Church relationship, teacher/student, health worker/patient, captain/team mate etc). Are these strong or weak relationships? How are they positive?

21. List reasons for changes in relationships (e.g. moving away, growing up, sexual development etc) and how these changes effect relationships (e.g. Maggie used to play with the boys at football, now she has developed breast and started her period they won't play with her anymore). Discuss how we can deal with these changes.

22. For the community, explain in an essay how the community helps maintain health services and promotes healthy living (e.g. Healthy Schools, vaccinations, draining swamps, cutting grass, digging latrines, water source protection).

23. Role play a health issue and poor decision making and the consequence of it (e.g. drinking home brew, lack of family planning, not using mosquito nets, malnutrition, wife beating, dirty water, no toilets, bullying, unfaithfulness, sex before marriage, rape, HIV/AIDS and STIs, TB, worms etc) Then role play again showing how a health service or group could improve the health issue.

Assessment:

Method	Task	Criteria	Recording
Written leaflet 6.4.1	Individual students produce an information leaflet about the stages of development through life from unborn baby to old person	Sections on each main stage of the human life cycle <ul style="list-style-type: none"> ➤ Unborn baby: health needs of unborn baby, needs of pregnant mother, stages of pregnancy (5 marks) ➤ Baby: health needs of baby, needs of breastfeeding mother (4 marks) ➤ Child: health needs of a child, rights and responsibilities of the child, list of good parenting rules (5 marks) ➤ Adolescent: health needs of a adolescent, health risks during adolescence, rights and responsibilities of being an adolescent, safe behaviours (10 marks) ➤ Adult: healthy decisions and goals to keep healthy and happy in life (4 marks) ➤ Old age: health needs of an older person (2 marks) <p style="text-align: right;">Total: 30 marks</p>	Marked and displayed in classroom
Written Top Ten 6.4.3	Individual students prepare a Top 10 list giving their opinions on the accuracy of different sources of information about sexual development	<ul style="list-style-type: none"> ➤ 10 relevant sources of information listed (10 marks) ➤ Sensible sorting of reliable sources of information from least accurate to most accurate (5 marks) <p style="text-align: right;">Total: 15 marks</p>	Marking the essay, collected into student portfolio
Written research 6.4.9 & 6.4.10	Research different groups that help with the health of the community including how to contact them (pairs)	<ul style="list-style-type: none"> ➤ List 6 ways the community improves the health of their people (6 marks) ➤ List at least 5 local health services or people who promote healthy living shown (5 marks) ➤ Write one sentence explanation of what those people do for the community's health (5 marks) ➤ List a contact for each one (name, address, phone if available) (5 marks) ➤ List 3 national agencies that promote good health (3 marks) ➤ Write one sentence explanation that national health provider does (3 marks) ➤ List a contact for each one (name, address, phone if available) (3 marks) <p style="text-align: right;">Total: 30 marks</p>	Mark and feedback using criteria

Health & Personal Development sample units of work

<p>Observation</p> <p>6.5.2</p>	<p>Role play how young people can improve their health and their community by better decision making</p> <p>(groups of 4)</p>	<ul style="list-style-type: none"> ➤ Clear message about healthy decision making and how it helps the community and individual health (5 marks) ➤ Before and after consequences clearly shown (5 marks) ➤ Full participation from all group (4 marks) ➤ Interesting characters (4 marks) ➤ Use of drama, comedy, emotion, facial expressions, props and volume are imaginative (4 marks) ➤ Confident and loud delivery in English or Tok Pisin (3 marks) <p align="right">Total: 25 marks</p>	<p>Checklist observation by teacher</p>
<p>Total for unit of work: 100 marks</p>			

Grade 7 sample units of work

Boy becomes man, girl becomes woman

Grade: 7

Subject: Personal Development

Learning Outcomes:

- 7.4.1 Explore the functions of different systems and parts of the body
- 7.4.2 Describe physical, social and emotional changes in both boys and girls during puberty
- 7.4.3 Identify situations and behaviours relating to the human body and how these behaviours promote or lessen respect for individuals and groups

Theme: Boy becomes man, girl becomes woman

Purpose: The purpose of this unit is for students to explore the main functions of the reproductive system, describe physical, emotional and social changes during puberty and identify behaviour that affects sexual health and the safety of people, including themselves

Time: 4-5 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 7.4.1</p> <p><i>Main functions of different body systems</i></p> <ul style="list-style-type: none"> • <i>Respiratory system</i> • <i>Skeletal system</i> • <i>Circulatory system</i> • <i>Digestive system</i> <p>Main functions of the reproductive system</p> <ul style="list-style-type: none"> • Male reproductive system <ul style="list-style-type: none"> ○ Function of penis, foreskin, scrotum, testes, urethra, sperm • Female reproductive system <ul style="list-style-type: none"> ○ Function of the vagina, clitoris, cervix, ovary, ovum, fallopian tubes or oviducts, uterus <p>Beliefs about conception</p> <ul style="list-style-type: none"> • Within marriage • Economic and social aspects • <i>Factors in choosing who and when to marry including importance of finishing education</i> 	<p>Personal Development 7.4.1</p> <ul style="list-style-type: none"> • Classifying and organising • Drawing diagrams and labelling body parts correctly • Making decisions • <i>Questioning</i> • <i>Identifying who to trust for information about puberty</i> • <i>How to use a male and female condom correctly</i> 	<p>Personal Development 7.4.1</p> <ul style="list-style-type: none"> • Importance of using correct names and respect for body • <i>Respect for the body of the opposite sex</i> • Responsibility of individuals to care for their bodies by protecting themselves from illness and disease • <i>Positive, sensible attitude to marriage (e.g. not to marry too young or someone much older)</i>

<p>Process of conception, including:</p> <ul style="list-style-type: none"> • Release of ovum (egg) • Release of sperm into vagina • Fertilisation of egg by sperm • Formation of zygote • Passage of zygote in oviduct • Division of zygote to form ball of cells called an embryo • Embryo implants into lining of uterus <p><i>Family planning methods, advantages, disadvantages and how effective they are</i></p> <ul style="list-style-type: none"> • <i>Male and female condoms</i> • <i>Non penetrative sex</i> • <i>Female contraceptive pill</i> • <i>Female contraceptive injection (Depo Provera)</i> • <i>Male or female sterilisation</i> • <i>Fertility awareness</i> • <i>Other methods: cap, IUD, breastfeeding etc</i> <p><i>Importance of spacing children ,small families and avoiding unplanned pregnancy. Where to access family planning. Debate around abortion issues</i></p>		<ul style="list-style-type: none"> • <i>Importance of family planning and small family size</i>
<p>Personal Development 7.4.2</p> <p>Physical changes</p> <ul style="list-style-type: none"> • Height, weight and changing body shapes • Secondary characteristics such as facial and pubic hair and development of breasts and onset of menstruation • <i>Able to orgasm & masturbate (include wet dreams)</i> • <i>Menstruation and ovulation in women</i> • <i>Ejaculation in men</i> <p>Social changes</p> <ul style="list-style-type: none"> • Strong involvement with peers • Greater independence • Experimenting with new relationships • Development of sense of personal sexuality • Development of values, beliefs and behaviour associated with and influenced by traditional perspectives of masculinity and femininity • <i>Courting (traditional and modern)</i> <p>Emotional changes</p> <ul style="list-style-type: none"> • Boys and girls experience strong emotions such as love and hate, likes and dislikes, being aggressive, being idealistic, being critical of others and arguing easily 	<p>Personal Development 7.4.2</p> <ul style="list-style-type: none"> • Exploring and investigating • Discussing and asking questions • Discussing sensitive issues openly • Identifying body changes • Describing options and taking action appropriately 	<p>Personal Development 7.4.2</p> <ul style="list-style-type: none"> • <i>Respect for the opposite sex and peers</i> • <i>Confidence to ask questions using the correct vocabulary</i> • <i>Willingness to discuss openly</i> • <i>Understanding and tolerant of others</i>

Personal Development 7.4.3	Personal Development 7.4.3	Personal Development 7.4.3
<p>Behaviour that promotes respect for individual and groups</p> <ul style="list-style-type: none"> • Hugging: varies from place to place • Greeting someone by smiling or shaking hands • Comforting or helping someone in need • Caring for old or sick person • Humble oneself <p>Behaviour that lessens respect</p> <ul style="list-style-type: none"> • Behaviour such as shouting, insulting or abusive language, using names of body parts as abuse, sexual harassment, inappropriate touching, showing bitterness, fear, anger or jealousy, not paying attention <p>Influences on our behaviour</p> <ul style="list-style-type: none"> • Influences such as value systems, parents and religious beliefs, what we expect to gain from behaviour, social and cultural factors, community and pressure groups, wealth • <i>The importance of gender equity</i> <p><i>The law in PNG</i></p> <ul style="list-style-type: none"> • <i>Legal aspects of discrimination and stigmatisation (the HIV/AIDS Management & Prevention Act (HAMP Act) and laws against domestic violence, child abuse and sexual abuse</i> 	<ul style="list-style-type: none"> • Identifying behaviour • Classifying behaviour into negative and positive • Improving negative behaviour 	<ul style="list-style-type: none"> • <i>As above</i>

Teaching and learning activities: (bold = assessment task)

1. Working in groups of three, students select one body system and draw a large labelled diagram of it. Then they produce an information leaflet for younger students with facts about the body system and some ways of keeping it healthy.

2. Icebreaker game: Vote with your feet! Decide whether TRUE, FALSE or DON'T KNOW for statements about puberty and sexual development such as "Boys have reached puberty by the age of 13" or "When you start puberty your periods will be irregular"

3. Brainstorming in same sex groups – name the physical changes from boy – man and girl – woman

4. Icebreaker game: Why and because...students split into two lines and are given a slip of paper. One line writes WHY questions like "Why do boys form gangs?" or "Why do men have beards?" and the other line writes BECAUSE answers like "...because it is a sign women are sexually mature" or "...because I like it". They then read them out alternately.

5. Labelling the human reproductive system – both male and female, both internal and external. Work in same sex pairs. For each label research the function of each part.

6. Icebreaker game: Play a matching game like Snap or Bingo with parts of the reproductive system to encourage correct function, correct English pronunciation and correct place in the body
7. In same sex pairs student describe how each part of the reproductive system changes during puberty for both men and women
8. With a partner list the ways in which we keep our reproductive parts healthy and clean (e.g. do not wash the inside of the vagina with strong soap or perfume, clean under the foreskin)
9. Icebreaker game: Play Follow Me cards to connect the functions with the names of the reproductive parts
10. Maths – research the numbers of children, adults, adolescents and old people in your community. Record the number of male and females in each age group in a table and a graph. Analyse the data and draw conclusions. Refer to family planning issues and population growth as well as migration from Social Science
11. KWL chart for human development can be developed in pairs. What we already know, what we want to learn and what we have found out.
12. Icebreaker game: Three truths and a lie. Each student writes 4 statements about themselves. 3 must be true. 1 is a lie. Their partner has to guess which one is a lie!
- 13. Research using text books and interviews and then list social, physical and emotional changes boys and girls go through during puberty. Groups of 4, same sex.**
14. Discuss strategies for dealing with these changes. Brainstorm problems and concerns boys and girls might have and try and find out how to answer those worries.
15. Observe the social and emotional changes in themselves, their siblings or cousins during puberty and report these in an essay. Individual.
16. Role play issues that arise during puberty (e.g. falling in love, anger and frustration, first period, wet dream, voice breaking) and show some strategies for dealing with them
17. Icebreaker game: Complete a WHEN, WHY, WHAT grid for puberty or birth
18. Watch a VCD about birth and pregnancy if available or interview a pregnant mother and one who has just given birth. Prepare questions and write an essay entitled “Life as a Pregnant Mother” or “the Experience of Birth
19. Draw the human life cycle steps – embryo/foetus to new born baby to childhood to adolescence to adulthood to old age – what are the needs and responsibilities at each stage? Students work in groups of 4 to produce a large chart of the stages
20. List traditional practices and modern practices linked to human development (e.g. haus boi, marriage). Which ones are positive and which ones are negative? What are the advantages and disadvantages of traditional initiation and courting?
21. List the stages of conception including sexual arousal, sexual intercourse, fertilization

22. List the stages of development of a baby including birth and how to look after pregnant mothers (e.g. no drinking alcohol, no smoking, protein, vaccinations, health check ups, rest)

23. Write a chart showing menstruation cycles and discuss ways of preparing for menstruation

24. In groups of 4 students sort family planning methods according to their effectiveness at preventing pregnancy and advantages and disadvantages. Finally list which ones they will use when married and why. (contraceptive pill, contraceptive injection, fertility awareness, male condom, female condom, IUD, non-penetrative sex, withdrawal of penis, vasectomy, tubal ligation, traditional methods)

25. Paired microteaching on the correct use of the male and female condom. List rules for using condoms and their advantages for family planning and safe sex. Students should all have the opportunity to put condoms on wooden penises or bananas.

26. Working with a partner, list a range of their personal behaviours and values and the influences for each one

27. List how to maintain healthy behaviours (e.g. good company, strong beliefs, listening to advice, avoiding peer pressure). Role play appropriate ways of courting and talking with the opposite sex. Compare traditional and modern ideas of marriage and courting.

28. Think of a negative health behaviour you want to change. List and explain factors that stop you changing that behaviour (e.g. buai chewing, eating too many fatty foods, sleeping without a mosquito net)

29. Identify different behaviours about the body in the community that effect their health and the health of the community

30. List and dramatise different behaviours about the body that effect respect in the community (e.g. bullying, insulting, sexual abuse, domestic violence). Why do they happen? Identify strategies for dealing with this negative behaviour.

31. List the roles and responsibilities of men and women in the community – give reasons for these

32. Discuss stigma and discrimination. Learn about the HAMP Act for HIV&AIDS. Talk about your own responsibilities and respect for others. Role play a debate into a statement like “People with HIV should be locked up” or “Family planning is a basic human right” or “Rape is part of PNG culture”

Assessment:

Method	Task	Criteria	Recording						
Written body map PD 7.4.1	Body map with labels on the male and female reproductive organs (paired)	<ul style="list-style-type: none"> ➤ Accurate drawing showing the male and female organs (internal and external) (4 marks) ➤ Correctly spelt labels Male: penis, testes, scrotum, foreskin, urethra, sperm, semen, pubic hair (9 marks) Female: vagina, clitoris, cervix, ovary, ovum, fallopian tubes (or oviducts), uterus or womb, labia, pubic hair (9 marks) <ul style="list-style-type: none"> ➤ Table explaining the function of these parts in English (one or two sentences per organ) (18 marks) <p align="right">Total: 40 marks</p>	Teacher marks the body map using the criteria as a checklist						
Written table PD 7.4.2	Identify the changes during puberty (groups of 4, same sex)	<ul style="list-style-type: none"> ➤ Table produced for both males and females <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Social changes</i></th> <th style="text-align: center;"><i>Emotional changes</i></th> <th style="text-align: center;"><i>Physical changes</i></th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ➤ At least 5 changes for each column for each sex (1 mark per change per sex = 30 marks total) <p align="right">Total: 30 marks</p>	<i>Social changes</i>	<i>Emotional changes</i>	<i>Physical changes</i>				Marking completed table using the criteria
<i>Social changes</i>	<i>Emotional changes</i>	<i>Physical changes</i>							
Observation (group) PD 7.4.8	Dramatise different behaviours about the body that effect respect in the community Identify strategies for dealing with this negative behaviour. (groups of 4, mixed sex)	Two role plays demonstrating two behaviours relating to the human body and health which increases or lessens respect (e.g. bullying, stigma and discrimination, caring etc) For each role play <ul style="list-style-type: none"> ➤ Clear and persuasive message in the role play – what is the negative behaviour that lessens respect for people’s bodies and health (3 marks) ➤ Shows clear and workable strategy for changing negative behaviour (3 marks) ➤ Well rehearsed (2 marks) ➤ Realistic behaviour which is relevant to community (1 marks) ➤ All participating (2 marks) ➤ Confidence in performing in public (2 marks) ➤ Good facial expression, volume and dramatic movements (2 marks) <p align="right">Total: 15 marks for each role play = 30 marks</p>	Peer assessment of 2 role plays using the criteria						
<p>Total for unit of work: 100 marks</p>									

My Changing Body and Behaviour

Grade: 7

Subject: Personal Development

Learning Outcomes:

- 7.4.1 Explore the functions of different systems and parts of the body
- 7.4.2 Describe physical, social and emotional changes in both boys and girls during puberty
- 7.4.3 Identify situations and behaviours relating to the human body and how these behaviours promote or lessen respect for individuals and groups
- 7.4.8 Describe behaviours that affect personal and community safety

Theme: My Changing Body and Behaviour

Purpose: The purpose of this unit is for students to explore the main functions of the reproductive system, describe physical, emotional and social changes during puberty and identify behaviour that affects sexual health and the safety of people, including themselves

Time: 5-6 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 7.4.1</p> <p>Main functions of the reproductive system</p> <ul style="list-style-type: none"> • Male reproductive system <ul style="list-style-type: none"> ○ Function of penis, foreskin, scrotum, testes, urethra, sperm • Female reproductive system <ul style="list-style-type: none"> ○ Function of the vagina, clitoris, cervix, ovary, ovum, fallopian tubes or oviducts, uterus <p>Beliefs about conception</p> <ul style="list-style-type: none"> • Within marriage • Economic and social aspects • <i>Factors in choosing who and when to marry including importance of finishing education</i> <p>Process of conception, including:</p> <ul style="list-style-type: none"> • Release of ovum (egg) • Release of sperm into vagina • Fertilisation of egg by sperm • Formation of zygote • Passage of zygote in oviduct • Division of zygote to form ball of cells called an embryo • Embryo implants into lining of uterus 	<p>Personal Development 7.4.1, 7.4.2, 7.4.3 & 7.4.8</p> <ul style="list-style-type: none"> • Classifying and organising • Drawing diagrams and labelling body parts correctly • Making decisions • <i>Questioning</i> • <i>Identifying who to trust for information about puberty</i> • <i>How to use a male and female condom correctly</i> 	<p>Personal Development 7.4.1, 7.4.2, 7.4.3 & 7.4.8</p> <ul style="list-style-type: none"> • Importance of using correct names and respect for body • <i>Respect for the body of the opposite sex</i> • Responsibility of individuals to care for their bodies by protecting themselves from illness and disease • <i>Positive, sensible attitude to marriage (e.g. not to marry too young or someone much older)</i>

<p><i>Family planning methods, advantages, disadvantages and how effective they are</i></p> <ul style="list-style-type: none"> • Male and female condoms • Non penetrative sex • Female contraceptive pill • Female contraceptive injection (Depo Provera) • Male or female sterilisation • Other methods: cap, IUD, breastfeeding etc <p><i>Importance of spacing children ,small families and avoiding unplanned pregnancy. Where to access family planning services locally</i></p>	<ul style="list-style-type: none"> • Exploring and investigating • Discussing and asking questions • Discussing sensitive issues openly • Identifying body changes • Describing options and taking action appropriately 	<ul style="list-style-type: none"> • <i>Importance of family planning and small family size</i> • <i>Empathy and caring for others</i> • <i>Respect for individual choices</i> • <i>Respect for the opposite sex and peers</i> • <i>Confidence to ask questions using the correct vocabulary</i> • <i>Willingness to discuss openly</i> • <i>Understanding and tolerant of others</i>
<p>Personal Development 7.4.2</p> <p>Physical changes</p> <ul style="list-style-type: none"> • Height, weight and changing body shapes • Secondary characteristics such as facial and pubic hair and development of breasts and onset of menstruation <p>Social changes</p> <ul style="list-style-type: none"> • Strong involvement with peers • Greater independence • Experimenting with new relationships • Development of sense of personal sexuality • Development of values, beliefs and behaviour associated with and influenced by traditional perspectives of masculinity and femininity <p>Emotional changes</p> <ul style="list-style-type: none"> • Boys and girls experience strong emotions such as love and hate, likes and dislikes, being aggressive, being idealistic, being critical of others and arguing easily 	<ul style="list-style-type: none"> • Identifying behaviour • Classifying behaviour into negative and positive • Improving negative behaviour • <i>Goal setting and forward planning</i> 	
<p>Personal Development 7.4.3</p> <p>Behaviour that promotes respect for individual and groups</p> <ul style="list-style-type: none"> • Hugging: varies from place to place • Greeting someone by smiling or shaking hands • Comforting or helping someone in need • Caring for old or sick person • Humble oneself <p>Behaviour that lessens respect</p> <ul style="list-style-type: none"> • Behaviour such as shouting, insulting or abusive language, using names of body parts as abuse, sexual harassment, inappropriate touching, showing bitterness, fear, anger or jealousy, not paying attention 		

<p>Influences on our behaviour</p> <ul style="list-style-type: none"> • Influences such as value systems, parents and religious beliefs, what we expect to gain from behaviour, social and cultural factors, community and pressure groups, wealth • <i>The importance of gender equity</i> <p><i>The law in PNG</i></p> <ul style="list-style-type: none"> • <i>Legal aspects of discrimination and stigmatisation (the HIV/AIDS Management and Prevention (HAMP) Act and laws against domestic violence and sexual abuse. Child rights and responsibilities.</i> 		
<p>Personal Development 7.4.8</p> <p>Behaviour that affects safety</p> <p>Causes</p> <ul style="list-style-type: none"> • Including drinking in public areas, drinking and driving, smoking in public places, chewing betelnut, throwing rubbish, writing on walls (graffiti), individual and group harrassment and abuse such as rape <p>Effects</p> <ul style="list-style-type: none"> • Including fighting, accidents and deaths, damage to property, damage to the environment, high risks of transmitting HIV/AIDS and other illnesses and infections, unwanted pregnancies and other related conflicts <p>Ways to promote personal safety</p> <ul style="list-style-type: none"> • Such as wear safety clothes and use safety equipment, wash hands, <i>use a condom, do not drink, chew or smoke, avoid risky places and people, learn self defense and First Aid, practice assertiveness to resist peer pressure</i> 		

Teaching and learning activities: (bold = assessment task)

1. Body mapping in same sex groups of 4 showing all organs with Tok Pisin/Tok Ples names included and correct spelling of English words. Class buzz walk to correct and improve each others work.

2. Working individually students research and produce an information leaflet for 2 body systems of their choice (e.g. circulatory system, respiratory system, digestive system, nervous system, skeletal system). This includes a labelled diagram, functions of each part of that system and instructions for how to look after it. Students then review leaflets from peers and suggest improvements and new information.

3. Students work individually to draw a diagram of the reproductive systems (both internal and external, male and female) and label them correctly

4. Working with a same sex partner students complete a table showing the functions of each part of the male and female reproductive system. They should also explain menstruation and ovulation in women.

5. Working with a same sex peer students list ways men and women can take care of their reproductive organs (e.g. do not use strong soaps or perfumes inside the vagina, clean under the foreskin if not circumcised, watch out for smelly discharges or sores, use clean rags or tampons for menstruation, change rags or tampons regularly to avoid infection, do not have sex without a condom, drink clean water)

6. In same sex groups of four students play a matching game to reinforce the names and functions of the sex organs (such as Follow Me, Reproductive Health Word Bingo, Reproductive System Snap etc). After playing a teacher-made game students work with a partner to design and make a similar game for peers to help young people learn the names and functions of the reproductive system.

7. Teacher explains the stages of conception including ovulation, sexual arousal, sexual intercourse and fertilization. Students then work individually to design a flow chart with diagrams showing the stages of conception. A question wall should be used to make sure students ask any questions they are concerned about.

8. Students should interview a midwife or birth attendant or doctor or pregnant woman and then list the stages of development of a baby including birth and how to look after pregnant mothers (e.g. no drinking alcohol, no smoking, protein, vaccinations, health check ups, rest). They should interview a woman about the process of birth and then write a report entitled "Life as a pregnant mother."

9. Personal reflection and journal keeping for their own feelings and changes during puberty. A question wall should be used for student questions and worries about puberty.

10. Working in same sex pairs students research and list social, physical, cultural and emotional changes in both boys and girls during puberty

11. Working in same sex pairs students write stories and case studies about the changes and issues around puberty (e.g. falling in love, changing bodies, wet dreams etc). They share these case studies with another pair and discuss how to prepare for them and possible solutions.

12. The class writes questions for a peer educator/young man or woman or health worker/experienced sex education teacher about puberty. They can come in and talk to the same sex groups about puberty, masturbation, orgasm and relationship issues. This is a good time to demonstrate menstruation products and correct use of the male and female condom.

13. Examine common myths and misconceptions and worries about puberty (e.g. when will I develop pubic hair?). Use the question wall and then students work in threes to role play these worries with sensible answers (e.g. wet dreams, menstruation, erections in public, body changes, shaving etc)

14. Discuss strategies for managing changes associated with puberty (same sex groups with same sex teacher)

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15. Write a chart showing menstruation cycles and discuss ways of preparing for menstruation. List the practical steps for dealing with menstruation and giving advice to younger girls. Both male and female students must learn about menstruation and ovulation.

16. Working with a partner, list a range of their personal behaviours and the influences for each one. Sort these into positive and negative.

17. Class brainstorm how to maintain healthy behaviours and encourage them in others. Individual students plan a personal health action plan. The student thinks of a negative health behaviour they want to change. They list and explain factors that stop them changing that behaviour (e.g. buai chewing) and why, how and who can help change it.

18. Working in mixed sex groups of 4 students identify different behaviours about the body in the community that effect their health and the health of the community. They list the behaviour, the cause, the effect and the possible strategies for reducing the problem.

19. Students discuss and brainstorm all the ways they can protect themselves and others from HIV/AIDS, STIs and unplanned pregnancy including ABCD and more. For each of these students work in groups of 3-4 to list the advantages and disadvantages of each strategy (e.g. masturbation, sex with a condom, abstaining from sex before marriage, having fewer sexual partners, not drinking alcohol, using family planning)

20. In groups of 4 students sort family planning methods according to their effectiveness at preventing pregnancy and advantages and disadvantages. Finally list which ones they will use when married and why. (contraceptive pill, contraceptive injection, fertility awareness, male condom, female condom, IUD, non-penetrative sex, withdrawal of penis, vasectomy, tubal ligation, traditional methods)

21. Paired microteaching on the correct use of the male and female condom. List rules for using condoms and their advantages for family planning and safe sex. Students should all have the opportunity to put condoms on wooden penises or bananas.

22. List and dramatise different behaviours about the body that effect respect in the community (e.g. bullying, insulting, sexual abuse, domestic violence). Why do they happen? Identify strategies for dealing with this negative behaviour.

23. Students now add to their personal health action plan with behaviours they want to show in their lives. They should also list the boundaries they want in their relationships (e.g. only hold hands)

24. Students work in same sex groups to list what qualities they would look for in a boyfriend/girlfriend. They then sort these in priority order. Then they try and think what the opposite sex would look for in a partner. They prioritise these and then they are shared with the class. Discussion: what are the differences? Why?

25. Groups of 3 students produce a catchy slogan and song on relationships with a strong behaviour message about HIV/AIDS, STIs and unplanned pregnancy E.g. "If you loved me, you would wait"

26. Individual students write a persuasive essay on how to make improvements in health in their community and live in a positive way

27. Individual students design, make and display posters and pamphlets to raise awareness of health living and healthy behaviours in their community especially around relationships and HIV/AIDS/STIs

28. Invite a guest speaker to talk about healthy living and healthy positive behaviours (e.g. from the Provincial AIDS Committee or health worker or NGO worker). If possible students should work with a PLWHA.

29. Students work individually to produce a comic strip cartoon which illustrates relevant relationship issues with consequences for poor behaviour and positive messages and solutions. These cartoons should be given to a Grade 6 friend.

Assessment:

Method	Task	Criteria	Recording						
Body mapping and labelling PD 7.4.1	Body map with labels on the male and female reproductive organs	<ul style="list-style-type: none"> ➤ Accurate drawing showing the male and female organs (internal and external) (4 marks) ➤ Correctly spelt labels Male: penis, testes, scrotum, foreskin, urethra, sperm, semen, pubic hair (9 marks) Female: vagina, clitoris, cervix, ovary, ovum, fallopian tubes (or oviducts), uterus or womb, labia, pubic hair (9 marks) <ul style="list-style-type: none"> ➤ Table explaining the function of these parts in English (one or two sentences per organ) (18 marks) <p align="right">Total: 40 marks</p>	Teacher marks the body map using the criteria as a checklist						
Written table PD 7.4.2	Identify the changes during puberty (groups of 4, same sex)	<ul style="list-style-type: none"> ➤ Table produced for both males and females <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><i>Social changes</i></th> <th><i>Emotional changes</i></th> <th><i>Physical changes</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ➤ At least 5 changes for each column for each sex (1 mark per change per sex = 30 marks total) <p align="right">Total: 30 marks</p>	<i>Social changes</i>	<i>Emotional changes</i>	<i>Physical changes</i>				Marking completed table using the criteria
<i>Social changes</i>	<i>Emotional changes</i>	<i>Physical changes</i>							

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<p>Comic book writing</p> <p>7.4.3 and 7.4.8</p>	<p>Individual students design 2 cartoon strips which illustrate the effects of positive and negative behaviour on young men and women</p>	<ul style="list-style-type: none"> ➤ 1 interesting comic strip story about behaviours in the community and how they effect young men and young women (7 marks) ➤ 1 interesting comic strip story that shows the consequences of a lack of respect for the rights, relationships and health of others (7 marks) ➤ Clear positive behaviour message showing good life skills (3 marks) ➤ Correct health information (3 marks) ➤ Strong gender equity message (3 marks) ➤ Well illustrated comic book with speech bubbles and supporting text (5 marks) ➤ Appropriate for Grade 6 (2 marks) <p style="text-align: right;">Total: 30 marks</p>	<p>Marked by Grade 6 students using criteria</p>
<p>Poster making</p> <p>7.4.3 and 7.4.8</p>	<p>Design a poster and pamphlet that promote healthy living and positive behaviour in the community</p> <p>(individual)</p>	<ul style="list-style-type: none"> ➤ Poster has a strong message about healthy living or positive behaviour (6 marks) ➤ Poster has a relevant, colourful and clear illustration (2 marks) ➤ Poster slogan is short and memorable (2 marks) ➤ Poster is written in Tok Ples or Tok Pisin ➤ Pamphlet is one side of A4 ➤ Pamphlet is written in Tok Ples or Tok Pisin ➤ Pamphlet contains 1 case study, 1 set of questions for that case study, 1 list of consequences for that behaviour, 1 list of strategies to avoid that behaviour, 1 place where people can go for help (2 marks for each =10 marks) <p style="text-align: right;">Total: 20 marks</p>	<p>Distributed to the community, marking checklist using criteria. Marked by teacher</p>
<p>Total for unit of work: 120 marks</p>			

Safe and Healthy: My Choice

Grade: 7

Subject: Personal Development

Learning Outcomes:

- 7.2.4 Develop procedures for dealing with unsafe or emergency situations
- 7.4.6 Develop a personal health plan based on a personal health goal
- 7.4.7 Propose ways of responding to situations that threaten personal health and safety
- 7.4.11 Describe decisions people make about drug use and the result of those decisions on the community and the individuals
- 7.4.12 Propose ways of responding to pressures to use harmful substances
- 7.5.2 Outline the positive and negative results of making choices

Theme: Safe and Healthy: My Choice

Purpose: The purpose of this unit is for students to plan a healthy lifestyle and avoid the risks of drugs, alcohol and sexually transmitted diseases. They will also plan for risky or unsafe situations and how to deal with emergencies and peer pressure.

Time: One term

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 7.2.4</p> <p>Safety procedures</p> <ul style="list-style-type: none"> • Assist victim in difficulty • Leave and report violent or abusive situations • Seek assistance or advice • Identify and assess risks or hazards to self and others • Learn self defence • Devise action plans and implement ways to minimise risks • Learn first aid basics <p>Risk taking</p> <ul style="list-style-type: none"> • Some risk taking behaviour helps you develop into a responsible person while other risk taking can be destructive to people • Examples of positive risk taking includes saving someone's life and preventing accidents • Examples if negative risk taking behaviour includes actions that could cause death, injury, pain, embarrassment or grief 	<p>Personal Development 7.2.4</p> <ul style="list-style-type: none"> • Research risky situations • Making choices • Discuss safety measures • Demonstrate strategies to avoid risks • Demonstrate first aid skills and procedures • <i>Goal setting and forward planning</i> • <i>Resisting pressure and assertiveness</i> • <i>Negotiating safer sex and use of male & female condoms</i> 	<p>Personal Development</p> <p>7.2.4, 7.4.6, 7.4.7, 7.4.11, 7.4.12 & 7.5.2</p> <ul style="list-style-type: none"> • <i>Does not take unnecessary risks</i> • <i>Willing to help others</i> • <i>Confident to stand up for themselves</i> • <i>Strong values and morals</i> • <i>Strong self esteem</i> • <i>Positive plans for the future</i> • <i>Strong morals and values</i> • <i>Makes wise choices</i>

Health & Personal Development sample units of work

<ul style="list-style-type: none"> • <i>Risky times and places e.g. drinking, nightclubs</i> • <i>Risky and safe sexual behaviour: risks of being infected with HIV, STIs or unplanned pregnancy</i> • <i>Strategies for avoiding risk</i> 		<ul style="list-style-type: none"> • <i>Able to resist negative peer pressure</i> • <i>Supports their peers</i>
<p>Personal Development 7.4.6</p> <p>Health concerns in the community</p> <ul style="list-style-type: none"> • HIV/AIDS and other sexually transmitted infections (STIs) • Drug and alcohol taking • Type of food taken • Body image • Bullying, harassment and abuse • Domestic violence <p>Health goals</p> <ul style="list-style-type: none"> • Include goals such as say no to drugs and sex-related activities, take regular exercise, develop personal hygiene, develop positive or good relationships with others, develop positive self esteem, be assertive, avoid unsafe or threatening situations, protect oneself, develop correct attitudes to handle different situations 	<p>Personal Development 7.4.6</p> <ul style="list-style-type: none"> • Gather information and identify health concerns • Review and analyse different health concerns and their effects • Decide on an action plan • Take appropriate action 	<ul style="list-style-type: none"> • <i>Does not bully</i> • <i>Gender equity – treats the opposite sex with respect</i> • <i>Confident to find out information</i> • <i>Calm in an emergency</i> • <i>Good at managing their emotions</i>
<p>Personal Development 7.4.7</p> <p>Risks</p> <ul style="list-style-type: none"> • Using drugs such as tobacco, alcohol, caffeine, marijuana and petrol sniffing and exposure to STIs and HIV/AIDS <p>Strategies to promote personal safety</p> <ul style="list-style-type: none"> • Say no to drugs and quit smoking and drinking alcohol • Say no to sex and other sexual activities • Exercise more often and participate in leisure and recreational activities • Go to church • Seek guidance and counselling • Keep dangerous objects and substances away from children • Wear safe clothing and use safety equipment • Play by the rules in activities • Abide by messages on signs and from people in authority • Avoid risks and dares • Avoid unsafe social situations and places 	<p>Personal Development 7.4.7</p> <ul style="list-style-type: none"> • Discuss safety precautions • Compare effects of drug taking and diseases • Share personal and group experiences • Demonstrate skills for responding to negative pressures • <i>Assertiveness</i> • <i>Negotiating safe sex</i> 	

<p>Personal Development 7.4.11</p> <p>Drug use in Papua New Guinea</p> <ul style="list-style-type: none"> • Becoming a major concern and causes problems resulting in deaths, diseases, accidents, abuse, violence, break up of relationships and crime • Tobacco and alcohol have the highest impact on the health of Papua New Guineans • <i>Gender differences in the impact of drugs and alcohol</i> • <i>Safe limits for drinking</i> <p>Factors affecting decisions people make whether or not to take drugs</p> <ul style="list-style-type: none"> • Our thoughts, feelings and habits • The influences of our parents, friends and peer groups • The influence of the media • The influence of society <p>Possible effects of drug use</p> <ul style="list-style-type: none"> • Tobacco causes illness, even through passive smoking • Alcohol is used for social and religious occasions; used in excess it may cause violent behaviour, destruction of property and road accidents • Illegal drugs may result in convictions, mental illness and economic hardship • Medicines used for controlling disease usually have positive effects • <i>Betelnut positives and negatives and health effects</i> • <i>Illegal drugs not found in PNG e.g. amphetamines</i> • <i>Increased risk of risky sexual behaviour leading to HIV/AIDS, STIs and unplanned pregnancy</i> 	<p>Personal Development 7.4.11</p> <ul style="list-style-type: none"> • Gather information about positive and negative effects of taking drugs • Analyse information • Make decisions wisely 	
<p>Personal Development 7.4.12</p> <p>Ways of responding to pressures to use harmful substances</p> <ul style="list-style-type: none"> • Participate in activities such as sports, church and church • Say no to drugs • Drink in moderation • Avoid drinking in risky situations such as drinking and driving • Get involved in other recreational activities • Be selective with friends and peers • Develop assertiveness skills 	<p>Personal Development 7.4.12</p> <ul style="list-style-type: none"> • Role play and practice strategies on how to say no to drugs • Make informed decisions • Take appropriate actions 	

<p>Personal Development 7.5.2</p> <p>Personal choices</p> <ul style="list-style-type: none"> • To develop good relationships with friends and family • To decide on the job you want and work towards achieving it • Whether to: take or not take drugs; have sexual relationships; drink alcohol; smoke; gamble; eat well and exercise regularly; <i>practice safe sex methods; whether to gamble</i> <p>Community choices</p> <ul style="list-style-type: none"> • Take a leadership role in the community • Take part in community activities • Help to resolve conflicts peacefully, protect the environment • Sell drugs, alcohol and smokes; gambling <p>Positive consequences of choices</p> <ul style="list-style-type: none"> • Improvement in health • Better personal and family relationships • Improvement in the environment • <i>Development of the individual and the community; better resources</i> • <i>Equal relationship between men and women, boys and girls</i> <p>Negative consequences of choices</p> <ul style="list-style-type: none"> • Gambling: financial, social and economic problems • Taking drugs and alcohol can lead to anger and violence • Promiscuity <i>and unprotected sex</i> can lead to spread of STIs and HIV/AIDS • <i>Unplanned pregnancy</i> • <i>Damage to personal education or future prospects</i> 	<p>Personal Development 7.5.2</p> <ul style="list-style-type: none"> • Gathering information • Thinking critically and listing options • Analysing consequences • Making decisions • Taking actions 	
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Teaching and learning activities: (bold = assessment task)

1. Problem solving cards. Teacher prepares case study cards for the students to discuss and role play. E.g. Finding an unconscious child by a fallen power line or a friend is bitten by a snake or your brother is beating his wife. Students work in small groups to discuss the steps they would need to take and then demonstrate these to the class who can comment on the strategies. Then they design cards for themselves.

2. First Aid training. Health worker or experienced teacher teaches the class how to deal with burns, bleeding, unconsciousness, fever, diarrhoea, snake bite, drowning, broken limbs, malaria, choking, sores and worms and how to deal safely with blood spills. They should also learn how to care for pregnant women and new-born babies.

3. Each student then runs awareness in their own family and reports back to the class. Finally, students are given problem scenarios and asked to demonstrate their new skills

to the class (e.g. a child has burnt themselves with boiling water or your little sister is running a fever)

4. Demonstration and practice self defence techniques. Working with a police officer, PNG defence force soldier or martial arts/self defence teacher to practice simple, effective self defence techniques.

5. Individual action planning. From a list of risky situations students will plan the actions they will take if they encounter that situation (e.g. a friend inviting you to drink home brew, someone offering you a smoke, your girlfriend wanting to have sex with you, a fight starting after school etc).

6. In groups of 4 students brainstorm risk taking behaviour. For each behaviour they will list consequences of that behaviour. They will sort risk taking behaviour into responsible (e.g. saving someone's life) and irresponsible (e.g. getting drunk)

7. From the list of risky situations students sort the hazards from "most likely to happen to me" to "will never happen to me" They have to justify their decisions. Teacher helps them explore the gender differences and then for each risk the students will identify who can help (e.g. community police officer, parent, teacher etc).

8. Individual students draw and paint a risky situation and behaviour map showing where the risky places, times and situations are. E.g. disco, coffee harvest, tribal fight etc

9. In pairs students role play assertive body language and words to avoid risky situations. Feedback from peers on the effectiveness of saying no and resisting peer pressure. They should demonstrate how to resist pressure to have sex.

10. Information leaflet. Working individually students design and make an illustrated information leaflet on "Health concerns in the community". Each health concern must have an explanation, the causes of the problem and the consequences of the problem to the individual and the community. The concerns must include: HIV/AIDS, STIs, drug abuse, alcohol abuse, malnutrition, bullying & harassment, sexual abuse, domestic violence

11. Negotiating safe sex play script. Write a script and perform a short play on how to negotiate safe sex in pairs

12. Students practice demonstrating the correct use of the male and female condom in same sex pairs. They should list the advantages and disadvantages of using condoms.

13. Students work in same groups of 4 to sort sexual behaviours into NO RISK, LOW RISK, HIGH RISK and VERY HIGH RISK of HIV/AIDS and STI transmission. E.g. oral sex, vaginal sex with a condom, vaginal sex without a condom, anal sex etc

14. Group discussion on healthy and safe relationships. Groups discuss "how should we behave towards the opposite sex", "what do men look for in a girlfriend/wife?" "what do women look for in a boyfriend/husband?" and "what qualities must I bring to a relationship?". The class can also discuss when is the right time and emotions for a marriage and who the right person would be.

15. Research. Students work in pairs to research and complete this table for alcohol, tobacco, betelnut, caffeine, marijuana, solvents

Name of the drug	What the law says about this drug	Effects on the individual	Effects on the family	Effects on the community

16. Mind map. In pairs students draw a mind map: Why do people take drugs, what are the effects of drugs on them and their community and how should they respond to pressure to take drugs?

17. Guest speaker. Health worker or doctor will come in and answer questions about common drugs and alcohol issues and the effects on the body e.g. alcohol content in different drinks. They can also discuss legal prescription medicines and the right way to use them. Discuss the dangers of black market medicines.

18. In groups of 4 students debate “Which is the most dangerous drug in PNG at the moment?” They report their conclusion to the class.

19. Class reverse debate on betelnut – should it be banned in PNG? Report the conclusions to the Headteacher.

20. Forward planning. Students practice what to say when they are offered drink or drugs and the reasons they give for not wanting to take it using assertive language and body language.

21. Students select one common drug in PNG and write a fictional story about how this drug affects a person and the consequences to them of abusing it. They could write two alternative endings: happy and sad

22. Survey the amount of gambling that is going on in the community. Plan strategies for reducing gambling and write persuasive letters to community leaders

23. How to be a good friend. Practice simple techniques for helping friends resolve problems: e.g. counselling someone to give up smoking or gambling, conflict resolution and relationship advice. List who else can help and who can be trusted. List the characteristics of a good friend.

24. Write a persuasive essay on the importance of gender equity in the development of a community. Research ways people are promoting gender equity in and out of school.

25. List the advantages and disadvantages of having children. Interview a mother on her experience of child birth and the challenge of raising children. List reasons why unplanned pregnancy and teenage pregnancy are risky and what the consequences would be.

26. Write a fictional diary from the point of view of a teenage mum and dad who had an unplanned baby. What were the negative consequences?

27. Students discuss and brainstorm all the ways they can protect themselves and others from HIV/AIDS, STIs and unplanned pregnancy including ABCD and more. For each of these students work in groups of 3-4 to list the advantages and disadvantages of each strategy (e.g. masturbation, sex with a condom, abstaining from sex before marriage, having fewer sexual partners, not drinking alcohol, using family planning)

28. In groups of 4 students sort family planning methods according to their effectiveness at preventing pregnancy and advantages and disadvantages. Finally list which ones they will use when married and why. (contraceptive pill, contraceptive injection, fertility awareness, male condom, female condom, IUD, non-penetrative sex, withdrawal of penis, vasectomy, tubal ligation, traditional methods)

29. Peer education. Students work in groups of 4 and plan a small peer education awareness (e.g. play, role play, poster campaign, leaflets, songs, dance, talk, quiz, cartoon strips etc) for peers or Grade 6 students on making wise choices. They demonstrate the risks of poor choices and the advantages of wise choices. They show decision making techniques. It should be a positive message.

30. Students prepare for and run an awareness campaign in their community to promote alternatives to unsafe behaviour. They choose 1-3 different strategies to promote e.g. exercise more, saying no to sex, keep dangerous substances away from children, use safety equipment like seat belts, avoid dares, get involved in church and other clubs. They run the advocacy campaign and report on its successes.

31. Goal setting. Individual students plan out a health action plan with goals for their future. They should also write a future timeline for planned achievements (e.g. career, relationships, marriage, children, community responsibility etc).

Assessment:

Method	Task	Criteria	Recording
Role play PD 7.2.4 & 7.4.7	Students work in pairs to role play strategies for dealing with unsafe, emergency or risky situations	Three role plays which show sensible strategies (10 marks for each role play) 1) an emergency situation such as a tsunami 2) a risky situation such as unsafe sex 3) an unsafe situation such as bullying in school ➤ Relevant risky or unsafe or emergency situation for young people (2 marks) ➤ Sensible strategies for dealing with the situation e.g. saying no (3 marks) ➤ Consequences of risky behaviour are clear (2 marks) ➤ Entertaining role play and performance (3 marks) Total: 10 marks for each role play = 30 marks	Peer assessment using the criteria

Health & Personal Development sample units of work

<p>Forward planning</p> <p>PD 7.4.12</p>	<p>Students work with a partner to list and practice responding to pressure to use drugs and alcohol</p>	<ul style="list-style-type: none"> ➤ 5 relevant ways peers might pressure them to use drugs and alcohol. E.g. “We’re all sharing. Come on, don’t be the odd one out” (5 marks) ➤ 10 effective sentences which they could use to resist the pressure to use alcohol and drugs which all contain the word “no” (10 marks). E.g. “No, my health is worth more than that” ➤ Assertive language, voice tone and body language when read aloud (5 marks) ➤ Top 5 responses and the reason why written down on a chart (5 marks) <p style="text-align: right;">Total: 25 marks</p>	<p>Teacher observation of 10 assertive sentences and marking of top 5 responses for that student</p>
<p>Story writing</p> <p>PD 7.4.11 & 7.5.2</p>	<p>Individual students write a case study story about a person making decisions choices about drugs and alcohol and the consequences of these for them and their community</p>	<ul style="list-style-type: none"> ➤ Relevant and interesting case study of a young man who has to make a decision about alcohol and drugs. Story stops at the decision moment. Maximum 1 side of A4. (5 marks) ➤ Happy ending showing the consequences of good decision making skills for the individual (3 marks) and the family/community (3 marks) ➤ Unhappy ending showing the consequences of a poor decision for the individual (3 marks) and the family/community (3 marks) ➤ Clear behaviour message written in a concluding paragraph (3 marks) <p style="text-align: right;">Total: 20 marks</p>	<p>Text marked by teacher using criteria</p>
<p>Goal setting</p> <p>PD 7.4.6</p>	<p>Personal health plan based on personal health goal</p>	<ul style="list-style-type: none"> ➤ Personal health plan with these sections: <ul style="list-style-type: none"> • Personal details (3 marks) • Health details (resting heart rate, weight, height etc) (3 marks) • 3 health issues they want to change (3 marks). These are the health goals. • For each issue a list of 3 reasons why they want to change (9 marks) • For each issue a target (3 marks) • For each issue at least 3 strategies to achieve the target (9 marks) • A future timeline listing the healthy stages of their life for the next 1 month, 6 months, 1 year, 5 years and 10 years (10 marks) • For the same timeline a list of goals for relationships and family (10 marks) <p style="text-align: right;">Total: 50 marks</p>	<p>Plan marked by teacher and student together with one peer using the criteria</p>
<p>Total for unit of work: 125 marks</p>			

Grade 8 sample units of work

Drugs, Alcohol & Our Community

Grade: 8

Subject: Personal Development

Learning Outcomes:

8.4.9 Identify a community health concern and propose actions to respond to that concern

8.4.11 Evaluate the effects of drug use on the community

8.4.12 Describe the programs offered by support agencies and counselling programs in the community

Theme: Drugs, Alcohol & Our Community

Purpose: The purpose of this unit is for students to explore the consequences of drug and alcohol abuse on the community and families and propose strategies and actions for tackling this problem. Students will also describe support services available in their local area and how these help people abusing drugs and alcohol.

Time: 5 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 8.4.9</p> <p>Common health concerns</p> <ul style="list-style-type: none"> • Include environmental pollution, air pollution or smoking, water pollution caused by waste disposal and chemical run off from factories or mining, harassment, bullying and racism, uncooperative behaviour by community members <p>Concepts in the community that enhance healthy living</p> <ul style="list-style-type: none"> • Include clean water or minimise water and air pollution and proper waste disposal; put up and follow road signs, safety procedures and policies, cooperation, tolerance, respect among individuals, celebrate events peacefully <p>Proposed actions to address areas of concern in the community</p> <ul style="list-style-type: none"> • Including lobbying of authorities, discussing solutions with parties, comply with rules and policies, deal with conflict in acceptable ways, advocate changes to rules and laws for better living 	<p>Personal Development 8.4.9</p> <ul style="list-style-type: none"> • Gather information about community health concerns • Investigate causes and effects • Design ways to minimise or prevent concerns • Make informed decisions to promote healthy living • <i>Peer education</i> 	<p>Personal Development 8.4.9</p> <ul style="list-style-type: none"> • <i>Good listener</i> • <i>Tolerant and respectful</i> • <i>Active in resisting pressure to drink and use drugs</i> • <i>Advocate for improving their school and community</i> • <i>Shows leadership and activism</i> • <i>Empathy for others</i>

<ul style="list-style-type: none"> • <i>HIV/AIDS Management & Prevention Act and human rights and responsibilities & other laws in the country to protect health</i> • <i>Dept of Education HIV/AIDS Policy & Health Promoting Schools</i> • <i>Safe communities for young women and young men</i> 		
<p>Personal Development 8.4.11</p> <p>Effects of drug use on the community</p> <ul style="list-style-type: none"> • Include breakdown of law and order and relationships; conflicts between families, clans and villages; poor health of community members; inability to do work; spread of diseases such as HIV/AIDS and STIs; spoils image, status, reputation and respect of the community <p>Short term effects of smoking</p> <ul style="list-style-type: none"> • Include breath and hair smells, lung capacity decreases, blood carries less oxygen, pulse rate up, brain activity increases, sense of taste and smell decreases, blood flow to skin is restricted, fitness drops, skin temperature drops <p>Long term effects of smoking</p> <ul style="list-style-type: none"> • Include lung disease such as emphysema, chronic bronchitis, smoker’s cough, lung cancer, damaged lungs, heart disease; <i>damage to unborn babies</i> • <i>Second hand smoke (“passive smoking”) and the damage to others including unborn babies, breastfed babies and children</i> <p>Possible long term effects of alcohol</p> <ul style="list-style-type: none"> • Include alcoholism, cancer, cirrhosis of the liver, malnutrition, violence, job loss, brain damage and memory failure; <i>obesity and heart disease, damage to unborn and breastfed babies</i> <p><i>Common drugs abused in PNG</i></p> <ul style="list-style-type: none"> • <i>Homebrew alcohol – effects and consequences for communities</i> • <i>Buai – effects and consequences for communities</i> • <i>Marijuana – effects and consequences for communities</i> <p><i>Drugs abused in other countries</i></p> <ul style="list-style-type: none"> • <i>Amphetamines, cocaine, heroin, ecstasy, solvents, glue, petrol, LSD</i> 	<p>Personal Development 8.4.11</p> <ul style="list-style-type: none"> • Conduct surveys to find out effects of drugs in PNG • Role play short and long effects of drug use • Make informed decisions whether or not to take drugs • <i>Assertiveness & saying no to peer pressure</i> • <i>Critical thinking</i> • <i>Peer education and leadership</i> 	<p>Personal Development 8.4.11</p> <ul style="list-style-type: none"> • <i>High self esteem</i> • <i>Confidence to stand up to peers to avoid risky behaviour</i> • <i>Thinks before acting</i> • <i>Respects the law and community rules</i> • <i>Acts as a good role model for others</i>

Personal Development 8.4.12	Personal Development 8.4.12	Personal Development 8.4.12
<p>Programs offered by support agencies and counselling programs in the community</p> <ul style="list-style-type: none"> • Church groups: family life and drugs • Non-governmental organisations: community living and productive life • Narcotics Bureasu: drug counselling • Public health: family life counselling for better health • <i>Department of Education School Based Counsellors, trained teachers, school chaplains, Guidance Officers</i> <p><i>How to give up or reduce use of drugs and alcohol</i></p> <ul style="list-style-type: none"> • <i>Make a health plan and a target; learn more about the drug; get some help; reduce or abstain; avoid risky situations, temptation or peers; find a healthy alternative</i> • <i>Helping others to give up alcohol or drugs: peer education</i> 	<ul style="list-style-type: none"> • Conduct surveys; <i>research</i> • Role play how to help people stop taking drugs • Demonstrate assertive skills • Make informed decisions • Take appropriate actions • <i>First Aid for someone who is drunk</i> • <i>Conflict resolution</i> • <i>Forward planning & goal setting</i> 	<ul style="list-style-type: none"> • <i>Able to set health goal and stick to it</i> • <i>Willing to ask for help and help others</i> • <i>Advocate for improving their own health</i> • <i>Looks after their body</i>

Teaching and learning activities: (bold = assessment task)

1. Survey. Working with a partner students survey the community to see what they think the negative effects of drug and alcohol abuse are. In their report the students compare young people with older people and men with women. Ask participants to sort the effects and drugs in order of importance to the community.

2. Research and Big Book. Students work in teams of 4 to produce a Big Book for younger students which explains the short and long term effects of tobacco, alcohol, buai and marijuana. Students should research these effects in the library and from police officers and health workers in the community.

3. Body map. Students work with a partner and draw a body map of a man and a woman and their child and then label the health effects of alcohol abuse, tobacco, buai and marijuana on them.

4. Class brainstorm. Class discusses and brainstorms the effects of alcohol, tobacco, buai and marijuana on the family and on the community.

5. Writing case studies. Students work individually and write four short one paragraph story which highlights the effects of each drug on the family or community.

6. Role play. Students work in a three to role play assertively saying no to using drugs or alcohol. Practice powerful arguments for saying no and resisting pressure from peers.

Health & Personal Development sample units of work

7. Group discussion. In mixed sex groups of 4 students discuss the pressures on young men and young women to use drugs and alcohol. They should list the pressures for each of the four main drugs for both young men and young women. Then they should try and prioritise which pressures are the most powerful in their community.

	Young men	Young women
Pressures to drink alcohol		
Pressures to smoke tobacco		
Pressures to chew buai		
Pressures to smoke marijuana		

8. Reflection. Students work on their own to list the people who might influence them to use alcohol, tobacco, buai and marijuana. Why would they influence you? How? How would you resist them? Then students should reflect on who could help them resist drugs and alcohol. How would they help? They should publicly share the name of one person who would be a good influence on them.

9. Song. Students work in groups of 3 to prepare a song which explains the link between HIV/AIDS, unplanned pregnancy and STIs and drug and alcohol abuse. This should have a powerful community message.

10. Reading. Students should read an extract of the HAMP Act and HIV/AIDS Policy (they can use the DoE Guidance Poster). What are the responsibilities of the school, the teachers and students and how are these linked with health and drugs and alcohol? How is their school promoting health? How is the community and school protecting young men and women? What would they recommend next?

11. Rights and responsibilities. Students should list the fundamental rights for young men and young women. They should then list the responsibilities of each for their own health and that of others.

12. Mapping. Working with a partner students draw a map of their local community showing places which drugs are abused (e.g. markets, bush nightclubs) and identifying where services are which can help. List national and Provincial services available with contact details.

13. Guest speaker. Students interview a police officer about the law around drugs and alcohol.

14. Health goal. Students add a drug and alcohol goal to their Grade 7 health plan. How will they resist pressure to waste money and their health on drugs and alcohol?

15. Newspaper research. Collect and sort newspaper stories about drugs and alcohol. Are they negative or positive? What were the consequences for people in the stories? What do you think will happen next? Why do think these stories happened?

16. First Aid. Health worker explains the signs someone is high or drunk and what to do to help them keep safe. Should include the recovery position for unconsciousness. Students demonstrate on peers.

17. Role play. Students work in groups of 4 to demonstrate conflict resolution, safe behaviour and safety procedures for dealing with someone who is drunk and violent.

18. Matching game. Students work with a partner to make a simple matching game to teach peers about the effects and health risks of different drugs. They can use library research or information from the teacher to include drugs available in other countries. Play the games.

19. Guest speaker. School based counsellor or NGO worker or Guidance officer is interviewed about the problems of drug and alcohol abuse and what we can do to make our school and community health promoting.

20. Script writing. Students work with a partner to prepare a play script for the local community on the risks of drugs and alcohol to families. It must be realistic and have a powerful message. It should demonstrate the right and wrong behaviour.

21. Picture theatre. Students model and present different effects of alcohol, tobacco, buai and marijuana in static drama pictures.

22. Goal setting. Students design a sample health plan for someone who wants to give up a drug or alcohol. The teacher explains the steps to give up and students prepare one for an imaginary peer before trying one for themselves or a friend/family member.

23. Brainstorming. Students work in groups of 4 to brainstorm how to change people's behaviour in their community. Who could help them change the behaviour? What is the target audience? Who is affected? Which strategies are best?

24. Community awareness. Students work in a group of 4 to plan and then carry out an awareness activity in the local community to try and reduce the effects of one drug of their choice. This could be drama, poster campaign, leaflets, a notice board, magazine, letter writing, talk in church, peer education or another suitable awareness. They should evaluate it afterwards by asking questions to their target audience about the awareness.

25. Prioritising. Students should work in a group of 4 to list and then prioritise all the health needs of their community (e.g. drugs and alcohol, pollution). They should try and list the causes and effects of each one and who is most affected. Then they should write a letter to a suitable community leader explaining which health issues they feel are the most important and what they think should be done about it.

26. Happy and sad endings. Students take one drug and write a story about how a young person is affected the drug and write a happy and a sad ending.

27. Healthy alternative. Students in teams of 4 prepare and organise one after-school or weekend activity for younger students to give them an alternative to drugs and alcohol. For example, a cooking class, a sport night, drama club, a quiz.

28. Reflection. Students list the ways they are a role model for others including their life skills and attitudes, knowledge and skills they have in a personal diary.

Assessment:

Method	Task	Criteria	Recording
Community awareness 8.4.9	Students plan, organise and carry out an awareness activity in their local community to reduce drug or alcohol abuse Groups of 4, mixed sex	Awareness activity is chosen by group (e.g. drama, song, poster, leaflets, talk, peer education etc) ➤ Powerful and relevant message anti-drug message about one drug of choice (10 marks) ➤ Well chosen activity for the audience and community (5 marks) ➤ Accurate information on the short and long term effects of that drug (10 marks) ➤ Target audience identified correctly (5 marks) ➤ Well organised awareness campaign (10 marks) ➤ Evaluation report of at least 1 side of A4 with feedback from the target audience (10 marks) Total: 50 marks	Teacher observation of awareness activity and marking of evaluation report
Story writing 8.4.11	Students write short case studies about the effects of each four main drugs on the family and community Individual	20 marks for each case study; four stories – one for each common drug ➤ Story at least ½ page of A4 (5 marks) ➤ Relevant main character (young man or young woman) (2 marks) ➤ Effect on the family clearly stated (5 marks) ➤ Effect on the wider community clearly stated (5 marks) ➤ Accurate and relevant information (5 marks) ➤ Realistic ending (3 marks) Total: 60 marks	Teacher marks case studies using the criteria
Mapping 8.4.12	Draw a map showing the location of health and support services who can help with drugs and alcohol problems and the risky locations for abuse of drugs and alcohol Pairs	One sheet of butcher paper ➤ Well presented map with colour and labels neatly written and ruled arrows (5 marks) ➤ At least 5 locations where people are at risk of using or abusing drugs and alcohol labelled (5 marks) ➤ At least 5 health/police/support services locally available labelled correctly (5 marks) ➤ At least 5 national or Provincial services or District level services listed with contact details at edge of map (5 marks) ➤ Accurate map of local community drawn roughly to scale (5 marks) ➤ List of steps to giving up drugs and alcohol written under the title of the map (5 marks) Total: 30 marks	Teacher marks the maps using the criteria
Total for unit of work: 140 marks			

My Family, My Future

Grade: 8

Subject: Personal Development

Learning Outcomes:

8.1.5 Describe ways in which relationships form, develop, adapt and end

8.4.2 Outline issues arising from differences in rates of growth and development and how individuals manage the changes

8.4.10 Describe the effects of family size and growing communities on the provision of health services and community facilities

Theme: My Family, My Future

Purpose: The purpose of this unit is for students to examine issues around relationships in private and public. They will discuss the changes in relationships that come about from puberty. Finally students will examine the impact of family size and family planning on communities and families.

Time: 6 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 8.4.3</p> <p>How relationships form, develop, adapt and end</p> <ul style="list-style-type: none"> • A good relationship or friendship is when a person shows another respect, courtesy, compassion, kindness, patience, love, generosity, loyalty and trust • Changes in friendships and relationships can happen when someone moves, passes away, learns new things, completes or achieves something • We can adjust positively by visiting and communicating with friends who have shifted, accepting support from other friends, listening to each other, sharing ideas and celebrating together • <i>Different types of relationships (e.g. boyfriend/girlfriend, friend, brother/sister, son/daughter, father/mother, husband/wife (de facto, wedding and church weddings)</i> • <i>Roles and responsibilities in sexual relationships</i> • <i>Factors that lead to a successful romantic relationship</i> • <i>How to begin and end a romantic relationship</i> • <i>Problems caused by damaged relationships and consequences of infidelity</i> 	<p>Personal Development 8.4.3</p> <ul style="list-style-type: none"> • Approaching and joining in • Negotiating • Speaking and requesting politely • Listening attentively and asking questions • <i>Conflict resolution</i> • <i>Assertiveness</i> • <i>Managing emotions</i> 	<p>Personal Development 8.4.3</p> <ul style="list-style-type: none"> • <i>Demonstrating positive attitudes</i> • <i>Shows caring, compassion, generosity, respect, loyalty, courtesy</i> • <i>Kind and respectful towards the opposite sex</i> • <i>Deals sensibly and calmly with negative emotions such as jealousy</i>

<p>Personal Development 8.4.2</p> <p>Issues</p> <ul style="list-style-type: none"> • Adolescence is a time of change, especially in relation to feelings such as sexual preferences, friends, body and entertainment, <i>sexual orientation</i> • Romantic love: a type of relationship common in adolescence • Adolescents experience a broad range of feelings such as embarrassment or shyness associated with slower or faster development than peers <p>How individuals manage changes</p> <ul style="list-style-type: none"> • Seek advice from parents and peers • Seek guidance from elders • Link changes at puberty with changing roles in society such as being recognised as part of adult society and able to take part in community rituals <p>Risks</p> <ul style="list-style-type: none"> • <i>Risks for young women having sexual relationships and marriage with much older men “sugar daddies</i> • <i>Risk to female reproductive system from early sex or early teenage pregnancy”</i> • <i>Rebelling and poor peer group influences (crime, bullying and violence, risky sexual behaviour, drugs and alcohol, cult activities)</i> 	<p>Personal Development 8.4.2</p> <ul style="list-style-type: none"> • Identify and describe issues regarding adolescence • Modelling skills for handling the different issues • <i>Assertiveness</i> • <i>Problem solving</i> • <i>Empathy</i> • <i>Conflict resolution</i> • <i>Managing emotions</i> • <i>Listening</i> 	<p>Personal Development 8.4.2</p> <ul style="list-style-type: none"> • <i>Supportive of friends</i> • <i>Does not take dangerous risks</i> • <i>Acts appropriately and peacefully towards opposite sex</i> • <i>Manages their own emotions well</i> • <i>Understands the need for support and advice</i> • <i>Positive self esteem and self confidence</i>
<p>Personal Development 8.4.10</p> <p>Effects of growth in families and communities</p> <ul style="list-style-type: none"> • Positive effects include strengthening of the working capacity of families and communities; love, care and protection for all family members; support for each other when family lacks something such as food or needs help; <i>wantok obligations</i> • Negative effects includes movement of people from rural to urban areas; stress on health services, economic issues, families with financial difficulties such as school fees and food; difficulties meeting individual needs and wants for land, money and food; resources in short supply; social issues; health services inadequate; social problems when needs are not met; high health risks for mothers and children; inadequate community services <p><i>Family planning services – where to access them locally</i></p>	<p>Personal Development 8.4.10</p> <ul style="list-style-type: none"> • Compare family sizes with health and education services available • Discuss effects of increasing population • Analyse current situations • Make informed decisions for future family size 	<p>Personal Development 8.4.10</p> <ul style="list-style-type: none"> • <i>Importance of a loving, stable family</i> • <i>Importance of a small well spaced family</i> • <i>Boy and girl children treated equally and fairly</i> • <i>Positive attitudes towards contraception and couples making informed choices</i>

<ul style="list-style-type: none"> • <i>Modern contraceptive methods: contraceptive injection, contraceptive pill, male and female condom, fertility awareness, IUD, non-penetrative sex, breastfeeding, withdrawal, male sterilisation (vasectomy), female sterilisation (tubal ligation): their effectiveness, advantages and disadvantages</i> • <i>Advantages of birth spacing and small family size</i> • <i>Disadvantages and risks of teenage pregnancy and multiple pregnancies</i> 		
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Teaching and learning activities: (bold = assessment task)

1. With a partner students list the characteristics of a good friendship and order these in importance
2. Self esteem. Students play “My Bilum.” They should write down 3 positive things their friend did for them this week and put these statements in their friend’s bilum for them to read. Other things they could write: 3 ways they helped me, 3 positive qualities they have, 3 ways they have changed in the last 2 years, what I hope my friend achieves etc
3. Class plays “Pat on the Back”. Students tape a piece of paper onto their backs and circulate around a room writing a positive statement such as “Skilful sports player” or “Always willing to listen” on the back of their class mates.
4. Students write individual reflections on “When I made a new friend” which they share with a group of same sex peers. How did they feel? What did they do to make the new friend?
5. Students complete peer story telling where they work with a same sex peer and tell them a true story of when their friends changed (e.g. moved away). The peer reports the story back to the whole class.
6. Class brainstorm reasons why relationships change and end. Teacher divides the reasons up between the class groups of 4 and the groups discuss and list examples of that change. Finally groups discuss which changes are negative and which are positive.
7. Students complete an individual mind map showing the different relationships they have with people. The closer the relationship the nearer they should draw that person.
8. High school dilemma. In mixed sex groups of 4 students discuss what to do if a friend leaves for High School or another village to live. How would you feel? How would they feel? What can you do to make the parting less painful? How could you keep in touch?
9. Case studies. Students work with a partner to write a case study about the end of a relationship and the consequences for both people (e.g. divorce, a death, friend leaving the village, growing apart). They should list life skills which help prevent pain and unhappiness.
10. Rules and responsibilities. Working in mixed sex groups of 4 students discuss the rights and responsibilities and appropriate behaviours of one type of relationship e.g. father/son, boyfriend/girlfriend, grandfather, granddaughter, same sex friend, mixed sex friend, mother/ daughter

11. Positive and negative relationships. In pairs students write letters from a positive and a negative relationship between Grade 8 boy and girl. What might go wrong? What sort of behaviours would lead to problems and arguments? What might lead to risks?

12. A perfect marriage? Students work in mixed sex groups of 4 to discuss why many marriages fail or lead to problems or risky behaviour. They should try and write the 10 rules for a successful marriage for a man and a woman.

13. Newspaper advert. Same sex pairs design a newspaper advert for a perfect boyfriend/girlfriend. What do young men look for in young women? What do young women look for in young men? What are important behaviours and characteristics? How do you communicate these? What about traditional, church and modern ideas of relationships?

14. Role play. Students should role play in mixed sex groups how to begin a boyfriend/girlfriend relationship. They should practice boundary setting and rule-setting. Both male and female should be caring, compassionate, show empathy and be assertive to protect themselves.

15. Role play. Students should role play how to end a boyfriend/girlfriend relationship without causing arguments and fights. They could show the right way to behave and the wrong way. This should demonstrate conflict resolution skills.

16. Brainstorm. Students should map the different negative and positive emotions people feel when they are in a romantic relationship and list strategies for dealing with these emotions and controlling them. They should list the consequences of not controlling them.

17. Table summary. Working with a peer students complete a table showing how relationships begin, develop and end.

18. Reading case studies. Students work with a same sex pair to read, answer questions on and then write case studies about common worries about sexual development e.g. different rates of growth, sexual feelings.

19. Lifeline advice line. Students write letters from fictional adolescents with worries and problems associated with growing up e.g. relationships, worries about puberty, peer pressure, sexual orientation, managing emotions, traditional initiations. They then swap the letters with a peer and write a response to the letter from the Lifeline counselling group.

20. Goal setting. Students write an future autobiography when they look back on their early adulthood and what they have achieved. They should also plan their goals for the next few years for relationships, school, work, family, social life and learning.

21. Poetry. Students should write a poem about how it feels like to be in love (in the mind, heart, body). Then they should discuss the possible consequences and which behaviours are best.

22. Peer education. Students should work with a peer to practice answering common questions about puberty and relationships and love and giving supportive advice and listening. Then they should counsel one peer confidentially.

23. Class brainstorm on risky behaviour during adolescence.

Behaviour	Consequences	Strategies for staying safe
e.g. Young woman having a relationship with an older man		

24. Role play. Students select different issues and role play the right and wrong way to handle them and how to support each other. They should demonstrate the life skills such as assertiveness and empathy.

25. Information leaflet making. Individual students design a leaflet for Grade 6 students with information for adolescents about how to manage the change to adulthood, common worries and what to do about them and listing who can help.

26. Reverse debate on issues in mixed sex groups of 4. E.g. “We should ban bride price” or “PNG families should have a maximum of two children” or “You should not be allowed to marry someone more than five years older than you”

27. Table analysis. Students work in mixed sex groups of 4 to complete this table and then report back to make a class table.

	Advantages	Disadvantages
Large family size		
Small family size		

28. Students then work with a partner to decide on which are the most powerful arguments and write a statement of declaration of their position including at least three reasons for their decision. E.g. “We think small is best because...”

29. Guest speaker. Health worker to come and show and describe different family planning methods.

30. Sorting. Students read information on the common forms of family planning methods and then sort them in order of effectiveness and then in order of advantages and then disadvantages. Finally they individually decide which methods they would use themselves and why.

31. Calculate the cost of children. Students work with a partner to try and calculate the cost of having a child for the first 16 years of their life. This should include interviews with family members. They should include medical costs, food, school fees, clothes etc. Then they should calculate the costs for 2, 3, 4 and 5 children!

32. Poster making. Students draw two communities – one with smaller family sizes and one with larger ones that show the effects of increasing population.

33. Students discuss life in the past, interview elders about family size and family structure in traditional times and then write a comparative essay contrasting the past to now. They then write about what they think should happen in the future in their community.

34. Script writing. Students work in threes to prepare a script and perform it which shows a couple making decisions about family size, birth spacing and the consequences of these.

35. Teenage pregnancy photostory/cartoon strip: students work in pairs to make a photo story or draw a cartoon which shows the impact of teenage pregnancy on both male and female youth.

36. Goal setting. Students add to their health action plan a section on family size where they decide at what age they would like children and why. They should also state which family planning methods they will try and use and how many children they want and why.

Assessment:

Method	Task	Criteria	Recording						
<p>Written table</p> <p>8.1.5</p>	<p>Complete a table summary on how relationships begin, develop and end</p> <p>Pairs, same sex</p>	<table border="1"> <thead> <tr> <th>How relationships begin</th> <th>How relationships develop</th> <th>How relationships end</th> </tr> </thead> <tbody> <tr> <td>At birth Neighbour Etc</td> <td>Learn more Share secrets and events Etc</td> <td>Move away No longer find them attractive Etc</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ➤ 10 different ways a relationship can begin ➤ 10 different ways a relationship can develop and change ➤ 10 different ways a relationship can end ➤ 5 characteristics of a good friend ➤ 5 characteristics of a good boyfriend/girlfriend ➤ 5 behaviours to strengthen a relationship ➤ 5 strategies for dealing with the end of a relationship <p style="text-align: right;">Total: 50 marks</p>	How relationships begin	How relationships develop	How relationships end	At birth Neighbour Etc	Learn more Share secrets and events Etc	Move away No longer find them attractive Etc	<p>Teacher marks the table using the criteria as a checklist</p>
How relationships begin	How relationships develop	How relationships end							
At birth Neighbour Etc	Learn more Share secrets and events Etc	Move away No longer find them attractive Etc							
<p>Writing</p> <p>8.4.2</p>	<p>Design an information leaflet for younger students about the challenges of becoming an adult</p> <p>Individual students</p>	<ul style="list-style-type: none"> ➤ Neat and colourful leaflet of at least 2 pages of A4 (5 marks) ➤ At least 5 common worries about adolescence written as questions e.g. “What if my periods have not started yet?” (5 marks) ➤ For each question a sensible and accurate answer written in a supportive and positive way (5 marks) ➤ One chapter on how to handle the emotions of love with sensible advice (5 marks) ➤ One chapter listing at least 5 risky behaviours adolescents use and their possible consequences (10 marks) ➤ One list of life skills strategies for handling the transition to adulthood (5 marks) ➤ One list of who an adolescent can go to for help (5 marks) <p style="text-align: right;">Total: 40 marks</p>	<p>Marked by Grade 6 group of students using the criteria</p>						

Health & Personal Development sample units of work

<p>Drawing</p> <p>8.4.10</p>	<p>Paint/draw/sketch two communities: one with good family planning and small family size and one with too large families showing the impacts of small and large family size</p> <p>Individual students</p>	<ul style="list-style-type: none"> ➤ Happy community picture shows: well fed children, children in schools, less stressed families, well clothed and healthy people, richer environment (10 marks) ➤ Unhappy community picture shows: too many children, schools full, health services overloaded, environmental degradation, stressed and poor families (10 marks) ➤ Slogan on poster to encourage small families, family planning and birth spacing (5 marks) ➤ Colourful, bright and neatly drawn (5 marks) <p style="text-align: right;">Total: 30 marks</p>	<p>Teacher marks the research report using the criteria</p>
<p>Total for unit of work: 120 marks</p>			

My Sexual Behaviour

Grade: 8

Subject: Personal Development

Learning Outcomes:

- 8.4.3 Identify different cultural beliefs and values about sexuality
- 8.4.6 Outline health issues that are of concern to young people
- 8.4.7 Discuss safe sexual behaviours and sexual responsibilities
- 8.4.8 Develop strategies to respond to unsafe or risky situations

Theme: My Sexual Behaviour

Purpose: The purpose of this unit is for students to discuss and share safe sex practices and behaviours that will contribute to safe community and personal living. They will develop and practice strategies to help them deal with risky sexual situations. This will help reduce their vulnerability to HIV/AIDS, STIs, rape and unplanned teenage pregnancy.

Time: 7 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 8.4.3</p> <p>Cultural beliefs and values about sexuality</p> <ul style="list-style-type: none"> • Sexuality is everything about a person to do with sex • Females and males have equal rights concerning sexuality. Sexuality includes: <ul style="list-style-type: none"> ○ Sexual intercourse ○ Changes during puberty ○ Sexual feelings and thoughts ○ Relations with others of the same and opposite sex • Sexuality is influenced by media, family beliefs, values, religions, cultures, peers, emotional and physical feelings and personal values, being male and female, <i>status, personality, appearance</i> <p>Attitudes towards sexuality</p> <ul style="list-style-type: none"> • Respect individual choices about sexuality • Different cultural groups have beliefs about appropriate ways of expressing sexuality • Our sexual behaviour needs to be responsible to avoid the possible consequences of unwanted pregnancy, STIs and emotional turmoil 	<p>Personal Development 8.4.3</p> <ul style="list-style-type: none"> • Demonstrating responsibility for handling sexuality • Making decisions about sexuality • <i>Empathy</i> • <i>Role modelling and leadership</i> • <i>Self awareness</i> • <i>Critical thinking</i> 	<p>Personal Development 8.4.3</p> <ul style="list-style-type: none"> • <i>Strong values and morals</i> • <i>Positive responsible attitude towards sex and the opposite sex</i> • <i>Confidence to discuss sex and sexuality</i> • <i>Tolerance and understanding towards others</i> • <i>Able to challenge negative and harmful attitudes towards sexuality and sex in others</i>

<p>Personal Development 8.4.6</p> <p>Health issues that are of concern to young people</p> <ul style="list-style-type: none"> • Peer pressure • Use of drugs such as smoking cigarettes or using other illegal substances • Consuming alcohol • Chewing betelnut • Lack of exercise • Body image • Grooming and dressing • Diet – sweets and greasy food • HIV/AIDS and other STIs (<i>sexual hygiene, sexual pressures</i>) • <i>Stress and pressure,</i> • <i>Violence, conflict and crime</i> • <i>Cult activities and generation names</i> • <i>Sexual assault, harassment, rape and other gender based violence</i> • <i>Communicable diseases such as TB</i> • <i>Unplanned pregnancy</i> • <i>Relationship problems and early marriage</i> <p>Health goals</p> <p>Includes goals such as say no to drugs and to sex related activities, take regular exercise, develop personal hygiene, develop positive or good relationships with others, develop positive self esteem, be assertive, avoid unsafe or threatening situations, protect oneself, develop correct attitudes to handle different situations</p>	<p>Personal Development 8.4.6</p> <ul style="list-style-type: none"> • Gather information and identify health concerns • Review and analyse health concerns and their effects • Decide on an action plan • <i>Forward planning</i> • <i>Critical analysis and problem solving</i> • <i>Resisting peer pressure and assertive communication</i> • <i>Conflict resolution with peers and family</i> 	<p>Personal Development 8.4.6</p> <ul style="list-style-type: none"> • <i>Positive self esteem and self image</i> • <i>Hopeful and optimistic for the future</i> • <i>Takes pride in their behaviour and appearance</i> • <i>Makes healthy and responsible choices and decisions & able to stand up for themselves and resist negative peer pressure</i> • <i>Behaves positively and confidently and responsibly with the opposite sex</i> • <i>Wants to improve themselves</i> • <i>Reacts calmly to stress and problems</i> • <i>A good role model</i>
<p>Personal Development 8.4.7</p> <p>Safe sexual behaviour</p> <ul style="list-style-type: none"> • Have only one sexual partner • No sex outside of marriage • Use condoms for protection • Avoid unwanted pregnancies • <i>Finish education before marriage, avoid alcohol and homebrew, get treated for any STI symptoms, don't have sex with a sex worker, don't rape or sexually harass, use non-penetrative sex like masturbation</i> <p>Sexual responsibilities</p> <ul style="list-style-type: none"> • Respect yourself and others • Stay faithful • Use condoms • <i>Don't pressure other people</i> 	<p>Personal Development 8.4.7</p> <ul style="list-style-type: none"> • Discuss negative sexual behaviour • Identify sexual responsibilities of males and females • Recognise the importance of using condoms and non-penetrative sex • Demonstrate ways to promote healthy living 	<p>Personal Development 8.4.7</p> <ul style="list-style-type: none"> • <i>Respect, consideration and positive attitudes towards the opposite sex</i> • <i>Advocates for safe and responsible sexual behaviour</i> • <i>Values a strong and faithful marriage and the importance of completing education</i>

<ul style="list-style-type: none"> • <i>Don't get drunk</i> • <i>Have an HIV/AIDS blood test</i> • <i>Current HIV/AIDS and STI statistics</i> • <i>Facts on HIV (modes of transmission, treatment, prevention including ABCD)</i> • <i>Discussion about the causes of the HIV epidemic in PNG with a focus on youth</i> • <i>Risky and safe sexual practices (e.g. masturbation, vaginal sex, oral sex, anal sex, rape)</i> • <i>Sexual intercourse, arousal in men and women and possible physical, emotional and social consequences of sex</i> <p>Ethical values that govern your actions and decision making</p> <ul style="list-style-type: none"> • Self-respect, personal integrity, respect dignity of others, respect values of the community • Responsibilities including obligations to family and community welfare • Showing concern including being caring, compassionate, loyal, tolerant, considerate, cooperative and share in decision making 	<ul style="list-style-type: none"> • <i>Decision making and critical thinking</i> • <i>Resisting peer pressure and assertive communication</i> 	<ul style="list-style-type: none"> • <i>Empatise with others & do not pressure them</i> • <i>Knows that rape, sexual harassment and gang rape are wrong and immoral</i>
<p>Personal Development 8.4.8</p> <p>Strategies to respond to unsafe or risky situations</p> <ul style="list-style-type: none"> • Learn to assess risks • Be assertive • Learn or practice first aid • Do "warm up" before activities • Learn and practice self defence <p>Plan to prevent or minimise risk</p> <ul style="list-style-type: none"> • Use appropriate equipment and skills for activities, design and promote road safety rules, fire and water safety rules, safe storage of tools and chemicals, safe handling of tools, practical first aid <p>Actions to respond to unsafe situations</p> <ul style="list-style-type: none"> • Remove yourself from the situation, alert others of unsafe situations, act to make a situation safe or minimise the danger <p>Actions to respond to emergency situations</p> <ul style="list-style-type: none"> • Remain calm and assess danger to self and others, remove self and others from danger, follow first aid procedures and administer first aid, seek assistance, follow set procedures and rules 	<p>Personal Development 8.4.8</p> <ul style="list-style-type: none"> • Observe and demonstrate safety strategies • Develop or propose strategies plans to response to unsafe situations • Discuss and describe unsafe or risky situations • Reasons and make wise decisions • <i>Critical thinking and problem solving</i> 	<p>Personal Development 8.4.8</p> <ul style="list-style-type: none"> • <i>Calm and caring in an emergency</i> • <i>Ready and willing to help others</i> • <i>Responsible</i> • <i>Assertive</i> • <i>Able to stand up for themselves</i>

Teaching and learning activities: (bold = assessment task)

1. Identify and discuss traditional sexual practices (e.g. no sex during menstruation) and whether these are positive/protective or negative/harmful practices
2. Partners brainstorm what sexuality is and share these with the class. The teacher helps the class write a class description with examples. With a partner students draw a body map showing the various influences on sexuality in PNG. They highlight the most important influences. Class then discusses which ones are positive and which are negative.
3. As a class brainstorm how people express their sexuality. Working in same sex pairs students should write a set of character descriptions different people express their sexuality (in their clothes, their behaviour, their choice of partner, dance, their job, their role in the family and society etc). Teacher should explain the terms heterosexual and homosexual which are different physical attractions.
4. Class vote with your feet. Teacher reads a range of value statements about sex and sexuality (e.g. "Women wearing shorts" or "Kissing in public" or "Sexual traditional dances" or "A man having more than one wife" or "Having sex before marriage") and ask students to move and stand in either IS OK or IS NOT OK or DON'T KNOW. Students are asked about why they chose that place to stand. They can then find a partner who is standing somewhere else and try and persuade them to move!
- 5. Complete a table on traditional, Church and Western beliefs on sexuality. Discuss in same sex groups of 4 the advantages and disadvantages of these beliefs and practices. Finally, students come up with a set of value statements for the group which describe what they think are the important rules for healthy sexuality in their lives. Compare these to opposite sex values.**
6. Students work in pairs to prepare a Big Book for Grade 7 students which describe how positive and negative sexuality affects young people. This contains several relevant stories with questions and dilemmas and a set of rules for responsible behaviour.
7. Rule writing. In same sex groups write rules for positive and responsible sexual behaviour for both young men and young women. Then swap these with a different sex group for editing. Do males and females have the same ideas about sexuality? Finally, as a class write a set of 10 rules for sexuality and sex for 21st century PNG
8. Group discussion. Why is it important to have positive sexuality and why is it important for women and men to have equal rights concerning sexuality?
9. Discuss with a partner when is the right time to have a sexual relationship. Class list of the right signs and times and the positive negative and positive consequences.
10. List what needs to be considered before starting a sexual relationship (e.g. cultural rules, personal beliefs, safe sex practices). Draw up a personal Top 10 rules for a positive sexual relationship. This should be extended to examine rules for boyfriends, girlfriends, husbands, wives. What do young men and young women look for in a relationship?
11. Describe strategies to handle pressure from various sources for a sexual relationship (e.g. media, peers, boyfriend/girlfriend, cultural, older man/woman). Role play and practice these strategies.

12. Revisit Grade 7 health goal action plans and discuss successes and challenges. Write an updated health goal action plan to identify another set of goals. (see Grade 7 unit of work Safe and Healthy: My Choice). Revisit the future goal timeline and update. What has changed in their life and why? Have their ambitions changed?

13. Working in pairs students conduct a research survey in the community and school to identify health problems (e.g. STI's, unwanted pregnancies, HIV&AIDS, sexual abuse, drugs and alcohol, pollution, unsafe places) and protect young men and young women.

14. As a class students select the most important issues for youth and brainstorm strategies to solve them. Write a letter of recommendation to the local LLG or Headteacher. As a group of 4 choose one important health issue in the school and lead an advocacy campaign to improve it. Identify and plan how to contact groups that help with young peoples' health (e.g. Save the Children, health worker, peer educator, local pastors)

15. Revise self defence training with local police officer or defence force officer. Include assertive language and conflict resolution strategies. Dramatise possible risks to health such as robbery, sexual assault, violence, drunkenness

16. Revisit first aid training and how to deal with emergencies like floods. Peer education. Students plan a training session on first aid and emergency training and teach this to peers.

17. Students design a set of "What If..." cards for peer groups to solve (e.g. What If...Your friend started smoking marijuana" or "What If...you saw the sea suddenly rush away from the beach" or "What if...your little brother burnt himself in the fire"

18. Discuss different age groups and their risks around HIV/AIDS. Identify high risk groups (use HIV statistics for males, females, and age data). Groups of 4. Discuss the causes of the HIV/AIDS epidemic in PNG and possible solutions to these changes. They should especially focus on gender issues, poverty, alcohol abuse and behaviour e.g. sugar daddies

19. Quiz to whole class on modes of HIV/AIDS transmission, body fluids, origin of HIV etc

20. Sort behaviours into HIGH – LOW – NO RISK OF HIV TRANSMISSION in same sex pairs. List safe and responsible sexual behaviours and strategies for keeping oneself safe from HIV/AIDS, STIs and unplanned pregnancy. Choose the ones you will use and justify them (action planning)

21. In groups of 4 play the STI Matching Game to match the STI with its symptoms, cause and treatment

Interview a health worker or Provincial AIDS Committee worker about transmission and prevention of HIV in PNG and their community. They should tell the students where to find condoms, ART and where to get tested.

22. Write a pamphlet for younger students that explains how HIV attacks the body's immune system

23. In groups discuss the advantages and disadvantages of the ABCD approaches. They should also list other strategies for reducing risk of HIV/AIDS, STIs and unplanned pregnancy.

24. Play and then design games about sex like Reproductive Word Bingo, HIV/AIDS Follow Me, Transmission game

25. Microteaching. Students demonstrate correct use of male and female condom and are assessed by a group of same sex peers. This should include resisting pressure to have sex and resisting pressure to have unsafe sex.

26. Flow chart. Same sex pairs list the steps of sexual arousal and sexual intercourse for both males and females. They then list the positive and negative consequences of sex (physical, emotional and social)

27. Guest speaker. Person with HIV/AIDS or HIV/AIDS worker to discuss positive living, ART and fighting stigma and discrimination including HAMP Act. Students write a story about PLWHA stigma with a happy and a sad ending.

28. Guest speaker. Standards officer or Headteacher to explain the student rights and responsibilities in the DoE HIV/AIDS Policy. Students brainstorm and implement strategies for keeping youth safe in their community and school.

29. Design a poster in Tok Ples or Tok Pisin for your community with a strong positive behavioural message about HIV/AIDS or another health issue that affects young men or women.

30. Role play resisting peer pressure for a wide range of health issues (e.g. generation names, using alcohol and drugs, smoking, unsafe sex, tribal fighting, chewing betelnut)

Assessment:

Method	Task	Criteria	Recording												
<p>Written table</p> <p>8.4.3</p>	<p>Complete a table on the sexual practices and beliefs</p> <p>Groups of 4, same sex</p>	<ul style="list-style-type: none"> ➤ 4 beliefs/practices about sexuality for each row (12 marks) ➤ 2 advantages and 2 disadvantages of each belief system (12 marks) ➤ 6 sensible values for healthy and positive sexuality for their age group (6 marks) ➤ Neat table in English (5 marks) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>About sexuality</th> <th>Advantages & disadvantages</th> </tr> </thead> <tbody> <tr> <td>Traditional beliefs</td> <td></td> <td></td> </tr> <tr> <td>Church beliefs</td> <td></td> <td></td> </tr> <tr> <td>Western beliefs</td> <td></td> <td></td> </tr> </tbody> </table> <p align="right">Total: 35 marks</p>		About sexuality	Advantages & disadvantages	Traditional beliefs			Church beliefs			Western beliefs			<p>Teacher marks the table using the criteria as a checklist</p>
	About sexuality	Advantages & disadvantages													
Traditional beliefs															
Church beliefs															
Western beliefs															
<p>Research and report</p> <p>8.4.6</p>	<p>Individual students investigate health issues that are important to young men and women in their community and school</p>	<ul style="list-style-type: none"> ➤ Research includes at least 20 interviews with youth and issues recorded and graphed (10 marks) ➤ 10 relevant prioritised health issues for male youth (10 marks) ➤ 10 relevant prioritised health issues for female youth (10 marks) 	<p>Teacher marks the research report using the criteria</p>												

Health & Personal Development sample units of work

		<ul style="list-style-type: none"> ➤ Conclusion sorts these issues into 3 main social, 3 main emotional and 3 main physical health issues with main issue for youth highlighted (10 marks) <p style="text-align: right;">Total: 40 marks</p>	
Sorting 8.4.7	Same sex pairs sort behaviours from a list into high, low and no of HIV transmission. Then they list the safe behaviours they will use and justify them	<ul style="list-style-type: none"> ➤ Correct rating... ➤ High risk = all night parties, homebrew and drinking beer, smoking marijuana, unescorted young women, older men with younger women, vaginal sex without a condom, anal sex without a condom, breast milk from someone with HIV, blood from someone with HIV, one partner being unfaithful, rape, sex with a sex worker (12 marks) ➤ Low risk = Vaginal sex with a condom, kissing, oral sex (3 marks) ➤ No risk = kissing, hugging, abstinence, massage, masturbation, sharing food, sharing utensils, mosquito bites (except for malaria!), sharing buai, both partners being faithful (10 marks) ➤ 5 sensible responsible behaviours they will use to keep safe and healthy (5 marks) ➤ One sensible reason for choosing to use each of these behaviours (5 marks) <p style="text-align: right;">Total: 45 marks</p>	Teacher marks sorted behaviours and chosen behaviours and justification
Role play 8.4.8	In threes students present two role plays showing strategies to deal with pressure and an unsafe situation.	Two role plays which show sensible strategies (20 marks for each role play) 1) an unsafe situation such as a flooded river 2) pressure such as pressure to have sex <ul style="list-style-type: none"> ➤ Relevant and challenging situation for young people (4 marks) ➤ Sensible strategy for dealing with the situation e.g. saying no (6 marks) ➤ Consequences of risky behaviour are clear (4 marks) ➤ Good use of assertiveness and information learnt in the unit of work (6 marks) ➤ Overall performance: clear, entertaining, good voice and body skills, language, dramatic gestures (5 marks) <p style="text-align: right;">Total: 10 marks for each role play = 45 marks</p>	Peer assessment using the criteria
Total for unit of work: 150 marks			

Sex and Keeping Safe

Grade: 8

Subject: Personal Development

Learning outcomes:

- 8.4.3 Identify different cultural beliefs and values about sexuality
- 8.4.6 Outline health issues that are of concern to young people
- 8.4.7 Discuss safe sexual behaviours and sexual responsibilities
- 8.4.8 Develop strategies to respond to unsafe or risky situations

Theme: Sex and Keeping Safe

Purpose: The purpose of this unit is for students to identify their values about sexuality and explore the consequences of different sexual behaviours, which could help reduce the risk of HIV/AIDS, unplanned pregnancies and sexually transmitted infections (STIs.)

Time: 6 weeks

Content: *Italics indicate additional knowledge for this outcome developed from the Indicators, needs of the community and teacher's experience*

Knowledge	Skills	Attitudes
<p>Personal Development 8.4.3</p> <p>Cultural beliefs and values about sexuality</p> <ul style="list-style-type: none"> • Sexuality is everything about a person to do with sex • Females and males have equal rights concerning sexuality. Sexuality includes: <ul style="list-style-type: none"> ○ Sexual intercourse ○ Changes during puberty ○ Sexual feelings and thoughts ○ Relations with others of the same and opposite sex • Sexuality is influenced by media, family beliefs, values, religions, cultures, peers, emotional and physical feelings and personal values, being male and female <p>Attitudes towards sexuality</p> <ul style="list-style-type: none"> • Respect individual choices about sexuality • Different cultural groups have beliefs about appropriate ways of expressing sexuality • Our sexual behaviour needs to be responsible to avoid the possible consequences of unwanted pregnancy, STIs and emotional turmoil 	<p>Personal Development 8.4.3</p> <ul style="list-style-type: none"> • Demonstrating responsibility for handling sexuality • Making decisions about sexuality • <i>Empathy</i> • <i>Role modelling and leadership</i> 	<p>Personal Development 8.4.3</p> <ul style="list-style-type: none"> • <i>Strong values and morals including morals from New Testament</i> • <i>Positive responsible attitude towards sex and the opposite sex</i> • <i>Confidence to discuss sex and sexuality</i> • <i>Tolerance and understanding towards others</i> • <i>Able to challenge negative and harmful attitudes towards sexuality and sex in others</i>

<p>Personal Development 8.4.6</p> <p>Health issues that are of concern to young people</p> <ul style="list-style-type: none"> • Peer pressure • Use of drugs such as smoking cigarettes or using other illegal substances • Consuming alcohol • Chewing betelnut • Lack of exercise • Body image • Grooming and dressing • Diet – sweets and greasy food • HIV/AIDS and other STIs (<i>sexual hygiene, sexual pressures</i>) • <i>Stress and pressure,</i> • <i>Violence, conflict and crime</i> • <i>Cult activities and generation names</i> • <i>Sexual assault, harassment, rape and other gender based violence</i> • <i>Communicable diseases such as TB</i> • <i>Unplanned pregnancy</i> • <i>Relationship problems and early marriage</i> <p>Health goals</p> <p>Includes goals such as say no to drugs and to sex related activities, take regular exercise, develop personal hygiene, develop positive or good relationships with others, develop positive self esteem, be assertive, avoid unsafe or threatening situations, protect oneself, develop correct attitudes to handle different situations</p>	<p>Personal Development 8.4.6</p> <ul style="list-style-type: none"> • Gather information and identify health concerns • Review and analyse health concerns and their effects • Decide on an action plan • <i>Forward planning</i> • <i>Critical analysis and problem solving</i> • <i>Resisting peer pressure and assertive communication</i> • <i>Conflict resolution with peers and family</i> 	<p>Personal Development 8.4.6</p> <ul style="list-style-type: none"> • <i>Positive self esteem and self image</i> • <i>Hopeful and optimistic for the future</i> • <i>Takes pride in their behaviour and appearance</i> • <i>Makes healthy and responsible choices and decisions & able to stand up for themselves and resist negative peer pressure</i> • <i>Behaves positively and confidently and responsibly with the opposite sex</i> • <i>Reacts calmly to stress and problems</i> • <i>A good role model</i>
<p>Personal Development 8.4.7</p> <p>Safe sexual behaviour</p> <ul style="list-style-type: none"> • Have only one sexual partner • No sex outside of marriage • Use condoms for protection • Avoid unwanted pregnancies • <i>Finish education before marriage, avoid alcohol and homebrew, get treated for any STI symptoms, don't have sex with a sex worker, don't rape or sexually harass, use non-penetrative sex like masturbation</i> <p>Sexual responsibilities</p> <ul style="list-style-type: none"> • Respect yourself and others • Stay faithful • Use condoms • <i>Don't pressure other people</i> • <i>Don't get drunk</i> • <i>Have an HIV/AIDS blood test</i> 	<p>Personal Development 8.4.7</p> <ul style="list-style-type: none"> • Discuss negative sexual behaviour • Identify sexual responsibilities of males and females • Recognise the importance of using condoms and non-penetrative sex • Demonstrate ways to promote healthy living 	<p>Personal Development 8.4.7</p> <ul style="list-style-type: none"> • <i>Respect, consideration and positive attitudes towards the opposite sex</i> • <i>Advocates for safe and responsible sexual behaviour</i> • <i>Values a strong and faithful marriage and the importance of completing education</i>

<p>Ethical values that govern your actions and decision making</p> <ul style="list-style-type: none"> • Self-respect, personal integrity, respect dignity of others, respect values of the community • Responsibilities including obligations to family and community welfare • Showing concern including being caring, compassionate, loyal, tolerant, considerate, cooperative and share in decision making <ul style="list-style-type: none"> • <i>How HIV is transmitted and how HIV is not transmitted</i> a. <i>Sexual intercourse with someone who is infected with HIV– vaginal sex without a condom, anal sex and oral sex. 95% of cases</i> b. <i>Blood to blood contact with someone who is infected with HIV</i> c. <i>Parent to child transmission (infected mother to baby/child)</i> • <i>4 bodily fluids that carry HIV Blood, semen, vaginal fluid, breast milk</i> • <i>Positive Living for people who are infected with HIV and ART</i> • <i>Who is vulnerable to HIV?</i> • <i>HIV and STI's Why having an STI makes you more vulnerable to HIV?</i> • <i>7 types of STI's common in PNG (treatment and symptoms)</i> • <i>4 types of germs that cause STI's (virus, bacteria, fungus, parasite)</i> • <i>Sexual practices and HIV – no risk to high risk</i> • <i>Safer sex methods including</i> a. <i>Abstain from sex before marriage (or when away from your husband/wife) or abstain from penetrative sex</i> b. <i>Both be faithful, both be tested</i> c. <i>Use a condom correctly (male or female condom)</i> d. <i>Delay the time you lose your virginity</i> • <i>Which groups do ABCD refer to (e.g. married people, young people)?</i> • <i>How to use male and female condoms correctly and negotiate use</i> • <i>The HAMP Act – stigma and discrimination</i> • <i>Current HIV&AIDS and STI statistics</i> • <i>Sexual intercourse, arousal in men and women and possible physical, emotional and social consequences of sex</i> 	<ul style="list-style-type: none"> • <i>Decision making and critical thinking</i> • <i>Resisting peer pressure and assertive communication (e.g. saying no to sex)</i> • <i>Correct use of male and female condom</i> • <i>Negotiating safer sex</i> 	<ul style="list-style-type: none"> • <i>Empathise with others & do not pressure them</i> • <i>Knows that rape, sexual harassment and gang rape are wrong and immoral</i> • <i>Fighting stigma and discrimination towards opposite sex and people living with HIV/AIDS (PLWHA)</i>
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Personal Development 8.4.8	Personal Development 8.4.8	Personal Development 8.4.8
<p>Strategies to respond to unsafe or risky situations</p> <ul style="list-style-type: none"> • Learn to assess risks • Be assertive • Learn or practice first aid • Do “warm up” before activities • Learn and practice self defence <p>Plan to prevent or minimise risk</p> <ul style="list-style-type: none"> • Use appropriate equipment and skills for activities, design and promote road safety rules, fire and water safety rules, safe storage of tools and chemicals, safe handling of tools, practical first aid <p>Actions to respond to unsafe situations</p> <ul style="list-style-type: none"> • Remove yourself from the situation, alert others of unsafe situations, act to make a situation safe or minimise the danger <p>Actions to respond to emergency situations</p> <ul style="list-style-type: none"> • Remain calm and assess danger to self and others, remove self and others from danger, follow first aid procedures and administer first aid, seek assistance, follow set procedures and rules 	<ul style="list-style-type: none"> • Observe and demonstrate safety strategies • Develop or propose strategies plans to response to unsafe situations • Discuss and describe unsafe or risky situations • Reasons and make wise decisions • <i>Critical thinking and problem solving</i> 	<ul style="list-style-type: none"> • <i>Calm and caring in an emergency</i> • <i>Ready and willing to help others</i> • <i>Responsible</i> • <i>Assertive</i> • <i>Able to stand up for themselves</i>

Teaching and learning activities: (bold = assessment task & italic = integrated subject)

1. Interview fellow students to get their views on cultural beliefs and values and compare these to modern values (including religious values). Paired. (*Social Science and Religious Education*) e.g. birth beliefs, death beliefs, marriage beliefs, dressing beliefs, harvesting and food gardens, gender roles (e.g. work men and women can do) etc.

2. Discuss how personal and community practices reflect different beliefs or values about sex and sexuality. Groups of 4; same sex. (*Social Science*) e.g. Polygamy, Initiation, No sex before marriage, No sex during pregnancy, Divorce, Wife beating/domestic violence, Monogamy, Sexual taboos in the community (*find examples*), Menstruation taboos, Etc

Personal or community practice	What belief is this based on?	What value is this based on?
Bride price	That it binds families together	That men are more important than women

3. Write a report on how personal and community practices reflect the different beliefs and values about sexuality. Individual.

4. List what needs to be considered before starting a sexual relationship. Paired. Same sex. E.g. family planning, HIV and STI's, religious beliefs and instructions, local customs, peer pressure, opinions of others, power relationships etc

5. Write rules on how to handle a sexual relationship. Paired. Same sex. E.g. How to say to resist pressure from peers and older men/women, how to negotiate for safer sex, religious guidance, cultural taboos etc
6. Act out a role play based on strategies to resist pressure to have a sexual relationship. Groups of 4; same sex or mixed sex. (*Expressive Arts*) E.g. Young women resisting pressure from older men, young men resisting peer pressure, resisting negative cultural pressures, negotiating use of safer sex/alternatives to sex
7. Identify and map places and groups that can help young people's health. Groups of 4 mixed sex. (*Social Science*) E.g. Church youth groups, health workers, teachers from local schools, role model peers, NGOs, women's group etc
8. Obtain information on young people's health from a group/person. Individual. (*Language*) E.g. Write a letter requesting information or a visit to a group/individual, conduct a visit and collect contact details etc
9. Arrange for local leaders or health workers or community elders to visit the class and give a talk on a health issue affecting young people in that community. Whole class. (*Language*) E.g. Design and write interview questions, ask questions and note responses, write these up as a newspaper article, informative review or issue based report, or prepare a balanced report on a controversial issue summarising the competing views on the health issue
- 10. Identify and list down some of health concerns of young people and describe how these issues affect young people. Paired. (*Language, MAL and Maths*) E.g. Design a well structured questionnaire to develop a good understanding of a social issue, collect and analyse data, produce an issue based report.**
11. Research and discuss the cause and effects of the HIV and STI epidemic. Groups of 4; mixed sex. E.g. poverty, gender inequality, high levels of sex outside of marriage, lack of basic education and health care etc
- 12. Prepare play script and perform dramas for young people showing a clear message about healthy and responsible sexual behaviour. Groups of 4. Mixed sex. (*Language and Expressive Arts*) E.g. The dangers of home brew, dangers of unprotected sex, discouraging sex before marriage, sexual abuse of young people by older people etc**
13. Sort safe and risky sexual behaviours. Pairs. Same sex. E.g. Vaginal sex without a condom, vaginal sex with a condom, oral sex (sucking or licking the penis), oral sex (sucking or licking the vagina and clitoris), sex while drunk or on drugs, masturbation, anal sex, kissing, deep kissing using tongues, hugging, rape, abstinence etc.
14. Write a case study of the possible impact of HIV on a community (e.g. urban community, remote rural village, High School etc). Individual. (*Language and Social Science*) E.g. the impact on women, girls, young men, older men, elders, community development etc
15. Design an awareness poster on the HAMP Act for local people (in vernacular). Individual. (*Language, Religious Education and Expressive Arts*)
16. List ways you could look after a person living with HIV or AIDS. Paired. Mixed sex. E.g. practical steps for Positive Living, emotional, physical, spiritual needs, caring for someone sick with AIDS. (*Religious Education*)

Health & Personal Development sample units of work

17. In groups discuss the advantages and disadvantages of the ABCD approaches. Brainstorm other strategies e.g. get STIs treated, no sex with sex workers, reduce the number of sexual partners, don't drink alcohol

Abstain from penetrative sex		Both be faithful; both get tested		Use a condom consistently		Delay time you lose your virginity	
+	-	+	-	+	-	+	-

18. Write a balanced report on the ABCD approach analysing the strengths and weaknesses of them. Individual with paired editing feedback. (*Language*)

19. Watch and question an HIV theatre troupe or awareness group. Write an informative review of their presentation. Individual. (*Language*)

20. Demonstrate the correct use of a male and female condom. Pair. Same sex. Watch a demonstration by teacher or awareness group. Practice in pairs. List the key steps to correct use. Ask any questions about condoms and their use.

21. Prepare written materials for Grade 7 students (or community members) on HIV covering the modes of transmission, bodily fluids, information on safer sex, the immune system, VCT and Positive Living. Groups of 4. Mixed sex. (*Language and MAL*). E.g. a set of posters for the Grade 7 teacher to use, a Big Book, a set of information leaflets, a set of leaflets in the community Tok Ples, information board for the local Church etc

22. Play and then design games about sex like Sex Word Bingo, HIV Follow Me, Transmission game etc. Whole class.

23. Analyse the epidemic in PNG by looking at two graphs (new infections and gender/age infections). Paired. Mixed sex. (*Maths*)

Assessment:

Method	Task	Criteria	Recording
Written report 8.4.3	Write a report on how personal and community practices reflect the different beliefs and values about sexuality (individual)	<ul style="list-style-type: none"> ➤ List and explain at least 3 personal and 3 community practices about sexuality (10 marks) ➤ List and explain at least 2 positive and 2 negative taboos about sexuality in the local community (10 marks) ➤ Explain your own point of view about these taboos (Do you agree with them or not? Why?) (5 marks) ➤ Give at least 3 clear reasons for your opinion (5 marks) ➤ Write at least one side of A4. This must be neat and tidy. Writing should be in sensible paragraphs (including an introduction and conclusion). (10 marks) ➤ Use and spell key words correctly: taboo, community, cultural, personal, practices, sexuality, behaviour, gender, belief, value (10 marks) <p style="text-align: right;">Total: 50 marks</p>	Reports collected and marked by the teacher

<p>Written (paired)</p> <p>8.4.6</p>	<p>Identify and list down some of health concerns of young people and describe how these issues affect young people</p>	<p>a. Questionnaire (50 marks)</p> <ul style="list-style-type: none"> ➤ At least 3 closed questions to collect tally data (e.g. gender, tick the issues most important to you) (10 marks) ➤ At least 3 open questions to collect opinion (e.g. which is the most important issue to you? Why is this issue so important?) (10 marks) ➤ At least 5 young men and 5 young women interviewed (5 marks) ➤ Data tallied accurately and neatly (10 marks) ➤ Questions related to health concerns (5 marks) ➤ Correct grammar in questions e.g. question marks (5 marks) ➤ Questionnaire designed neatly and logically – easy to complete and read (5 marks) <p>b. Report (50 marks)</p> <ul style="list-style-type: none"> ➤ Equal team work (e.g. alternate paragraphs) (5 marks) ➤ One section on Method explaining what you did step-by-step (5 marks) ➤ Data tables showing results of research (10 marks) ➤ 2 graphs showing data (with labels, coloured, accurate and neat) (10 marks) ➤ One section describing the main findings (at least 3 main findings) (10 marks) ➤ One section explaining the main findings (at least 2 reasons for each finding) (10 marks) ➤ One section (conclusion) which makes at least 5 recommendations for action in the community related to the findings (10 marks) <p style="text-align: right;">Total: 100 marks</p>	<p>Criteria marked by teacher</p>
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Health & Personal Development sample units of work

<p>Drama (groups of 4; mixed sex)</p> <p>8.4.7 and 8.4.8</p>	<p>Prepare play script and perform dramas for young people showing a clear message about healthy and responsible sexual behaviour</p>	<ul style="list-style-type: none"> ➤ Group written play script with range of characters on the theme, names for characters, stage directions (5 marks) ➤ Clear and persuasive message in the drama (e.g. do not have sex before marriage, unprotected sex could lead to HIV or STI's or unplanned pregnancy, using a condom carefully and responsibly etc (5 marks) ➤ Shows clear and workable strategy for resisting pressure or changing behaviour (e.g. "My Church does not allow sex before marriage", "How to get a test for HIV" etc) (5 marks) ➤ Interesting facial and body gestures in the drama (5 marks) ➤ Well rehearsed (5 marks) ➤ Realistic conversation and relevant to community (5 marks) ➤ Equal turn taking – all take part (5 marks) ➤ Confidence in performing in public (5 marks) ➤ Correct sound formation and pronunciation (in English or Tok Pisin/Tok Ples) (5 marks) ➤ Confident tone and loud volume of voice (5 marks) <p style="text-align: right;">Total: 50 marks</p>	<p>Peer marking using the criteria</p>
<p>Total for unit of work: 200 marks</p>			

In-service session ideas

All schools are conducting in-service on the curriculum reform as part of the Teacher In-service Plan (TIP). These sample units of work can also be used as part of your school in-service and professional development. Listed below are some sample in-service session ideas for your school or cluster in-service.

1. Critical analysis

Select one unit of work from the samples and work with a colleague to critically analyse it. How would you improve it? What are the highlights? What are the weaknesses? Is it realistic for your school? Annotate the unit of work with at least five major changes you would make before you taught it.

2. Same outcomes, different activities

Select two units of work which have the same cluster of outcomes. Examine the teaching and learning activities and the assessment tasks for each of the two units. How are they the same? What are the major differences? Why do you think the writers chose to use different activities and assessment tasks? Which do you think is the better unit of work? Why? Which are the best life skills activities for your students?

3. Curriculum cross-check

For one unit of work compare the life skills teaching and learning activities to the knowledge, skills and attitudes. Read the teaching and learning activities and cross check them with the knowledge, skills and attitudes. Tick off the content that each activity covers. Do the writers cover all the knowledge, skills and attitudes? Which do they not cover? Why? Brainstorm activities which would cover any missing content.

4. Weekly programming

Take one unit of work and develop a weekly programme using the activities in the unit. Try and block the teaching of the subject and look for links with other subjects to deliver the activities and assessment tasks in a sensible and relevant order.

5. Integration

The upper primary units of work are only written for Personal Development learning outcomes. Take one unit of work from upper primary and try to integrate it with another subject (Language or Social Science, for example). Cluster one or two learning outcomes from that new subject which link to the sample unit of work. Then edit the unit of work adding new content, teaching and learning activities and assessment tasks.

6. Strategy selection

Using the Personal Development and Health Teacher Guide and the sample units of work write out a list of the teaching and learning strategies used to teach life skills and reproductive sexual health. Highlight any you do not use frequently and plan to teach them in the next week with your class. Observe another teacher using the activity if you are not sure.

7. Compare and contrast

Select one of your own units of work and compare it with the sample. How are they the same? How are they different? What would you do differently next time you write a unit of work?

8. Assessment analysis

Read a selection of the assessment tasks from the sample units of work. Then select one learning outcome that is not covered by the samples and work with a colleague to design a student centred assessment task for that learning outcome. Don't forget to have a detailed criteria for the students and teacher to use.

9. List Ten

Having reviewed several of the units of work, discuss with a colleague the ten important lessons you have learnt. These lessons should help you improve the writing of your own units of work. Share these with the other teachers at the school. Did you all learn the same tips? Write these Top Ten tips for writing units of work up as a poster for your classroom or office. For example, never have more than four in a group or write assessment criteria so the children can understand them.

10. Writing a unit of work

The final and most important step is to work with a colleague and write a new unit of work. Cluster the learning outcomes from Health or Personal Development along with other subjects as necessary. Then write a student friendly theme and purpose and collect the knowledge, skills and attitudes from the Teacher Guide and your own professional experience. Write a detailed list of participatory and interesting teaching and learning activities in the order you will teach them. Select activities for assessing each of the learning outcomes and write detailed criteria for them. Then ask a colleague to critique your work and make suggestions for improving it.

These sample units of work can lead to many different types of in-service. The school can also use them with Board of Management training and for discussing the life skills subjects with parents and students. In fact, many students enjoy adding and critiquing activities in units of work. There are also important issues to discuss about condoms and sex education which the whole staff should be involved in.

Finally, remember that you are free to adapt, edit and use these units of work with your own class. Some of the teaching and learning activities may be new but within your cluster there will be teachers who know how to use them and you can also use the various self study and resource materials available. All teachers should know how to teach Health and Personal Development accurately, confidently and imaginatively.

Learning about HIV/AIDS: our schools, our future, our responsibility

Contacts and further information

There are many organisations and people who can help teach Personal Development and Health. You can make contact with them through your Provincial Education Office or Provincial AIDS Council.

National AIDS Council 323-6161

Provincial AIDS Committees

Bougainville (Buka) 973-9191	Morobe (Lae) 472-8676
Central (Konedobu) 321-6032	NCD (Port Moresby) 323-0166
East Sepik (Wewak) 856-1844	Oro (Popondetta) 329-7782
East New Britain (Rabaul) 982-8677	Sandaun (Vanimo) 857-1404
Eastern Highlands (Goroka) 732-2199	Simbu (Kundiawa) 735-1203
Enga (Wabag) 547-1141	Southern Highlands (Mendi) 549-1710
Gulf (Kerema) 648-1285	West New Britain (Kimbe) 983-5492
Madang (Madang) 852-3422	Western (Daru) 645-9090
Manus (Lorengau) 470-9643	Western Highlands 542-3835
Milne Bay (Alotau) 641-0433	

Department of Education HIV/AIDS Desk

3rd Floor, A wing, Fincorp Haus, PO Box 446, Waigani, NCD
(t) 301 3394 (f) 301 3398

All teachers colleges, University of Goroka and PNGEI have HIV/AIDS and reproductive health lecturers and trainers. Recent graduates can also help with training and teaching Personal Development and Health.

Church Education Offices & HIV/AIDS Church organisations.

Department of Education Guidance officers and school based counsellors
(available in most secondary schools)

Department of Education Population Education (UNFPA) 324 6487

PNG Family Health Association, Lae 472-6523

Anglicare StopAIDS 325 1855

VSO Tokaut AIDS 852 3385

Save the Children PNG 732 1825

Hope Worldwide 325 6901

Good website: www.avert.org

BAHA HIV/AIDS Helpline (Free, Mon-Fri 8-5) 7200 2242

References

There are many approved Department of Education resources for teaching Health and Personal Development.

NDOE documents

NDOE (2003) *Upper Primary Personal Development Syllabus & Teacher Guide*

NDOE (2004) *Lower Primary Health Syllabus & Teacher Guide*

NDOE (2005) *HIV/AIDS Policy for the National Education System of Papua New Guinea*

NDOE (2007, 2008) *HIV/AIDS & STIs Resource Book*

NDOE (2007, 2008) *HIV/AIDS & Reproductive Health Student Teacher Course Book*

NDOE (2007) *HIV/AIDS/STIs Implementation Plan for the National Education System of Papua New Guinea 2007-2012*

NDOE (2007, 2008) *HIV/AIDS Guidance Posters for Elementary, Primary and Secondary Schools*

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Approved resources for use in schools

Oxford University Press (2005) *Personal Development Teacher Resource Book, Student Book 1&2*

Oxford University Press (2007) *Health for the Pacific HIV/AIDS & STIs in Papua New Guinea 2nd Edition*

How to give feedback on these units of work

We encourage all teachers to give us feedback on the materials produced for schools. If you have any comments, suggestions for improving these sample units of work or if you find any errors in the text, please contact:

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