

# Culture and Community

**Teacher Guide  
2015**



**Standard Based**

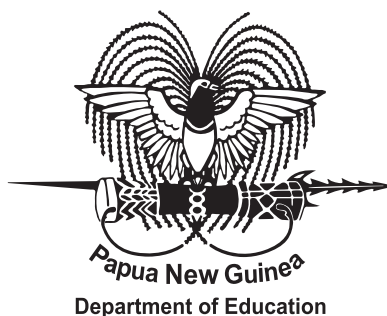


# **Culture and Community**

**Teacher Guide  
2015**

**Elementary One**

**Standard Based**



## **Issued free to schools by the Department of Education**

Published in 2015 by the Department of Education, Papua New Guinea

First Edition

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*Graphic Design Layout by David Kuki Gerega*

**ISBN** 978-9980-87-900-4

## **Acknowledgements**

The Culture and Community Elementary One Teacher Guide was developed by the Curriculum Development Division of the Department of Education and coordinated by Mirou Avosa with assistance from the Subject Curriculum Group, (SCG) members.

Teachers College Lecturers, Teachers, Standard Officers and other stake holders such as Non Government Organisations and Community members are acknowledge for their contributions.

Syllabus Advisory Committee, (SAC) and Basic Education Board of Studies, (BEBOS) Committee members are acknowledged for their recommendation and endorsement of this document.

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## SECRETARY'S MESSAGE

The Culture and Community Elementary One Teacher Guide is part of the new Standard Based Curriculum for Elementary schools in Papua New Guinea. It is community based and builds upon the skills and knowledge the students already have in their own language and culture.

The standards stated in the Culture and Community Syllabus describe what students should know, be able to do and achieve before they continue to Elementary Two. The teachers will use this teacher guide to plan and deliver the content in the most appropriate way.

The teachers should plan their daily lessons using the examples outline in this Teacher Guide. They should also use the assessment methods and strategies for students to achieve the content standards. They are required to use their understandings about culture and community concepts and make teaching and learning fun and enjoyable for students.

I encourage all the teachers to try out ideas and strategies they believe will help the students learn better. They should adapt, modify and amend these ideas to suit their learning situations and environment.

I commend and approve this Elementary One Teacher Guide for Culture and Community to be used in all Elementary schools throughout Papua New Guinea.



**DR. UKE W KOMBRA, PhD**  
Acting Secretary for Education



# INTRODUCTION

This Culture and Community Teachers Guide is to be used together with the syllabus. The culture and Community Curriculum recognises the culture of the community and fosters students pride and appreciation of their beliefs and values.

The syllabus is the key document that this Teacher Guide will use to plan the instructional program. It provides Elementary One teachers with;

- teaching and learning strategies,
- table of content scope,
- termly lesson overviews for the year,
- weekly timetable and teaching program,
- sample plans of guided lessons in the five strands arts,
- sample plans of assessment tasks,
- elaborations of key knowledge, skills and attitudes and,
- glossary.

Elementary Grade One teachers are encouraged to use this guide for all the planning to implement the content for in the classes they will teach in a school year.

## Links with other levels of learning

The Culture and Community syllabus sets the foundations for the learning of all community based subjects in the different levels of learning.

This table presents the Culture and Community subjects links to other subjects in the junior and upper primary levels of learning.

Elementary Level Subject	Linking Concepts	Junior Primary subject	Senior Primary
Culture and Community	Arts and Craft	Arts	Arts
	Community	Community Life	Social Science
	Science	Science (Environ Studies)	Science
	Healthy individual and Community	Health	Personal Development
	Movement and physical activity	Physical Education	

# INTRODUCTION

## Integration within a subject

Integration is an approach to teaching that is very relevant for early childhood learning. Integrated teaching requires teachers to identify themes or topics, main ideas from a strand. This ideas or concepts must be broad enough to draw on like concepts from standard statements. These concepts or ideas must connect within the strands smoothly.

Integration makes lessons very friendly for students to participate in many different activities which are connected to each other in a very comfortable learning environment. Integration brings to the formal learning environment, the experiences in the home environment. This encourages the learners to participate actively as his experiences are now encountered in the classroom. The motivation and the want to learn behaviour is enforced in the learning situations the teacher provides.

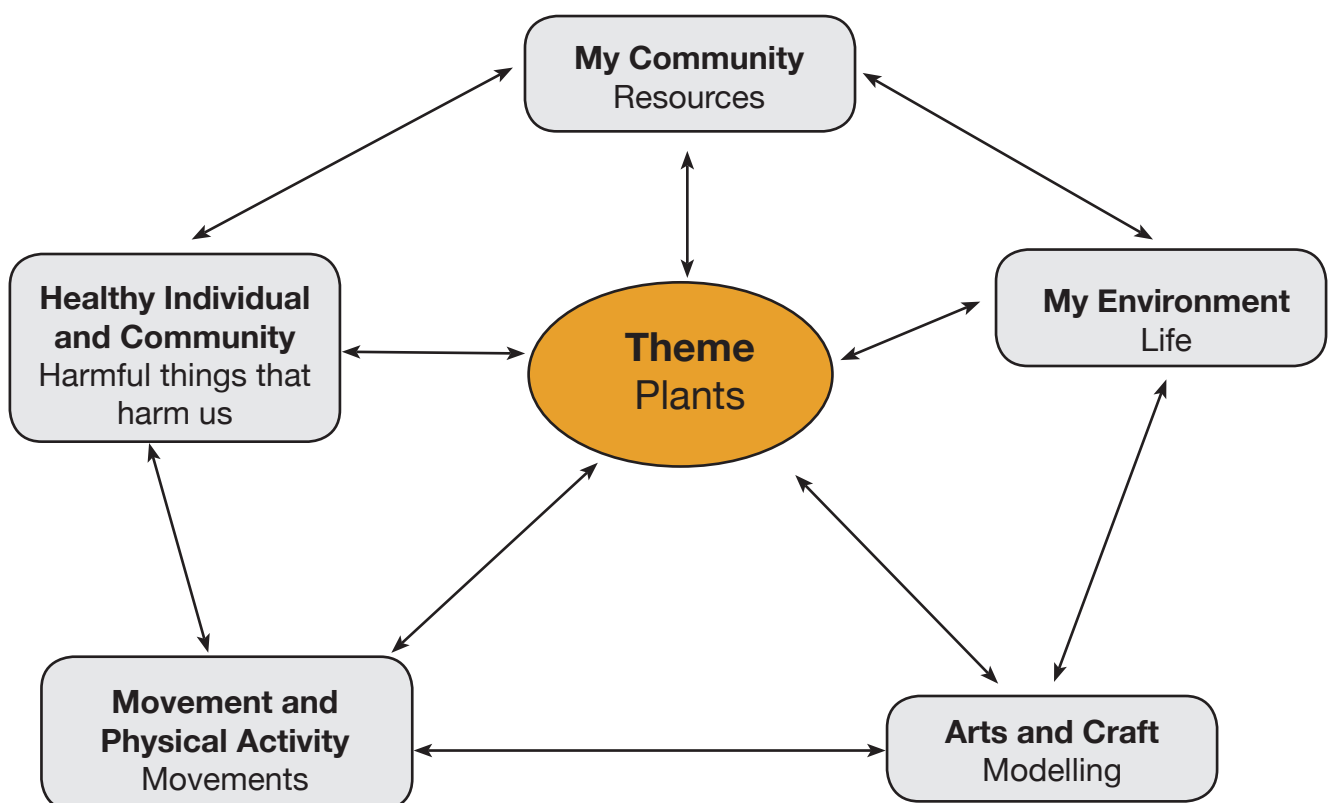
In this subject integration is encouraged within the strands and not across the subjects in the Elementary curriculum.

The content of Culture and Community syllabus can be integrated through the strands within the subject by concepts.

Here is a diagram that further explains the integration of strands within the subject.

### Concept connection of a theme within strands in Culture and Community Subject

This diagram shows that 'plant' is the big concept or idea. Its relationship concepts that link it to the respective strands are as identified in each strand as shown in the boxes.





## KEY FEATURES

Elementary *Education* is community based and requires teachers who are dedicated, creative, and fluent in the language of instruction and respective members of the community. Elementary *Education features*:

- Three years of formal education, *Elementary Prep to Elementary Grade 2*.
- Language of instruction is English.
- Teachers must speak English.
- Community members play active roles in the *Community-Based Curriculum* development.
- Teaching and learning materials come from the local environment.
- Subject integration is encouraged based on the local environment, community events and activities.

### Curriculum Principles

Elementary curriculum is based on three learning principles:

- We learn best when we build new learning on what we already know.
- We learn well when we recognise an immediate use or need for what is to be learned.
- We use ideas and skills in a coordinated way to solve problems.

### Benefits for Students

Students' benefits when they begin education at *Elementary level* include the following;

- students start education early at the age of six,
- students start education early at the age off six,
- students learn to read, write, speak and listen in the *English* language,
- entire curriculum is taught in English and based on what the students already know,
- opportunity for students to perform well in school work with consistent use of *English* and,
- their cultures are valued and seen as a benefit in formal learning.

### Inclusive Learning

Students are surrounded with many situations, experiences and messages that are contained in the curriculum. They use these to help them learn about the world and form opinions about themselves and others. It is very important that the students know that it is their right to participate in any curriculum activities, regardless of their gender, ability, language group, culture or where they come from. An inclusive curriculum:

- Supports the use of English language as the language of instruction.
- Helps students to value and appreciate different roles, responsibilities and obligations males and females play in their society.
- Values and places equal emphasis on female and male experiences in the curriculum.
- Recognises that students come from different backgrounds and caters for these differences.
- Provides a range of learning experiences to cater for students from different living environments
- Recognises that everyone belongs to a cultural group and that all cultural groups should be treated with respect.
- Allow students to appreciate, respect, participate where possible in cultural activities from other cultures.
- Promotes safe healthy happy learning environment.
- Provides opportunities for students to apply problem solving and thinking skills in a arrange of learning situations.

## KEY FEATURES

### Culture and Community Syllabus

The Culture and Community Syllabus is written in Standard Based Curriculum. The syllabus outlines the content of the subject in the form of content standards. The content standards are written to a standard format. These points outline the syllabuses;

- content of the syllabuses are presented in strands and units,
- the strands and units are the same from Elementary Prep to Elementary Grade Two,
- the knowledge, skills and attitudes that students should achieve are written in content standards,
- each content standards is a specific statement that identifies the knowledge, skills and attitudes that students should demonstrate at a certain grade,
- each content standards in the syllabus has a set of performance standards and assessment tasks.

These performance standards give example of what the students will demonstrate (do), know and understand at a particular grade level. That is all respective grades in the Elementary Level of learning are laid out in the same way.

### Some aspects of content standards and performance indicators

The content standards and performance standards;

- give flexibility to teachers to write up teaching programs and lessons to suit the local conditions and individual student needs,
- help teachers assess and report the students achievements,
- allow students achievements of the content standards to be described in consistent ways,
- help teachers monitor student learning and plan their future teaching programs.



## KEY FEATURES

### Culture and Community subject strands and units

This table displays the strands and units of the subject. Each strand has a number of units. The strands and units are the same for grades *Prep*, *One* and *Two*. The standard statements are written according to the units in each strand.

Subject	Strand	Units	Emphasis
<b>Culture &amp; Community</b>	<b>Arts and Craft</b>	<ul style="list-style-type: none"> <li>Arts</li> <li>Crafts</li> <li>Music</li> <li>Dance</li> <li>Drama</li> </ul>	<p>The learning strand for Arts and Craft draws on real life experiences in which learners express, explore and experiment arts through their imaginations, play, cultural stories and manipulation of musical instruments, both modern and traditional, various forms of crafts, designs and patterns, body decorations, traditional attire for traditional dances and various forms of arts within the local.</p> <p>Stresses the students to be proud of their traditional and modern practices of arts through visual and performance arts</p>
	<b>My Community</b>	<ul style="list-style-type: none"> <li>Living and Working Together</li> <li>Meeting</li> <li>Needs</li> <li>Values and Beliefs</li> <li>Resources</li> </ul>	<p>Learning on the importance of being an, individual with rights, roles and responsibilities and being a member of and belonging to a family or in a group. They share information about the community and its surroundings, become aware of the many cultural perceptions about gender and values about the work people do, the rules that influence them, identify systems and how they interact with and manage the individual and group resources. At the same time share own opinions and respond to others expressing views and observations of interesting social and cultural aspects.</p>
	<b>My Environment</b>	<ul style="list-style-type: none"> <li>Life</li> <li>Environment</li> <li>Science in the home</li> </ul>	<p>The study of Science at this level concentrates on exploring the environment around them, particularly expanding drawing on and around the concepts of life: living and non-living things in the local environment and in different settings, their uses and caring for basic resources. Learners develop an understanding of their surroundings and make links and draw on simple scientific knowledge of science in the home such as types of energy, forces and their uses</p>
	<b>Healthy Individual &amp; Community</b>	<ul style="list-style-type: none"> <li>Healthy Individual</li> <li>Things that Harm Us</li> <li>Food and Food Hygiene</li> <li>Family and Community Hygiene</li> </ul>	<p>It is important for a nation to have a healthy population, society, community and individual. The key area in this strand is the relationship in the health of an individual and what the individual can firstly do for him/herself before getting into the community and helping to build a healthy community. The community to be encouraged to promote healthy living; self, family and community at large. Relive basic healthy practices to make the community a safe, sickness and disease free and give and receive health services for all.</p>
	<b>Movement &amp; physical activity</b>	<ul style="list-style-type: none"> <li>Movement concepts and basic skills</li> <li>Games</li> <li>Fitness for health</li> </ul>	<p>Emphasises on awareness of what the body can do the development of basic movement skills and concepts.. These are in preparation for participation in minor and lead up games and introduction of the modified sports ball handling skills. Students participate in simple fitness exercises and fitness activities in the home, school and community. The importance of and keeping a physically healthy body, what sporting activities can do for a learner, develop good sportsmanship attitudes, fair play behaviour in various sports, recreation and leisure activities.</p>

# TEACHING AND LEARNING

Teaching in elementary classrooms caters for integration, based on learning that is relevant to the students' lives and values of the communities in which the students live. Teachers are encouraged to create meaningful, child-centred, fun and enjoyable lessons. Also making sure that the learning environment is friendly and educationally (stimulated) set up with relevant teacher-student materials. Teachers must employ and use a variety of teaching and learning strategies that promote teacher-student and student-student interactions in their lessons. These will develop individuals with creative and critical thinking minds.

Every teacher is a model to their students. Therefore, how we plan our lessons and the behaviour in which we teach these lessons will determine the level of interest in the students to become active or passive learners.

Teachers need to ensure that in Elementary One 60% of the teaching and learning in any one day is orally done. Speaking, listening and reading must occur in all of the culture and community subject lessons. Likewise the use of numbers and number words must be used freely to the extent of the child's home knowledge about numeracy. These learners already have basic understanding of using oral literacy and numeracy skills in the homes as well as life skills. These understanding must be built into the culture and community lessons prepared by the teachers daily.

Learning experiences outdoors is encouraged especially by taking the students back into the environment they are coming out from. The students must use the home environment, in order to help them build up confidence in using the known knowledge and skills to learn the new knowledge and skills.

Learning is enjoyable when it takes place in a fun and natural way. Students feel free and are willing to participate in the learning activities as much as they possibly can.

Natural learning is to *learn the things* as we do them in real life situations outside the classrooms. The *way babies* learn to *walk and talk* are very good model examples of *natural learning*.

## Conditions of Learning

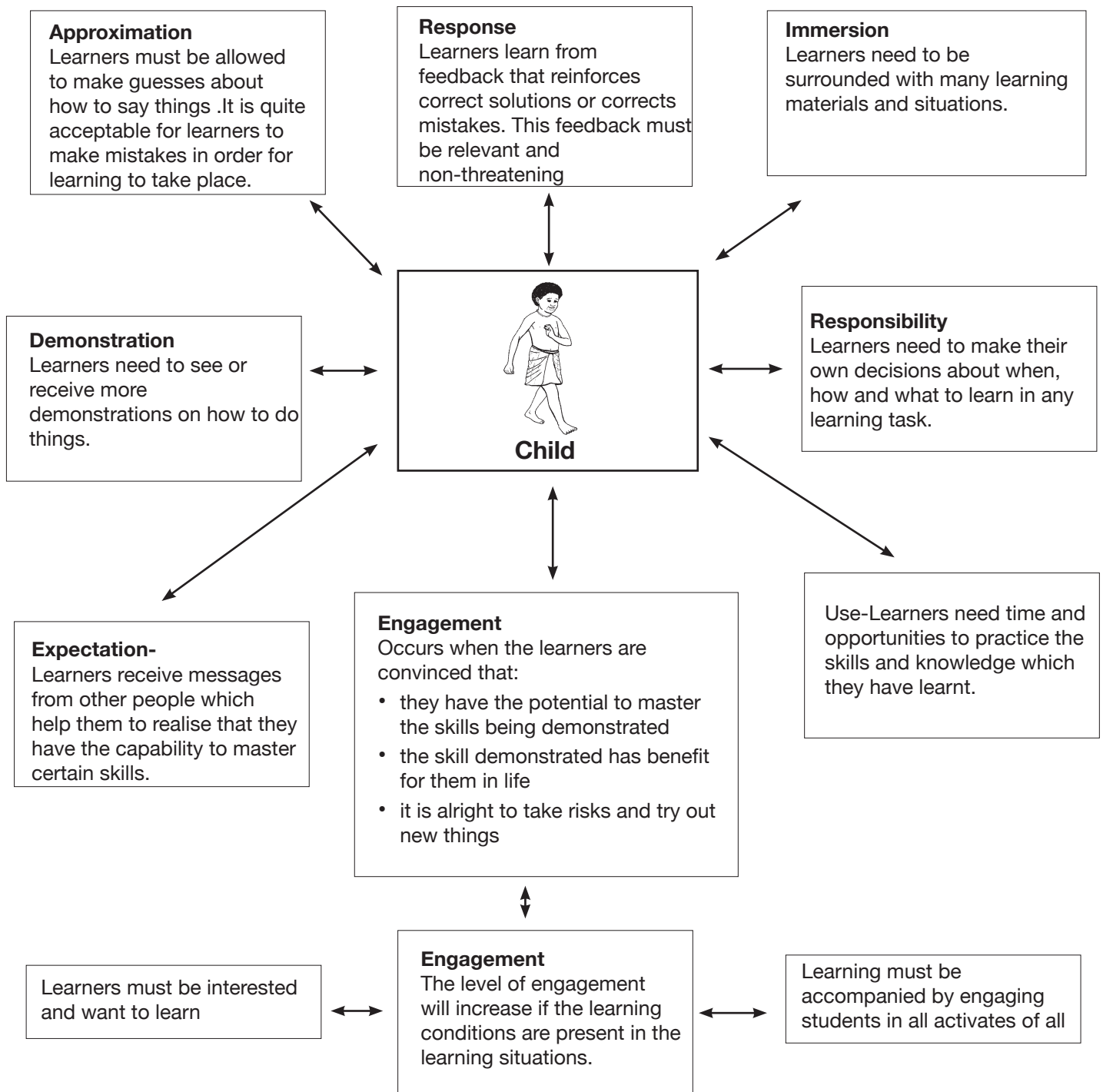
The learning condition that is shown below indicates that learning conditions are similar from culture to culture. It is important you understand all the learning conditions, so that that you can provide natural learning situations for your students in the classroom.

Here is a mind map of the learning conditions. Study it carefully. Read the descriptions, discuss with a colleague/s to understand and use them in setting up learning environment and teaching of lessons.



# TEACHING AND LEARNING

## Mind Map - Conditions of Learning



This mind-map is saying to an Elementary Two teacher that learning conditions play an important role in motivating students to want to learn.

# TEACHING AND LEARNING

## Learning Environment

It is important to make readily available in the classroom teaching and learning materials that either you or the students will need to effectively and meaningfully teach or learn new knowledge in the most appropriate time and place.

Use a variety of resources to effectively and meaningfully teach your lessons. In the same way students will learn new knowledge meaningfully with the support of relevant materials in the most appropriate time and place.

## Classroom Organisation

Organise the classroom in subject areas Culture and Community, English, Mathematics and Language. A section of the classroom especially for each subject so that;

- specific subject materials are stored here for continued use and,
- displays of subject completed learning activities for other students, parents and visitors to see.

Students in this level are very young. Their interest span is short. They will need meaningful learning resources to motivate them and increase their interest and focus to learn. Without meaningful teaching and learning materials, lessons can become very boring for the students.

Sitting arrangement in the classroom is one important area teachers must carefully plan in the learning environment. Teachers must organise space in the classroom by ensuring that there is;

- enough sitting space between students,
- space in the classroom for group and class activities and,
- here is space between the chalkboard and the first row of seats.

Here is a sample of a classroom – learning environment that is immersed with relevant student centred materials, well organised subject sections.

## Using learning conditions

It is good to check that your lessons are planned well. In each part of the lesson you must make sure that you have student centred learning activities from the introduction to the conclusion part of your lesson. In this way, you are able to check which of and how many learning conditions you have applied in one lesson.

## Lesson Preparation:

It is good to check that your lessons are planned well. In each part of the lesson you must make sure that you have student centred learning activities from the introduction to the conclusion part of your lesson. You need to check which of and how many learning conditions you have applied in one lesson on the introduction, body and conclusion.



# TEACHING AND LEARNING

Here is an example of applying the learning conditions. In this way you are able to check which of and how many learning conditions you have applied in one lesson.

A sample guide is done for you indicating where learning condition/s can be applied.

**Lesson Topic:** Drawing

**Introduction:** In this part of the lesson it is good to use the learning conditions,  
- *immersion*  
- *responsibility*  
- *engagement*

**Body:** In this part of the lesson apply learning conditions;  
- *use*  
- *approximation*  
- *expectation,*  
- *response*  
- *engagement,*  
- *demonstration,*

**Conclusion:** In this part of the lesson use learning conditions,  
- *approximation,*  
- *use*  
- *engagement,*  
- *demonstration,*

# TEACHING AND LEARNING

## Teaching and Learning approaches

In an elementary grade one classroom all learning must take place in a student centred manner. Students take ownership of their learning. This means that a student must be active and can;

- Take part in many different activities that relate to real life experiences so that they can think,
- Critically and understand what they are learning,
- Discover new ideas on their own and also be guided by the teacher,
- as much as possible work in small groups or in pairs with a peer, talk about ways to solve a problem,
- Use real objects to support the learning,
- Encourage each other to correct their own work,
- Encouraged to evaluate their own efforts and,
- Individually choose who they want to share their learning situation with.

In teaching lessons teachers are expected to;

- provide a rich learning environment,
- provide a supportive feeling/atmosphere in the classroom,
- talk with students rather than at them and respect them,
- allow students to proceed at their own pace,
- praise efforts of students, 'you have written a long story' not 'good boy or good girl',
- plan and organise learning tasks,
- be patient and gentle in his command or manner and approach,
- accept student's effort and show them how to improve further,
- believe in the student's ability to learn.





## Teaching Strategies

It is very good to use a variety of teaching strategies to teach Culture and Community lessons. Teachers can use some of these teaching strategies. These are;

- free exploration,
- guided discovery and,
- problem-solving.

### Free Exploration

Free exploration is a student centred teaching method that is used at elementary level. When using this method. In this method the teacher becomes the facilitator, making sure that the learners are engaged in the activities throughout the lesson. Teachers keep a close supervision to answer any question, encourage students to be creative and reinforce different ways of approaching the activity.

In free exploration, the lesson should be planned in a way that students take control of the kinds of things they do. *For example:* A teacher's lesson is about loco-motor skills. The teacher gives instruction about the task the students will do. This could be;

- find out how many different ways you can walk and,
- explore and show different animal movements.

The teacher organises the class into two groups;

- the first group will explore different ways of walking and,
- second group will explore different animal movements.

Give each group 5-7 minutes to perform the activities and then swap. Give another 5-7 minutes to perform and finish off with swooping back to the initial activities.

**Note:** The teacher is the facilitator, controlling rough play and encourages individuals to try, but will not show or demonstrate any example.

### Guided Discovery

This is a strategy the teachers can use when they have decided before hand the end result of a particular learning activity. It is an effective approach to use when students are expected to come up with one answer or solution for a given task. *For example;* in a lesson about balanced movements, students are expected to discover that it is easier to balance on a larger base than a small base.

The teacher will guide the students to balance on different-size boards, benches and body parts. After trying out various options the students identify the base they can balance more easily.

The teacher can use the *guided discovery method* to help students explore and find correct or almost correct responses to problems involving movement skills. In this method, the teacher is giving the students opportunities to try out different ways of solving problems.

# TEACHING AND LEARNING

## Problem solving

Problem solving is another method teachers can use. It is described here specifically to teach movement skills games and activities. The method is used to teach lessons in which the problem is open ended and structured and that there is no one right answer. Problems can vary from simple to complex and are problems students have not previously tried to solve. The problem solving method gives opportunities for students to work out a number of solutions for a problem. This method helps students to understand problems so that they can solve them.

*For example*, your lesson aims to teach movement concepts or body awareness. The task for the class is forming letters with their bodies.

Organise the class into groups. Introduce the problem by asking each group to choose a letter of the alphabet. Tell the students to think about how they can make this letters with their bodies. Ask the groups to find out or come up with two solutions to the problem.

Groups go into discussion and create their own solutions. The teacher walks around the groups and gives students guidance, answers questions and encourages students to explore further if they have yet to come up with a solution.

Call on all groups to present their solutions to the class. Get the class to discuss solutions from each group. Remember there is no one right answer when using this method. When using the problem solving approach, you are asking students to find more than one solution for a problem

## Learning Strategies

Student in class at this level of schooling are early starters so will need close supervision in their learning. Teachers in elementary grades are asked to use learning strategies that provide avenues for students to fully be responsible for their own learning.

Students are able to use these learning strategies to be able to enjoy what is learnt, critique it and create a learning situation from what they are given.

There are very many strategies teachers can choose from, but the three identified here are recommended for use across the subjects and grades in elementary classrooms.

The learning strategies must be carefully considered, planned and used by teachers to motivate and create in the students willingness to participate well in the planned learning activities. Some of these learning strategies you can use are;

- choosing tasks,
- creating own activities,
- learning centres.

## Choosing Tasks

Teachers can prepare task sheets with a range of activities sequenced from the easiest to the hardest. Students choose the activities they want to try. This allows students to progress at their own pace and each student is able to achieve at their own level of ability. It is a student centred strategy and can be adjusted accordingly for students with special needs. It is also a useful strategy to use in multi-grade classes. Using task sheets gives students the opportunity to use what they want to use and in doing so take control of their own learning.



# TEACHING AND LEARNING

## Creating Own Activities

This learning strategy gives the students the opportunity to come up with a plan for a task they create by themselves individually, in pairs or in a group. This strategy encourages and motivates students to work together, share ideas, take on challenging tasks and use their imaginations to solve problems. An example of this strategy is moving sculptures. Here the students are put into groups. Each group is challenged to create a moving sculpture. The group will decide;

- what their sculpture is going to represent,
- at what speed it will be moving,
- what shape it will take,
- how it will move.

Through this strategy students explore a range of movements that can be created by looking at the things they see around them, but this time using their bodies to become these things.

## Learning Centres

In this strategy the teacher organises a number of different activities in a selected part of a playground or open space next to the classroom. This space is then marked up into smaller areas known as stations. These are marked by lines on the ground or some other object. In each station a poster is displayed that describes the activity and the equipment required.

All the tasks in the different stations start and finish at the same time. On a signal the tasks start. After 5 to 10 minutes the finish signal is sounded and the groups rotate to the next station. This will continue until all groups have been to each station.

The sample learning activities are to be chosen from the yearly overview. Teachers will create this from the performance standards in the syllabus.

- Arrange these activity cards in the learning centre. In pairs or groups students do the activities with the guidance of the teacher.

## Planning for implementation

This section presents how the content of Culture and Community subject is planned for implementation by teachers of Elementary Prep, One and Two. The subject has 5 strands and is therefore organised very specifically to how the lessons will be delivered by strands according to the number of minutes allocated to the subject. The overview is presented in 2 ways, which are;

- content scope of learning,
- community calendar,
- an overview of the years teaching lessons - 5 strands, by terms and,
- a table of the number of lessons per strand, per term, per week.

# TEACHING AND LEARNING

## Scope of learning content

The content scope of learning is organised in the grade by strands. It is intended to inform Elementary One teachers of the content that is expanded Grade Two respectively. There is the consistency in the strands and units and the topics, which lesson topics have been derived from. The grade one teachers are advised to study the content scope, and then refer to the overviews of yearly lesson topics given in terms. The lesson topic - concepts must link to the standard statements, units and topics. Below is the table of the learning content scope.

Strand	Unit	Elementary Prep	Elementary One	Elementary Two
<b>Arts and Craft</b>	Arts	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Printing</li> </ul>
	Craft	<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Weaving</li> <li>• Threading</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Weaving</li> <li>• Threading</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Weaving</li> <li>• Threading</li> </ul>
	Music	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Musical Instruments</li> <li>• Traditional songs/ instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Musical Instruments</li> <li>• Traditional songs and instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Musical Instruments</li> <li>• Traditional songs and instruments</li> </ul>
	Dance	<ul style="list-style-type: none"> <li>• Dances</li> <li>• Traditional dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dances</li> <li>• Traditional dances</li> </ul>	<ul style="list-style-type: none"> <li>• Dances</li> <li>• Traditional dances</li> </ul>
	Drama	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Acting</li> <li>• Mime</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Acting</li> <li>• Mime</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Acting</li> <li>• Mime</li> </ul>
<b>My Community</b>	Living and Working Together	<ul style="list-style-type: none"> <li>• Self and Community</li> <li>• Places in the community</li> <li>• Events and Ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Self and Community</li> <li>• Places in the community</li> <li>• Events and Ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Self and Community</li> <li>• Places in the community</li> <li>• Events and Ceremonies</li> </ul>
	Meeting Needs	<ul style="list-style-type: none"> <li>• What do people Need</li> <li>• Goods and Services</li> </ul>	<ul style="list-style-type: none"> <li>• What do people Need</li> <li>• Goods and Services</li> </ul>	<ul style="list-style-type: none"> <li>• What do people Need</li> <li>• Goods and Services</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>• Traditional beliefs and Values</li> <li>• Modern beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional beliefs and Values</li> <li>• Modern beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional beliefs and Values</li> <li>• Modern beliefs and values</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>• Types of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Types of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Types of resources</li> </ul>
<b>My Environment</b>	Living Things	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals</li> <li>• Human Beings</li> <li>• Marine animals and plants</li> <li>• Senses</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals</li> <li>• Human Beings</li> <li>• Marine animals and plants</li> <li>• Sense</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals</li> <li>• Human Beings</li> <li>• Marine animals and plants</li> <li>• Senses</li> </ul>
	Environment	<ul style="list-style-type: none"> <li>• Ecology</li> <li>• Weather and Climate</li> <li>• Changing the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Ecology</li> <li>• Weather and Climate</li> <li>• Changing the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Ecology</li> <li>• Weather and Climate</li> <li>• Changing the environment</li> </ul>
	Science in the Home	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Force</li> <li>• Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Force</li> <li>• Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Force</li> <li>• Motion</li> </ul>



## TEACHING AND LEARNING

<b>Healthy Individual &amp; Community</b>	Healthy Individual	<ul style="list-style-type: none"> <li>• Personal Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Hygiene</li> </ul>
	Things that Harm Us	<ul style="list-style-type: none"> <li>• Safety and prevention</li> <li>• Harmful things around me</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and prevention</li> <li>• Harmful things around me</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and prevention</li> <li>• Harmful things around me</li> </ul>
	Food and food hygiene	<ul style="list-style-type: none"> <li>• Food in the community</li> <li>• Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Food in the community</li> <li>• Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Food in the community</li> <li>• Food preparation</li> </ul>
	Family and Community Health	<ul style="list-style-type: none"> <li>• Family health</li> <li>• Community health</li> </ul>	<ul style="list-style-type: none"> <li>• Family health</li> <li>• Community health</li> </ul>	<ul style="list-style-type: none"> <li>• Family health</li> <li>• Community health</li> </ul>
<b>Movement &amp; Physical Activity</b>	Movement	<ul style="list-style-type: none"> <li>• Movement concepts</li> <li>• Basic movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Movement concepts</li> <li>• Basic movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Movement concepts</li> <li>• Basic movement skills</li> </ul>
	Physical Activity	<ul style="list-style-type: none"> <li>• Games</li> <li>• Fitness activities for health</li> <li>• Recreation and</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Fitness activities for health</li> <li>• Recreation and Leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Fitness activities for health</li> <li>• Recreation and Leisure activities</li> </ul>

# TEACHING AND LEARNING

## Overview of the years teaching lessons

The overview of the Culture and Community subject to be delivered in a school year has been planned in terms and by strands. For each term there is an overview of how many lessons that are expected to be taught each week. The subject has five strands. Each strand is broken down into units' topics and lesson topics. The content standards identified accordingly. This is followed by the lesson topics identified for each strand in the particular grade. The yearly overview for the delivery of Culture and Community content is presented by strands in the order as it appears in the syllabus.

The lesson topic for each term is identified under each content standards codes. This will guide teachers to actually refer back to the syllabus to confirm the content standards and which performance indicator the lessons are written from

## Yearly Lesson Overview – Elementary One

These are the specific overview of lessons for each term for the whole year. Teachers are to plan their programmes from the termly lesson topics given for each strand and content standards.

### Term One Lesson

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	<b>CS 1.1.1</b>	<b>CS 1.2.1</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.1</b>
	L1 Draw patterns seen on objects	Special skills are helpful in the family.	Examine flowering plants	List 5 senses and Match the organs to the senses	Start to finish movements; running 20 meters
	L2 Draw own cultural body pattern	Games to encourage respect	What a plant needs to grow	Care for the 5 body parts; ears, eyes, etc	Zigzag run in and out of cones
	L3 what patterns and designs represent	children take part in family activities	Uses of different parts of a plant	Write rules to care for each body parts	Different ways of balancing
<b>Two</b>	<b>CS 1.1.2</b>	<b>CS 1.2.1</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.2</b>
	L1 Thread objects	family needs and wants	Name plants that live in the sea	Identify dangerous hazards in and around the house	Play direction games
	L2 Create and thread decorations	family helping others in need	Plants that live on the grass land	How to store safety and prevention gears and equipment	Perform hand-eye, coordinated skills like throw, dribble, catch etc
	L3 Weave crafts using rules	People who provide services	Plants that live in the mountain areas	Make up rules to prevent children from getting hurt	Blind folding and walk touching partner's palm



# TEACHING AND LEARNING

<b>Three</b>	<b>CS 1.1.3</b>	<b>CS 1.2.1</b>	<b>CS 13.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.1</b>
	L1 Listen, learn and sing songs	Make cards headbands and other gifts	List things that make heat	Cut or paste pictures of healthy /unhealthy food	Games played in the community
	L2: Play simple beats	Behaviour practised if school has a visitor	Draw things that produce light	Unhealthy foods	Why traditional games are important
	L3 Sing songs with change in voice beats	Characters in the story 'Who will help me'	List or draw things that make sound	Sicknesses from eating unhealthy food	Make sports equipment for traditional games
<b>Four</b>	<b>CS 1.1.4</b>	<b>CS 1.2.2</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.2</b>
	L 1 Listen to Legend, myths	Point out some resources	Different Parts of the animal and their uses	List necessary items in the kitchen, bedroom and toilets	Different ways of moving from point x –z from slow to fast
	L2 Tell stories	Gather information about useful resources	Different parts of animals used by people	Keep all animal away from the bedroom, kitchen, toilet	Move from point x to z in straight, curved/ zigzag movements.
	L 3 Imitate popular persons	Make a table of types of Resources	Animals used by people	Sicknesses caused by dirty kitchen/toilet	Run with different speeds from point to point.- fast
<b>Five</b>	<b>CS 1.1.1</b>	<b>CS 1.1.1</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.1</b>
	L1 Talk about traditional dance and its origin	parental responsibilities towards children	Animal and Plants that live in the forest	Name 3 functions each for mouth and teeth	Different simple fitness exercises
	L2 Traditional dance steps and movement	Relationships with extended family /groups	Swamp plants	Problems caused by unclean mouth/teeth	Make picture posters of people doing fitness exercise
	L3 Perform a traditional dance	Link with extended family	Kinds of weather	Ways to keep the mouth and teeth clean	Participate in fitness exercises
<b>Six</b>	<b>CS 1.1.2</b>	<b>CS 1.2.2</b>	<b>CS 1.3.1</b>	<b>CS1.4.2</b>	<b>CS1.5.3</b>
	L1 mix colours to get primary colours	people helping others in need	recycling of waste materials into toys	Insects that harm the body	Explain Mirror games and rules in the games.
	L2 Draw and paint traditional patterns	Basic needs and wants	simple machines to push/pull things	Harmful insects that live in the body	Play mirror games
	L 3 Cut shapes to print patterns and designs	Models of goods for purchase or sale	Manual simple machines (like spade,	Rules to keep insects away from body	Referee the mirror games using rules
<b>Seven</b>	<b>CS P.1.3</b>	<b>CS P.2.2</b>	<b>CS P.3.1</b>	<b>CS P.4.1</b>	<b>CS P.5.1</b>
	L1 Weave craft and demonstrate its use	Listen to the bible story	Models of human being	Talk about four food groups	Move to beats( kundu) sway hands, rotate hips,
	L2 Make models of objects	characters in the bible story' Feed 5000 talk about the value	Life cycle of human being	Preparation of food	Use percussion to create beat to move or dance to
	L 3 Construct models of house, canoe	Picture map of the bible story	Difference between male and female	Different ways of cooking food	Twist knee lifts, swinging steps, forward/backward,

# TEACHING AND LEARNING

<b>Eight</b>	<b>CS 1.1.3</b>	<b>CS1.2.3</b>	<b>CS1.3.2</b>	<b>CS1.4.4</b>	<b>CS1.5.2</b>
	L1 Learn to play musical instrument	Talk about uses of certain places	Weekly whether chart	Visit to health facility - vaccination status	planning for leisure and recreation activities is
	L2 Make and play musical instrument	Why people make resources	Results of whether changes in plants	Name some vaccines	Examples of leisure and recreation activities
	L3 sing a song with the beats of a instrument	natural and man-made things to make model	plants growing due to whether change	Sicknesses caused by no vaccination	Take part in planned leisure/recreation activity.
<b>Nine</b>	<b>CS 1.1.4</b>	<b>CS 1.2.4</b>	<b>CS 1.3.3</b>	<b>CS 1.4.1</b>	<b>CS1.5.3</b>
	L1 Identify main characters	Match work to a person	Explain movement of objects by air.	pictures of different types of sicknesses	Practise dribbling a soccer ball
	L2 Make up and role play	Common places and what people do	distance of objects carried by air/wind	sicknesses that are curable/ not curable	Play dribbling game with a soccer ball
	L3 Mime a situation	Sing a song or perform a dance	Explain how air burns and reduces heat	Talk about TB	Play 'Kapul Soccer'
<b>Ten</b>	<b>CS1.1.5</b>	<b>CS1.2.5</b>	<b>CS1.3.1</b>	<b>CS1.4.2</b>	<b>CS1.5.1</b>
	L1 Follow dance patterns using music	People who provide services	People's use of senses	Talk about poison and drugs	Watch training being coached
	L 2 Make up movements and formation to modern music	How mobile phones are used to communicate easily	Identify animals that are attracted by the weather changes	Pictures of drugs and poison and drugs	List and practise basic skills in a major game
	L 3 Perform a dance number	Make a table of man-made resources and their uses	Tell experience walking towards and against the wind	Why drugs are harmful	Participate in Pikinini Sports program





# TEACHING AND LEARNING

## Term two Lesson

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	<b>CS 1.1.1</b>	<b>CS 1.2.1</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.1</b>
	L1 Draw patterns seen on objects	Special skills are helpful in the family.	Examine flowering plants	List 5 senses and Match the organs to the senses	Start to finish movements; running 20 meters
	L2 Draw own cultural body pattern	Games to encourage respect	What a plant needs to grow	Care for the 5 body parts; ears, eyes, etc.	Zigzag run in and out of cones
	L3 what patterns and designs represent	children take part in family activities	Uses of different parts of a plant	Write rules to care for each body parts	Different ways of balancing
<b>Two</b>	<b>CS 1.1.2</b>	<b>CS 1.2.1</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.2</b>
	L1 Thread objects	family needs and wants	Name plants that live in the sea	Identify dangerous hazards in and around the house	Play direction games
	L2 Create and thread decorations	family helping others in need	Plants that live on the grass land	How to store safety and prevention gears and equipment	Perform hand-eye, coordinated skills like throw, dribble, catch etc.
	L3 Weave crafts using rules	People who provide services	Plants that live in the mountain areas	Make up rules to prevent children from getting hurt	Blind folding and walk touching partner's palm
<b>Three</b>	<b>CS 1.1.3</b>	<b>CS 1.2.1</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.1</b>
	L1 Listen, learn and sing songs	Make cards headbands and other gifts	List things that make heat	Cut or paste pictures of healthy /unhealthy food	Games played in the community
	L2: Play simple beats	Behaviour practised if school has a visitor	Draw things that produce light	Unhealthy foods	Why traditional games are important
	L3 Sing songs with change in voice beats	Characters in the story 'Who will help me'	List or draw things that make sound	Sicknesses from eating unhealthy food	Make sports equipment for traditional games
<b>Four</b>	<b>CS 1.1.4</b>	<b>CS 1.2.2</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.2</b>
	L 1 Listen to Legend, myths	Point out some resources	Different Parts of the animal and their uses	List necessary items in the kitchen, bedroom and toilets	Different ways of moving from point x –z from slow to fast
	L2 Tell stories	Gather information about useful resources	Different parts of animals used by people	Keep all animal away from the bedroom, kitchen, toilet	Move from point x to z in straight, curved/ zigzag movements.
	L 3 Imitate popular persons	Make a table of types of Resources	Animals used by people	Sicknesses caused by dirty kitchen/toilet	Run with different speeds from point to point.- fast
<b>Five</b>	<b>CS 1.1.1</b>	<b>CS 1.1.1</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.1</b>
	L1 Talk about traditional dance and its origin	parental responsibilities towards children	Animal and Plants that live in the forest	Name 3 functions each for mouth and teeth	Different simple fitness exercises
	L2 Traditional dance steps and movement	Relationships with extended family /groups	Swamp plants	Problems caused by unclean mouth/teeth	Make picture posters of people doing fitness exercise
	L3 Perform a traditional dance	Link with extended family	Kinds of weather	Ways to keep the mouth and teeth clean	Participate in fitness exercises

# TEACHING AND LEARNING

<b>Six</b>	<b>CS 1.1.1</b>	<b>CS 1.2.1</b>	<b>CS 1.3.3</b>	<b>CS1.4.2</b>	<b>CS1.5.3</b>
	L1 mix colours to get primary colours	people helping others in need	recycling of waste materials into toys	Insects that harm the body	Explain Mirror games and rules in the games.
	L2 Draw and paint traditional patterns	Basic needs and wants	simple machines to push/pull things	Harmful insects that live in the body	Play mirror games
	L 3 Cut shapes to print patterns and designs	Models of goods for purchase or sale	Manual simple machines (like spade,	Rules to keep insects away from body	Referee the mirror games using rules
	<b>CS 1.1.3</b>	<b>CS 1.2.2</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.1</b>
<b>Seven</b>	L1 Weave craft and demonstrate its use	Listen to the bible story	Models of human being	Talk about four food groups	Move to beats( kundu) sway hands, rotate hips,
	L2 Make models of objects	characters in the bible story' Feed 5000 talk about the value	Life cycle of human being	Preparation of food	Use percussion to create beat to move or dance to
	L 3 Construct models of house, canoe	Picture map of the bible story	Difference between male and female	Different ways of cooking food	Twist knee lifts, swinging steps, forward/backward,
<b>Eight</b>	<b>CS 1.1.3</b>	<b>CS1.2.3</b>	<b>CS1.3.2</b>	<b>CS1.4.4</b>	<b>CS1.5.2</b>
	L1 Learn to play musical instrument	Talk about uses of certain places	Weekly whether chart	Visit to health facility - vaccination status	planning for leisure and recreation activities is
	L2 Make and play musical instrument	Why people make resources	Results of whether changes in plants	Name some vaccines	Examples of leisure and recreation activities
	L3 sing a song with the beats of a instrument	natural and man-made things to make model	plants growing due to whether change	Sicknesses caused by no vaccination	Take part in planned leisure/recreation activity.
<b>Nine</b>	<b>CS1.1.4</b>	<b>CS1.2.4</b>	<b>CS1.3.3</b>	<b>CS1.4.1</b>	<b>CS1.5.3</b>
	L1 Identify main characters	Match work to a person	Explain movement of objects by air.	pictures of different types of sicknesses	Practise dribbling a soccer ball
	L2 Make up and role play	Common places and what people do	distance of objects carried by air/wind	sicknesses that are curable/ not curable	Play dribbling game with a soccer ball
	L3 Mime a situation	Sing a song or perform a dance	Explain how air burns and reduces heat	Talk about TB	Play 'Kapul Soccer'
<b>Ten</b>	<b>CS1.1.5</b>	<b>CS1.2.5</b>	<b>CS1.3.1</b>	<b>CS1.4.2</b>	<b>CS1.5.1</b>
	L1 Follow dance patterns using music	People who provide services	People's use of senses	Talk about poison and drugs	Watch training being coached
	L 2Make up movements and formation to modern music	How mobile phones are used to communicate easily	Identify animals that are attracted by the weather changes	Pictures of drugs and poison and drugs	List and practise basic skills in a major game
	L 3 Perform a dance number	Make a table of man-made resources and their uses	Tell experience walking towards and against the wind	Why drugs are harmful	Participate in Pikinini Sports program



# TEACHING AND LEARNING

## Term three Lesson

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	<b>CS 1.1.1</b>	<b>CS 1.2.1</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>SS 1.5.1</b>
	L1 Draw patterns seen on objects	Special skills are helpful in the family.	Examine flowering plants	List 5 senses and Match the organs to the senses	Start to finish movements; running 20 meters
	L2 Draw own cultural body pattern	Games to encourage respect	What a plant needs to grow	Care for the 5 body parts; ears, eyes, etc.	Zigzag run in and out of cones
	L3 what patterns and designs represent	children take part in family activities	Uses of different parts of a plant	Write rules to care for each body parts	Different ways of balancing
<b>Two</b>	<b>CS 1.1.2</b>	<b>CS 1.2.2</b>	<b>CS 1.3.2</b>	<b>CS 1.4.2</b>	<b>CS 1.5.2</b>
	L1 Thread objects	family needs and wants	Name plants that live in the sea	Identify dangerous hazards in and around the house	Play direction games
	L2 Create and thread decorations	family helping others in need	Plants that live on the grass land	How to store safety and prevention gears and equipment	Perform hand-eye, coordinated skills like throw, dribble, catch etc
	L3 Weave crafts using rules	People who provide services	Plants that live in the mountain areas	Make up rules to prevent children from getting hurt	Blind folding and walk touching partner's palm
<b>Three</b>	<b>CS 1.1.3</b>	<b>CS 1.2.3</b>	<b>CS 13.3</b>	<b>CS 1.4.3</b>	<b>CS 1.5.3</b>
	L1 Listen, learn and sing songs	Make cards headbands and other gifts	List things that make heat	Cut or paste pictures of healthy /unhealthy food	Games played in the community
	L2: Play simple beats	Behaviour practised if school has a visitor	Draw things that produce light	Unhealthy foods	Why traditional games are important
	L3 Sing songs with change in voice beats	Characters in the story 'Who will help me'	List or draw things that make sound	Sicknesses from eating unhealthy food	Make sports equipment for traditional games
<b>Four</b>	<b>CS 1.1.4</b>	<b>CS 1.2.4</b>	<b>CS 1.3.1</b>	<b>CS 1.4.4</b>	<b>CS 1.5.1</b>
	L 1 Listen to Legend, myths	Point out some resources	Different Parts of the animal and their uses	List necessary items in the kitchen, bedroom and toilets	Different ways of moving from point x –z from slow to fast
	L2 Tell stories	Gather information about useful resources	Different parts of animals used by people	Keep all animal away from the bedroom, kitchen, toilet	Move from point x to z in straight, curved/ zigzag movements.
	L 3 Imitate popular persons	Make a table of types of Resources	Animals used by people	Sicknesses caused by dirty kitchen/toilet	Run with different speeds from point to point.- fast
<b>Five</b>	<b>CS 1.1.1</b>	<b>CS 1.2.5</b>	<b>CS 1.3.1</b>	<b>CS 1.4.1</b>	<b>CS 1.5.2</b>
	L1 Talk about traditional dance and its origin	parental responsibilities towards children	Animal and Plants that live in the forest	Name 3 functions each for mouth and teeth	Different simple fitness exercises
	L2 Traditional dance steps and movement	Relationships with extended family /groups	Swamp plants	Problems caused by unclean mouth/teeth	Make picture posters of people doing fitness exercise
	L3 Perform a traditional dance	Link with extended family	Kinds of weather	Ways to keep the mouth and teeth clean	Participate in fitness exercises

# TEACHING AND LEARNING

<b>Six</b>	<b>CS 1.1.1</b>	<b>CS 1.2.1</b>	<b>CS 1.3.3</b>	<b>CS 1.4.2</b>	<b>CS 1.5.3</b>
	L1 mix colours to get primary colours	people helping others in need	recycling of waste materials into toys	Insects that harm the body	Explain Mirror games and rules in the games.
	L2 Draw and paint traditional patterns	Basic needs and wants	simple machines to push/pull things	Harmful insects that live in the body	Play mirror games
	L 3 Cut shapes to print patterns and designs	Models of goods for purchase or sale	Manual simple machines like spade,	Rules to keep insects away from body	Referee the mirror games using rules
<b>Seven</b>	<b>CS S 1.1.2</b>	<b>CS S 1.2.2</b>	<b>CS 1.3.1</b>	<b>CS 1.4.3</b>	<b>CS 1.5.1</b>
	L1 Weave craft and demonstrate its use	Listen to the bible story	Models of human being	Talk about four food groups	Move to beats( kundu) sway hands, rotate hips,
	L2 Make models of objects	characters in the bible story' Feed 5000 talk about the value	Life cycle of human being	Preparation of food	Use percussion to create beat to move or dance to
	L 3 Construct models of house, canoe	Picture map of the bible story	Difference between male and female	Different ways of cooking food	Twist knee lifts, swinging steps, forward/backward,
<b>Eight</b>	<b>CS 1.1.3</b>	<b>CS1.2.3</b>	<b>CS 1.3.2</b>	<b>CS 1.4.4</b>	<b>CS 1.5.2</b>
	L1 Learn to play musical instrument	Talk about uses of certain places	Weekly whether chart	Visit to health facility - vaccination status	planning for leisure and recreation activities is
	L2 Make and play musical instrument	Why people make resources	Results of whether changes in plants	Name some vaccines	Examples of leisure and recreation activities
	L3 sing a song with the beats of a instrument	natural and man-made things to make model	plants growing due to whether change	Sicknesses caused by no vaccination	Take part in planned leisure/recreation activity.
<b>Nine</b>	<b>CS 1.1.4</b>	<b>CS 1.2.4</b>	<b>CS 1.3.3</b>	<b>CS 1.4.1</b>	<b>CS 1.5.3</b>
	L1 Identify main characters	Match work to a person	Explain movement of objects by air.	pictures of different types of sicknesses	Practise dribbling a soccer ball
	L2 Make up and role play	Common places and what people do	distance of objects carried by air/wind	sicknesses that are curable/ not curable	Play dribbling game with a soccer ball
	L3 Mime a situation	Sing a song or perform a dance	Explain how air burns and reduces heat	Talk about TB	Play 'Kapul Soccer'
<b>Ten</b>	<b>CS 1.1.5</b>	<b>CS 1.2.5</b>	<b>CS 1.3.1</b>	<b>CS 1.4.2</b>	<b>CS 1.5.1</b>
	L1 Follow dance patterns using music	People who provide services	People's use of senses	Talk about poison and drugs	Watch training being coached
	L 2Make up movements and formation to modern music	How mobile phones are used to communicate easily	Identify animals that are attracted by the weather changes	Pictures of drugs and poison and drugs	List and practise basic skills in a major game
	L 3 Perform a dance number	Make a table of man-made resources and their uses	Tell experience walking towards and against the wind	Why drugs are harmful	Participate in Pikinini Sports program



# TEACHING AND LEARNING

## Term Four Lesson

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	CS 1.1.1	CS 1.2.1	CS 1.3.1	CS 1.4.1	CS 1.5.1
	L1 Draw patterns seen on objects	Special skills are helpful in the family.	Examine flowering plants	List 5 senses and Match the organs to the senses	Start to finish movements; running 20 meters
	L2 Draw own cultural body pattern	Games to encourage respect	What a plant needs to grow	Care for the 5 body parts; ears, eyes, etc	Zigzag run in and out of cones
	L3 what patterns and designs represent	children take part in family activities	Uses of different parts of a plant	Write rules to care for each body parts	Different ways of balancing
<b>Two</b>	CS 1.1.2	CS 1.2.2	CS 1.3.2	CS 1.4.2	CS 1.5.2
	L1 Thread objects	family needs and wants	Name plants that live in the sea	Identify dangerous hazards in and around the house	Play direction games
	L2 Create and thread decorations	family helping others in need	Plants that live on the grass land	How to store safety and prevention gears and equipment	Perform hand-eye, coordinated skills like throw, dribble, catch etc
	L3 Weave crafts using rules	People who provide services	Plants that live in the mountain areas	Make up rules to prevent children from getting hurt	Blind folding and walk touching partner's palm
<b>Three</b>	CS 1.1.3	CS 1.2.3	CS 1.3.3	CS 1.4.3	CS 1.5.3
	L1 Listen, learn and sing songs	Make cards headbands and other gifts	List things that make heat	Cut or paste pictures of healthy /unhealthy food	Games played in the community
	L2: Play simple beats	Behaviour practised if school has a visitor	Draw things that produce light	Unhealthy foods	Why traditional games are important
	L3 Sing songs with change in voice beats	Characters in the story 'Who will help me'	List or draw things that make sound	Sicknesses from eating unhealthy food	Make sports equipment for traditional games
<b>Four</b>	CS 1.1.4	CS 1.2.4	CS 1.3.1	CS 1.4.4	CS 1.5.1
	L 1 Listen to Legend, myths	Point out some resources	Different Parts of the animal and their uses	List necessary items in the kitchen, bedroom and toilets	Different ways of moving from point x to z from slow to fast
	L2 Tell stories	Gather information about useful resources	Different parts of animals used by people	Keep all animal away from the bedroom, kitchen, toilet	Move from point x to z in straight, curved/ zigzag movements.
	L 3 Imitate popular persons	Make a table of types of Resources	Animals used by people	Sicknesses caused by dirty kitchen/toilet	Run with different speeds from point to point.- fast
<b>Five</b>	CS 1.1.5	CS 1.2.5	CS 1.3.1	CS 1.4.1	CS 1.5.2
	L1 Talk about traditional dance and its origin	parental responsibilities towards children	Animal and Plants that live in the forest	Name 3 functions each for mouth and teeth	Different simple fitness exercises
	L2 Traditional dance steps and movement	Relationships with extended family /groups	Swamp plants	Problems caused by unclean mouth/teeth	Make picture posters of people doing fitness exercise
	L3 Perform a traditional dance	Link with extended family	Kinds of weather	Ways to keep the mouth and teeth clean	Participate in fitness exercises

# TEACHING AND LEARNING

<b>Six</b>	<b>CS 1.1.1</b>	<b>CS 1.2.1</b>	<b>CS 1.3.3</b>	<b>CS 1.4.2</b>	<b>CS 1.5.3</b>
	L1 mix colours to get primary colours	people helping others in need	recycling of waste materials into toys	Insects that harm the body	Explain Mirror games and rules in the games.
	L2 Draw and paint traditional patterns	Basic needs and wants	simple machines to push/pull things	Harmful insects that live in the body	Play mirror games
	L 3 Cut shapes to print patterns and designs	Models of goods for purchase or sale	Manual simple machines (like spade,	Rules to keep insects away from body	Referee the mirror games using rules
<b>Seven</b>	<b>CS 1.1.2</b>	<b>CS 1.2.2</b>	<b>CS 1.3.1</b>	<b>CS 1.4.3</b>	<b>CS 1.5.1</b>
	L1 Weave craft and demonstrate its use	Listen to the bible story	Models of human being	Talk about four food groups	Move to beats( kundu) sway hands, rotate hips,
	L2 Make models of objects	characters in the bible story' Feed 5000 talk about the value	Life cycle of human being	Preparation of food	Use percussion to create beat to move or dance to
	L 3 Construct models of house, canoe	Picture map of the bible story	Difference between male and female	Different ways of cooking food	Twist knee lifts, swinging steps, forward/backward,
<b>Eight</b>	<b>CS 1.1.3</b>	<b>CS1.2.3</b>	<b>CS 1.3.2</b>	<b>CS 1.4.4</b>	<b>CS 1.5.2</b>
	L1 Learn to play musical instrument	Talk about uses of certain places	Weekly whether chart	Visit to health facility - vaccination status	planning for leisure and recreation activities is
	L2 Make and play musical instrument	Why people make resources	Results of whether changes in plants	Name some vaccines	Examples of leisure and recreation activities
	L3 sing a song with the beats of a instrument	natural and man-made things to make model	plants growing due to whether change	Sicknesses caused by no vaccination	Take part in planned leisure/recreation activity.
<b>Nine</b>	<b>CS 1.1.4</b>	<b>CS 1.2.4</b>	<b>CS 1.3.3</b>	<b>CS 1.4.1</b>	<b>CS 1.5.3</b>
	L1 Identify main characters	Match work to a person	Explain movement of objects by air.	pictures of different types of sicknesses	Practise dribbling a soccer ball
	L2 Make up and role play	Common places and what people do	distance of objects carried by air/wind	sicknesses that are curable/ not curable	Play dribbling game with a soccer ball
	L3 Mime a situation	Sing a song or perform a dance	Explain how air burns and reduces heat	Talk about TB	Play 'Kapul Soccer'
<b>Ten</b>	<b>CS 1.1.5</b>	<b>CS 1.2.5</b>	<b>CS 1.3.1</b>	<b>CS 1.4.2</b>	<b>CS 1.5.1</b>
	L1 Follow dance patterns using music	People who provide services	People's use of senses	Talk about poison and drugs	Watch training being coached
	L 2 Make up movements and formation to modern music	How mobile phones are used to communicate easily	Identify animals that are attracted by the weather changes	Pictures of drugs and poison and drugs	List and practise basic skills in a major game
	L 3 Perform a dance number	Make a table of man-made resources and their uses	Tell experience walking towards and against the wind	Why drugs are harmful	Participate in Pikinini Sports program



# TEACHING AND LEARNING

## Education Calender Events

Every year the department inserts into its calendar certain events that the schools need to observe and plan for in the school programs. Teachers are asked to identify your provincial or community activities and insert them in together with the education events. These events must be planned and delivered in your school programs. Draw up your community calendar like the example shown below and have it displayed in the classroom for use during the year.

### Education Calendered Events

Month	National Events	Provincial Events	Community Events	Description
January	New Year			
February				
March				
April	Easter Holiday			Christ Crucifixion
May				
June	Queens Birthday			Head of the Commonwealth of Nations
July	National Remembrance Day			Remember people fought and died in ww1&2
September	PNG Independence Day			National Day
October				Praying for the nation and world
November				National Day
December	Christmas Day			Festive season
	Boxing Day			Public Holiday

**Note:** Teachers in grade one should plan these events as a school and not as individual grades or classes





## Time Planning

Teachers have their own ways of distributing time to cater for the number of lessons they intend to have in a week for each subject. The total time allocated for the subject is 400 minutes per week. The classroom teachers are the best distributors of this time. The learning needs of the students in the classroom must be considered carefully and as such the number of minutes per lesson and number of lessons per week is two very important areas to consider when doing the time plan.

### Time planning for Elementary Grade One

Timing is very important for the delivery of lessons in the classroom. Each subject has its allocated time for each grade level. This subject has 360 minutes per week. This time must distribute amongst the strands equally. and should be used carefully to plan a school years instructional plan.

#### 1. Time distribution in strands

This table displays the number of minutes allocated to each strand out of the 360 total minutes for Culture and Community per subject. There are 60 minutes borrowed from Block time to give all strands 30 minute lessons. So the suggested total for actual time plan is 420 minutes. The table shows the break-up of this time.

Strand	Lessons per week	Minutes per lesson	Minutes per week
Arts and Craft	3	30	90
My Community	3	30	90
My Environment	2	30	60
Healthy Individual & Community	3	30	90
Movement and Physical Activity	3	30	90
	14 lessons per week	150 minutes per day	420 minutes

#### 2. Number of lessons

Referring to the number of minutes distributed in the strands, teachers you have to now break up the minutes into number of lessons you wish to have for each strand per week.

Here are two options you can use as guide to help you decide on how many lessons you wish to teach per week for each strand.

#### Options for lesson break up

Option 1			Option 2	
Arts and Craft	3 x 30	90 mins	2 x 35 and 1 X 20	90 mins
My Community	3 x 30	90 mins	2 x 35 and 1 x 20	90 mins
My Environment	2 x 30	60 mins	1 x 35 and 1 x 25	60 mins
Healthy Individual and Community	3 X 30	80 mins	2 x 30 and 1 x 20	90 mins
Movement and Physical Activity	3 x 30	90 mins	2 x 35 and 1 x 20	90 mins





# TEACHING AND LEARNING

## 3. Weekly Timetable

The weekly time table is very important for the class. Teachers must ensure that the times indicated for each lesson is correctly scheduled according to the number of minutes in a day and numbers of lessons in the week are all catered for in the teaching week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Assembly	Assembly	Assembly	Assembly	Assembly
8:30 - 9:00 9:00 - 9:30	English	English	English	English	English
9:40-10:00	<b>C &amp; C - MPA</b>	<b>C&amp;C HIC</b>	<b>C&amp;C - MPA</b>	<b>C&amp;C Arts</b>	<b>C&amp;C - MPA</b>
<b>10:00 - 10:30</b>	→ <b>RECES</b> ←				
10:30 -11:00	Maths	Maths	Maths	Maths	CRE
11:00 -11:30					
11:30 -12:00	<b>C&amp;C Environment</b>	<b>C&amp;C HIC</b>	<b>C&amp;C</b>	<b>C&amp;C Arts</b>	<b>C&amp;C Community</b>
<b>12:00 -1:00</b>	→ <b>Lunch</b> ←				
1:00-1:30	<b>C&amp;C Environment</b>	<b>C&amp;C HIC</b>	<b>C&amp;C Community</b>	<b>C&amp;C Arts</b>	<b>C&amp;C Environment</b>
1:30-2:00	Language	Language	Language	Language	Language
2:00-2:30					

## 4. Time Analysis Sample

Analysing time in minutes is important. It will help teachers to see how the time can be balanced out between subjects. Some subjects require more time to teach the content so the number of lessons is increased, which means some minutes may be subtracted from another subject or assembly. When this happens the subtraction and addition of minutes must be indicated in the time analysis table, calculated to balance the total number of minutes for the week and compared to the suggested total time given by the teacher.

Subjects	Total Time	Plus (+)	Minus( -)	Suggested Time	Number of lessons	Mins per week
English	300			300	5x60	300
Mathematics	240	30		270	4x60 1x40	280
Language	300		20 maths	300		280
Culture and Community	360		60	420	14x30	420
CRE	60	60		60	1x60	60
Assembly	150			150	5x30	150
Block time	90			Nil	Nil	Nil
<b>Total time</b>	<b>1500</b>	<b>90</b>	<b>90</b>	<b>1500</b>	<b>31 lessons</b>	<b>1500</b>

## GUIDED LESSONS

This section of the Teachers Guide provides the teachers with samples of guided lessons written for each unit in each strand as indicated in the content overview of the syllabus for Culture and Community subject. The teachers will use this sample lessons as a guide to prepare and plan their teaching lessons according to the topics for lessons given in the term overview respectively.

Guided lesson is a strategy to use to help Elementary teachers to plan quality lessons easily for their class. These guided lessons promote teaching of quality lessons. Teachers are therefore asked to at least have some sort of plans similar to that given here in this guide for the lessons in this subject area.

### Sample plans of guided lessons

A guided lesson is a lesson plan that is prepared to complete with the outline of the body of a lesson to be taught. These guided lessons are samples planned for all the strands according to the number s identified for each grade respectively.

A guided lesson will guide you to teach according to the content you have planned for . It minimizes the ad-hoc planning that can affect the way lessons are taught. This section of the Teacher Guide is in two sections. The of the

The table indicates how many sample guided lesson plans are done for teachers to see and follow to plan their lesson.

Strand	Unit	Sample lesson plans	Description
Arts and Craft	5	1 x 5	1 guided lesson plan for each unit in each strand
My Community	4	1 x 4	1 guided lesson plan for each unit in each strand
My Environment	3	1 x 3	1 guided lesson plan for each unit in each strand
Healthy Individual & Community	4	1 x 4	1 guided lesson plan for each unit in each strand
Movement & Physical Activity	3	1 x 3	1 guided lesson plan for each unit in each strand

Teachers you are encouraged to use the guided lesson plans to plan your lessons before teaching. The sample lessons are displayed according to the order of units as listed in each strand as shown in the year and term overviews



# GUIDED LESSONS

## Template for Guided Lesson

The guided lessons in this guide are done from the lesson topics given in the yearly instructional program. All the lessons use a standard template across the strands. The sample is provided below for you. The template has 4 sections. They include:

- Reference.
- Introductory.
- Body and
- Conclusion.

**Reference:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Strand:** \_\_\_\_\_

**Content standard:** \_\_\_\_\_

**Lesson Topic :** \_\_\_\_\_

### **Introduction:**

( Describe what the teachers has to do to motivate and gage the students interest to begin the lesson ) .....

### **Body:**

( Describe the types of activities, how many there are, how the students are going to do them, what materials they will use, how long each task might take) .....

### **Conclusion:**

( Describe the activity you will get the students to do to wind up the lesson, good to have one if not two, otherwise . Keep these activity short and simple (3 minutes is good) as this is the finishing part of the lesson).....

# GUIDED LESSONS

## Sample Guided Lesson Plans

A guided lesson is a lesson plan that is prepared to complete with the outline of the body of a lesson to be taught. These guided lessons are samples planned for all the strands according to the numbers identified for each grade respectively.

The table indicates how many sample guided lesson plans are done for teachers to see and follow to plan their lessons.

Strand	Unit	Sample lesson plans	Description
Arts and Craft	5	1x 5	1 guided lesson plan for each unit in each strand
My Community	4	1x 4	1 guided lesson plan for each unit in each strand
My Environment	3	1x 3	1 guided lesson plan for each unit in each strand
Healthy Individual and Community	4	1x 4	1 guided lesson plan for each unit in each strand
Movement and Physical Activity	3	1x 3	1 guided lesson plan for each unit in each strand

Teachers, you are encouraged to use the guided lesson plans to plan your lessons before teaching. The sample lessons are written according to the order of units as listed in each strand as shown in the year and term overviews.

## Guided Lesson Overview - Elementary One

Lesson No	Strand	Unit	Content standard	Lesson Topic	Content	Teaching Strategy	Learning Activity
1	Art & Craft	Arts	1.1.1	Drawing patterns seen on objects	Local patterns in community art and craft like bilums, mats, masks, carving and body patterns	Individual work	Draw patterns of stripes, strokes and patterns used on
2	Art and craft	Art	1.1.2	Threading objects	Different patterns and colours in threading		Create different patterns in threading beads, necklace, ankle dressing, bundles, etc
3	Art and craft	Music	1.1.3	Music	Beats and rhythms of songs	Group work	Listen to and sing local songs
4	Art and craft	Drama	1.1.4	Play	Importance of knowing some legends, myths and chants from the local community	Group work	Discuss, practice and perform a role from legends, myths or chants.
5	Art and craft	Dance	1.1.5	Music	Local and other traditional dance attire/ costumes		Make traditional costumes ( head-bands, body decorations) using local materials



## GUIDED LESSONS

6	My Community	Living and working together	1.2.1	Who am I?	Every individual has special interests and qualities		Identify other's interests, qualities, behaviours, likes and dislikes.
7	My Community	Meeting needs	1.2.3	Helping others	People can assist to meet needs and wants of those who cannot afford these.	Classwork	Identify people in the hospital and at home who need help in terms of food, shelter, water and clothes.
8	My Community	Beliefs and values	1.2.4	Good behaviours	Stories from the Bible	Peer work	Listen to and identify good characters and behaviours from the Bible
9	My community	Resources	1.2.5	Natural resources	Natural resources and their uses		Make a list of some natural resources and explain their uses
10	My Environment	Life	1.3.1	Plants	Main parts of plants – roots, stems, leaves, flowers  Functions of plant parts		Draw, label and explain the functions of each part of the plant
11	My Environment	Environment	1.3.2	Weather and Climate	Worksheet/checklist	Worksheet/checklist	Discuss and explain some effects of weather and climate on the environment

## GUIDED LESSONS



### Sample Guided Lessons Plan: 1

**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Art

**Content Standard:** 1.1.1 Express feelings and create observational drawings, paintings and printing of people and objects

#### Lesson Topic: Drawing

**Lesson Objectives:** Draw patterns of stripes, strokes and patterns used on faces, paintings and objects such as bilums baskets, and mats etc.

#### Materials for Preparation:

- Local paintings, bilums, baskets, mats, etc.
- Papers.
- Colours – pencils, paints, plant colours.

#### Introduction:

Display two or three local bilums, mats baskets or local paintings:

- Show one pattern created in the making of the billum etc.
- Draw the pattern on the board and describe the pattern.

**Learning Activity** Teacher do the following;

- give the students the instructions, you want students to do for their activities,
- distribute the materials for students to draw the patterns from and to draw with,
- display the students' work.

#### Conclusion:

- Wind up the lesson by describing the activity and point out the different patterns from students' work.

#### Homework:

Ask the students to name the patterns by asking their parents or elders.



## GUIDED LESSONS

### Sample Guided Lessons Plan: 2



**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Art

**Content Standard:** 1.1.2 Describe and compare qualities of own arts and craft to that of the neighbouring districts

#### Lesson Topic: Threading

**Lesson Objectives:** Apply different colours and patterns in threading items

#### Materials for Preparation:

- Homework for students prior to this lesson is to collect the materials including.
- Threads, ropes, strings, wool.
- Flowers, seeds, wool, beads, etc.

#### Introduction:

- Display a few items made by threading.
- Discuss the materials used to make the item.

#### Learning Activity

- Give students the instructions for them to do their activity.
- Create different patterns in threading beads, necklaces, ankle dressing, bundles etc

#### Conclusion:

- Students to wear their items and display their work.
- Teacher applauds the children's work and compares their work with the items shown in the introduction.
- Students help clean up the classroom.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 3

**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Music

**Content Standard:** 1.1.3 Demonstrate the ability to use various pitches of voice in singing traditional and other song with or without instruments

#### Lesson Topic: Music

**Lesson Objectives:** Listen and sing local songs

#### Materials for Preparation:

- Recorded songs, tape recorder.

#### Introduction:

- have the class listen to a
- recorded song.
- beat, different pitches of the song.

#### Learning Activity

Put the students into 3 groups:

- Group 1 to sing normally.
- Group 2 to back up with base.
- Group 3 to do the beats or clap.
- Play the song while students follow and play their part.
- Repeat the activity till the students master their parts.

#### Conclusion:

- All groups sing the song playing their parts without the recording.
- Teacher and students applaud themselves.





## GUIDED LESSONS



### Sample Guided Lessons Plan: 4

**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Dance

**Content Standard:** 1.1.4 Know the importance of using local and other traditional dance attire

#### Lesson Topic: Music

**Lesson Objectives:** Make traditional costumes (head bands, arm bands, body decorations) using local materials

#### Materials for Preparation:

- Feathers, ropes, leaves, broom sticks, beads and other local material.
- Ask two or three elders to assist students.

#### Introduction:

- Display pictures of traditional costumes from different parts of the country.
- Describe how your traditional costume is made, showing the finished costume.
- Ask the students to point at the costumes that are similar to theirs.

#### Learning Activity

- Get the students to choose the costumes they can make.
- Give them the instructions to make their costumes.
- Students get their materials to make their costumes.
- Ask the elders to assist students having difficulties.

#### Conclusion:

- Ask few students to display their costumes and describe how they made their costumes.
- Clean up the room.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 5

**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Drama

**Content Standard: 1.1.5** Create and participate in simple role plays, mime-acts and retell parts of a known legend, myth, own experiences and stories from the community

#### Lesson Topic: Plays

**Lesson Objectives:** Imitate popular persons in the community (big man, pastor, clowns, policeman, doctor etc.)

#### Materials for Preparation:

- Items usually identifies with the characters, ( bible, button, etc.)
- Pictures of these people if you have them.

#### Introduction:

- Introduce yourself as a teacher and discuss your work as a teacher.
- Introduce to the students the characters of a store keeper and discuss the store keeper's role in a play.

#### Learning Activity

- Create 4 groups of students and assign to each group a popular character in the community. In groups the students.
- list down the characters of the person.
- select a student to play his/her role
- make up a play.
- Act out the play or drama.

#### Conclusion:

- Students show their group drama to the whole class.
- Discuss the dramas they enjoyed and applaud the students.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 6

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Living and Working Together

**Content Standard:** 1.2.1 Understand and identify the rights of an individual and his or her relationship with others at home and in the community.

#### Lesson Topic: Who am I ?

##### Lesson Objectives:

Express individual likes and dislikes in a friends behaviour, relationship with school mates or family members

##### Materials for Preparation:

- Lists of interest, quality, behaviour, likes and dislikes.
- Charts, paper.

##### Introduction:

- Ask students if they know anything about themselves.
- Prompt the students to tell about their interests, likes and dislikes.
- Group their answers into interest, likes and dislikes.

##### Learning Activity

- Put up the columns under the headings interest, quality, behaviour, likes and dislikes
- Explain to them what quality and behaviour is.
- Give them the instruction as to list what they think they are under each column.
- Students share their chart with the class.
- Teacher reinforces appropriate behaviours.

##### Conclusion:

- Sum up the lesson by pointing out good and appropriate individual qualities.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 7

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Meeting Needs

**Content Standard: 1.2.3** Recognize and describe how groups of people interact with each other to meet their needs and satisfy their wants

#### Lesson Topic: Helping Others

##### Lesson Objectives:

- Identify people with needs in the community.
- Help these people with cash and kind.

##### Materials for Preparation:

- Paper to list down the needs and what to bring for the sick children.

##### Introduction:

- Give examples of children (who are not from your community) in the hospital
- Identify their needs.
- Prompt questions to gather their opinion about these children.

##### Learning Activity

- Discuss how the class can help these children.
- Plan a trip to visit these children.
- The day and time to visit.
- Get consent from their parents.
- Discuss what the children can bring for the sick children.
- When they bring in their needs.

##### Conclusion:

- Sum up by describing the sick children's needs and reiterating the plan to visit them.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 8

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Beliefs and Values

**Content Standard: 1.2.4** Demonstrate the understanding of Christian practices and moral behaviours towards members of a family and community

#### Lesson Topic: Good behaviours

##### Lesson Objectives:

- List down characters from people in the bible.
- Explain what behaviours, manner mean.
- Identify good behaviours from bible stories.

##### Materials for Preparation:

- Children's bible or bible stories.
- Books with moral stories.

##### Introduction:

- Repeat reading a bible story read by the RI teacher.
- Ask who the main people are, in the story.

##### Learning Activity

- Prompt questions to bring out the behaviours of the people in the bible.
- Explain what behaviour and manners are.
- Revisit the story.
- Discuss the behaviours, read in the bible.
- Ask students to list down good behaviours displayed in the bible story.

##### Conclusion:

- Describe the activities and sum up by asking the students to behave like the people in the bible.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 9

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Resources

**Content Standard:** **1.2.5** Be aware of and identify different types of natural resources, renewable and non-renewable and how people use them to make some things we use today

#### Lesson Topic: Natural Resources

##### Lesson Objectives:

- List natural resources.
- Gather information about the uses of natural resources.

##### Materials for Preparation:

- Paper and pencil.

##### Introduction:

- Explain what natural resources are giving examples.
- Ask students to name some natural resources.

##### Learning Activity

- Draw up a table with two columns with headings; resources and the uses.
- Ask the students to list down the resources in the column - Resources.

##### Conclusion:

- Sum up the lesson and.
- give the students a homework.
- gather information about the uses of resources listed from parents.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 10

**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Life

**Content Standard:** **1.3.1** investigate and understand that living thing such as plants, animal and human being need food air water and sunlight for survival

#### Lesson Topic: Plants

##### Lesson Objectives:

- Draw a flowering plant.
- Label the main parts of the plant.
- Write down the different functions of the plants.

##### Materials for Preparation:

- Picture of a labelled plant.
- Book and pencil.

##### Introduction:

- Take the children outside and ask them to point or name the different plants.
- Ask the children to take a small branch from the different plants.

##### Learning Activity

- Ask the children to draw the parts of plant they collected.
- Show them the unlabelled picture of the plant.
- Discuss what the plant looks like.
- Ask the children to label the main parts of the plant they drew.
- Discuss the functions of the main parts of the plant.
- Write down the functions of the parts of the plant.

##### Conclusion:

- Sum up by pinning up the labelled picture of the plant and revise the function of the part of the plant.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 11

**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Environment

**Content Standard:** **1.3.2** Investigate and understand the special effects of weather and climate on a particular habitat

#### Lesson Topic: Weather and climate

##### Lesson Objectives:

- Observe and take note of the effects the weather and climate have on the environment.

##### Materials for Preparation:

- Paper and pencil.
- Pictures of affected environment.

##### Introduction:

- Take the children outside or to a destructed location.
- Ask the children to look around for damaged things such as gardens, village, river, roads.
- Take pictures of the destructed locations.

##### Learning Activity

- Discuss the damaged things (such as river, gardens and villages) the cause of the damages
- Discuss the effects of the different weather ( erosion of road and hills, flooding of the river or sea, houses and trees blown by the strong winds etc)
- Draw a table of damaged things and the effects of the weather.

##### Conclusion:

- Summarise the activities and wind down.





## GUIDED LESSONS



### Sample Guided Lessons Plan: 12

**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Science in the Home

**Content Standard:** **1.3.3** Investigate and understand how objects move when different types of force are applied

#### Lesson Topic: Forces and motion

##### Lesson Objectives:

- Find out the movements and motion caused by different force through activities.
- Write down the forces done to movements and speed.

##### Materials for Preparation:

See saw, toy cars, balls, ropes.

##### Introduction:

- Describe the games you will let the children play.
- Give out questionnaire for them to fill as they play.

##### Learning Activity

- Put the children in four groups. Let them select a recorder.
- Get the students to play (push and pull games) with see-saw, toys, ropes and balls.
- Recorders answer the questions.
- Report and discuss the forces movements, and speed recorded by each group.
- Group members fill in the questionnaire.

##### Conclusion:

- Describe the activities and repeat the understanding of forces, movement and forces.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 13

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Personal hygiene

**Content Standard:** 1.4.1 Understand that food, air, shelter and water are as important as work and play which contribute to having a healthy body

#### Lesson Topic: My Body

##### Lesson Objectives:

- Observe and take note of the effects the weather and climate have on the environment.

##### Materials for Preparation:

- Charts of healthy bodies.
- Charts showing ways of cleaning after sports and work.

##### Introduction:

- Ask the children to look at their bodies and ask them if they are clean.
- Ask which parts of the body need more cleaning.

##### Learning Activity

- Point out the body parts (that gets very dirty) in the chart.
- Discuss the ways these parts can be cleaned.
- Describe the effects of good and bad hygiene, for example, bad odour, itchy body and getting sick using the charts.
- Write down the ways of cleaning the body parts.

##### Conclusion:

- Summarise the discussion and pin up the charts.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 14

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Things that Harm Us

**Content Standard:** **1.4.2.** Understand the importance of making healthy choices and explains how these choices help to prevent some health problems

#### Lesson Topic: Diseases

##### Lesson Objectives:

- Name some sicknesses that can be cured and not cured.
- Describe ways of preventing sicknesses.

##### Materials for Preparation:

- Pictures of diseases and prevention.

##### Introduction:

- Ask the children if they know anyone who is sick.
- Name of the sickness.
- If the sick is curable.

##### Learning Activity

- Name some sickness that are curable and not curable.
- Curable sickness would include malaria, diarrhoea, TB, etc
- Incurables would include diabetic, HIV aids
- Discuss the cause of these diseases and.
- Describe how they can be prevented using the pictures.
- Fill in the table of sicknesses, the cause and how they can be prevented.

##### Conclusion:

- Pin up the pictures and conclude reinforcing the ways of preventing the sicknesses.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 15

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Food and Food Hygiene

**Content Standard:** 1.4.3 Know that there are a variety of local and other foods that can be sorted and grouped

#### Lesson Topic: Different types of food

##### Lesson Objectives:

- Differentiate between groups of food from sources; store, garden, sea and farm.
- Identify good food and bad food from the sources.
- Draw (or cut pictures of food and paste them) in healthy and unhealthy food groups.

##### Materials for Preparation:

- Butcher papers, pictures of food if you can access.
- Pencil, colours, markers.

##### Introduction:

Ask the children;

- what they ate for breakfast and ,
- where the food came from,
- is the food good or bad,
- list down the food they ate,
- Write down the sources,
- Circle the good food and put a stroke beside the bad food.

##### Learning Activity

- Discuss the findings from introductory lesson
- healthy and the unhealthy food
- Group the children into 4 groups; store, garden, sea and farm
- Give each group their materials and instruct them to
- either draw or cut and paste pictures of food on the butcher paper.
- Groups display their work and name their group food.

##### Conclusion:

- Wind down by stressing the importance of eating healthy food.
- Children pin up their work on the wall.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 16

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Family and Community Health

**Content Standard:** 1.4.4 Understand and say why people provide good health care services for the family and community

#### Lesson Topic: Health care

##### Lesson Objectives:

- List the necessary things you should have in the kitchen, bedroom and the toilet.

##### Materials for Preparation:

- Toilet paper, soap, mosquito net.

##### Introduction:

- Ask the children, if they have these items in their homes.
- Discuss why they should have these items in their homes.

##### Learning Activity

- Divide the children in 3 groups; kitchen, bedroom and toilet.
- In each group, ask the children to list necessary items they should have.
- Group presentation of the group items.
- Class add more items if not listed.
- Pin up the lists.

##### Conclusion:

- Sum up the lesson by stressing the importance of having these items in the bedrooms, kitchens, and toilets.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 17

**Reference:** Culture and Community Syllabus

**Strand:** Movement and Physical Activity

**Unit:** Movement Concepts and Basic Skills

**Content Standard:** **1.5.1** Link a series of loco motor and non-loco motor movements and concepts to perform a simple movement sequence and pattern

#### Lesson Topic: Health care

##### Lesson Objectives:

- Do a zigzag run in and out of a cone.

##### Materials for Preparation:

- Cones or pegs, whistle.

##### Introduction:

- Introduce the activity to the children.

##### Learning Activity

- demonstrate running in and out of 4 cones.
- children try running in and out of the 4 cones.
- divide the children into 5 group and give them five cones to line up.
- let the children practise running in and out of the cones.
- get the class to compete in groups.

##### Conclusion:

- Wind down by applauding the winners and getting the class to return the cones to the classroom.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 18

**Reference:** Culture and Community Syllabus

**Strand:** Movement and Physical Activity

**Unit:** Games

**Content Standard:** 1.5.2 Recognise and participate in minor games and activities with rules and identify where they play

#### Lesson Topic: Games

##### Lesson Objectives:

- Follow rules to play chest ball.

##### Materials for Preparation:

- Balls and whistle.

##### Introduction:

- Introduce the name of the game: chest ball and
- Demonstrate the technical with a student.

##### Learning Activity

- Get the children to practise the technique.
- Put them into 5-6 groups.
- Line up the children in their groups.
- Give them the rules.
- Give them a competition.

##### Conclusion:

- Wind down by applauding the winners and getting the class to return the balls to the classroom.

## GUIDED LESSONS



### Sample Guided Lessons Plan: 19

**Reference:** Culture and Community Syllabus

**Strand:** Movement and Physical Activity

**Unit:** Fitness for Health

**Content Standard:** **1.5.3** Recognize and identify various physical activities in the community and say how these activities keep a body fit and healthy

#### Lesson Topic: Exercise

##### Lesson Objectives:

- Take part in fitness exercise.

##### Materials for Preparation:

- Watch a warm up exercise, a school team does before training prior to this lesson.

##### Introduction:

- Replay and describe an exercise done by the school team.

##### Learning Activity

- Name and describe the exercise.
- Discuss the importance of keeping fit and mention the results for not exercising and training.
- Get the children to follow and exercise.

##### Conclusion:

- Wind down by stressing the importance of exercising and encourage them to exercise.





# ASSESSMENT

The practices of assessing and reporting students' performance and achievements in elementary schools is very important and must be planned, guided and done for every individual student in Elementary Grade One. Assessment in elementary schooling is the continuous process of finding out what the students have learnt. It includes observing, reporting and recording students learning during classroom activities. It is a process of:

- Observing students at work.
- Conferencing or talking and questioning students about their work.
- Looking at work samples.
- Identifying further teaching and learning needs.
- Recording what students can do.
- Planning for future learning and.
- Reporting and communicating with parents about students learning.

## Types of assessment

Teachers are encouraged to use the three types of assessment in assessing the students. These are:

- **as**,
- **for** and,
- **of learning**.

Teachers are encouraged to apply these assessment types in their classroom lessons varyingly. It is good to ensure the different ability levels of your students are taken into account when planning assessment tasks.

### **Assessment As or In Learning**

In early learning assessment **as** learning is encouraged. Teachers are to keep in mind that their interaction with the students at the time of student participation in the learning activities would be the most appropriate time to apply assessment **as** learning. *The Teacher* must be prepared for assessment **as** learning in all learning situations.

### **Assessment For Learning**

The assessment **for** learning is also known as ongoing or **formative** assessment. It occurs as the teacher plans to conduct it in the classroom. It is encouraged in the daily teaching of lessons. Assessment **for** learning is done with at least once or twice in a day or more or three or four times depending on the teachers planning. This type of assessment helps teachers to evaluate their own teaching weekly.

### **Assessment Of Learning**

The assessment of learning is also called **summative** assessment and **occurs** at the end of a unit of work, a term or end of school year as external examination. Elementary students will be given their report of their achievements for the **year** , which can be regarded as summative assessment.

## Assessment Methods

When assessing, teachers must ensure that assessment is done fairly and is balanced. This is possible when teachers choose the most suitable method to conduct a particular assessment task. There are many assessment methods you can identify and use to do assessment specifically for particular grades in your classrooms. The following methods given in this guide are commended for use across all elementary grades prep, one and two. They include :

- Observation.
- Conferencing.
- Portfolios.

Teachers in this grade are encouraged to use the three strategies for assessing the students achievements. These strategies promote teachers to have a better understanding of the ability level of each individual student, their areas of strengths in learning subject content and weaknesses that teacher will identify in individuals and plan for reteaching.

### Descriptions of *Assessment Method*

Teachers each of the commended methods are described for you to use. It is expected that you read this descriptions carefully and understand them well so that you can use this methods confidently to conduct your assessment tasks.

#### Observation

To observe is to look and listen carefully to a student or students to make an assessment of and about what they know, understand and can do. The teachers while listening and looking can ask questions and look at or observe how the students can work as a group or and individual to complete a task.

The teachers must do this to gather information about students:

- Ability to work alone or in a group.
- Understanding of the content of the learning task.
- Way of thinking how.
- Leadership behaviour.
- Interaction with each other.

This strategy is very suitable for peer assessing. The group leaders can be trained by the teacher to do peer assessment of the group members using this method. The teacher prepares a checklist of the listed areas and explains these points to the group leader, before the observation starts.

The teacher must facilitate this closely until the group leader is confident to do the peer assessment using the observation method.

Students can be helped to develop confidence in ways of reporting their own tasks and that of others.



## Conferencing

Conference is discussion with students that involved talking and questioning individuals small groups or the whole class about their learning .It is a good way of finding out what the students know (knowledge), how they can do the task (skills) how they feel about what they are learning (attitudes).Conferencing is an assessment method which helps the teacher to gather information about:

- What a student knows.
- The students attitude to learning.
- How the students get through the process of learning a new skill.

Students are young and may not speak in front of others confidently so conferencing is a very good assessment strategy for the teacher to use in assessing the students. It is a one-on one assessment strategy and is recommended to all grade one teachers.

## Studying Work Samples

The teacher thinks about and examines work samples from students. Work samples can be written tasks on paper, small chalkboards or slates, mathematics works drawing or models. Studying work samples helps the teachers to assess:

- The students level of knowledge and understanding of the learning taking place.
- Students thinking skills and their ability to bring their own ideas and be creative.
- How much time and effort the students used to do the piece of work.
- The skills the students has used to produce the work.
- If the work meets the result of the standard statement.

Work samples are very good evidence of the different attempts students have given in performing various tasks. It is kept in the portfolio and can be moved with the students to the next grade level or or school. The student can use works sample to have an understanding of their own ability.

## Recording

Teachers must keep records of students learning and achievements of the standard statements. There are different types of recording methods. The most common and easily kept recording methods for elementary will include;

- Journal, diary or anecdotal notes Portfolios,
- Progressive records,
- Check-lists and,
- work samples with comments.

From the recording methods given above, below are descriptions and samples of each individual method. Teachers are encouraged to read the descriptions and use it to record their student's achievements.

## Journal, diary or anecdotal notes

This recording method allows teachers to keep comments of students' performance of assessment tasks they perform in the sequence of when it has occurred. The notes will give teachers information about the individual students' weaknesses and strengths. The descriptions will mention the students:

- Development.
- Behaviour.
- Special interest and talents.
- Social skills and ability to share and cooperate with others while learning.
- Special needs or help required.
- Important achievements.

Dairy - Assessment performance for <b>Kevin</b>	<b>Grade:</b> One <b>Date:</b> 14/04/2014 <b>Term:</b> One 2014
<b>Tasks:</b> 1. Make simple craft from paper or leaves	<b>Description:</b> Is careful , weaves the leaves well, shows others what he is doing, often noisy but maintains interest in the task and complete his task.

A diary can be kept for each child and filled by the teacher at the end of the task as shown in the sample.

## Check-lists

A checklist is a simple way to record who has achieved what you, the teacher wanted them to learn, who have not and which student needs help. It is a quick and efficient way of recording information that the teacher has found out when conferencing or looking at work samples. Students can also assess their own performance and that of others using a checklist. Students must be shown how to use a check list so that they use it correctly for self and peer assessment.

For example students must be taught how to observe others using simple assessment criteria and be shown how to report in positive ways.

## Sample of a checklist – Student Observation Checklist for an environment activity.

Observers' report		Students Name:
Did the student name the plant correctly?	Yes/NO	Comments
Was the student looking confident?	Yes/NO	Comments
Did the student say where the plant grows?	Yes/NO	Comments
Did the class enjoy the student's presentation?	Yes/NO	Comments



## ASSESSMENT

Social Skills Checklist						
Students Name:	Listen to others	Responds When spoken to	Can stay on task	Offers to help	Respect others suggestions	Works well in a group
Deeki						
Rayko						
Gawi						
Miav						

Teachers, you can create simple check lists like these examples given for your class for achievement of standard statements and behaviour.

### Work samples with comments

The comments are written straight onto the students' worksheet. The work sample is reported to the student or parent and kept in the students portfolio and can be referred to for reference in the future.

This recording method is most suitable for the students in elementary as every child is very much motivated when they are spoken to about their tasks and can keep and look back to see what they have done after some time and compare the past efforts to the present.

## Reporting

Reporting is communicating student's achievements to their parents and guardians, teachers, students and others. Students reports should be based on ongoing assessment, information gathered by the teacher and should be as accurate as possible. Schools must decide how the report is going to be presented to the parents and guardians. It must be done in the language the community can best understand and used freely to express their points of view.

There are many ways to present reports to the guardians, parents and the students themselves. Here are some suggested ways you can use to report the students achievements. They include;

- parent teacher conference or interview- teachers it is your responsibility to make arrangements to speak to the guardians and parents of your students. This can be done in the presence of the student, or not. The students' achievements must be reported honestly and fairly. Talking to the students, guardians or parents help build up teacher parent relationships,
- student-teacher interview- it is a must for the teacher to conduct this reporting interview- as there are students who may be not always comfortable in front of their parents, in this way the student may feel free to express his or her strengths and weaknesses,
- informal talks with guardians and parents – sometimes it is good to approach the parents when they are in school to have a few minutes chat and indirectly blend into the conversation the achievements of their child- or if you find specific problems such as behaviour noisy or bossy etc.

# ASSESSMENT

- a written report is good to have a written report at the end of every second term in the school year. This will give the parents a recording of their child's performance and can be used for later reference as the child moves up the grades,

## Assessment Task

Assessment tasks must be identified from the list of lessons in the overview of the years lesson topics. These are then planned for the class before you actually conduct it. Assessment tasks must be written in different ways but making sure that;

- it is linked to the standard statements,
- It can have a specific answer or more,
- the use of criteria is encouraged to report individual student performance,
- oral, pictorial and real objects assessment tasks must be considered for students in this grade level and,
- they are planned before conducting it.

The following sample assessment tasks are given in this guide to assist you teachers to plan your assessment task. These are planned using a template to guide you teachers to plan your assessment task. The sample template is given for your convenience. It is not a bad idea to actually conduct any of these samples in your classroom.

## Sample Assessment Task Template

### Assessment Task Plan Template.

Reference:

Strand: \_\_\_\_\_

Content Standard: \_\_\_\_\_

Unit: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

Assessment Method: \_\_\_\_\_

Assessment Criteria: \_\_\_\_\_

Reporting & Recording Method: \_\_\_\_\_



## Sample Assessment Task Plan 1

Reference	: Culture and Community Syllabus
Strand	: Arts and Craft
Content Standard	: <b>1.1.2</b> Use local materials and make small crafts by weaving, modelling and threading
Unit	: Craft
Topic	: Modelling

### Assessment Task:

Construct toy canoes, houses and bows familiar to their surroundings.

### Assessment Method:

Work sample.

### Assessment Criteria:

Assess students voice, appearance and name of craft

1. Resemblance of the toy craft-canoes, house etc
2. Name the craft work displayed
3. Neatness of the model toy

### Reporting Method:

Check List -This checklist will have criteria and students names. The achievements of the criteria will be shown with an 'A' for achieved and '**NA**' for not achieved

- Checklist for student performance

Strand: Art and Craft		Content Standards : 1.1.2	
Students	C1 Resemblance of the toy craft-canoes, house etc..	C2 Name the craft work displayed	C3 Neatness of the model toy
Max	A	A	A
Trex	NA	A	A
Kevin	A	NA	A

## Sample Assessment Task Plan 2

Reference	: Culture and Community Syllabus.
Strand	: Arts and Craft
Content Standard	: <b>1.2.2</b> Describe and compare qualities of own arts and crafts to that of the neighbouring districts
Unit	: Craft
Topic:	: Modelling

### Assessment Task:

Construct toy canoes, houses and bows familiar to their surroundings.

### Assessment Method:

Work sample

### Assessment Criteria:

Assess students voice, appearance and name of craft

1. Resemblance of the toy craft-canoes, house etc.
2. Name the craft work displayed.
3. Neatness of the model toy.

### Reporting Method:

Check List -This checklist will have criteria and students names. The achievements of the criteria will be shown with an '**A**' for achieved and '**NA**' for Not Achieved

Individual Checklist:

Student	Criteria	Achievement		Comments
Max Meki	1. Resemblance of the toy craft-canoes,	A		Resembles the canoe
	2. Name the craft work displayed	A		Correct name with some description
	3. Neatness of the model toy		NA	Rough tying of strings and roughly built toy







## Sample Assessment Task Plan 2

Reference	: Culture and Community Syllabus
Strand	: My Community
Content Standard	: <b>1.2.1</b> Know that there are some work or jobs people do that only special people can do, for example nurse, teacher, lawyer
Unit	: Community relationship
Topic	: Type of work people do

### Assessment Task:

Draw or look at pictures of work people do and match the job names to this and write the names of these with jobs they do

Person	Job
Teacher 	
Police 	

### Assessment Method:

Studying Work sample – worksheet for individual students to complete

### Assessment Criteria:

This is a matching activity - with criteria set :

1. Correctly match job names to worker.
2. Neat and tidy work.

### Recording Method:






Work sample with comments (teacher writes comments on the worksheet according to the criteria set)

## Sample Assessment Task Plan 4

Reference	: Culture and Community Syllabus
Strand	: My environment
Content Standard	: <b>1.3.1</b> Investigate and understand that living things such as plants, animals and human beings need food, air, water and sunlight for survival
Unit	: Life
Topic	: Our Senses

### Assessment Task:

Name parts of the body that animals and human use as senses to survive in the environment. Example: (eye = see, ) ( nose = smell)

Body part	Senses
	
	
	
	
	

### Assessment Method:

Studying Work Sample

### Assessment Criteria:

1. Correct name of sense for each body part
2. Neatness of the work

### Recording Method:

Work sample with teachers comments



## Sample Assessment Task Plan 5

Reference	: Culture and Community Syllabus
Strand	: Healthy Individual and Community
Content	
Standard	: <b>1.4.3</b> know that there are variety of local and other foods that can be grouped
Unit	: Food and Food Hygiene
Topic	: Food groups

**Assessment Task:** Sort food into certain groups

Group	Food	Draw correct picture beside the right group
Garden	rice	
Store	fish	
Sea	chicken	
Animal	taro	

### Assessment Method:

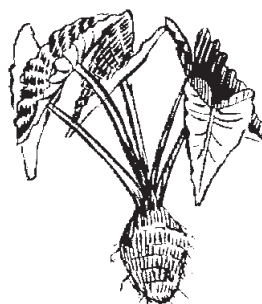
Study Work sample

### Assessment Criteria:

1. Drawing must resemble the name of the food.
2. Correct picture of the food.

### Recording Method :

Work sample with comments based on the criteria.



## ELABORATIONS OF CONTENT STANDARDS

This section gives the teachers in elementary grades prep, one and two all the elaborations of standard statements for the purpose of planning and delivering the recommended knowledge and skills in their classrooms. It is also providing the teachers with the types of skills and knowledge and attitudes that grades one and two students will cover in the year. This will give prep teachers opportunity to teach direct to the KSAs and prepare the students for grade one.

**Strand:** Arts and Crafts

**Unit:** Art

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.1</b> Observe, create and discover their local surrounding through drawing and painting	<b>1.1.1</b> Express feelings and create observational drawings, paintings and printing of people or objects	<b>2.1.1</b> Demonstrate the ability to imagine and create artistic figures from observing, traditional and modern arts
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• lines make different patterns and shapes</li> <li>• different designs, shapes and patterns in their community</li> <li>• local materials and objects used for drawing, painting and printing such as plants, ash, charcoal, clay</li> <li>• special plants can produce colours and paints</li> </ul>	<ul style="list-style-type: none"> <li>• Local patterns on community art and craft like billums mats masks carvings, body patterns</li> <li>• Primary colours; red, yellow and blue.</li> <li>• Traditional patterns and designs</li> <li>• Local materials used to make pattern and designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences between the art of drawing, printing and painting</li> <li>• How to express ideas and observations through drawing, printing and painting</li> <li>• Description and examples of natural or modern objects such as houses, rivers, trees</li> <li>• Traditional body decorations</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and naming different shapes, designs and colours of their local community</li> <li>• Identifying and collecting local materials to use for drawing, painting and printing</li> <li>• selecting the local plant parts that are used for drawing, painting and printing</li> </ul>	<ul style="list-style-type: none"> <li>• Trace around natural shapes like fruits, flowers, shells</li> <li>• Trace around local crafts like carving other man-made objects</li> <li>• Draw natural shapes like leaves, own body, shells</li> <li>• Draw patterns found on local crafts like billums, mat, basket,</li> <li>• Draw using shapes like squares, circles, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch and draw shapes, simple patterns and design</li> <li>• Make prints using different patterns</li> <li>• Paint pictures using local materials</li> <li>• Mix local paints correctly</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Value and take pride in their local materials</li> <li>• Value own patterns and designs</li> <li>• Enjoy drawing painting and printing using local materials</li> <li>• Be confident in using local materials</li> <li>• Take care of local plants</li> </ul>	<ul style="list-style-type: none"> <li>• Take pride in their own community craft and patterns</li> <li>• Enjoy class activities</li> <li>• Be cooperative</li> <li>• Be confident in tracing and drawing</li> <li>• Respect each other's drawing</li> <li>• Share ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curiosity about things around them</li> <li>• Take pride in their work</li> <li>• Respect art work</li> </ul>



# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Arts and Crafts

**Unit:** Crafts

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.2</b> Use local materials to make small crafts by folding, cutting, and threading	<b>1.1.2</b> Describe and compare qualities of own arts and crafts to that of the neighbouring communities	<b>2.1.2</b> Express ideas and create versions of traditional crafts using local materials and colour
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>local material can be used for simple craft</li> <li>different crafts with designs, shapes and patterns in their community</li> <li>local materials and objects used for crafts such as wood, clay, seeds, shells, feathers</li> <li>special plants can produce colours and paints to use in crafts</li> </ul>	<ul style="list-style-type: none"> <li>Threading items for decoration</li> <li>Different patterns and colours in threading</li> </ul>	<ul style="list-style-type: none"> <li>Difference between craft work produce through weaving, modelling and threading</li> <li>Woven crafts have their own designs and patterns and rules Patterns and designs on crafts have their traditional stories</li> <li>Process of creating a 3D shapes models using clay, mud or plasticine</li> <li>Description of designs and patterns</li> <li>Local materials and colours used for weaving, creating models and threading</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Identifying and naming different crafts of their local community</li> <li>Identifying and collecting local materials to use for crafts</li> <li>making simple crafts using local materials</li> <li>Discussing common crafts used in their community</li> <li>Use waste materials to make crafts such as tins to make flower vase, colour plastic to make flowers, coconut shells to make cups/bowls</li> </ul>	<ul style="list-style-type: none"> <li>Create different patterns in threading</li> <li>Threading</li> <li>Apply different colours and patterns</li> <li>Identify the pattern</li> </ul>	<ul style="list-style-type: none"> <li>Compare different types of patterns and designs on craft materials</li> <li>Use local materials to weave an item such as a basket or paper mat</li> <li>Create and weave an item using leaves, wool or paper</li> <li>Make a model shape from mud, sticks or papers</li> <li>Make a 3D model using available materials</li> <li>Thread items for body or house decorations</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Valuing and taking pride in their local crafts with local colours, designs and patterns</li> <li>Taking great care of borrowed crafts from parents</li> <li>Being confident in using local materials</li> <li>Sharing ideas and materials with each other</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy working with others</li> <li>Respect others in group work</li> <li>Have pride in own creation</li> </ul>	<ul style="list-style-type: none"> <li>Develop creativity and innovation</li> <li>Being resourceful</li> <li>Willingness to cooperating with others</li> </ul>

# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Arts and Crafts

**Unit:** Music

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.3</b> Demonstrate musical talents by singing a variety of known songs accompanied by simple movements and improvised instruments	<b>1.1.3</b> Demonstrate the ability to use various pitches of voice in singing traditional and other song with/without instruments	<b>2.1.3</b> Develop ideas and skills in listening, singing, playing instruments, perform and respond with expression to music
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>different musical sounds/ rhythms</li> <li>simple traditional songs like lullabies, songs about animals, plants, etc.</li> <li>high/low pitch of music different sounds for example, low/high</li> <li>musical instruments for different songs</li> <li>simple timing, beats and rhythms</li> </ul>	<ul style="list-style-type: none"> <li>names of traditional songs</li> <li>name of modern songs</li> <li>beats or rhythm of a song they know</li> <li>changes of voice (pitch) of a song (from low to high)</li> </ul>	<ul style="list-style-type: none"> <li>Music can be produced through singing and use of musical instruments</li> <li>Process of making a musical instrument</li> <li>Importance of changing volume and speed in music</li> <li>Use of rhythm to produce music</li> <li>How musical instruments are made and used in the community</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Imitating or responding to sounds (whisper, shout, very high tone of sound)</li> <li>Singing with control of voices (high/low)</li> <li>Singing simple songs with or without actions</li> <li>using simple improvised instruments, sticks, seed shakers, coconut shells, etc.</li> <li>Following simple steady beats by clapping, tapping or stamping</li> </ul>	<ul style="list-style-type: none"> <li>sing songs with changes of voice from high to low, from low to high</li> <li>sing songs (traditional or modern) with regular beats</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with changes in volume( soft to loud) and speed (slow to fast)</li> <li>Create a chant apply change in speed ( fast and slow)</li> <li>Make and play a musical instrument eg bamboo flute, rattles</li> <li>Listen and sing traditional songs with instruments</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Value and take pride in their local music</li> <li>Be confident in using local or improvised instruments</li> <li>Attentively listening to songs sung by others</li> <li>Enjoy singing songs with musical instruments</li> <li>Appreciate the talents of others</li> <li>Co-operate with others</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate traditional and modern songs</li> <li>Enjoy singing songs</li> <li>Listen with appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Listen to songs with appreciation</li> <li>Express emotions through music</li> <li>Develop creativity and innovation</li> </ul>



# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Arts and Crafts

**Unit:** Dance

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.4</b> Identify and participate in known traditional dances suitable to their age	<b>1.1.4</b> Know the importance and use of their and others traditional dance attire	<b>2.1.4</b> Perform dances from own creation and other Pacific countries
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• some traditional dances from the community</li> <li>• traditional dance movements and formation</li> <li>• simple dance patterns, formations or movements from other areas</li> </ul>	<ul style="list-style-type: none"> <li>• meaning of some of the body movements in their traditional dance</li> <li>• correct body movement of their traditional dance</li> <li>• Name some dances and songs from other places they hear on radio or see on television</li> <li>• Be familiar with modern dance and song</li> <li>• Be familiar with simple dance patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of dances from the local area and within the Pacific</li> <li>• Examples of dance patterns and movements</li> <li>• Familiar with traditional dance movements and formations</li> <li>• Creative body movements</li> <li>• Traditional costumes used for different dances</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Performing simple dance formation, patterns and steps from their own and other areas</li> <li>• Showing correct dance formation with simple beats</li> <li>• using traditional or improvised instruments according to the beat/timing of the songs</li> <li>• Demonstrating body flexibility in dancing</li> </ul>	<ul style="list-style-type: none"> <li>• perform traditional dance with correct body movements</li> <li>• explain the meaning of their traditional dance</li> <li>• execute body movements e.g. bend, twist, turn, stretch, etc.</li> <li>• do simple dance patterns with the beat</li> <li>• create own dance patterns with music</li> </ul>	<ul style="list-style-type: none"> <li>• Use body movement to create a dance pattern</li> <li>• Perform traditional dance with musical instruments</li> <li>• Observe and perform a dance from other areas</li> <li>• Prepare local costumes for a dance</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Appreciate and show interest in traditional dances from own and other areas</li> <li>• Enjoy dancing with others</li> <li>• Develop self-confident in dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate traditional dances</li> <li>• Enjoy working with others in a group</li> <li>• Develop self-confidence</li> <li>• Appreciate own and others' talents</li> <li>• Share talents with others</li> <li>• Show interest in learning new things</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-confidence and self esteem</li> <li>• Express emotions through dance</li> <li>• Enjoy working with others</li> <li>• Take pride in their achievements</li> <li>• Working cooperatively with others</li> <li>• Develop tolerance</li> </ul>

# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Arts and Crafts

**Unit:** Drama

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.5</b> Listen to, tell, act and mime scenes and characters of legends, myths and stories from own home experiences	<b>1.1.5</b> Create and participate in simple role-plays, mime-acts and retell parts of a known legend, myth, own experiences and stories from the community	<b>2.1.5.</b> Use drama to promote and inform friends and others of the health and community issues experienced in the local and surrounding communities
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• some common daily life activities</li> <li>• some tradition stories, legends and myths/poems</li> <li>• characters of the story</li> </ul>	<ul style="list-style-type: none"> <li>• importance of knowing some legends, myths, chants from own community</li> <li>• some stories of legends, myths, chants from own community</li> </ul>	<ul style="list-style-type: none"> <li>• Drama can be expressed through storytelling, acting and miming to communicate about health and community issues</li> <li>• Different kinds of stories and the basic structure of a story ( beginning, middle and end)</li> <li>• Use of facial expressions and gestures in miming to communicate messages without words</li> <li>• Drama have characters, settings and a plot</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• describing some real life situations</li> <li>• discussing the characters of stories heard</li> <li>• Acting out characters of real life situations or stories they hear</li> <li>• Retelling, miming, role-playing and dramatising some parts of stories heard</li> <li>• Creating and telling stories using pictures or own drawings</li> </ul>	<ul style="list-style-type: none"> <li>• tell and retell a story of a legend, myth or an experience with facial expressions</li> <li>• compare a real life story and a legend or myth</li> <li>• identify the sequence a story (beginning, middle and ending)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of facial expression and voice projections to tell a story and act</li> <li>• Listen to an issue and plan and act out a drama</li> <li>• Use of different body movements e.g. bending, twisting , stretching etc.</li> <li>• Write a story using pictures or drawings</li> <li>• Attentive listening</li> <li>• Developing focus on the audience, scene, character</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Listen attentively during story-telling</li> <li>• Enjoy telling, retelling and listening to stories</li> <li>• Respect and appreciate stories from others</li> </ul>	<ul style="list-style-type: none"> <li>• listening attentively</li> <li>• enjoy listening and telling stories to friends</li> <li>• respect others while they are talking</li> </ul>	<ul style="list-style-type: none"> <li>• self-confidence and self esteem</li> <li>• Respect others options</li> <li>• Willingness to cooperate with others</li> <li>• Work as a team</li> </ul>





# ELABORATIONS OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Living and Working Together

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.1</b> Know and describe who an individual is and what their role and responsibility is as a member of a family	<b>1.2.1</b> Understand and identify the rights of an individual and his or her relationship with others at home and in the community	<b>2.2.1</b> Show an understanding of how individuals form groups to achieve a goal or aim
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• they belong to a family</li> <li>• who makes up a family each member's roles and responsibilities in a family</li> <li>• the relationship among the family members</li> <li>• the importance of living together as family members</li> </ul>	<ul style="list-style-type: none"> <li>• Every individual has special interests and qualities</li> <li>• People make critical choices of behaviours they like/dislike</li> <li>• Certain behaviours and attitudes are appropriate or inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• individuals play important roles in the family, community groups such as churches and clans</li> <li>• an individual can affiliate with others groups and organizations to achieve common goals</li> <li>• Examples of common goals that are shared by a family, clan or a business group</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and discussing their roles and responsibilities as a member of a family</li> <li>• Participating in family activities</li> <li>• Discussing ways of approaching, communicating, sharing and caring for members of the family</li> <li>• Showing positive relationships within their families</li> </ul>	<ul style="list-style-type: none"> <li>• Explore special interests and qualities of a person</li> <li>• Make critical choices of behaviours they like/dislike</li> <li>• Observe behaviours and attitudes that are appropriate or inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively in groups and contribution of ideas</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Appreciate, value and respect each member of the family</li> <li>• Share things and activities among their family members</li> <li>• Maintain identity and sense of belonging</li> <li>• Take turns and share responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate uniqueness of self in their nuclear family</li> <li>• Express appropriately their position in an extended family</li> <li>• Practice acceptable behaviour and attitudes</li> <li>• Express their likes and dislikes appropriately</li> <li>• Develop positive attitudes towards their peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and value contributions from other individuals</li> <li>• Appreciate uniqueness of individuals</li> <li>• Be sensitive and considerate to the feelings and needs of others</li> </ul>

# ELABORATIONS OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Living and Working Together

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.2</b> Understand talk about what and why some places and cultural activities in the community are special	<b>1.2.2</b> Recognize and identify differences and similarities in various events and ceremonies in own and other provinces	<b>2.2.2</b> Understand and explain that many things such as cultural practices, dressings, food and places change over time
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>the community has common places for special activities</li> <li>special places in the community must be cared for</li> <li>the importance of special places in the community</li> <li>different cultural activities in their community</li> <li>the importance of cultural activities</li> <li>when certain cultural activities occur in the year</li> </ul>	<ul style="list-style-type: none"> <li>individual roles and responsibilities</li> <li>different works people do</li> <li>paid work and not paid</li> <li>females work and males work</li> </ul>	<ul style="list-style-type: none"> <li>symbols of sacredness in the culture</li> <li>sacred cultural activities from another district or province or country</li> <li>some beliefs are good and others not</li> <li>sacred cultural activities inform us of lives of our ancestors</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>describing the uses of special places in the community</li> <li>Discovering the importance of special places from the elders</li> <li>Discussing about laws, rights and taboos of special places</li> <li>Describing good and bad things about special places</li> <li>Participating in caring of the special places</li> <li>Identifying main ceremonial activities of the year</li> <li>Discussing the importance of the activities</li> <li>Taking part in traditional sing sing and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Discuss different works fathers and mothers do</li> <li>Dramatise roles and responsibilities of members of the family</li> <li>Draw and describe the roles of a family or group or community member e.g. teacher</li> </ul>	<ul style="list-style-type: none"> <li>Display and describe the features of a sacred symbol in the district, province or nation</li> <li>Identify on the map of a the province sacred places in a district or province</li> <li>Discuss the good and bad practices of sacred beliefs</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Show pride and appreciation for special places in the community</li> <li>Respect and abide by laws and taboos of special places</li> <li>Be part of to enjoy cultural and ceremonial activities</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate works people do</li> <li>share experiences of the kinds of jobs family members do</li> </ul>	<ul style="list-style-type: none"> <li>Share experiences about sacred beliefs</li> <li>Accept and respect others sacred beliefs</li> </ul>



# ELABORATIONS OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Meeting Needs

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.3</b> Develop an understanding of and identify needs of an individual or family	<b>1.2.3</b> Recognise and describe how groups of people interact to meet needs and satisfy their want	<b>2.2.3</b> understand and differentiate between needs and wants in the form of goods and services
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• all living things need air, food, water and shelter to survive</li> <li>• each family member depends on each other for their basic needs and wants</li> <li>• people need love and support to stay healthy</li> <li>• goods and services can satisfy needs and wants of families</li> </ul>	<ul style="list-style-type: none"> <li>• Family members help each other</li> <li>• Some needs can be met by extended family</li> <li>• People can assist to meet the needs and wants of those who cannot afford.</li> <li>• Some needs and wants can be met by special groups</li> </ul>	<ul style="list-style-type: none"> <li>• Differences between a needs and wants</li> <li>• goods and services Eg of community goods and services</li> <li>• Ways community helps to meet the needs of minority groups in the community such as disabled individuals</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Discussing what each individual member of the family needs to survive and stay healthy</li> <li>• Identifying and discussing how each member of the family help to meet their needs and satisfy their wants</li> <li>• Discussing what family/ies can do to satisfy needs of those who are in need</li> </ul>	<ul style="list-style-type: none"> <li>• Provide for extended family members</li> <li>• Extended family members meet your family needs</li> <li>• Meeting needs of people outside of family cycle</li> <li>• Giving and sharing fairly with unfortunate people</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to gather information</li> <li>• Working collaboratively in groups and contribution of ideas</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Appreciate and value the efforts of the family members</li> <li>• Accept that some wants can be difficult to get</li> <li>• Take care of what is provided for them</li> </ul>	<ul style="list-style-type: none"> <li>• Display positive relationships with extended family</li> <li>• Develop an attitude of fairness when proving for needs and wants</li> <li>• Take pride in giving</li> <li>• Sharing with the needy establishes lasting relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and value contributions from other individuals</li> <li>• Appreciate uniqueness of individuals</li> <li>• Be sensitive and considerate to the feelings and needs of others</li> </ul>

# ELABORATIONS OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Beliefs and Values

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.4</b> Know that there are traditional and Christian beliefs about creation	<b>1.2.4</b> Demonstrate the understanding of Christian practices, and moral behaviours towards members of a family and community	<b>2.2.4</b> Understand that good virtues are desired and valued highly and explain the practices in the livelihoods in the community
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• some good manners practised at home/school</li> <li>• ways of showing good manners and moral practices to others</li> <li>• the importance of traditional and Christian beliefs and values accepted in the community</li> <li>• moral beliefs and values from the Bible and other stories</li> <li>• moral practices from role models of people in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from the bible</li> <li>• Some moral beliefs and values from the story.</li> <li>• the characters from moral beliefs and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable customs and moral behaviours in the community</li> <li>• Importance of displaying positive attitudes in the community</li> <li>• Moral beliefs and values about prayer</li> <li>• Characteristics of a person who is obedient and honest</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• practising good behaviours and practices from stories</li> <li>• Discussing the importance of traditional and Christian beliefs and values</li> <li>• Listening to and identifying characters with moral practices in the Bible and other stories</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to moral stories</li> <li>• Identify characters with good behaviours in the bible</li> <li>• Discuss manners/behaviours from the bible stories</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to moral beliefs in the bible</li> <li>• Interpret bible stories of characters who are honest and obedient and possess other good moral behaviours</li> <li>• Practice the attitudes of obedience and honesty in dealing with situations</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Appreciating and valuing contributions of others</li> <li>• Valuing characters with moral practices from stories</li> <li>• Showing tolerance of differences in behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for family members and others</li> <li>• valuing bible stories</li> <li>• valuing good behaviours in the bible stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate towards others</li> <li>• Respect other peoples' beliefs</li> <li>• Show appreciation for other people</li> </ul>

**Strand:** My Community

**Unit:** Resources

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.5</b> Recognise natural and man-made resources around the community and identify their uses	<b>1.2.5</b> Be aware of and identify different types of natural resources, renewable and non-renewable and how people use them to make some things we use today	<b>2.2.5</b> Understand and say why it is important to take care of resources in the environment, identify some good ways and how these can be done.
	<ul style="list-style-type: none"> <li>• useful natural or people made resources</li> <li>• where resources are found in the community</li> <li>• objects needed to make resources different resources have different uses such as:</li> <li>• Animals for clothes, food and tools</li> <li>• Plants for food, clothes, shelter and transport</li> <li>• Marine life for food some resources can be reuse or recycle such as plastic bags, tins, rice packets or bags</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of using resources in the community</li> <li>• Useful resources for the people in the community</li> <li>• The uses of resources that are made by people</li> <li>• Wise use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Names of resources found in an different types of environment</li> <li>• Definition of environment</li> <li>• Difference between a man made environment and natural environment</li> <li>• Importance of protecting resources in the environment</li> <li>• Ways to care and protect for resources in the environment</li> </ul>

## ELABORATIONS OF CONTENT STANDARDS

<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Observing and identifying useful resources on land/water</li> <li>• Naming ways in which resources are made</li> <li>• Gathering and reporting information on different types of common resources in the local community</li> <li>• Describing uses of different types of natural and people made resources; - leaves for food, - timber for houses, - fish for food</li> <li>• Making things from waste materials</li> </ul>	<ul style="list-style-type: none"> <li>• Naming ways in which resources are used</li> <li>• Gathering information about uses of natural resources</li> <li>• Reporting on the uses</li> <li>• Naming ways of using resources that are made by people</li> <li>• Gathering information about resources made by people</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate practices to protect resources in the environment such as recycling waste</li> <li>• Reducing disposal of waste in the environment'</li> <li>• Making a compost heap</li> <li>• Preventing soil erosion in the in a flower garden</li> <li>• Ask questions about resources in the environment</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• value different types of resources in the community</li> <li>• Value efforts of others in providing useful resources</li> <li>• Care for natural and people made resources</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating usefulness of resources</li> <li>• Be responsible for what is around them</li> <li>• Wise use of resources</li> <li>• Valuing efforts of others</li> <li>• Show appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate usefulness of resources</li> <li>• Develop a caring attitude and protect their environment</li> <li>• Be responsible for protecting the environment</li> <li>• Respect the environment</li> </ul>

**Strand:** My Environment

**Unit:** Life

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P3.1</b> Using their senses, observe living and non-living things in their immediate environment and describe what they are	<b>1.3.1</b> Understand that living things such plant, animal and human being use their senses to get their need, food, air, water and sunlight for survival	<b>2.3.1</b> Investigate and understand that all living things go through changes as they grow
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• names of a variety of living and non-living things in their environment</li> <li>• different living and non-living things are found in different places in the environment</li> <li>• some things in the environment can be harmful</li> <li>• the difference between living and non-living things</li> <li>• the five senses; sight, hear, smell, touch and taste</li> <li>• the uses of their senses</li> <li>• our senses are useful and important in many ways</li> </ul>	<ul style="list-style-type: none"> <li>• Main parts of plant (Roots, stem, leaves, flowers)</li> <li>• Each part of the plant has different function.</li> <li>• Plants have different uses.</li> <li>• Use their senses to identify living things</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between living and non-living things</li> <li>• Examples of living and non-living things</li> <li>• Living things need food and water to grow</li> <li>• Living things change from one form to another as they grow</li> <li>• Examples of how living things grow and change such as butterfly grows from a larva</li> <li>• Life cycle of a butterfly</li> <li>• How animals grow and change from a baby to an adult</li> </ul>

## ELABORATIONS OF CONTENT STANDARDS

<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Sharing experiences about common living and non-living things in the environment</li> <li>• Comparing differences between living and non-living things</li> <li>• Gathering information about common living things using the senses</li> <li>• Sorting things into groups using senses; hot/cold, big/small, sweet/sour, long/short,</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying Flowering plants and non-flowering plants.</li> <li>• Compare different types of plants.</li> <li>• Explore the local habitat and collect list different insects found in the environment</li> <li>• Describe parts of a plant what it is used for by people</li> <li>• Identifying and describing things around them using their senses</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questioning skills about living and non-living things</li> <li>• Observation and discuss skills the stages of an insects life</li> <li>• Exploring the different environment such as drains and swamps and their habitats</li> <li>• Gathering and recording information about the environment</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Value the importance of their senses</li> <li>• Appreciate things around them</li> <li>• Develop interest and care for things in the environment</li> <li>• Show interest in the use of living and non-living things in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Value plants, care for the plants</li> <li>• Care for natural plants flowers and fruit trees</li> <li>• Appreciate the environment they have</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curiosity</li> <li>• Appreciate living things in the environment</li> <li>• Respect for the environment</li> <li>• Responsible for their own actions</li> </ul>



# ELABORATIONS OF CONTENT STANDARDS

**Strand:** My Environment

**Unit:** Environment

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.3.2</b> Explore the physical features of their local area and identify the different types of living things that live there	<b>1.3.2</b> Investigate and understand the special effects of weather and climate on a particular habitat	<b>2.3.2</b> Investigate and understand that natural resources in a particular area are limited and explain how these happen
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>the features of their environment such as swamp, mountains, rivers, valleys</li> <li>the land use for different purposes</li> <li>where different types of living things can be found;               <ul style="list-style-type: none"> <li>wallabies are found in the grassland,</li> <li>different types of birds live in different areas</li> </ul> </li> <li>that change of climate can affect the lives of living things</li> </ul>	<ul style="list-style-type: none"> <li>different kinds of weather in their local area.</li> <li>Compare the weather from other communities with theirs.</li> <li>Different communities have different weather patterns</li> </ul>	<ul style="list-style-type: none"> <li>Definition of the terms natural resources and habitats</li> <li>Examples of natural resources found in the natural habitats</li> <li>How the natural resources are destroyed</li> <li>Definition of the terms environment and natural resources</li> <li>Examples of resources found in a natural environment</li> <li>How the resources are destroyed in the natural environment</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Observing and discussing the land form they are in for example; rivers, swamps, mountains, lagoons</li> <li>Exploring living and non-living things that are found in different land forms</li> <li>Visiting/exploring a range of natural and built environment</li> <li>Discussing ways of caring for natural and built environment</li> <li>Finding out from elders of different types of living things found during different seasons or weather change</li> </ul>	<ul style="list-style-type: none"> <li>Observing and tell different types of weather.</li> <li>Compare weather patterns in the community and district</li> <li>Discuss and describe how the weather affects the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Making predictions about the weather</li> <li>Exploring information of how environment is destroyed or changed by man or others.</li> <li>Observation how some living things such as animals depend on the their immediate environment</li> <li>Making connections of ideas</li> <li>Working collaboratively in groups about a particular living thing</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Be concerned and care for animals and plants in their environment</li> <li>Admire the beauty of the environment</li> <li>Respect for and feel responsible for the natural and built environments</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that the type of weather they have affects their everyday activities</li> <li>Share their ideas about plants with others</li> <li>Have a caring behaviour towards their surroundings .</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation for the natural environment</li> <li>Respect for resources in the environment</li> <li>Develop curiosity and creativity</li> <li>Responsible for their own actions</li> </ul>



# ELABORATIONS OF CONTENT STANDARDS

**Strand:** My Environment

**Unit:** Science in the Home

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.3.3</b> Investigate and explain the types of energy found in the home using simple machines	<b>1.3.3</b> Investigate and understand how objects move when different types of force are applied	<b>2.3.3</b> Investigate and demonstrate how energy and force are applied in everyday life
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>the types of energy such as light, heat and sound</li> <li>what energy is and the work each energy type does</li> <li>things that produce heat, light or sound like;</li> <li>sun produce light, heat</li> <li>fire produces light, heat</li> <li>energy can be produced by rubbing, blowing, hitting, tapping</li> <li>the light, heat and sound can reflect or produce shadow, echo</li> </ul>	<ul style="list-style-type: none"> <li>pushing and pulling objects</li> <li>Effect of increasing force on movement</li> <li>Simple machines help us to work</li> </ul>	<ul style="list-style-type: none"> <li>Definition of energy, force and motion</li> <li>There are six basic simple machines include a lever, inclined plane, pulley, wedge, screw, wheel and axle</li> <li>Change in speed or direction of motion is caused by forces. The greater the force, the greater the change in motion will be</li> <li>Energy is the ability to do things or work</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>observing and discussing things that produce energy such as sun, fire, matches, electricity</li> <li>producing energy:               <ul style="list-style-type: none"> <li>heat by rubbing hands together or onto other objects</li> <li>air by blowing or waving something</li> <li>sound by tapping, hitting clapping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of energy</li> <li>Observe and discuss the speed caused by the force and the motion</li> <li>Identifying and making reflections of heat under an iron roof without ceiling, light using a mirror and sound using a bamboo or a pipe</li> </ul>	<ul style="list-style-type: none"> <li>Exploring and asking questions</li> <li>Observation skills</li> <li>Making prediction</li> <li>Doing experiment with speed</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Appreciate the benefits of energy at home</li> <li>Take care when using energy at home such as fire, electricity, mirror</li> </ul>	<ul style="list-style-type: none"> <li>Feel free to question and be curious</li> </ul>	<ul style="list-style-type: none"> <li>Develop creativity and innovation</li> <li>Respect for tools and simple machines</li> <li>Develop curiosity</li> <li>Wise use of materials</li> </ul>





# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Healthy Individual and Community

**Unit:** Healthy Individual

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P4.1</b> Know and explain the importance of personal cleanliness , hygiene practices , rest, care and safety	<b>1.4.1</b> Understand that food, air and water are as important as work and play which contribute to having a healthy body	<b>2.4.1</b> Recognize that human beings differ physically in their growth from one individual to another
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>the names and how to care for different body parts</li> <li>the functions of each body part</li> <li>the personal hygiene habits</li> <li>items use to clean their bodies</li> <li>things that will make them healthy such as clean water, food and air</li> <li>the importance of taking care of different parts of their bodies</li> <li>ways of keeping their body healthy such as rest, good food and exercise</li> </ul>	<p>Good personal hygiene practices to keep the body clean</p> <ul style="list-style-type: none"> <li>products from local and store used to make the body clean</li> <li>Differentiate between good and bad personal hygiene</li> <li>importance of keeping a good personal hygiene</li> <li>Know the effects of unclean body</li> </ul>	<ul style="list-style-type: none"> <li>People are different in their physical appreciation as well as their personalities</li> <li>Ways of keeping our body clean and healthy such as washing everyday</li> <li>Wearing clean clothes, personal grooming</li> <li>Importance of maintaining personal hygiene</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Naming body parts and describing their functions such as mouth to enable us eat/talk, nose for smelling, teeth for eating, feet for walking</li> <li>Describing ways of keeping their body clean</li> <li>Creating simple healthy rules</li> <li>Practise brushing their teeth using brush</li> <li>Demonstrating personal hygiene practices such as washing hands after using the toilet or before eating</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to keep clean for example Wash hands using soap, or omo etc.</li> <li>Identify effects of unclean body</li> <li>Describe good and bad personal hygiene</li> <li>Discussing with others the importance of healthy life style</li> <li>Identifying polluted air, water, food that will harm them</li> </ul>	<ul style="list-style-type: none"> <li>Ways of keeping the body clean such as washing, brushing teeth, grooming</li> <li>Describe some ways of keeping and maintaining the community environment clean</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Be responsible for their own health</li> <li>Appreciate the healthy lifestyle</li> <li>Enjoy the games for fitness and health</li> <li>Be mindful of pollution</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate care of different parts of the body</li> <li>Appreciate being clean</li> <li>Appreciate a clean and safe environment</li> <li>Appreciate self</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of body parts</li> <li>Be responsible for taking care of different body parts</li> </ul>

# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Healthy Individual and Community

**Unit:** Things that Harm Us

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P4.2</b> Identify harmful things in the home or local community and say how these things harm us	<b>1.4.2</b> Understand the importance of making healthy choices and explain how these choices prevent health problems	<b>2.4.2</b> Recognize dangerous, activities/practices and situations in the community and suggest ways to prevent accidents and other related problems
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>things that are dangerous in the community</li> <li>dangerous things that come in different forms: liquid, metal, sharp wood, electricity, insects, plants</li> <li>how safety rules can prevent accidents</li> </ul>	<ul style="list-style-type: none"> <li>Different types of dangerous things</li> <li>Understand types of prevention methods used from prevention</li> <li>Safety and prevention gears and equipment</li> <li>Steps involve in applying first aid</li> <li>Importance of prevention of dangers</li> </ul>	<ul style="list-style-type: none"> <li>Types of injuries that can harm our body/ies</li> <li>Importance a safety and having a First aid Kit at home</li> <li>Ways of preventing injuries to our body</li> <li>Types of accidents at home and how to prevent them.</li> <li>What is substance abuse and how does it affect our body.</li> <li>Poisons and drugs can be harmful to our body</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Identifying plants and animals that are dangerous and so must be avoided</li> <li>Applying simple safety rules to avoid accidents</li> <li>Identifying and talking about common diseases in the local area like malaria, TB</li> <li>Keeping homes clean to avoid flies, snakes and mosquitoes</li> <li>Finding out more about harmful plants and animals from elders</li> <li>Discussing how harmful things can be dangerous</li> </ul>	<ul style="list-style-type: none"> <li>Reading danger signs in the environment</li> <li>Applying first aid to a others or self</li> <li>Identifying dangerous things such as food, animals, blades, and people</li> <li>Design simple safety and prevention rules</li> <li>Identifying people who are likely to get into danger</li> </ul>	<ul style="list-style-type: none"> <li>Decision making and making food choices</li> <li>Express their own ideas and feelings to other people who may be dangerous to have around</li> <li>Draw and write a shot description of preventing danger or harm by a dangerous person, object or animal</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Be responsible for own safety</li> <li>Take extra care when dealing with dangerous items like electricity, fire, sharp items</li> <li>Be conscious when going into the bush, river or sea</li> <li>Develop self-discipline and a sense of right or wrong</li> </ul>	<ul style="list-style-type: none"> <li>Be cautious of all dangerous things</li> <li>Put all dangerous things in secured places</li> <li>Be considerate to other in dangerous situations</li> <li>Be responsible of all the things you</li> <li>Appreciate others around you.</li> </ul>	<ul style="list-style-type: none"> <li>Be safety conscious</li> <li>Take precautions to prevent accidents</li> <li>Be responsible for their actions</li> </ul>



# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Healthy Individual and Community  
**Unit:** Food and Food Hygiene

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P4.3</b> Be aware and develop an understanding of the importance of eating healthy foods	<b>1.4.3</b> Know that there are a variety of local and other foods that can be grouped	<b>2.4.3</b> Understand and describe why the body needs well prepared and nutritious food
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>the healthy foods to eat</li> <li>the importance of eating three meals every day</li> <li>garden foods that are healthy</li> <li>what a balanced meal should have</li> <li>what junk foods are to avoid</li> <li>how to prepare a balanced meal</li> </ul>	<ul style="list-style-type: none"> <li>Food from the garden</li> <li>Vegetables/Fruits</li> <li>Food from animal source</li> <li>Healthy food</li> <li>Unhealthy foods/Junk food</li> <li>Food groups</li> <li>High energy foods/Energy foods</li> <li>Body building foods</li> <li>Protective foods</li> <li>Eat less fat</li> </ul>	<ul style="list-style-type: none"> <li>Different food groups and their functions in the body</li> <li>What nutrients are found in three food group</li> <li>What is a balanced meal and nutritious food</li> <li>Eating healthy food is good for healthy body and growth</li> <li>Different ways of preparing and cooking food</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Identifying and discussing what kinds of food are healthy to eat</li> <li>Discovering from a garden-er what garden foods are cooked and which ones are eaten raw</li> <li>Observing and preparing healthy balanced meal</li> <li>Express through drawing the healthy food they eat each meal</li> <li>Controlling their diet by not eating too much of oily and sweet foods</li> </ul>	<ul style="list-style-type: none"> <li>Eat more fruits and vegetables</li> <li>Understand the different food</li> <li>Cut down eating processed or store foods groups</li> <li>Different ways of cooking</li> <li>Food from the garden is the best</li> <li>Cut down on eating a lot of oily foods</li> <li>Identify where most unhealthy food come from</li> </ul>	<ul style="list-style-type: none"> <li>Making choice about good food for their health</li> <li>Asking questions about food</li> <li>Preparing and cooking balanced meal</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Sharing and taking turns in discussing or playing a game</li> <li>Enjoying a game or a meal</li> <li>Willingness to accept what is offered</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate different ways of cooking</li> <li>Understand the importance of food in our body</li> <li>Enjoy your meal times</li> <li>Eat three meals a day</li> <li>Eat from the four food groups</li> <li>Avoid drinking tea or coffee with food but after 10-30 minutes after eating</li> <li>Eat less unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the value of food for good health</li> <li>Creative in preparing food</li> <li>Be considerate for others opinion and views</li> <li>Be responsible for their actions</li> </ul>

# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Healthy Individual and Community

**Unit:** Family and Community Health

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.4.4</b> Be knowledgeable of and use family health goods and practices, care, safety and rules	<b>1.4.4</b> Identify and discuss things people do to keep their homes and community clean, healthy and safe	<b>2.4.4</b> Understand the relationship between family and community health and say how these promote a healthy or unhealthy lifestyle
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• Clean home with clean house and surrounding</li> <li>• Different parts of the home to take care of such as kitchen, bedrooms, toilet and bathroom</li> <li>• Community hygiene with:               <ul style="list-style-type: none"> <li>– clean water supply</li> <li>– good toilets bath place</li> <li>– rubbish pits</li> </ul> </li> <li>• Road safety rules</li> <li>• Other important places in the community to clean and safe like school, church, aid post, community hall, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Concerns for clean home</li> <li>• Bed rooms</li> <li>• Toilet</li> <li>• Kitchen</li> <li>• Cockroaches</li> <li>• Rats</li> <li>• Mosquitoes</li> <li>• Bed bugs</li> <li>• Flies/Flees</li> <li>• Bed covers/bed sheets</li> <li>• Blankets</li> <li>• Towels</li> <li>• cupboards</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of a healthy and unhealthy lifestyle</li> <li>• Signs of a healthy and unhealthy family and community</li> <li>• How to maintain a healthy lifestyle and be happy</li> <li>• Ways of preventing sickness in the family and community</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Keeping home clean by dusting, sweeping, washing,</li> <li>• Letting sunlight and fresh air into the house</li> <li>• Boiling drinking water from the river or creek</li> <li>• keeping grass away from houses by cutting and sweeping it</li> <li>• Take part in cleaning the school, church aid-post and other important places</li> <li>• Help to keep pigs in fences or away from homes for people</li> </ul>	<ul style="list-style-type: none"> <li>• Let into the house enough light and ventilation</li> <li>• Once a while, put out all beddings in the sun</li> <li>• Do not hang wet clothes inside the house or room</li> <li>• Do not eat or store food in the bed rooms</li> <li>• Keep the toilet and kitchen clean at all times, Remove cockroaches and other rodents in the house using means such as rat poison, Morten etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore relationships between family and community health</li> <li>• Participate in community activities that promotes healthy life style</li> <li>• Maintaining clean homes</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Enjoying, valuing and appreciating a healthy home or environment</li> <li>• Eager to help keep homes clean and safe</li> <li>• Be responsible for their homes and community</li> </ul>	<ul style="list-style-type: none"> <li>• Be responsible and clean/ wash all eating and cooking utensil after use and keep the kitchen clean at all times</li> <li>• Appreciate your bed room and keep in clean, let in enough light and ventilation and hang all wet cloths and towels in the sun</li> <li>• Keep all toilets clean, closed toilets with a lid if pit toilet or bucket and let in enough ventilation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate other people's opinions about health in the community</li> <li>• Cooperate with other members of the community</li> <li>• Take responsibility</li> </ul>



# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Movement and Physical Activity

**Unit:** Movement Concepts and Basic Skills

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.5.1</b> Explore and demonstrate simple loco motor movements skills and concepts in general space	<b>1.5.1</b> Link a series of loco motor and non-locomotor movements and concepts to perform a simple movement sequence and pattern	<b>2.5.1</b> Demonstrate basic movement skills with improvised equipment in movement games and activities
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• Common or basic body movements skills sequences</li> <li>• Ways of moving different body parts for different purposes</li> <li>• Common/basic movements for moving their body from one place to another, hopping, walking running, leaping, jumping and skipping in different ways straight/curved</li> <li>• Body can move to music or other sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Simple movements the body can do in different pathways</li> <li>• Movements done in a straight line</li> <li>• Movements done on a curved path</li> <li>• Explain how the body moves in a curved or a straight line path</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of body movement skills such as loco motor skills, non locomotor skills, manipulative skills and controlled and coordinated movements</li> <li>• Names of body parts that carry weight when moving</li> <li>• Types of improvised equipment and how to use them</li> <li>• Examples of games and activities the body can do while moving</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Performing basic or common movements in a given space on the sport or using pathways</li> <li>• Creating a variety of movements like run, skip, jump on one place of following a pathway (curved or straight)</li> <li>• Moving specific parts of the body in response to instructions or sounds of instruments</li> <li>• Imitating the movements of a leader/teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Walk, run, hop, skip in different paths, straight or curved</li> <li>• Perform individually or as a group</li> <li>• Work out ways of swinging the hands in a curved or a straight line</li> </ul>	<ul style="list-style-type: none"> <li>• Use safety rules when using improvised equipment</li> <li>• Run and throw sticks</li> <li>• Run and catch the ball</li> <li>• Run and jump like a wallaby</li> <li>• Jump, walk, run, hop, slide, skip and leap over obstacles, in different directions</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Awareness of and confidence in physical abilities in body movements</li> <li>• Willingness to accept physical challenges</li> <li>• Express different feelings with the sound of music</li> <li>• Value and appreciate others support</li> </ul>	<ul style="list-style-type: none"> <li>• Cheer on others while playing</li> <li>• Appreciate support of peers</li> <li>• Develop confidence in moving in a straight or curved path</li> <li>• Encourage peer participation</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence in moving different body parts</li> <li>• Self-respect and respect for others</li> <li>• Appreciate and value different body movements</li> <li>• Be safety conscious</li> <li>• Value and encourage other team members</li> </ul>

# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Movement and Physical Activity

**Unit:** Games

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.5.2</b> Perform basic ball skills through participation in minor and lead up games	<b>1.5.2</b> Recognise and participate in minor games and activities with rules and identify where they play	<b>2.5.2</b> Demonstrate good sportsmanship and fair-play through participation in modified sports
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>Importance of using rules in games</li> <li>Game with or without equipment like balls, bats, skipping ropes and hoops</li> <li>Traditional games and activities played in the community</li> <li>Safety rules for simple games, equipment and playing fields</li> <li>Improvised equipment can be made to play simple games like ball games, running races, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know what lead up games are</li> <li>Understand the types of equipment used in the lead up games</li> <li>Understand and explain that lead up games are played by simple rules</li> <li>Understand the nature of lead up games</li> </ul>	<ul style="list-style-type: none"> <li>Types of traditional games</li> <li>Difference between modified games and minor games</li> <li>Common rules in modified games such as Teebol or kapul soccer</li> <li>Types of modified games and how to play them</li> <li>Qualities of good sportsmanship</li> <li>Safe play areas and safety rules to avoid injuries in games</li> <li>Games must be fair for boys and girls to participate</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Abiding closely by safety rules in games</li> <li>Discussing and playing traditional games and activities</li> <li>Creating and playing free play games in class or groups</li> <li>Performing manipulative skills in games like passing, catching</li> <li>Exploring and performing manipulative skills in games such as passing, catching etc.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the rules used in different lead up games</li> <li>Write simple rules of the lead up games</li> <li>Used improvised equipment to play lead up games</li> <li>Play lead up games</li> <li>Make an improvised equipment to play a minor game</li> </ul>	<ul style="list-style-type: none"> <li>Use rules when playing modified games with equipment</li> <li>Throw and catch non and improvised balls</li> <li>Play obstacle games following guided rules</li> <li>Create their own modified games and rules</li> <li>Perform skills in games with moderate success</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Show eagerness to learn to play games</li> <li>Confidence to take risks and learn from mistakes in new games</li> <li>Value others contributions in games</li> <li>Enthusiasm for and enjoyment of physical game or activity</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the contributions of peers in a team game</li> <li>Respect each student's skills in a game</li> <li>Value each student's contribution in the game</li> <li>Encourage group participation</li> <li>Have fun playing the games</li> </ul>	<ul style="list-style-type: none"> <li>Share sports equipment with others</li> <li>Play fairly</li> <li>Respect each other's feelings during or after the games</li> <li>Encourage others to play games safely</li> <li>Respect the rules of the games</li> <li>Be tolerant and cooperate with team members</li> <li>Have fun and enjoyment</li> </ul>





# ELABORATIONS OF CONTENT STANDARDS

**Strand:** Movement and Physical Activity

**Unit:** Fitness for Health

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.5.2</b> Perform basic ball skills through participation in traditional and lead up games	<b>1.5.2</b> Recognize and participate in minor games and activities with rules and identify where they play	<b>2.5.2</b> Demonstrate good sportsmanship and fair-play through participation in modified sports
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>Activities people do to stay fit like gardening, fishing, playing games</li> <li>The importance of physical activities to people</li> <li>How they feel during and after an activity</li> </ul>	<ul style="list-style-type: none"> <li>Know what fitness means</li> <li>Understand why people must do fitness exercises</li> <li>Know what happens to the body when we exercise</li> <li>Know how to do a fitness exercise</li> </ul>	<ul style="list-style-type: none"> <li>What are leisure and recreation activities</li> <li>Importance of participating in leisure and recreation activities</li> <li>Examples of recreational and leisure activities that people can do to maintain health and fitness</li> <li>Example of physical activities that people do to keep themselves fit and healthy such walking, gardening, swimming etc</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Identifying and naming activities people do in the community</li> <li>Collecting information on why some elderly people in the community looking fit and healthy</li> <li>Discussing the importance of staying fit and healthy</li> <li>Demonstrating ways of staying fit in different activities</li> <li>Expressing their feeling of how they feel after an activity or a game</li> </ul>	<ul style="list-style-type: none"> <li>Explain what fitness exercise is</li> <li>Describe the kind of exercise people do</li> <li>List the common names of exercises people do to stay fit</li> <li>Take part in doing some fitness exercise</li> </ul>	<ul style="list-style-type: none"> <li>Play traditional and modified games</li> <li>Perform fitness activities such as sit up, push-ups and other warm up activities before games</li> <li>Perform walking, running or jumping at different speed levels</li> <li>Apply safety rules when performing physical activities for leisure or recreation purposes</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Develop sense of responsibility for own health and fitness</li> <li>Confidence in performing different physical activities</li> <li>Enjoyment in physical activity</li> <li>Promoting good health and physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>Build self confidence in doing fitness</li> <li>Value the importance of doing fitness exercise</li> <li>Encourage participant participation</li> <li>Respects other peers</li> <li>Obey the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate different leisure and recreational activities</li> <li>Encourage other students to participate in physical activities</li> <li>Respect for self and others</li> <li>Be creative and organize own leisure and recreational activities</li> </ul>

## GLOSSARY

This section presents list of words for teachers to access easily to build up their vocabulary in Standard Based Curriculum and use them confidently.

Word	Meaning
Anecdotal	Notes kept on a record sheet about a students performance of a learning activity
Assessment	Processes of finding out what students have learnt
Assessment methods	Ways of task assessing an assessment
Assessment task	A learning activity especially planned for assessing particular knowledge and skill
Checklist	A list of things to do on paper
Demonstration	Show how to do something-perform a skill
Elaboration	Processes in which basic knowledge, skills and attitudes are identified in a standard statement
Environment	Everything in your or our surrounding
Energy	Is force applied on an object to give a response
Force	Is a pull or a push to move an object
Individual	A particular person male or female in a family or group
Integration	Connection of like learning concepts to form a new idea
Learning conditions	Particular ideas used in the teaching of lessons to present meaningful lessons
Link	Connect two or more similar ideas for learning purposes
Mime	Actions without spoken words
Movement concepts	Words that tell how a movement is performed
Movement skills	Basic movement s such as run, walk ,jump etc
Recording method	Ways used to record information on student achievement, such as a checklist
Resemble	Having same likeness or looks of a certain object or person
Oral hygiene	Health of the mouth and its parts
Personal hygiene	Health of a persons body
Performance indicator	Tells and show what students are expected to perform as activities for each standard statement
Physical activity	Activities done in the community by people to stay physically fit
Samples	Examples of ideas described for lessons such as
Science in the home	Things used in the home which have basic science knowledge
Standard statement	Statement that contains KSA for students to acquire through planned learning activities
Strand	Big idea/s for learning eg; Life





## RESOURCE

This section presents materials the teachers should have in the classrooms all year around. This will help the teachers to plan for teaching in a well sourced classroom. Some of these resources may include such things like:

- Oriented materials.
- Improvised materials.

### Printed Materials

Printed materials are developed and written materials from the department or other publishers .They have relevant subject content and can be used by teachers in the classrooms to equip themselves with content knowledge;

- wall charts of climates,
- number charts,
- word charts,
- shell books,
- readers.

### Improvised Materials

Teachers you are very familiar with the local environment .You can plan for your teaching and learning resources based on the local resources which students can contribute to by bringing them into the classroom. This is also encouraging taking ownership of their own learning,

Improvised resources could include;

- coconut shells,
- plants,
- leaves,
- sticks,
- crafts from the home return after use,
- shells seeds etc.

There are many more you can list and have them readily in the classroom for your teaching and students learning.

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