

# Making a Living

Upper primary  
Syllabus 2003

## Section 1

Curriculum Information



Papua New Guinea  
Department of Education

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The Upper Primary Making a Living Syllabus was prepared by the Curriculum Development Division of the Department of Education and was coordinated by Rachael Sivatevi Konaka.

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## Secretary's Message

The current reforms in education have been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of vernacular languages in schools, the introduction of Elementary schools and the expansion of Primary schooling to grade 8 and increased access to Grades 9 and 10.

This syllabus is to be used by Upper Primary (Grades 6, 7 and 8) students in Primary schools throughout Papua New Guinea. This syllabus develops, extends, links and builds upon concepts, skills and attitudes flowing from Lower Primary (Grades 3, 4 and 5). This syllabus provides a sound foundation for further learning in the reformed school system.

Students' language abilities already gained in their home environments and during the previous years of schooling must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

Making a Living is a new subject area that aims to empower students with the essential life skills and knowledge to participate actively in society, to be self reliant and to live sustainably now and in the future.

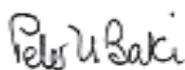
It combines the subjects of Commerce, Agriculture and Technology to promote useful and relevant life skills. It has been allocated 6 hours (360 minutes) per week to give you enough time to teach this very important subject.

Students will manage resources, promote better living and participate actively in community development. This subject depends on initiatives, dedication and commitment from teachers, students and the community. Its success will be evident through practical projects in the school and local community.

Making a Living is an important part of the reform curriculum that emphasises the need to teach our students to be enterprising and improve standards of living as called for in the Matane report; *A Philosophy of Education for Papua New Guinea*.

Students will investigate, create and design innovative ways of using available resources. They will make objects, cost them and evaluate the quality of their products and processes. This subject is relevant and useful for students leaving formal schooling after grade 8, as well as those who will pursue studies in higher learning institutions.

I commend and approve this syllabus as the official curriculum for Making a Living to be used in all Upper Primary schools throughout Papua New Guinea.



Peter M. Baki  
Secretary for Education

## Introduction

This syllabus makes explicit the knowledge, skills, attitudes and values that students should achieve for Grades 6, 7 and 8 in Making a Living. These are expressed as learning outcomes and indicators.

The learning outcomes are student centred and written in terms that enable them to be demonstrated, assessed or measured. The outcomes are written to show a progression from one grade to the next.

Each learning outcome is illustrated with a list of examples of the kinds of things students should be able to do, know and understand if they are achieving an outcome. These are called indicators.

The learning outcomes and indicators will:

- give teachers, individually or collaboratively, the flexibility to write programs and units of work. These can be developed to suit local conditions and individual student needs,
- help teachers assess and report students' achievements in relation to the learning outcomes,
- allow student achievement of the outcomes to be described in consistent ways,
- help teachers to monitor student learning,
- help teachers plan their future teaching programs.

Making a Living has the potential to extend its application and relevance beyond formal schooling. Skills and knowledge developed through Making a Living will enable students to support other initiatives, as well as develop and maintain networks and liaison with individuals and organisations from the wider community, non-government organisations and international organisations.

Making a Living integrates relevant practical skills and knowledge of Agriculture, Basic Technology and Commerce. Making a Living makes clear links with and highlights the relevance of other subjects: Maths, Science, Language, Social Science, Arts and Personal Development as well as applying relevant skills and processes from these subjects.

The focus in education is changing from one that meets the needs of the formal workplace to one that fosters Integral Human Development. The Reform curriculum must be relevant for students to participate meaningfully in their respective communities when they leave school and to meet the future challenges of society.

Making a Living provides practical learning experiences linking head, heart and hands and provides opportunities for students to develop skills for a productive and a fulfilled life.

As this subject is based on the development of practical skills and knowledge, it requires adequate time for undertaking practical projects.

Making a Living is to be timetabled for 360 minutes per week in all Upper Primary schools.

## Rationale

Today it is becoming increasingly difficult to find jobs in the formal economy. Students must develop knowledge and skills to manage their limited resources to achieve set goals and to successfully make a living in their community.

Making a Living equips students with practical knowledge, skills and attitudes that will enable them to contribute meaningfully to their local community and society. Making a Living encourages students to use their head, heart and hands to become active and informed citizens capable of achieving a sustainable way of life.

The subject:

- encourages self-reliance through teaching students to think critically and to become effective problem solvers,
- promotes a student-centred approach to learning and an understanding and appreciation that learning is a lifelong process,
- develops concepts and processes designed to build upon the learning outcomes from Elementary and Lower Primary schools,
- prepares students for advanced aspects of technology in the community and Secondary schools.

In Making a Living, students:

- work in creative, innovative and enterprising ways to produce their own products to meet their needs in a variety of contexts,
- develop the skills and knowledge to generate and maintain an income,
- actively participate in community development,
- learn to effectively implement specific techniques and processes to enable them to manage resources of land, water and time,
- undertake practical and real-life projects that focus on becoming economically independent,
- work towards improving their quality of life.

The implementation of Making a Living will enable schools to:

- develop innovative school-based programs relevant to students' needs, resources and facilities,
- grow their own food and generate income through sales of items that students produce,
- become a real-life example of self reliance,
- build good working relationships with members of the community: exchanging ideas, facilities and expertise and demonstrating an attitude of cooperation, teamwork and sharing,
- contribute to the social and economic well-being of the school, community and the nation.

This subject will contribute directly to improving the quality of life and standards of living. Through the development of skills and knowledge, parents and communities can recognise and appreciate that education provides value for money, while preparing students to live in, contribute to and participate in their world now and in the future.

## Curriculum Principles

The Making a Living Syllabus develops a continuum of learning from Grades 6 to 8. The curriculum principles of Our Way of Life and Integral Human Development are reflected in this continuum of learning.

### Bilingual education

At all times, students are encouraged to communicate orally and in writing in vernacular and English to develop information that can be shared with their community.

### Nation building and national unity

The subject promotes national identity by encouraging the production of homegrown products. Students investigate opportunities for farming traditional and indigenous crops and animals, producing local handcrafts and participating in cultural activities within the community.

### Sustainability

This syllabus has a clear focus on social and environmental sustainability and Integral Human Development. Papua New Guinea possesses an immense diversity of natural environments and cultures. It is essential that students develop an appreciation of this diversity and a sense of the importance of the need to protect and conserve them.

### Catering for diversity

Making a Living caters for the needs of all students. It is important for teachers to consider the needs of all students, both girls and boys, when developing learning experiences, including students with special needs. This syllabus promotes the principles of equity through providing a diverse range of learning experiences and assessment practices.

### Developing networks and partnerships

Making a Living relies heavily upon schools establishing a range of networks and partnerships within and outside of communities. The development of these sound working relationships is essential to the effective implementation of this subject.

## Teaching and Learning

Making a Living provides students with the opportunity to work independently in small and large groups, inside and outside of the classroom and, where appropriate, to negotiate the curriculum.

This approach provides students with the opportunity to be involved in decisions about their learning, such as the selection of projects, areas of interest to them and assessment tasks. It is essential that students have the opportunity to actively participate in a range of learning contexts both school based and community based.

## Inclusive curriculum

An inclusive curriculum caters for the needs of all students. Making a Living promotes the principle of inclusive curriculum by ensuring that all students are provided with opportunities to reach their potential. This subject encourages students to understand and appreciate diversity and value and respect all people and environments. Making a Living provides opportunities for all students, regardless of gender, ability, disability, ethnicity, socio-economic circumstance or location to participate in aspects of the teaching and learning process.

## Relevance

A key focus of Making a Living is to provide all students with real life and relevant learning experiences. There is a clear emphasis on the development of practical skills and knowledge that will ensure students are able to achieve and maintain a sustainable way of life beyond their school years. Learning in Making a Living should provide students with the opportunity to make connections and draw from their cultural, linguistic and everyday knowledge, skills and attitudes and apply this to what is being learnt in their classroom. It is essential that students are aware of and value community and local knowledge and realise that learning takes place inside and outside the school context.

## Student-centred learning

In Making a Living a student-centred approach to learning views learning as an active construction of meaning and teaching as the act of guiding and facilitating learning. Students learn in different ways and therefore must be given the opportunity to learn and be assessed in a variety of ways. A student-centred approach provides students with the opportunity to practice and develop critical and creative thinking, problem solving, decision making as well a range of practical skills and knowledge.

## Lifelong learning

This subject aims to assist students develop the necessary knowledge and skills to effectively manage, improve and sustain their lives and become self-reliant. Making a Living provides students with the opportunity and skills to become a lifelong learner. A lifelong learner is:

- a knowledgeable person,
- a problem solver and creative thinker,
- an effective communicator,
- an active and informed participant in a complex world,
- a self-directed, self-reliant and reflective learner,
- able to develop and apply a range of practical skills to meet diverse contexts and needs.

## Integration

Making a Living promotes integration across the strands of the subject as well as making links and incorporating outcomes from other subjects where appropriate.

Integration of different aspects of the curriculum provides students with the opportunity to make links, draw conclusions and deepen understanding. By connecting a learning experience from Making a Living to issues, concerns and events outside this subject, students are provided with the opportunity to deepen their understandings and apply knowledge and skills in broader contexts.

Teachers may choose to develop units of work that focus specifically upon outcomes from a strand or strands within this subject or alternatively develop a unit of work that incorporates outcomes from this subject and other subject areas.

Many teachers may consider new themes as opposed to themes that they have undertaken previously. When planning units of work it is essential that the focus be placed upon the learning outcomes.

The syllabus will require flexible programming and time tabling. It is necessary to provide enough time for students to develop skills to appropriate levels of competence. The Teachers Guide will provide options for timetabling.

## Aims

### Students :

- understand and appreciate a wide range of indigenous and introduced ideas of managing resources, healthy living and community development,
- develop safe techniques to use the available local resources sustainably to improve the quality of life for themselves and others,
- embrace innovation and take the initiative to plan, implement and evaluate changes relevant to the needs of the society,
- identify relevant economic opportunities and be able to generate and sustain income for themselves and their immediate family,
- develop positive attitudes towards work and take responsibility for their own learning and actions,
- promote self respect and respect for others and their property at school, home and within the wider community,
- become critical thinkers and problem solvers,
- know how and where to access and manage information,
- establish and maintain a sustainable way of life,
- appreciate and value the diversity and uniqueness of Papua New Guinea's environments and manage this in a sustainable way,
- promote the development of skills for life and self-reliance,
- develop the ability to investigate, design and implement projects,
- promote language skills through the use of vernacular and English.

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## Content Overview

The syllabus content is organised into three Strands, each with three or four Sub-strands. A Strand such as Managing Resources is a useful and convenient way of organising the learning outcomes for a subject. Each Strand identifies a particular aspect of a subject or a particular theme such as a set of processes.

Each Strand displays a typical progression of learning from one grade to the next. Each Strand is further organised into Sub-strands to allow the content to be specified and described as learning outcomes.

Making a Living has the following Conceptual Strands: Managing Resources, Better Living and Community Development.

Managing Resources has three Sub-strands: Land and Water Management, Environment and Crops and Animal Management.

Better Living has four Sub-strands: Healthy Living, Care and Management, Wise Consumer and Making Things.

Community Development has three Sub-strands: Knowing Communities, Communication and Community Projects.

In addition to the conceptual Strands, Making a Living incorporates a set of five Processes and Skills: investigating, planning and designing, making or producing, marketing and evaluating. These processes are not viewed as a separate Strand, but are applied in each Strand.

### Managing Resources

People depend on the environment for food, water, shelter and clean air. Students understand the value of these natural resources and learn ways of managing land and water resources in a sustainable way that benefits people and the environment. Students learn principles and techniques of using land to increase the quality and quantity of food production for their own consumption or for sale.

There is a clear focus upon concepts of ecological and economic sustainability. Students undertake environmentally friendly activities to protect and conserve the environment.

### Better Living

Students learn practical ways to meet their basic needs and improve their quality of life. They learn to be creative and use their imagination to create things for themselves or for a home. Students learn how to prepare nutritious food and develop the necessary skills to be able to care for themselves or for a home.

Students select and use appropriate technology to produce a product or service to meet a basic need. Students develop an awareness of the range of services that are available to them and make informed decisions about those that best suit their needs.

### Community Development

Students learn how to contribute to and live and work with the community. They apply what they learn in their community through projects and good working relationships.

Students bring awareness to the community about the services available to them and assist in democratic decision-making processes which are the most appropriate for the community. They learn to care for and value school property and develop a sense of ownership. This strand ensures students have opportunities to learn skills to liaise with and actively participate in community-based projects and to build good working relationships.

### Processes and Skills

Practical skills and processes are the essence of Making a Living. This course encourages the development of both critical thinking processes and practical skills. These processes and skills encourage students to think critically and be creative in what they produce. Students organise and manage their limited resources in achieving a set goal or purpose. These processes do not exist in isolation but are integrated across and within the strands.

#### Making a living — processes



When **investigating**, students assess the nature and circumstances of problems or needs and determine the process or the product. The problems or the needs should be realistic and worth solving and also relevant to the needs of the students and their community. Students gather information to analyse the nature of problems and explore social, economic, technological, ecological or aesthetic factors that have a bearing on the kind of product or the use of particular techniques.

When **planning and designing**, students adapt or create original designs to produce a product. They generate plans and proposals for creatively solving problems. They consider options, identify priorities and constraints, experiment with different ways to achieve their aims, as well as calculate and predict consequences. They choose appropriate resources and equipment, and appraise plans and actions. They develop criteria to assess how well their intended techniques and products meet the requirements of the problems. Graphical representations and technical languages are used to explain design concepts and production processes.

When **making or producing**, students translate designs and plans into products and processes. They work alone or cooperatively to produce quality products. They apply techniques and use equipment, manage time and resources, monitor and control quality in creating products and processes. They adapt ideas and plans in response to constraints and difficulties.

When **marketing**, students use marketing strategies to market their products. They also calculate costs and keep records of sales.

When **evaluating**, students measure and test products using developed criteria and report on their findings. This involves determining whether the products and processes match design requirements, provides satisfactory solutions and have social, economic or technological effects. In the light of their experience, they may reflect on and reconsider their intentions, plans and actions to modify and improve the process and quality of their products.

Table of Strands and Sub-branches for Making a Living

Strand	Grade 6	Grade 7	Grade 8
Managing Resources	<ul style="list-style-type: none"> <li>• land and water management</li> <li>• environment</li> <li>• crops and animal management</li> </ul>	<ul style="list-style-type: none"> <li>• land and water management</li> <li>• environment</li> <li>• crops and animal management</li> </ul>	<ul style="list-style-type: none"> <li>• land and water management</li> <li>• environment</li> <li>• crops and animal management</li> </ul>
Better Living	<ul style="list-style-type: none"> <li>• healthy living</li> <li>• care and management</li> <li>• wise consumer</li> <li>• making things</li> </ul>	<ul style="list-style-type: none"> <li>• healthy living</li> <li>• care and management</li> <li>• wise consumer</li> <li>• making things</li> </ul>	<ul style="list-style-type: none"> <li>• healthy living</li> <li>• care and management</li> <li>• wise consumer</li> <li>• making things</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• knowing communities</li> <li>• communication</li> <li>• community projects</li> </ul>	<ul style="list-style-type: none"> <li>• knowing communities</li> <li>• communication</li> <li>• community projects</li> </ul>	<ul style="list-style-type: none"> <li>• knowing communities</li> <li>• communication</li> <li>• community projects</li> </ul>

## Assessment and Reporting

Assessment and reporting practices described here are detailed further in *The Assessment and Reporting Policy for Papua New Guinea* and in other support materials produced by the Department of Education.

### Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' progress towards achievement of the learning outcomes described in the subject syllabuses.

Teachers record evidence of students' learning and use it to make judgements about students' achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers should use a range of assessment methods including:

- observing and recording details of students' demonstration of process skills and/or their performance on particular tasks,
- setting written assignments, projects and practical work,
- setting and marking written tests and/or examinations,
- keeping portfolios of students' work.

Teachers should provide opportunities for students to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set negotiated criteria. The purpose of assessment is to improve student learning.

### Assessment in Making a Living

Within an outcomes framework, assessment focuses on students' demonstrations of learning outcomes. When assessment focuses on learning outcomes, students should be aware of what is being assessed, the assessment task being used and the criteria by which their demonstration of outcomes will be judged.

Effective assessment:

- focuses on students' demonstrations of learning outcomes,
- is culturally appropriate,
- is manageable and supported by a collaborative approach,
- is fair and equitable,
- is reliable and valid,
- is compatible with curriculum teaching and learning approaches,
- develops students' capabilities to monitor their own progress.

Each learning outcome consists of a knowing and doing component: knowledge and process. Teachers need to ensure that they use a variety of methods that will cater for students' diverse learning styles and needs and the practical nature of this subject.

Possible strategies for teachers in Making a Living are:

- observation, such as checklists, anecdotal records,
- portfolios, such as samples of students work,
- performances, demonstrations and exhibitions, such as products, models, oral reports,
- concept maps, such as cause and effect, brainstorming, consequence maps,
- written test, such as multiple choice, short answer, selected response, response to stimuli,
- writing and work samples, such as journals, learning logs, case studies, research and field study reports,
- self assessment, such as practical projects: creating or producing a product, such as planning and growing vegetable garden, sewing a bag,
- Making a Living is assessed internally using criteria-reference assessment.

## Reporting

Teachers must keep accurate records of students' achievement of the learning outcomes and report these achievements in fair and accurate ways to parents and guardians, teachers, students and others. Recording methods will include the following:

- journal, diary or anecdotal notes,
- portfolios,
- progressive records,
- checklists,
- work samples with comments written by the teacher.

Student reports should be based on assessment information collected from ongoing assessments and where appropriate, from external examinations (Grade 8). Schools will decide on how reports will be presented to best suit the needs of their communities.

## Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve student learning.

Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular grade levels and make decisions on how to improve student learning.

# Making a Living

Upper primary  
Syllabus 2003

## Section 2

Learning outcomes  
and indicators



Papua New Guinea  
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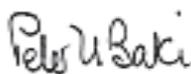
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Peter M. Baki  
Secretary for Education

# Learning Outcomes

## Numbering of Learning Outcomes

Each Learning Outcome is numbered with three digits, such as 6.2.3.

The first number refers to the Grade level. The second number refers to the Strand. The third number refers to the Outcome in the Strand. Thus, 6.2.3 refers to an Outcome at Grade 6, Strand 2 and Outcome number 3.

Strand	Grade 6	Grade 7	Grade 8
Managing resources	<p><b>6.1.1</b> Investigate the importance of land and water resources and apply appropriate ways of managing these to meet basic human needs</p> <p><b>6.1.2</b> Investigate the consequences when an element of the local environment is affected and apply environmentally friendly actions to care for it</p> <p><b>6.1.3</b> Share an understanding of the economical, cultural and nutritional value of crops and animals and compare the benefits of traditional and commercial crops and animal management</p>	<p><b>7.1.1</b> Investigate and compare consequences of mismanagement of land and water resources and plan, design and undertake a small project using appropriate management practices</p> <p><b>7.1.2</b> Investigate and undertake practical ways to reduce, reuse and recycle waste to benefit and improve the local environment</p> <p><b>7.1.3</b> Explain appropriate crop management and animal husbandry practices and demonstrate these through undertaking a practical project</p>	<p><b>8.1.1</b> Evaluate current practices of land and water resource management to design sustainable resource management projects to generate income</p> <p><b>8.1.2</b> Describe and reflect on economical, cultural and ecological values of natural, social and built environments and apply environmentally friendly ways of managing the environment</p> <p><b>8.1.3</b> Plan, design and implement a crop or animal project suited to local conditions and resources aimed at generating an income</p>

Strand	Grade 6	Grade 7	Grade 8
Better Living	<p><b>6.2.1</b> Describe and demonstrate aspects of personal hygiene, nutrition and safety that promote a healthy lifestyle</p> <p><b>6.2.2</b> Develop an awareness of the importance of effective management skills in creating pleasant and safe environments at home and school and apply and make suggestions for improvement</p> <p>importance of effective money management, record keeping and budget planning and apply this to a practical situation at home or school</p> <p><b>6.2.4</b> Identify resources and a range of tools and equipment required for handcrafts and apply the skills in a familiar practical situation</p>	<p><b>7.2.1</b> Analyse aspects of a nutritious diet and suggest how and where they might obtain, preserve, process and prepare these foods to meet nutritional requirements</p> <p><b>7.2.2</b> Assess home and school buildings to identify areas that require maintenance, repair or other improvements and undertake appropriate actions</p> <p><b>7.2.3</b> Investigate consumer rights and responsibilities and demonstrate practical ways to be a wise consumer</p> <p><b>7.2.4</b> Initiate plans and apply appropriate techniques and processes to design and make an item that benefits the individual or the community</p>	<p><b>8.2.1</b> Investigate and implement practical ways to produce and prepare food for personal consumption or to generate an income</p> <p><b>8.2.2</b> Work collaboratively with others to select and undertake a project based on identified needs within the school or community</p> <p><b>6.2.3</b> Describe the</p> <p><b>8.2.3</b> Evaluate those goods and services that are provided by a range of organisations and make informed decisions about those that best meet their needs</p> <p><b>8.2.4</b> Investigate the appropriateness of materials for specific purposes and use their imagination to design, make and evaluate a product relevant to their needs</p>

Strand	Grade 6	Grade 7	Grade 8
<p>Community Development</p>	<p><b>6.3.1</b> Identify the common features of the local community and make suggestions as to how these may influence or benefit community life</p> <p><b>6.3.2</b> Investigate and practise practical skills of effective communication</p> <p><b>6.3.3</b> Participate in projects to meet identified needs and opportunities for improvement within the school</p>	<p><b>7.3.1</b> Reflect upon personal strengths and capabilities and consider how they might use these to contribute in a positive way within the community</p> <p><b>7.3.2</b> Identify and establish network partners within the wider community to promote more effective access to information</p> <p><b>7.3.3</b> Initiate and plan co-operative projects that encourages community and school participation</p>	<p><b>8.3.1</b> Apply an understanding of the local community to develop and undertake a co-operative plan that provides economic and social opportunities and benefits for their community</p> <p><b>8.3.2</b> Apply effective communication skills and mediums to facilitate awareness of an issue of concern to the community</p> <p><b>8.3.3</b> Plan and undertake an enterprising project to enable them to make a living</p>

# Learning Outcomes and Indicators

## Strand: MANAGING RESOURCES

Sub-strand	Grade 6	Grade 7	Grade 8
Land and Water	<p><b>6.1.1</b> Investigate the importance of land and water resources and apply appropriate ways of managing these to meet basic human needs</p>	<p><b>7.1.1</b> Investigate and compare consequences of mismanagement of land and water resources and plan, design and undertake a small project using appropriate management practices</p>	<p><b>8.1.1</b> Evaluate current practices of land and water resource management to design sustainable resource management projects to generate income</p>
<p>Indicators</p> <p>All Indicators are listed as bullet points after each Outcome. The list of Indicators always begins with the following statement: 'Students will be achieving this outcome when they, for example'.</p>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• describe basic human needs and how to meet them</li> <li>• identify a range of land and water resources in the school and local area</li> <li>• identify which crops are best suited to local environmental conditions</li> <li>• observe and describe different practices for farming, gardening, fishing or hunting</li> <li>• choose and apply the most appropriate practice for their context</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• observe and describe the cause and effect of mismanagement of land and water resources</li> <li>• gather appropriate information to develop plans and designs for food production</li> <li>• develop a small garden project</li> <li>• develop understandings related to improved gardening practice</li> <li>• choose and apply the most appropriate management practices based on investigation</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• compare and analyse current practice in the local area with that in other places</li> <li>• investigate alternative means of generating an income</li> <li>• discuss how people live in a cash society and compare with subsistence living</li> <li>• identify possible opportunities or needs for resource management projects</li> <li>• make suggestions for improvement to current practice</li> <li>• identify and explain sustainable practice</li> <li>• use findings to plan and design a sustainable income generating project</li> </ul>

Sub-stand	Grade 6	Grade 7	Grade 8
Environment	<p><b>6.1.2</b> Investigate the consequences when an element of the local environment is affected and apply environmentally friendly actions to care for it</p>	<p><b>7.1.2</b> Investigate and undertake practical ways to reduce, reuse and recycle waste to benefit and improve the local environment</p>	<p><b>8.1.2</b> Describe and reflect on economical, cultural and ecological values of natural, social and built resources and apply environmentally friendly ways of managing the environment</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify elements within an ecosystem</li> <li>• identify relationships and interdependence within an ecosystem</li> <li>• predict what will happen when an element of an environment is affected or mistreated</li> <li>• suggest possible solutions to an identified problem and take action to care for the environment</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify and describe the processes of reducing, recycling and reusing</li> <li>• describe how waste is generated in the community</li> <li>• identify methods of reducing, reusing and recycling a range of waste items</li> <li>• predict possible causes and effects of applying recycling processes to everyday life</li> <li>• initiate and undertake recycling, reusing or reducing to benefit or improve the local environment</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify the value of natural, built and social resources</li> <li>• develop criteria for evaluating a quality environment</li> <li>• identify and describe a range of environmentally friendly management practices</li> <li>• decide and apply the most effective way to conserve, protect, manage or sustain an environment</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Crop and Animal Management	<p><b>6.1.3</b> Share an understanding of the economical, cultural and nutritional value of crops and animals and compare the benefits of traditional and commercial crops and animal management</p>	<p><b>7.1.3</b> Explain appropriate crop management and animal husbandry practices and demonstrate these through undertaking a practical project</p>	<p><b>8.1.3</b> Plan, design and implement a crop or animal project suited to local conditions and resources aimed at generating an income</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• discuss personal understandings of economic, cultural and nutritional value of animals in personal, local and national contexts</li> <li>• identify benefits associated with traditional and commercial crops and animal management</li> <li>• identify local environmental conditions that would influence the choice of crops and animals for that area</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• discuss the importance of food security to achieving sustainable living</li> <li>• identify and describe a range of appropriate management practices</li> <li>• make judgments about the consequences of mismanagement</li> <li>• investigate resources necessary for undertaking a practical project</li> <li>• plan and apply skills necessary for managing crops and animals and evaluating outcomes of a project</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• gather and collate information on a selected animal or crop suited to local conditions</li> <li>• develop effective plans and designs</li> <li>• implement plans and designs for the project based on an understanding of the importance of food security</li> <li>• consider possible methods of processing and preserving plants and crops</li> <li>• undertake appropriate record-keeping associated with the project</li> <li>• evaluate effectiveness of the project and make suggestions for improvements in a similar project</li> <li>• reflect on production to check if the project has achieved its purpose</li> </ul>

Strand: BETTER LIVING

Sub-strand	Grade 6	Grade 7	Grade 8
Healthy Living	<p><b>6.2.1</b> Describe and demonstrate aspects of personal hygiene, nutrition and safety that promote a healthy lifestyle</p>	<p><b>7.2.1</b> Identify aspects of a nutritious diet and suggest how and where they might obtain, preserve, process and prepare these foods to meet nutritional requirements</p>	<p><b>8.2.1</b> Investigate and implement practical ways to produce and prepare food for personal consumption or to generate an income</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• discuss effects of healthy and unhealthy lifestyle practices</li> <li>• discuss safety practices at home and school</li> <li>• identify a range of issues related to safety at home and school</li> <li>• suggest behaviour that promote a healthy lifestyle</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• describe what a nutritional diet consists of and compare this with their current diets</li> <li>• identify positive and negative aspects of their own diets</li> <li>• plan and prepare a nutritious meal to meet nutritional requirements for individuals from different age groups</li> <li>• make suggestions as to how they might improve their diet</li> <li>• identify local food sources</li> <li>• suggest and apply practical ways to produce, obtain, process and preserve food</li> <li>• use or adapt recipes to prepare, process and preserve food</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify a range of traditional and modern methods of food preparation</li> <li>• prepare food using a range of cooking methods and equipment for special occasions or for sale</li> <li>• plan and undertake a practical food preparation project</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Care and Management	<p><b>6.2.2</b> Develop an awareness of the importance of effective management skills in creating pleasant and safe environments at home and school and apply and make suggestions for improvement</p>	<p><b>7.2.2</b> Assess home and school buildings to identify areas that require maintenance, repair or other improvements and undertake appropriate actions</p>	<p><b>8.2.2</b> Work collaboratively with others to select and undertake a project based on identified needs within the school or community</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• discuss personal ideas of what makes a pleasant and safe home and school environment</li> <li>• identify effective management skills and choose appropriate equipment for specific tasks</li> <li>• explain the consequences of poor management</li> <li>• outline ways to improve the appearance and management of home and school environments</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• list areas within the home and school that require maintenance and repair or other improvements</li> <li>• identify best methods for maintenance, repair or improvement of tools and equipment</li> <li>• participate in daily management routines to ensure maintenance of a pleasant and safe home and school environment</li> <li>• participate in action to carry out improvement</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• explain skills necessary for working effectively with others</li> <li>• identify members with the appropriate skills for the project</li> <li>• participate in democratic decision-making processes to identify needs within the school or community</li> <li>• develop a plan of action for a selected project</li> <li>• plan, implement and evaluate the project in terms of effectiveness and suggestions for future improvement</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade
<p>Wise Consumer</p> <p><b>6.2.3 Describe</b></p>	<p>the importance of effective money management, record keeping and budget planning and apply this to a practical situation at home or school</p>	<p><b>7.2.3 Investigate</b> consumer rights and responsibilities and demonstrate practical ways to be a wise consumer</p>	<p><b>8.2.3 Evaluate</b> those goods and services that are provided by a range of organisation and make informed decisions about those that best meet their needs</p>
<p>Indicators</p>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• discuss the need for effective money management, record keeping and budget planning</li> <li>• list aspects of effective money management, record keeping and budget planning</li> <li>• identify a situation where they can apply these understandings in a practical way, such as making a personal or a school budget</li> <li>• evaluate the effectiveness of their actions and decisions</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify the difference between consumer rights and responsibilities</li> <li>• outline their rights and responsibilities as a consumer</li> <li>• describe features of a wise consumer</li> <li>• describe the link between consumer rights and responsibilities and being a wise consumer</li> <li>• apply knowledge and skills of being a wise consumer in a practical situation</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify the difference and similarities between goods and services</li> <li>• identify a range of organisations that provide goods and services</li> <li>• draw conclusions about their needs and which goods and services might meet these</li> <li>• critically evaluate the goods and services provided to make informed decisions about which are the most appropriate</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Making Things	<p><b>6.2.4</b> Identify resources and a range of tools and equipment required for handcrafts and apply the skills in a familiar practical situation</p>	<p><b>7.2.4</b> Initiate plans and apply appropriate techniques and processes to design and make an item that benefits the individual or the community</p>	<p><b>8.2.4</b> Investigate the appropriateness of materials for specific purposes and use their imagination to design, make and evaluate a product relevant to their needs</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify materials that are used to make local products</li> <li>• discuss the importance of using local materials</li> <li>• use local materials to create a product demonstrate basic skills and equipment, such as basic stitches, woodwork</li> <li>• use appropriate tools and equipment</li> <li>• use appropriate methods of working with metal and wood to create a product</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify a need or an issue affecting individuals or the community and suggest possible ways to meet the need or issue</li> <li>• identify a product and apply knowledge and skills to create, adapt or modify a similar product</li> <li>• identify resources, make an action plan and implement it</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• analyse the characteristics of a range of materials and select the most appropriate for a specific purpose</li> <li>• identify possible ways to reuse and recycle materials to produce a product</li> <li>• evaluate and improve processes or techniques used in creating a local product</li> <li>• identify and develop a product to meet customer's need</li> <li>• produce objects to meet functional and aesthetic requirements</li> </ul>

## Strand: COMMUNITY DEVELOPMENT

Sub-strand	Grade 6	Grade 7	Grade 8
Knowing Communities	<p><b>6.3.1</b> Identify the common features of the local community and make suggestions as to how these may influence or benefit community life</p>	<p><b>7.3.1</b> Reflect upon personal strengths and capabilities and consider how they might use these to contribute in a positive way within the community</p>	<p><b>8.3.1</b> Apply an understanding of the local community to develop and undertake a cooperative plan that provides economic and social opportunities and benefits for their community</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• work with members of the community to identify common features of the community</li> <li>• discuss with community members how the community has changed over time</li> <li>• develop simple maps to represent physical features of the community including natural, human and built resources</li> <li>• discuss how the features may affect daily life</li> <li>• make suggestions on the types of improvements that could be made to the community</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• make a list of what they know and can do relevant to community development</li> <li>• identify and reflect upon their own strengths and weaknesses</li> <li>• develop a personal profile of another student in the class and emphasise their positive attributes</li> <li>• observe community activities to assist them in identifying how they might contribute to community life</li> <li>• approach the community to provide assistance where a need has been identified</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify and evaluate possible economic and social opportunities for the community</li> <li>• conduct a survey to establish what resources may be available locally, internationally</li> <li>• initiate a plan and collaborate with appropriate members of the community to gather their views</li> <li>• identify local or global issues and seek external financial assistance for solutions</li> <li>• work cooperatively with the community to implement a plan of action</li> <li>• approach community members to assist in reflecting upon the constraints and successes of the project and make suggestions for improvement</li> </ul>

Sub-strand	Grade 6	Grade 7	Grade 8
Communication	<p><b>6.3.2 Investigate and practice practical skills of effective communication</b></p>	<p><b>7.3.2 Identify and establish network partners within the wider community to promote more effective access to information</b></p>	<p><b>8.3.2 Apply effective communication skills and mediums to facilitate awareness of an issue of concern to the community</b></p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify aspects of effective communication</li> <li>• consolidate skills of reading, writing, listening, collecting data and basic computer skills</li> <li>• participate in role plays, public speaking, debates, interviewing, writing</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify relevant and useful resource people</li> <li>• explain a range of strategies for developing networks</li> <li>• engage in discussions using persuasive language</li> <li>• identify needs within the community and select the most appropriate information and ways to access this</li> <li>• explain and demonstrate effective communication skills</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• identify and use a range of communication media most appropriate for the identified issue</li> <li>• identify an issue of concern and plan and facilitate an awareness campaign</li> </ul>

Grade 7		Grade 8	
Community Projects	<p><b>6.3.3</b> Participate in projects to meet identified needs and opportunities for improvement within the school</p>	<p><b>7.3.3</b> Initiate and plan cooperative projects that encourage community and school participation</p>	<p><b>8.3.3</b> Plan and undertake an enterprising project to enable them to make a living</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• describe personal attributes for effective participation</li> <li>• observe physical, economic and environmental aspects of the school and community to identify needs and opportunities</li> <li>• devise a range of strategies and actions to meet needs and opportunities</li> <li>• actively participate in a project</li> <li>• self and peer assess the project in terms of participation and benefits</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• develop a class list of effective cooperative skills</li> <li>• suggest ways in which individuals can contribute at school and in the community</li> <li>• brainstorm possible cooperative projects</li> <li>• develop an action plan involving school and community members</li> <li>• consider possible means of support for the project: financial and human resources</li> <li>• work cooperatively with the community to implement the plan</li> <li>• monitor and evaluate the progress of a project</li> </ul>	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> <li>• engage in brainstorming</li> <li>• consider the possibilities of long and short term projects</li> <li>• consider the viability and sustainability of a project</li> <li>• list associated costs, resources and projected income</li> <li>• identify possible sources of funding to establish and support the project</li> <li>• outline possible marketing strategies</li> <li>• predict possible constraints and suggest ways to overcome these</li> <li>• develop a management plan to monitor and evaluate the project</li> </ul>

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