Personal Development

Upper primary
Syllabus 2003

Section 1

Curriculum Information

Papua New Guinea
Department of Education

Acknowledgements

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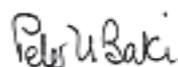
Students' language abilities already gained in their home environments and during the previous years of schooling must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding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

The Upper Primary Personal Development Syllabus is based on the Curriculum Principles of Our Way of Life and Integral Human Development that focus on healthy living, an active lifestyle, pride in our culture, lifestyle and values, the importance of relationships, and living and working together harmoniously. Students will play an informed role in both individual and community actions that will foster physical, social, emotional, mental and spiritual wellbeing.

This syllabus addresses a wide range of personal, social and community health issues such as reproductive health, growth in population, nutrition, physical activity, safety, HIV and AIDS, drugs and alcohol, the abuse of freedom and rights and peer pressure. Topics of this nature are important issues facing our society today.

Consultation and cooperation between school, home and community will ensure the topics are addressed in a way that supports the role of parents and is sensitive to the values, attitudes, beliefs and practices of the community. All students, both female and male, should be encouraged to participate in all activities to enable them to reach their full potential in all aspects of their lives, and to realise the importance of being a respected, responsible citizen.

I commend and approve this syllabus as the official curriculum for Personal Development 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 Personal Development. 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 monitor student learning,
- help teachers plan their future teaching programs.

Personal Development draws together a number of previously separate subjects such as health and physical education and elements of community life, home economics, basic technology and elements of guidance into one comprehensive course.

The course provides opportunities for students to practise the necessary skills to make informed and responsible decisions about their well-being and the well-being of their society.

The Years 6 - 8 Personal Development syllabus forms part of a continuum of learning across all levels of schooling. Concepts that reflect the curriculum principles underpinning Our Way of Life and Integral Human Development are addressed along the continuum. The learning outcomes describe the progression of learning in the Personal Development area that students will typically follow over their years of schooling.

Personal Development is to be timetabled for 240 minutes per week in all Upper Primary schools.

Rationale

At Upper Primary, students are at different stages of development. While they continue to witness and experience the many social problems and issues faced today, they are also daily challenged by changes that are occurring in their physical, social and emotional development, as well as the changes that are occurring in society.

They are becoming increasingly aware of their sexuality, and the changes associated with puberty. Individuals and the community have different expectations and responsibilities associated with these changes.

Students at this stage are interested in different types of relationships: with friends, family, social, cultural and sporting groups and the attitudes, values and behaviours of their peers increasingly influence them.

Students will be confronted with decisions about issues associated with their health such as what they eat, the environment, what physical activity they undertake, how to prevent illness and disease, and the pressures associated with the use of drugs and alcohol.

It is important that students appreciate and value their own culture and respect the culture of others. They are reaching a stage where they will have to make decisions about their behaviour based on their cultural beliefs, values, and moral and ethical reasoning. Students must understand and respect the values associated with family, community and national rules and laws, and work to uphold those laws to ensure freedom from violence and abuse in Papua New Guinean society.

The learning experiences in this syllabus will assist students to become competent in making informed decisions about their lifestyle. It also equips them with skills and understanding to contribute to the health and well-being of their family and community and to the future of Papua New Guinea. In addressing these issues, the Personal Development syllabus will contribute to the goals of the National Curriculum and will complement the studies in each of the other subjects.

Rationale

Curriculum Principles

Curriculum Principles identify, describe and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant cultural, social and educational values and beliefs. The Curriculum Principles assist in identifying of knowledge, skills, processes and values explicitly stated in the Outcomes, Indicators and Content Overview of the syllabus.

The Personal Development principles should guide teachers in what they teach, how they teach and how students learn and apply their learning.

Our Way of Life

Cultural relevance

Personal Development acknowledges the traditional and religious taboos in some societies concerning the discussion of issues on spirituality, intimate relationships, sexuality, and sensitive issues such as family planning, reproductive health, sexually transmitted illnesses and HIV and AIDS. Discussion of these issues in some societies may be taboo. Respect for these taboos is essential and will influence the ways in which these issues are addressed as part of the Personal Development program.

Bilingual education

Although English will be used as the main language of instruction, students should be provided with opportunities to use their vernacular to communicate orally or in writing in real life problem-solving and decision-making situations to make learning more meaningful. Personal Development learning experiences recognise and support the diverse languages spoken in Papua New Guinea.

Multiculturalism

It is important for the curriculum to look at people's customs within a cultural context. The Personal Development subject should encourage students to recognise that people living in groups adapt to their surroundings and to one another by means of a culture they learned while growing up.

The students learn to appreciate and value other peoples' cultures even though they present them differently, and to appreciate that customs and traditions affect both the expectations and reactions of people.

Personal Development encourages students to make decisions about their behaviour based on the knowledge and values they hold to be important, because they form the basis of beliefs, attitudes and moral and ethical living.

Integral Human Development

The right to healthy living

Personal Development provides opportunities for students to know how to interact with each other and develop physically, mentally and socially to their fullest potential in order to live productively in Papua New Guinean society.

Personal Development addresses health issues that are important for people in Papua New Guinea and helps students develop skills to promote their own health and the health of their community. They also learn about health care practices to prevent or reduce the risk of illness and disease. The students will also develop appreciation and enjoyment of skills in various activities.

Taking part in physical activity such as games and sports and dance and fitness activities is an important part of Personal Development, and contributes to healthy living. These activities should be part of experiences for students of all abilities.

Nation building and citizenship

The Papua New Guinea Constitution gives its citizens rights, freedom and responsibilities, and also provides rules and laws to protect these rights and freedom. Personal Development reflects the Constitution and emphasises the rules and laws of families, communities and the Nation, as well as the duties and obligations each citizen has in relation to these laws. Students are encouraged to treat each other equally and fairly regardless of race, place of origin, beliefs, religion and sex.

Catering for diversity

The approaches used in Personal Development lessons should reflect a balance of gender roles and responsibilities. It is important to provide fair and equal access to resources, participation and teaching time to promote gender equity for girls and boys.

Teachers are responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both girls and boys, and all students should have equal access to the knowledge and skills that schools provide. Teachers are encouraged to have equal expectations of girls and boys and to treat them equally.

Teaching and Learning

In Primary schools, generalist teachers often prefer to use an integrated approach to teaching and learning. The teacher creates a program that is meaningful, appropriate, engaging and motivating to the students. The use of learning outcomes provides opportunities to integrate the curriculum.

Teachers should map out the learning outcomes for those parts of the syllabus that they are intending to teach in the coming term or year. Where there is more than one teacher across a grade, this should be done as a small team.

Teachers in the school with leadership responsibilities should be invited to attend and support this planning process. While carrying out this process, links between learning outcomes for different subjects should be noted, as there is scope for combining and using these outcomes in an integrated approach to teaching.

For example, a Language learning outcome might refer to the use of questionnaires and holding discussions with community members and a Making a Living learning outcome may also do this. In this way evidence of the achievement of these outcomes can be provided in more than one subject.

Inclusive Curriculum

Curriculum options in Personal Development should be broad enough for students to have equal opportunities to reach their maximum potential. All learners should have equitable access to and participation in all aspects of the teaching and learning process, regardless of location, gender, ethnicity, ability, disability and socioeconomic circumstances.

Relevance

The Personal Development Syllabus helps prepare students for productive community living. Personal Development provides students with opportunities to make connections between their linguistic, cultural, everyday knowledge and experience and the knowledge and skills being developed in the classroom. Students' background knowledge may come from a number of sources: community knowledge, local knowledge and personal experience. This should be recognised as important by teachers in planning programs and learning experiences.

Student-centred Learning

Students of Personal Development should be given opportunities to work independently, in small and large groups, in formal lessons, in self-selected activities and informal learning contexts. Personal Development provides unique opportunities for direct experiences in developed and natural environments. This use of a variety of environments increases opportunities for interacting with others. Activities should encourage spontaneity and a flexible approach to accepting the changes and challenges in constantly changing environments.

This student-centred approach acknowledges that student's needs influence their learning, and learning approaches should respond to the similarities and differences in student's characteristics. Students need to be actively involved in the learning process and, as students will learn when they are enjoying themselves and when they are interested, teachers should build on these strong motivational sources of learning.

Integration

School programs will be developed around learning outcomes in the Personal Development syllabus, and there are many opportunities to teach Personal Development in an integrated way, linking with outcomes from other subjects.

The integration of various aspects of the curriculum provides students with an understanding of the way in which aspects of their world are linked.

Personal Development teaching strategies

The nature of Personal Development will demand teachers and students use teaching strategies that will enable students to develop the ability to communicate, make decisions or solve problems. If students are to become self-directing, teachers need to adapt the role of a facilitator and provide challenging lessons that involve the students as active learners.

The selection of content and teaching strategies will influence the success of teachers in enhancing the desired development of students. Therefore the following Personal Development strategies will support the achievement of outcomes.

Gathering information involves:

- research, finding information from a variety of sources, such as books, journals, radio, television, internet, resource personnel,
- using questionnaires, surveys and interviews,
- organising and categorising the information gathered,
- directly observing behaviour or performance,
- investigating by doing.

Analysis and processing includes:

- examining, explaining, reasoning or suggesting solutions to arguments,
- making judgments,
- interpreting information through a process of critical evaluation,
- assessing the relevance of information,
- applying problem-solving and decision-making skills,
- identifying and clarifying values, deciding what to believe,
- considering options.

Planning and action includes:

- defining outcomes and consequences,
- discussing options and outcomes,
- setting goals,
- developing strategies for achieving goals,
- cooperating in a group task,
- engaging in community action,
- creating solutions.

Aims

Students develop:

- self esteem and social and physical well-being,
- the motivation to become part of a moving force for social change that improves the quality of life,
- body movement skills and physical fitness,
- an ability and commitment to make and act upon informed and responsible health decisions,
- the willingness to participate and to cooperate as part of a team in community activities,
- problem-solving and decision-making skills at appropriate levels,
- a commitment to live useful and productive lives,
- a spirit of enjoyment, appreciation and tolerance of their own and other cultures,
- a sense of personal worth through healthy mental, physical and spiritual growth,
- moral values and standards of personal conduct based on integrity, respect and consideration for others.

Aims

Content Overview

The content for this syllabus is organised into five Strands, each with two, three, four or five Sub-strands. A Strand such as Relationships 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.

Personal Development is organised into the following Strands:

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

Relationships has four Sub-strands: Interactions in Relationships and Groups, Cultural and Personal Identity, Changing Roles and Responsibilities and Managing Relationships.

Movement and Physical Activity has five Sub-strands: Movement Skills, Fitness for Health, Safety, Leisure and Recreation and Roles and Responsibilities.

Our Culture, Lifestyle and Values has two Sub-strands: Lifestyle and Changes and Culture and Values.

Health of Individuals and Populations has five Sub-strands: Growth and Development, Nutrition, Personal Health and Safety, Community Health and Use of Drugs and medicines.

Living and Working Together has four Sub-strands: Good and Fair Leaders, Respecting Rights and Freedom, Making Choices and Rule of Law.

Relationships

This strand focuses on:

- interactions within various relationships and groups and the elements associated with them in the context of family, peer, community or marriage relationships,

- the development of cultural and personal identity and how to maintain identity with the use of good communication skills such as negotiation, conflict resolution, decision making and the development of positive self esteem,

- changing roles and responsibilities, expectations and relationships as people grow in different environments, such as kinship and community environments, school and work cultures,

- the way gender, culture, ethnic beliefs and values and sexuality shape our identity and relationships,

- how people relate to each other and manage transitional stages in their development, especially at adolescence,

- skills to deal effectively with harassment, bullying, uncooperative behaviour and pressures from peers.

Movement and Physical Activity

This strand focuses on:

- movement skills and patterns with coordinated actions of the body in different environments and activities,

- fitness and its influence on health and performance, including cultural images of body shape, and community and social expectations about fitness,

- the role of safe practices and a safe environment in participation in physical activities,

- leisure and recreational activities as avenues to develop and maintain relationships as well as keep fit and healthy,

- roles and responsibilities in participating in physical activities and in planning, coordinating, implementing or promoting various physical activities,

- opportunities to participate in a range of physical activities for students of all abilities.

Our Culture, Lifestyle and Values

This strand focuses on:

- our culture with diverse customs, cultural celebrations and the roles and responsibilities which a member of a society is expected to understand and practise,

- changing lifestyles based on cultural, environmental and economic changes,

- the impact of lifestyle changes on diet, attitudes and behaviour, and the choices and decisions made by individuals,

- the values and beliefs expressed through different symbols, rituals, cultural and religious practices and the influences of those beliefs and values on the lives of people,

- respect for and acceptance of other cultures,

- the opportunities and choices available to contribute to a healthy lifestyle.

Health of Individuals and Populations

This strand focuses on:

- the health needs of people at different stages of growth and development, and the physical, social and emotional influences on growth and development,

- understanding sexuality and sexual health, the structure and function of the reproductive systems, and the physical, social and emotional changes and concerns that characterise puberty,

- the behaviours, roles and responsibilities associated with sexuality and with changing personal, social and cultural views on sexuality,

- food choices to meet nutritional needs, to promote health and prevent illness and diseases, and the planning and preparation of food and meals using safe and hygienic food preparation methods including the influences of changes in the environment on food choices, diet and health,

- ways of responding to situations that are challenging, unsafe or risky, including issues of personal safety, the environment, communicable and non-communicable diseases, drug use, the risk of HIV and AIDS and sexually transmitted illnesses,

- access to community health services such as health clinics, immunisation programs, pregnancy information, dental services, as well as to clean water and sanitation,

- the beneficial and harmful effects of drug use, and the concerns associated with tobacco, alcohol and drug use.

Living and Working Together

This strand focuses on:

- making choices as a member of a family and a community and how each person's choices contribute to personal, family and community life,

- how individuals make choices for their benefit and the benefit of the community,

- the influences over choices and how to overcome negative influences,

- the process of making decisions by looking at options and the consequences of the decisions on individuals and communities,

- participating in resolving issues and making decisions as part of a collaborative process,

- the special characteristics, skills, qualities and concerns for others that people expect of good and fair leaders,

- the roles and responsibilities of leaders as role models in the society,

- familiar rules and laws of families and communities and the role, functions and purposes of laws in our society,

- how rules and laws are regulated and controlled, and what effects and benefits they have on the lives of people,

- the duties and obligations individuals have in relation to the laws created by society,

- respecting the rights and freedom of individuals and the choices and decisions they make,

- an understanding of what happens if the rights of people are violated or abused,

- good citizenship and the expectation that individuals will respect and exercise their rights and freedom, and not harm, disturb and violate other peoples' rights and freedom,

- the importance and value of the right of all people to freedom of expression, movement and lifestyle,

- the acts, respect, values, rights and freedom that are involved in the resolution of conflicts in our societies.

Living and Working Together

Table of Strands and Sub-strands for Personal
Development

Strand	Grade 6	Grade 7	Grade 8
Relationships	• interactions in relationships and groups • cultural and personal identity • changing roles and responsibilities • managing relationships	• interactions in relationships and groups • cultural and personal identity • changing roles and responsibilities • managing relationships	• interactions in relationships and groups • cultural and personal identity • changing roles and responsibilities • managing relationships
Movement and Physical Activity	• movement skills • fitness for health • safety • leisure and recreation • roles and responsibilities	• movement skills • fitness for health • safety • leisure and recreation • roles and responsibilities	• movement skills • fitness for health • safety • leisure and recreation • roles and responsibilities
Our Culture, Lifestyle and Values	• culture and values • lifestyle and changes	• culture and values • lifestyle and changes	• culture and values • lifestyle and changes
Health of Individuals and Populations	• growth and development • nutrition • personal health and safety • community health • use of drugs	• growth and development • nutrition • personal health and safety • community health • use of drugs	• growth and development • nutrition • personal health and safety • community health • use of drugs
Living and Working Together	• good and fair leaders • respecting rights and freedom • making choices • rule of law	• good and fair leaders • respecting rights and freedom • making choices • rule of law	• good and fair leaders • respecting rights and freedom • making choices • rule of law

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 Personal Development

Teachers of Personal Development can use assessment information to monitor student progress, to make decisions about student needs and to guide the planning of school and class curriculum programs.

A variety of strategies should be used to gather information about students' performance. These could include demonstrations in a range of forms: written, oral or practical.

Written: short answers, research projects, action plans, logbooks, journal entries, pictures or drawings, poster, concept maps, brochures.

Oral: presentation of data, class discussion, small group/team discussion, debates, interviews, role-plays, recorded narration, peer tutoring.

Practical: observation of performance in games, sports and other physical activities, skill drills, peer tutoring, role-plays, group performances, creation of movement sequences.

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

Reporting

Teachers must keep accurate records of students' achievement of the learning outcomes and report these achievements in fair and accurate ways to parents/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.

Personal Development

Upper primary

Syllabus 2003

Section 2

Learning outcomes

and indicators

Papua New Guinea
Department of Education

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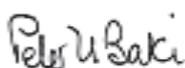
Students' language abilities already gained in their home environments and during the previous years of schooling must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding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

The Upper Primary Personal Development Syllabus is based on the Curriculum Principles of Our Way of Life and Integral Human Development that focus on healthy living, an active lifestyle, pride in our culture, lifestyle and values, the importance of relationships, and living and working together harmoniously. Students will play an informed role in both individual and community actions that will foster physical, social, emotional, mental and spiritual wellbeing.

This syllabus addresses a wide range of personal, social and community health issues such as reproductive health, growth in population, nutrition, physical activity, safety, HIV and AIDS, drugs and alcohol, the abuse of freedom and rights and peer pressure. Topics of this nature are important issues facing our society today.

Consultation and cooperation between school, home and community will ensure the topics are addressed in a way that supports the role of parents and is sensitive to the values, attitudes, beliefs and practices of the community. All students, both female and male, should be encouraged to participate in all activities to enable them to reach their full potential in all aspects of their lives, and to realise the importance of being a respected, responsible citizen.

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

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
Relationships	**6.1.1** Identify groups to which they belong such as family, friends and tribes	**7.1.1** Describe different types of families and the roles of family members	**8.1.1** Describe standards of behaviour that are important to their community and to families and groups
	6.1.2 Identify different types of relationships and how people interact with each other	**7.1.2** Develop codes of behaviour appropriate for different relationships and groups	**8.1.2** Examine the rights of individuals in different forms of relationships
	6.1.3 Describe themselves through images	**7.1.3** Describe differences between people and their similarities	**8.1.3** Explain how different ways of describing people influence how people value and treat themselves and others
	6.1.4 Describe changing roles and responsibilities in families as they grow	**7.1.4** Outline how taking on different roles affects relationships, attitudes and behaviour	**8.1.4** Outline their current roles and consider how positive role models can affect how they carry out these roles
	6.1.5 Demonstrate sharing and cooperative skills	**7.1.5** Demonstrate skills needed to maintain effective relationships	**8.1.5** Describe ways in which relationships form, develop, adapt and end

Strand	Grade 6	Grade 7	Grade 8
Movement Physical Activity	**6.2.1** Demonstrate movement skills and sequences in a range of physical activities: games, sports and dance	**7.2.1** Link a series of locomotor and non-locomotor skills using equipment in games and sports	**8.2.1** Implement strategies in games, using and adapting a range of locomotor skills
	6.2.2 Design movement sequences to allow for differences in ability	**7.2.2** Perform movement skills that demonstrate body control	**8.2.2** Provide feedback on the performance of oneself and others based on movement control and improve performance in a game
	6.2.3 Describe what it means to be fit and demonstrate activities that promote health related fitness	**7.2.3** Participate in a variety of physical activities that contribute to the development of particular components of fitness	**8.2.3** Design a personal fitness program
	6.2.4 Identify rules and demonstrate safety procedures in play and games	**7.2.4** Develop procedures for dealing with unsafe or emergency situations	**8.2.4** Demonstrate behaviour that influences personal safety and the safety of others in games and play
	6.2.5 Describe what is meant by leisure and recreation and take part in a variety of relevant leisure and recreational activities	**7.2.5** Plan strategies to promote participation in recreational and leisure activities	**8.2.5** Describe how people and facilities influence the choice of recreation, sporting and leisure activities
	6.2.6 Identify responsibilities attached to different roles in games and sport	**7.2.6** Describe how taking on various roles affects attitudes, relationships and behaviour	**8.2.6** Develop effective ways of communicating and cooperating in team games

Strand	Grade 6	Grade 7	Grade 8
Our Culture, Lifestyle and Values	**6.3.1** Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life	**7.3.1** Discuss what can be done to maintain cultural practices valued by the community	**8.3.1** Consider how traditional cultures and customs contribute to a national identity
	6.3.2 Outline the effects of changes in community lifestyles over a period of time	**7.3.2** Explore changes in physical and economic environments and how they affect their lifestyle	**8.3.2** Compare a range of lifestyles and outline elements of a lifestyle they would prefer in the future
Health of Individuals and Populations	**6.4.1** Describe the stages in growth and development and the health needs at various stages	**7.4.1** Explore the functions of different systems and parts of the body	**8.4.1** Identify and describe behaviour that promotes growth and development, taking into account heredity and environment
	6.4.2 Explore influences of inherited characteristics and environmental factors on growth and development	**7.4.2** Describe physical, social and emotional changes in both boys and girls during puberty	**8.4.2** Outline issues arising from differences in rates of growth and development and how individuals manage the changes
	6.4.3 Investigate various sources of information about sexual development	**7.4.3** Identify situations and behaviours relating to the human body and how these behaviours promote or lessen respect for individuals and groups	**8.4.3** Identify different cultural beliefs and values about sexuality
	6.4.4 Explain how choosing and eating healthy food promotes health	**7.4.4** Explain why groups and individuals in the same community may have different eating and meal patterns	**8.4.4** Discuss some social, physiological, cultural and environmental reasons for people's food choices

Strand	Grade 6	Grade 7	Grade 8
Health of Individuals and Populations	**6.4.5** Plan and prepare a meal using safe and hygienic methods of food preparation	**7.4.5** Plan meals to meet nutritional needs using locally available food	**8.4.5** Plan, develop and implement strategies to address a nutrition-related issue in the school
	6.4.6 Describe personal hygiene practices and how they promote personal health	**7.4.6** Develop a personal health plan based on a personal health goal	**8.4.6** Outline health issues that are of concern to young people
	6.4.7 Investigate how illnesses are spread and how they can protect themselves from illness and disease	**7.4.7** Propose ways of responding to situations that threaten personal health and safety	**8.4.7** Discuss safe sexual behaviours and sexual responsibilities
	6.4.8 Identify potentially hazardous situations at school, home and the community	**7.4.8** Describe behaviours that affect personal and community safety	**8.4.8** Develop strategies to respond to unsafe or risky situations
	6.4.9 Describe ways in which the community promotes the health of the community and individuals	**7.4.9** Describe basic concepts and methods of health promotion and illness prevention in the community	**8.4.9** Identify a community health concern and propose actions to respond to that concern
	6.4.10 Identify the health services available to various groups in the community	**7.4.10** Investigate how the environment is being changed by human behaviour and development and the effect of these changes on health	**8.4.10** Describe the effects of family size and growing communities on the provision of health services and community facilities

Strand	Grade 6	Grade 7	Grade 8
Health of Individuals and Populations	**6.4.11** Describe the beneficial and harmful effects of drugs on health	**7.4.11** Describe decisions people make about drug use and the result of these decisions on the community and individuals	**8.4.11** Evaluate the effects of drug use on the community
	6.4.12 Identify reasons people use drugs	**7.4.12** Propose ways of responding to pressures to use harmful substances	**8.4.12** Describe the programs offered by support agencies and counselling programs in the community
Living and Working Together	**6.5.1** Outline what it means to be a positive member of a family, clan or community	**7.5.1** Describe how participating in community service helps the whole community	**8.5.1** Describe choices people make when taking part in community life
	6.5.2 Describe the process of making decisions	**7.5.2** Outline the positive and negative results of making choices	**8.5.2** Make decisions about school and classroom issues
	6.5.3 Describe the qualities of a good and fair leader	**7.5.3** Explain the roles and responsibilities of leaders in a community	**8.5.3** Analyse the processes of choosing a good and fair leader
	6.5.4 Describe familiar rules and laws of the community, families and schools	**7.5.4** Explain the purpose and benefits of laws in our society	**8.5.4** Describe what duties and obligations members of the community have in upholding society's laws
	6.5.5 Describe community standards of behaviour that support rights and freedom	**7.5.5** Explain what could happen if the rights and freedom of people are violated or abused	**8.5.5** Debate the importance and value of the right of all people to freedom of expression, movement and lifestyle

Learning outcomes and indicators

Strand: RELATIONSHIPS

Sub-strand	Grade 6	Grade 7	Grade 8
Interactions in Relationships and Groups	**6.1.1** Identify groups to which they belong such as family, friends and tribes	**7.1.1** Describe different types of families and the roles of family members	**8.1.1** Describe standards of behaviour that are important to their community and to families and groups to which they belong
Indicators 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'.	Students will be achieving this outcome when they, for example • list the groups to which they belong, such as family, school, community • identify how personal achievements are recognised in different communities and groups	Students will be achieving this outcome when they, for example • discuss different types of families • identify the roles and responsibilities of different members of the family • discuss how decisions are made in different families	Students will be achieving this outcome when they, for example • explain why there are rules about behaviour and why these are different for different groups • discuss how cultural and personal values and beliefs influence relationships

Sub-strand	Grade 6	Grade 7	Grade 8
Interactions in Relationships and Groups	**6.1.2** Identify different types of relationships and how people interact with each other	**7.1.2** Develop codes of behaviour appropriate for different relationships and groups	**8.1.2** Examine the rights of individuals in different forms of relationships
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• list a range of different types of relationships, such as friend, son, daughter, brother, sister, mother, father, husband. wife, classmate • identify the contribution of individuals to teamwork	• develop rules of acceptable behaviour in the classroom and playground • describe behaviours that will enhance relationships	• describe how behaviour such as aggression, assertiveness and being passive affect relationships • explore how power or lack of power in relationships affects self esteem

Sub-strand	Grade 6	Grade 7	Grade 8
Cultural and Personal Identity	**6.1.3** Describe themselves through images	**7.1.3** Describe differences between people and their similarities	**8.1.3** Explain how different ways of describing people influence how people value and treat themselves and others
Indicators	Students will be achieving this outcome when they, for example • identify themselves using personal names, family names and characteristics • describe their feelings when people refer to their physical appearance, gender, language or personality	Students will be achieving this outcome when they, for example • describe how individuals and groups share characteristics and are also unique • analyse how individuals and groups share values about family, work, education and family living	Students will be achieving this outcome when they, for example • examine physical, social and cultural factors affecting feelings of self worth • discuss how stereotypes and discrimination affect a person's sense of identity and relationships • identify examples of assumptions and value judgments that describe individuals and groups and how they influence how people are treated

Sub-strand	Grade 6	Grade 7	Grade 8
Changing Roles and Responsibilities	**6.1.4** Describe changing roles and responsibilities in families as they grow	**7.1.4** Outline how taking on different roles affects relationships, attitudes and behaviour	**8.1.4** Outline their current roles and consider how positive role models can affect how they carry out these role
Indicators	Students will be achieving this outcome when they, for example • list roles of each member of the family • identify different roles in games and sports • describe roles of community members or members of the tribe	Students will be achieving this outcome when they, for example • plan and develop effective ways of working with peers in roles such as leader, team member, coach • identify changes in their own and others' behaviour when undertaking different roles	Students will be achieving this outcome when they, for example • list their current roles, such as leader, captain, team member, family member • list the characteristics of their role models • analyse the characteristics necessary for their current roles • choose how they would like to behave or present themselves as role models

Sub-strand	Grade 6	Grade 7	Grade 8
Managing Relationships	**6.1.5** Demonstrate sharing and cooperative skills	**7.1.5** Demonstrate skills needed to maintain effective relationships	**8.1.5** Describe ways in which relationships form, develop, adapt and end
Indicators	Students will be achieving this outcome when they, for example • identify behaviour that affects relationships, such as not sharing or uncooperative behaviour • develop strategies for including new members of a class or group into a group or team	Students will be achieving this outcome when they, for example • demonstrate effective ways of dealing with anger and frustration • develop ways of dealing with harassment and bullying	Students will be achieving this outcome when they, for example • list characteristics of a good relationship or friendship • discuss and identify ways to adjust to changes in friendships and relationships • discuss strategies to deal with ending of relationships, such as losing a friend, moving to a different location, dealing with grief

Strand: MOVEMENT AND PHYSICAL ACTIVITY

Sub-strand	Grade 6	Grade 7	Grade 8
Movement Skills	**6.2.1** Demonstrate movement skills and sequences in a range of physical activities: games, sports and dance	**7.2.1** Link a series of locomotor and non-locomotor skills using equipment in games and sports	**8.2.1** Implement strategies in games, using and adapting a range of locomotor skills
Indicators	Students will be achieving this outcome when they, for example • use equipment to play a modified game • respond to rhythm and beat to perform a dance • perform a sequence of movement skills in a circuit using locomotor and non-locomotor skills such as jumping, balancing, hopping, rolling	Students will be achieving this outcome when they, for example • combine a series of skills such as running, jumping and throwing in a game • make up new games • play games with modified rules, using equipment to include students with disabilities • demonstrate communication skills, cooperation and attention to rules	Students will be achieving this outcome when they, for example • develop tactics to apply in a competition such as sports or athletics • apply simple concepts or ideas of attack and defence in games • adapt their throwing action to cater for the size and type of equipment, such as different balls, to improve distance, speed and accuracy

Sub-strand	Grade 6	Grade 7	Grade 8
Movement Skill**s**	**6.2.2** Design movement sequences to allow for differences in ability	**7.2.2** Perform movement skills that demonstrate body control	**8.2.2** Provide feedback on the performance of oneself and others based on movement control and improve performance in a game
Indicators	Students will be achieving this outcome when they, for example • participate in partner activities to practise different movement skills • demonstrate rhythmic movement in response to music • develop movement sequences for students who are in a wheelchair, hearing impaired or have a chronic illness such as arthritis	Students will be achieving this outcome when they, for example • combine a sequence of locomotor and non-locomotor skills to demonstrate coordination, flow and timing • practise movement skill in sequences in games and other physical activities to improve body control • describe feelings of control by changing direction, speed, force and flow	Students will be achieving this outcome when they, for example • take part in a range of motor skills with control and coordination • complete a checklist to provide feedback on the performance of self and others based on movement control • practise different movement patterns modify actions of the body and use these skills to improve their performance in a game

Sub-strand	Grade 6	Grade 7	Grade 8
Fitness for Health	**6.2.3** Describe what it means to be fit and demonstrate activities that promote health related fitness	**7.2.3** Participate in a variety of physical activities that contribute to the development of particular components of fitness	**8.2.3** Design a personal fitness program
Indicators	Students will be achieving this outcome when they, for example • identify the components of health-related fitness, such as flexibility, aerobic endurance, muscular strength and endurance • participate in activities that promote the components of fitness, such as circuit fitness activity	Students will be achieving this outcome when they, for example • describe how they feel and what changes have occurred to their body after vigorous activity • identify fitness requirements for taking part in selected physical activities • compare different activities people do to stay fit and reasons for choosing them • describe ways of caring for the body when sitting, standing, walking and lifting objects • participate and perform in fitness activities or programs	Students will be achieving this outcome when they, for example • analyse their own and others' beliefs about fitness • discuss the different concepts and reasons for fitness held by themselves and others • examine media images that promote fitness and consider the impact of the media on people's view of 'the ideal body' • select the personal fitness components they wish to promote and make plans to achieve this personal goal

Sub-strand	Grade 6	Grade 7	Grade 8
Safety	**6.2.4** Identify rules and demonstrate safety procedures in play and games	**7.2.4** Develop procedures for dealing with unsafe or emergency situations	**8.2.4** Demonstrate behaviour that influences personal safety and the safety of others in games and play
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• identify risks and hazards in a playing environment • make up their own safety rules for play and games • develop a class code of behaviour for games and sports to promote safety • practise basic first aid skills • suggest ways to seek assistance and identify whom to go to for help	• discuss and practise appropriate skills to reduce or prevent accidents, such as following rules for games • identify a risk or hazard in the school environment and recommend an action to improve safety • discuss pressures and influences on individuals to take risks and prepare responses to these pressure • make up individual plans on how to assist somebody in danger	• assess the type of risk associated with an activity or situation by finding out the relevant facts and telling others • talk about how behaviour and attitudes during physical activity can have implications for safety • develop codes of behaviour to ensure safe practices in physical activities

Sub-strand	Grade 6	Grade 7	Grade 8
Leisure and Recreation	**6.2.5** Describe what is meant by leisure and recreation and take part in a variety of relevant leisure and recreational activities	**7.2.5** Plan different strategies to promote participation in recreational and leisure activities	**8.2.5** Describe how people and facilities influence the choice of recreation, sporting and leisure activities
Indicators	Students will be achieving this outcome when they, for example • research what leisure and recreation activities are available in the community • choose the activities they want to participate in • list passive and active activities	Students will be achieving this outcome when they, for example • plan and implement the promotion of an activity for a selected group, such as students with disabilities, young students • discuss reasons women and girls are excluded from many forms of physical activity and propose ways to improve their access • select recreational activities in the local area and discuss times to participate in those recreational activities	Students will be achieving this outcome when they, for example • compare the participation of females and males in recreational activities • discuss how to encourage more girls to participate in physical activities • survey local community groups to identify their recreation and leisure needs • gather and compare different community requirements for participation in recreational and leisure activities

Sub-strand	Grade 6	Grade 7	Grade 8
Roles and Responsibilities	**6.2.6** Identify responsibilities attached to different roles in games and sport	**7.2.6** Describe how taking on various roles affects attitudes, relationships and behaviour	**8.2.6** Develop effective ways of communicating and cooperating in team games
Indicators	Students will be achieving this outcome when they, for example • identify different roles in a game or sport • participate in competitive and non-competitive activities as referee, timekeeper, organiser and compare their roles • develop appropriate behaviour for different roles • compare the relationship of the roles of a player and coach, captain and team, supporter and player	Students will be achieving this outcome when they, for example • undertake different roles and describe their behaviour in each role • observe others' behaviour in different roles • explain changes in their own and others' behaviour and attitudes in different roles	Students will be achieving this outcome when they, for example • select and play a game with rules and procedures • practise skills of negotiation and conflict resolution in resolving problems and issues of communication • develop strategies to include people of different abilities in team games

Strand: OUR CULTURE, LIFESTYLE AND VALUES

Sub-strand	Grade 6	Grade 7	Grade 8
Culture and values	**6.3.1** Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life	**7.3.1** Discuss what can be done to maintain cultural practices valued by the community	**8.3.1** Consider how traditional cultures and customs contribute to a national identity
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• discuss their own customs and traditions and compare them with others • outline positive and negative influences other cultures have on their own cultures • identify the purpose of symbols • identify symbols for different cultural or ethnic groups • discuss how these symbols can or cannot be used and why	• identify appropriate behaviour associated with different cultural celebrations and symbols • discuss about the beliefs meaning and values of different celebrations • participate in rituals and celebrations associated with different cultural groups	• identify those customs, beliefs, morals and ethics that contribute to a national identity • express ways in which they can appreciate, respect and take pride in their national identity • identify values present in a range of stories with life dilemmas • describe how it will affect their spiritual, moral growth in promoting identity

Sub-strand	Grade 6	Grade 7	Grade 8
Lifestyle and Changes	**6.3.2** Outline the effects of changes in community lifestyles over a period of time	**7.3.2** Explore changes in the physical and economic environments and how they affect their lifestyle	**8.3.2** Compare a range of lifestyles and outline elements of a lifestyle they would prefer in the future
Indicators	Students will be achieving this outcome when they, for example • discuss with parents and elders what has changed in the community, such as types of food available, access to services, behaviour, values and attitudes • describe the positive and negative effects of changes on their lifestyle	Students will be achieving this outcome when they, for example • identify physical changes in the environment, such as pollution of waterways, timber-cutting • identify economic changes, such as population growth, number of jobs available, introduction of technology • discuss how these changes affect their lifestyle and that of the community	Students will be achieving this outcome when they, for example • describe what opportunities and choices are available to enable them to live the lifestyle of their choice, such as education, access to technology, travel • describe the elements of the lifestyle they would prefer • develop a plan to achieve the goals of their preferred lifestyle

Strand: HEALTH OF INDIVIDUALS AND POPULATIONS

Sub-strand	Grade 6	Grade 7	Grade 8
Growth and Development	**6.4.1** Describe the stages in growth and development and the health needs at various stages	**7.4.1** Explore the functions of different systems and parts of the body	**8.4.1** Identify and describe behaviour that promotes growth and development, taking into account heredity and environment
Indicators	Students will be achieving this outcome when they, for example • identify the physical, social and emotional changes in the growth and development of an individual • identify and list factors that influence growth and development of an individual • explain what people could do to improve their growth and development	Students will be achieving this outcome when they, for example • describe the functions of the reproductive systems and the processes of conception and birth • use anatomical terms to name the male and female genitalia	Students will be achieving this outcome when they, for example • discuss and analyse the impact of environmental conditions and parental behaviour on foetal development, such as smoking, alcohol consumption, drugs • discuss the roles and responsibilities of parents and how the home and school can promote the physical, social, emotional and intellectual development of students

Sub-strand	Grade 6	Grade 7	Grade 8
Growth and Development	**6.4.2** Explore influences of inherited characteristics and environmental factors on growth and development	**7.4.2** Describe physical, social and emotional changes in both boys and girls during puberty	**8.4.2** Outline issues arising from differences in rates of growth and development and how individuals manage the changes
Indicators	Students will be achieving this outcome when they, for example • discuss the features of people and how genetics determine particular characteristics, such as height, shape of body, facial features • describe some environmental factors that influence growth and development	Students will be achieving this outcome when they, for example • outline the physical changes that occur to both boys and girls during puberty • describe similarities and differences between male and female sexual characteristics • discuss feelings and reactions towards the changes • outline skills needed to manage changes associated with puberty, such as interpersonal skills, dealing with changes in friendships • discuss aspects of human nature, including sexuality, as a natural part of people	Students will be achieving this outcome when they, for example • discuss personal consequences of different rates of growth and development and suggest ways people can manage these consequences • identify and analyse the influences and factors on body growth and how individuals approach and handle the changes in order to grow and develop as expected by the society

24

Sub-strand	Grade 6	Grade 7	Grade 8
Growth and Development	**6.4.3** Investigate various sources of information about sexual development	**7.4.3** Identify situations and behaviours relating to the human body and how these behaviours promote or lessen respect for individuals and groups	**8.4.3** Identify different cultural beliefs and values about sexuality
Indicators	Students will be achieving this outcome when they, for example • discuss information about sexual development and consider whether the information is reliable • talk about and list ideas and feelings about different body shapes • explain some of the uses of the term sex, sexuality and gender • describe the ways terms for sexual organs and activities can indicate negative attitudes towards male and females	Students will be achieving this outcome when they, for example • examine how language and gestures can convey positive and negative views towards sexuality and the body • discuss and identify language and behaviour patterns that make them feel happy, embarrassed, inferior, supported, insulted or unsafe • discuss aspects of human nature, including sexuality, as a natural part of people	Students will be achieving this outcome when they, for example • describe factors that influence peoples' ability to talk about sexuality and ways of affirming personal values concerning sexuality • discuss how personal and community practices reflect different beliefs or values about expressions of sexuality

Sub-strand	Grade 6	Grade 7	Grade 8
Nutrition	**6.4.4** Explain how choosing and eating healthy food promotes health	**7.4.4** Explain why groups and individuals in the same community may have different eating and meal patterns	**8.4.4** Discuss some social, physiological, cultural and environmental reasons for people's food choices
Indicators	Students will be achieving this outcome when they, for example • describe the types of food needed to promote energy, growth and repair of the body • demonstrate skills in making healthy nutritional choices • discuss foods that should only be eaten occasionally • list different ways people obtain food and how family diet is influenced by the supplier	Students will be achieving this outcome when they, for example • discuss why rules and customs related to food differ from one cultural group to another • identify and describe food choices and restrictions for different groups and at different stages of the life cycle • identify environmental factors which limit access to certain types of food	Students will be achieving this outcome when they, for example • list foods needed for growth and activity • describe foods prepared and eaten by particular cultural groups • list some myths and beliefs about food preparations and consumption

Sub-strand	Grade 6	Grade 7	Grade 8
Nutrition	**6.4.5** Plan and prepare a meal using safe and hygienic methods of food preparation	**7.4.5** Plan meals to meet nutritional needs using locally available food	**8.4.5** Plan, develop and implement strategies to address a nutrition-related issue in the school
Indicators	Students will be achieving this outcome when they, for example • compare food eaten for lunch or food eaten at home using food groups • suggest any changes that could be made to promote healthy eating • plan and prepare foods suitable for lunches and family diet	Students will be achieving this outcome when they, for example • describe the major nutrient requirement for adolescent growth and activities: carbohydrate, protein, calcium, iron • talk about the relationship between physical activity, food intake and growth and development • use a guide such as the food groups to plan a healthy meal	Students will be achieving this outcome when they, for example • identify a nutrition-related issue in the school, such as food supplied by the canteen or lack of access to a canteen • survey students', teachers' and parents' views about food available in a canteen • prepare a report and submission for the establishment of a school canteen • suggest possible ways to improve the food offered at school

Sub-strand	Grade 6	Grade 7	Grade 8
Personal Health and Safety	**6.4.6** Describe personal hygiene practices and how they promote personal health	**7.4.6** Develop a personal health plan based on a personal health goal	**8.4.6** Outline health issues that are of concern to young people
Indicators	Students will be achieving this outcome when they, for example • identify major influences on personal hygiene • discuss how health information, messages, products and services can be accessed and used to help meet the needs for personal health	Students will be achieving this outcome when they, for example • plan and implement some prevention strategies and personal options for personal health • discuss and compare their own feelings and understanding about health with those of others • set personal health goals based on their understanding of what it means to be healthy • analyse whether or not these images are realistic, achievable and health enhancing	Students will be achieving this outcome when they, for example • list health concerns of young people • identify positive strategies in solving health problems and making decisions within or outside the family • identify support groups to help with young peoples' health concerns

Sub-strand	Grade 6	Grade 7	Grade 8
Personal Health and Safety	**6.4.7** Investigate how illnesses are spread and how they can protect themselves from illness and disease	**7.4.7** Propose ways of responding to situations that threaten personal health and safety	**8.4.7** Discuss safe sexual behaviours and sexual responsibilities
Indicators	Students will be achieving this outcome when they, for example • compile a list of common infectious and communicable diseases • discuss how these illnesses and diseases are spread • suggest ways of protecting themselves from illness and disease	Students will be achieving this outcome when they, for example • list threatening situations at school and in the community such as pressure to take drugs, risk taking in sexual activity, exposure to STIs, HIV and AIDS and risk taking in physical activities • develop strategies to deal with peer pressure, such as assertive skills, negotiation skills	Students will be achieving this outcome when they, for example • discuss how other people can influence an individual and their sexual behaviour • discuss how HIV and AIDS influence others and how it affects lives in the community • discuss ways to prevent STIs, HIV and AIDS

Sub-strand	Grade 6	Grade 7	Grade 8
Personal Health and Safety	**6.4.8** Identify potentially hazardous situations at school, home and the community	**7.4.8** Describe behaviours that affect personal and community safety	**8.4.8** Develop strategies to respond to unsafe or risky situations
Indicators	Students will be achieving this outcome when they, for example • identify unsafe environments and why they are unsafe • suggest possible alternatives to improve the unsafe environments	Students will be achieving this outcome when they, for example • describe factors that contribute to road accidents and trauma • discuss ways to avoid unsafe practices in the community • list the consequences of consuming dangerous substances and how they contribute to individual and community accidents • identify unsafe and dangerous things or individuals in and around the community and suggest ways of handling them	Students will be achieving this outcome when they, for example • develop rules for riding in a vehicle or in a boat • discuss what one would do to survive in an accident, or to assist those in trouble • outline actions they can take when people feel unsafe, such as frightened, lost, upset, or being bullied

Sub-strand	Grade 6	Grade 7	Grade 8
Community Health	**6.4.9** Describe ways in which the community promotes the health of community and individuals	**7.4.9** Describe basic concepts and methods of health promotion and illness prevention in the community	**8.4.9** Identify a community health concern and propose actions to respond to that concern
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• survey major health concerns in the community • identify services the community provides to promote the health • describe how individuals can use the services available to meet their health needs • suggest ways to keep the community clean	• identify common communicable diseases and the health promotion strategies available to prevent and treat them • explain the effects communicable diseases can have on individuals health and society • list some different health campaigns, such as posters, advertisements, talks	• list health concerns in the community, such as sanitation, malnutrition, lack of health services, spread of a particular illness or infection • select one health concern and research the causes of the concern • propose strategies to prevent future concerns and to promote healthy living

Sub-strand	Grade 6	Grade 7	Grade 8
Community Health	**6.4.10** Identify the health services available to various groups in the community	**7.4.10** Investigate how the environment is being changed by human behaviour and development and the effect of these changes on health	**8.4.10** Describe the effects of family size and growing communities on the provision of health services and community facilities
Indicators	Students will be achieving this outcome when they, for example • list health services available in their community • identify different services for different groups of people and how to obtain those services • develop strategies to maintain the services available • identify issues of access to services by particular groups of people	Students will be achieving this outcome when they, for example • discuss ways of keeping the school environment clean and safe • survey ways in which people dispose of rubbish • plan a health campaign to improve the school environment	Students will be achieving this outcome when they, for example • explain the importance of community health, clean water, pit latrines, drainage and rubbish disposal • identify problems associated with poor sanitation • describe what families could do to advocate better sanitation or other community health concerns • design programs to assist the community to improve the cleanliness of an area • describe how growing family size could affect available services, such as health, education • suggest health services that could be provided

Sub-strand	Grade 6	Grade 7	Grade 8
Use of Drugs	**6.4.11** Describe the beneficial and harmful effects of drugs on health	**7.4.11** Describe decisions people make about drug use and the result of those decisions on the community and individuals	**8.4.11** Evaluate the effects of drug use on the community
Indicators	Students will be achieving this outcome when they, for example • describe the different types of drugs and legal and illegal drugs • identify common medicines in the local stores and clinics and discuss how to use them properly • identify potentially dangerous substances and explain their effects on the body	Students will be achieving this outcome when they, for example • identify and list the consequences of wrong use of drugs • research the influences drugs have on individuals behaviour and health	Students will be achieving this outcome when they, for example • describe the influences and pressures on individuals to take illegal drugs and discuss the responses to the pressures • identify some harmful drugs in Papua New Guinea

Sub-strand	Grade 6	Grade 7	Grade 8
Use of Drugs	**6.4.12** Identify reasons people use drugs	**7.4.12** Propose ways of responding to pressures to use harmful substances	**8.4.12** Describe the programs offered by support agencies and counselling programs in the community
Indicators	Students will be achieving this outcome when they, for example • survey different age groups to find out reasons people use or do not use drugs • identify role models in the community who can support young people in not taking drugs	Students will be achieving this outcome when they, for example • develop a range of arguments to support a 'no drugs' position • develop strategies on how to say 'no' to pressures on the consumption of illegal drug • practise decision making processes to resist pressure to try or take drugs	Students will be achieving this outcome when they, for example • identify programs available in the community, such as to stop smoking •identify drugs that people take and the influences these drugs have on the community

Strand: LIVING AND WORKING TOGETHER

Sub-strand	Grade 6	Grade 7	Grade 8
Making Choices	**6.5.1** Outline what it means to be a positive member of a family, clan or community	**7.5.1** Describe how participating in community service helps the whole community	**8.5.1** Describe choices people make when taking part in community life
Indicators	Students will be achieving this outcome when they, for example • list the qualities of a good member of a family, clan or community, such as honesty, trustworthiness • identify choices parents make for the welfare of the family	Students will be achieving this outcome when they, for example • identify what influences people's participation in community service • list things they could do to help and choose how they could help	Students will be achieving this outcome when they, for example • list what people can contribute to the community, such as living peacefully • list negative actions that discourage free choice

Sub-strand	Grade 6	Grade 7	Grade 8
Making Choices	**6.5.2** Describe the process of making decisions	**7.5.2** Outline the positive and negative results of making choices	**8.5.2** Make decisions about school and classroom issues
Indicators	Students will be achieving this outcome when they, for example • identify the steps in decision making: looking at options and consequences, choosing and describing feelings about choices made • select a personal issue to be resolved and use the decision making process to decide on an appropriate choice and • identify influences on making choices, such as family, friends	Students will be achieving this outcome when they, for example • identify decisions or choices that affect them personally • identify decisions that affect the community • describe the consequences of decisions that affect both individuals and families, such as gambling, taking drugs	Students will be achieving this outcome when they, for example • identify a classroom or school issue that needs to be resolved, such as vandalism • take part in a collaborative process to develop choices to improve the situation

Sub-strand	Grade 6	Grade 7	Grade 8
Good and Fair Leaders	**6.5.3** Describe the qualities of a good and fair leader	**7.5.3** Explain the roles and responsibilities of leaders in a community	**8.5.3** Analyse the processes of choosing a good and fair leader
Indicators	Students will be achieving this outcome when they, for example • identify a leader who is a role model in the community • list the skills and characteristics of the role model • describe the qualities they would like themselves to have as a leader, such as honesty, loyalty, ethical behaviour	Students will be achieving this outcome when they, for example • list the expectations of the community of the role leaders play, such as accountability, representing equally the people in the community • discuss how the community can support the leader	Students will be achieving this outcome when they, for example • describe the current practices in choosing a leader in the community • discuss how these practices could be improved to choose a good and fair leader • outline negotiated processes to be used to choose a leader

Sub-strand	Grade 6	Grade 7	Grade 8
Rule of Law	**6.5.4** Describe familiar rules and laws of the community, families and schools	**7.5.4** Explain the purpose and benefits of laws in our society	**8.5.4** Describe what duties and obligations members of the community have in upholding society's laws
Indicators	Students will be achieving this outcome when they, for example • identify family and school rules and discuss why they are important • identify values associated with rules and laws of communities, families and schools, such as fairness, justice, consideration • describe how these rules and laws affect behaviour	Students will be achieving this outcome when they, for example • research laws that affect their safety, such as driving, carrying weapons, domestic violence • research laws that are made to protect the environment, such as littering, tree clearing, bushfires	Students will be achieving this outcome when they, for example • indicate how individuals can support the rules and laws of their society • describe the consequences of not observing rules and laws, such as destroying property, illegal drug use, domestic violence

Sub-strand	Grade 6	Grade 7	Grade 8
Respecting Rights and Freedom	**6.5.5** Describe community standards of behaviour that support rights and freedom	**7.5.5** Explain what could happen if the rights and freedom of people are violated or abused	**8.5.5** Debate the importance and value of the right of all people to freedom of expression, movement and lifestyle
Indicators	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example	Students will be achieving this outcome when they, for example
	• identify family, clan and tribal standards of behaviour that recognise the rights of individuals, such as showing respect, tolerance, respecting property • identify the rights and responsibilities of students in a school community	• identify what influences people to abuse the rights and freedom of others • identify the consequences of being denied the right to safety, such as harassment and abuse • reflect on their own feelings of being denied rights or freedom • demonstrate behaviours that promote unity in the community	• research the rights of different groups in Papua New Guinea, such as women, students, family • describe what they believe should be their future lifestyle and the rights and freedom that would be part of that lifestyle

References

NDOE (1999) *Personal Development Trial Syllabus*. NDOE, Waigani