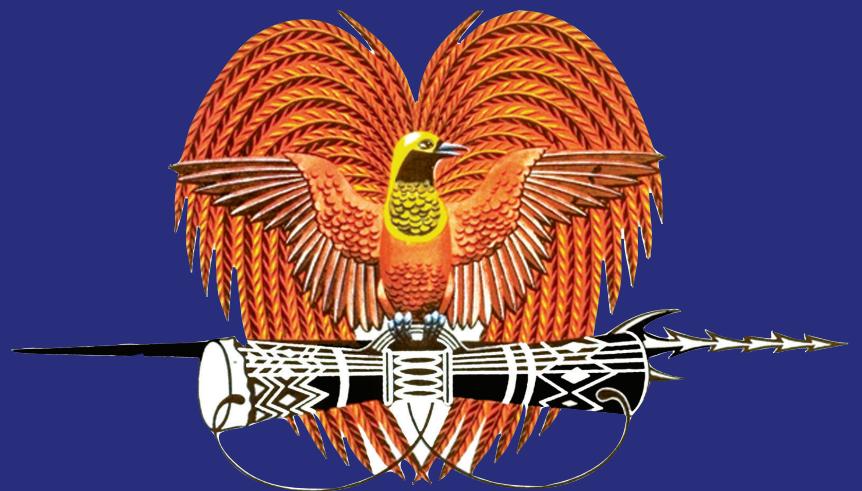


Health Syllabus

Primary
Grades 3, 4 & 5

Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

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Primary

Grades 3, 4 & 5

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

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Secretary's Message

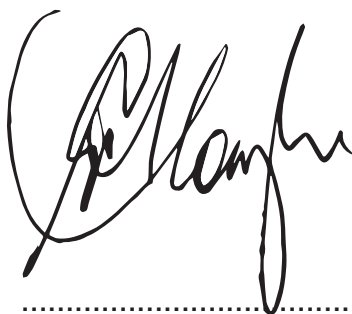
The development of the Primary Health Syllabus is a direct response to the government's directive through the Outcomes Based Education (OBE) exit report, (Czuba 2013). The report recommended for the phasing out of Outcomes Based Curriculum (OBC) and the introduction of Standards Based Curriculum (SBC) to raise standards in teaching and learning at all levels of schooling. The designing of courses in the curriculum have been done through reviewing, aligning, re-aligning and repositioning of the existing content in order to cater for the shift in the pedagogy.

Health is an important subject under Personal Development key Learning Area in the implementation of SBC. Good Health and academic success go hand in hand. Healthy children make better students and better students become successful adults and productive members of their communities

Health Syllabus addresses the contents in relation to physical, mental, emotional and social aspects that are expected to be taught from grades 3, 4 & 5. The study of Health subject should encourage the students to improve their hygiene, prevent diseases and reduce health related risky behaviours. It will also develop health knowledge, attitudes and skills that foster academic achievement, increase attendance rates and improve behaviour at school.

Teachers are encouraged to use the guided lessons in the teacher guides and other relevant resources to generate creative teaching and learning activities to deliver the Health content to the students.

I commend and approve this Health Syllabus for grades 3, 4 & 5 to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

The Health Education curriculum has undergone a shift from Outcomes Based Curriculum to Standards Based Curriculum to address the government's call to respond to the public outcry on the dropping standards in students performance.

The Health syllabus has learning experiences that enable students, as individuals and as members of society to make informed decisions, adjust behaviours and change social conditions in ways that are health enhancing and increasing health literacy.

A primary goal of the health education standards is to improve academic achievement, health literacy and a sustainable lifelong learning for all students in Papua New Guinea. It provides the opportunity to make substantial and significant improvement in health education in Papua New Guinea thus, raising standards for students to meet the demands of today and value healthy lifestyle.

The Health Education content standards are consistent and aligned to the expectations of the main National Curriculum standards aimed at preparing students to be able to collaborate and compete with their peers in their communities and wider society. The standards define the essential skills and knowledge that all students need and are expected to gain in order to become "health-literate" from grades 3-5.

Four characteristics are identified as essential to health-literacy. Health-literate individuals are;

- Critical thinkers and problem solvers when confronted with health problems and issues,
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways,
- Effective communicators who organise and convey beliefs, ideas, and information about health issues,
- Responsible and productive citizens who help ensure that their communities are kept healthy, safe, and secure.

Primary Health is timetabled for 90 minutes per week for grades 3, 4 and 5. Teachers can use the time allocated to do their lessons and program according to their school's needs.

Rationale

The Primary Health Syllabus reflects the dynamic and multidimensional nature of health and the influence of culture and lifestyle habits, relationships, health services and the environment on the lives and health of Papua New Guineans and other societies at large. The syllabus offers students opportunities to develop knowledge, skills, attitudes and values necessary for making informed decisions about:

- Improving their own personal health
- Promoting health in their communities.

Health curriculum comes under the Personal Development Learning Area in which students study and reflect about the impact of life style behavior and environmental factors. This will enable them to take appropriate actions to reduce health problems to manage their own and other persons health. The standards set enable schools to develop locally relevant and integrated programs to address such problems.

Primary students should become more capable of managing their thoughts, emotions and social behavior. They are confronted with many health issues related to their personal identity, lifestyle habits, interpersonal relationships, community health services and factors in their physical environment. They must be challenged to take action to promote their own health and the health of their families and others in the community.

The Primary Health Syllabus contains the standards for all Papua New Guinean students to demonstrate. The implementation of this syllabus will contribute to the Papua New Guinea vision 2050 to be a **“A Smart, Wise, Fair, Healthy and Happy Society”** and the goals of the National Curriculum and will assist in enhancing the health status of Papua New Guinea societies.

Aims

The Health Education curriculum aims to develop attitudes, concepts, intellectual skills and manipulative skills that will help the students to understand and solve problems in their world recognising their particular significance in the changing society of PNG. The course also aims to develop an understanding of the health beliefs and attitudes of the past, present and possible futures, in relation to health practices for the individuals and the community.

The aims of the Primary Health Education curriculum are to:

- Help students to know and understand their bodies, their health and the health of others,
- Help students to understand how their community affects their health and the health of others,
- Develop in the student and community positive health habits,
- Teach students to value and practice of good health,
- Healthy happy members of their families and communities and
- Develop students to acquire basic life skills to apply in life when challenged with health issues.

National Benchmarks

Benchmarking takes place at the end of Elementary 2, Grade 5 and Grade 8. The benchmarks are derived from the standards from that phase.

Grade 3

By the end of grade three the students studying Health under each of the four strands below can;

Growth and Development

- Know physical changes and body features that are associated with growth and development,
- Demonstrate actions, behaviours, and attitudes that support positive interactions with various groups,
- Explore individual's identity and promote positive values and morals in their interaction with others,
- Know some common jobs of family members and other people in the community.

Individual and Community Health

- Know harmful substances such as drugs, alcohol and use refusal skills to avoid them,
- Identify everyday health habits that help protect and promote personal health,
- Know unsafe situations at school and make plans to reduce harm and promote health,
- Identify health products and community health workers to promote health at home.

Nutrition

- Understand the benefits of eating from the food groups,
- Know how to assist to prepare healthy meals,
- Know how to keep food safe from harmful germs and bacteria.

Safety and First Aid

- Know hazardous situations and how to respond to unsafe and emergency situations,
- Deal with unsafe and emergency situations in the home.

Grade 4

By the end of grade four the students studying Health under each of the four strands below can;

Growth and Development

- Understand different stages of growth and changes from birth,
- Know different types of relationships and standards of behaviour considered appropriate for these relationships,
- Understand the similarities and differences in their beliefs and cultural practice,
- Understand the relationship between their roles, responsibilities, interests, abilities and their daily activities.

Individual and Community Health

- Know the effect of harmful substances on personal health,
- Know how to make wise choices about the harmful substance used,
- Promote behaviour that can improve the health of others at school,
- Know unsafe situations at school and be able to reduce harm and promote health,
- Know health products and services and be able to access services in critical times.

Nutrition

- Know the benefits of eating from the food groups and prepare healthy meals,
- Know how to keep food safe from harm.

Safety and First Aid

- Understand safe and unsafe situations and know how to reduce risk of injuries,
- Deal with unsafe and emergency situations in the school and community.

Grade 5

By the end of grade five the students studying Health under each of the four strands below can;

Growth and Development

- Know secondary changes at puberty that are associated with growth and development stages,
- Know how to handle the puberty changes that is part of their growth,
- Manage the influence of individuals and groups on attitudes and behaviours,
- Understand the importance of personal values and attitudes that influences individual's identify,
- Set goals to develop an individual's career interest and ability to perform a particular activity or job.

Individual and Community Health

- Know impact of harmful substances on young people,
- Recommend for positive actions to encourage healthy choices,
- Know causes of common illnesses and promote behaviour that reduces health risks,
- Explore health services and products in the community and know how to care for the services.

Nutrition

- Know the nutritional value of different foods and promote healthy food choices,
- Know the food groups and how much portions to eat from each food group.

Safety and First Aid

- Know how to deal with unsafe and emergency situations in the community,
- Know how to provide care and respond to unsafe or risky situations and behaviour.

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 principles of the Standards Based Curriculum (SBC) include the following:

- A clear focus on the exit of learning attainment of the national benchmarks after each grade level
- A clear, understandable, consistent and progressive learning development
- Compliment the National Education Standards that are aligned to career pathways and lifelong living after school
- Built upon the strengths and weaknesses of the Outcomes Based Curriculum learning outcomes.

The PNG National Curriculum Standards are based on the following underpinning principles:

1. Integral Human Development
2. Our Way of Life
3. Teaching and learning
4. Health Guiding Principles.

1. Integral Human Development

The Philosophy of Education for Papua New Guinea as described in the Matane Report acknowledges the National Goals and Directive Principles in the National Constitution and is consistent with Vision 2050 and Education for Sustainable Development.

Papua New Guinea is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to become an integrated person and to work with others to create a better community. The process of integral human development calls for a National Curriculum, which helps individuals to:

- identify their basic human needs
- analyse situations in terms of these needs
- see these needs in the context of spiritual and social values of the community and
- take responsible actions based on these needs.

The success of a National Curriculum requires the integrated involvement of all agents of education such as the home, church, school, and community. Within the National Curriculum, teachers must integrate

The right to healthy living

Health provides opportunities for students to enhance their physical, social, emotional and mental health. It also provides opportunities for students to understand the interrelationship between the environment and health and to acquire the skills that enable them to contribute to the health status of their community, including its environment.

Health Education allows schools to address health issues of local relevance and of importance to people in Papua New Guinea and helps students to develop skills to promote their own health and the health of their community. Ultimately, students learn attitudes; skills and knowledge that will help them become productive, healthy and contented citizens of Papua New Guinea and other regions of the globe.

2. Our Way of Life

Cultural Relevance

This Health Education Syllabus provides opportunities for students to engage in health topics and content that is relevant, real and sensitive to the socio-cultural background of Papua New Guinean students. The Content Standards provide the scope for teachers to choose health issues of specific local relevance and for students to learn about and celebrate health practices of traditional and current life.

Topics of a sensitive nature, such as in the area of growth and development and relationships, must be shaped thoughtfully and carefully. Respect for relevant social taboos is essential and will influence the way in which these issues are addressed as part of the Health program.

3. Teaching and Learning

Standards for teaching and learning

Health and hygiene ideas should be explored in ways that stimulate curiosity, create enjoyment of Health, and develop depth of understanding. Students learn best when they;

- Build new concepts on what is already known,
- Recognise an immediate use or need for what is to be learned,
- Use ideas and skills in a coordinated way to solve real problems.

Students should be actively engaged in doing meaningful Health activities, discussing Health concepts and applying it in interesting, thought-provoking situations. An effective health program is based on a carefully designed set of content standards that are clear and specific, focused, and articulated over time as a coherent sequence.

The sequence of topics and performances should be based on what is known about how students' Health knowledge, skill, and understanding develop over time. This requires teachers who have a deep knowledge of Health Education as a learning area.

Catering for diversity

Gender

The Department of Education Gender Equality in education Policy (NDOE, 2003) recommends that no students in the education system of Papua New Guinea will be disadvantaged on the basis of gender. To implement the policy, teachers have responsibility to use and promote gender equality practices in their classrooms and with the wider community.

In gender inclusive environment students :

- Should be involved in all activities through formal and structured learning settings
- The curriculum should be inclusive that it caters for all gender and social issues that enhances the students' learning
- Share and equally participate in activities, involving all students
- Show respect for other students and their contributions in the learning environment
- A safe, challenging learning environment which is socially and culturally supportive
- Program that recognises the contributions to society of both women and men.

4. Health Guiding Principles

Health education is an integral part of the education program for all students. A comprehensive health education program is designed to promote healthy living and discourage health-risk behaviours among all students.

Sound health education programs include structured learning opportunities that engage students as active learners. Through quality instructional approaches, learners increase essential knowledge and are encouraged to compare and contrast their beliefs and perceptions about health issues. Schools are in a unique and powerful position to improve health outcomes for youths.

Today's young people are confronted with health, educational, and social challenges not experienced to the same degree by previous generations; violence, alcohol and other drug use, obesity, unintended pregnancy, sexually transmitted diseases infections, and disrupted family environments can compromise academic success and health.

Students should have an opportunity to practice essential skills to maintain healthy lifestyles. Such a foundation is reflected in the health education content standards.

Teachers are encouraged to enrich their students' instructional environments and learning opportunities by:

- Using appropriate life skills to address health issues
- Understand essential health concepts and apply in appropriate situations that sustain their personal health and their livelihood
- Apply and practice good health hygiene that promotes healthy lifestyle
- Develop good acceptable behaviour to be a responsible citizen.

Content Overview

The Health course is organised into 4 strands which is a convenient way. Each strand identifies a particular aspect of Health that shows a progression of learning from one grade to another. The units allow the content to be more clearly specified and described in the Content Standards. Within each Strand and Units in Grades 3, 4 and 5, the sequence of learning is developmental. The context for learning at each grade becomes more complex from one grade to the next. The following contexts have been identified for each grade:

- Grade 3: Everyday health habits and actions to enhance health in and around the family home
- Grade 4: Specific personal health behaviour, skills and actions to enhance health in and around the school
- Grade 5: Managing specific adolescent health issues and actions to enhance health in the local community.

Strand 1: Growth and Development

This strand embraces the physical, social, emotional and mental aspects of personal health and how these are influenced by biological factors and individual health choices. This strand also nurtures in students, practical and thinking skills that enable them to enhance their own and other people's personal health.

Strand 2: Individual and Community Health

This strand embraces aspects of the social and physical environment that influence the health of individuals and communities. It also nurtures the skills that enable students to take action to promote healthier social and physical environments

Strand 3: Nutrition

This strand discusses how an individual can relate to and make decisions on his or her healthy diet and good eating habits. The students will be able to know the value of food obtained from the different sources such as gardens, stores and rivers. The students are expected to prepare food using various styles of cooking and practice serving balanced meals and demonstrating appropriate manners at during meal times. They should understand and have knowledge of different food groups for different groups of people. Students will also do projects on health promotion to prepare and grow vegetables.

Strand 4: Safety and First Aid

Precaution is a good guide to safety and good health. Obeying rules help us to be cautious. In this strand the students are able to review safety rules that exist on roads, water, air and during the times of natural hazards. Common sense such as how to behave at different situations, whether at sea, road, air, playgrounds or climbing a tree. Children will be guided to obey and practice safety rules for their own protection.

Students will be drilled using safety first aid kits to practice these simple skills in emergency situations. They will also apply first aid to care for sores, scratches, headaches, swelling or stomach ache and applying common sense where appropriate.

Strands	Grade 3	Grade 4	Grade 5
	Units		
Growth & Development	<ul style="list-style-type: none"> • My Body • Relationship • Culture, Values and Morals • My Career Interest 	<ul style="list-style-type: none"> • My Body • Relationship • Culture, Values and Morals • My Career Interest 	<ul style="list-style-type: none"> • My Body • Relationship • Culture, Values and Morals • My Career Interest
Individual and Community Health	<ul style="list-style-type: none"> • Alcohol and Substance Abuse • Protection Against Disease • Healthy environment • Health services 	<ul style="list-style-type: none"> • Alcohol and Substance Abuse • Protection against Disease • Healthy environment • Health services 	<ul style="list-style-type: none"> • Alcohol and Substance Abuse • Protection from Disease • Healthy environment • Health services
Nutrition	<ul style="list-style-type: none"> • Food and Growth • Food and Hygiene 	<ul style="list-style-type: none"> • Food and Growth • Food and Hygiene 	<ul style="list-style-type: none"> • Food and Growth • Food and Hygiene
Safety and First Aid	<ul style="list-style-type: none"> • Safety • First Aid 	<ul style="list-style-type: none"> • Safety • First Aid 	<ul style="list-style-type: none"> • Safety • First Aid

Content Standards

Grade 3	Grade 4	Grade 5
Strand: Growth and Development		
3.1.1 Identify physical changes and body features that are associated with growth and development.	4.1.1 Demonstrate an understanding of different stages of growth and changes since birth.	5.1.1 Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.
3.1.2 Suggest and demonstrate actions, behaviours, and attitudes that support positive interactions with various groups.	4.1.2 Explore different types of relationship and standards of behaviour considered appropriate for these relationships.	5.1.2 Develop strategies to manage the influence of individuals and groups on attitudes and behaviours.
3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interaction with others.	4.1.3 Demonstrate an understanding of the similarities and differences in their beliefs and cultural practices to those of others.	5.1.3 Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals
3.1.4 Explore and identify some common jobs of family members and other people in community	4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily activities	5.1.4 Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job
Grade 3	Grade 4	Grade 5
Strand : Individual and Community Health		
3.2.1. Identify these harmful substances such as drugs, alcohol and discuss how to avoid them.	4.2.1. Understand and describe the effect of harmful substances on personal health and demonstrate ways to make wise choices about their use.	5.2.1. Evaluate the impact of harmful substances on people and take action to encourage healthy choices.
3.2.2 Justify and demonstrate a range of everyday health habits that help protect and promote personal health.	4.2.2 Justify and promote behaviour that can improve the health of others at school.	5.2.2. Identify causes of common illnesses and take action to promote behaviour that reduces health risks.
3.2.3 Discuss the need to care for their homes and demonstrate actions to keep them healthy.	4.2.3 Survey unsafe situations at school, make plans and take action to reduce harm and promote health.	5.2.3 Assess unsafe situations in the community and take action to reduce harm and promote health.
3.2.4 Explain how health products and people in the community help to promote Health in the home.	4.2.4 Assess the availability of health products and services in the school and propose ways of improving student access.	5.2.4 Identify health services and products in the community and plan ways to assist and care for the services.
Grade 3	Grade 4	Grade 5
Strand : Nutrition		
3.3.1 Understand the value of foods and know how to prepare a healthy diet and demonstrate good eating habits.	4.3.1: Explain the benefits of eating from the four food groups and assist in preparing healthy meals	5.3.1 Assess the nutritional value of different foods and take action to promote healthy food choices
3.3.2 Identify and explore opportunities for handling and preparation of food in a more healthy way.	4.3.2 Identify and explore opportunities on how to keep food safe from harmful insects.	5.3.2 Describe the ways and reasons of keeping food products safe to eat.

Grade 3	Grade 4	Grade 5
Strand : Safety and first aid		
<p>3.4.1 Understand and practice simple and basic first aid such as care of sores and scratches, headaches, stomach aches, swelling and where to go for help.</p>	<p>4.4.1 Demonstrate ways to deal with unsafe and emergency situations in the school.</p>	<p>5.4.1 Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.</p>
<p>3.4.2 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.</p>	<p>4.4.2 Propose ways of responding to situations and behaviors that are harmful, unsafe or risky after assessing options and consequences.</p>	<p>5.5.2 Demonstrate behaviours and actions to provide care and manage risk in responding to unsafe or risky situations and behavior.</p>

Content Expansion

Grade 3

Strand 1 : Growth and Development

Unit 1: My Body

Content Standards	3.1.1 Identify physical changes and body features that are associated with growth and development.
Performance Standards	<ol style="list-style-type: none"> Identify physical changes in weight and height and compare their similarities and differences. Examine physical characteristics that are shared by self and family. Explain the differences in physical characteristics between themselves and the opposite sex. Identify differences in certain traits and behaviours of boys and girls.
Assessment Tasks	<ol style="list-style-type: none"> List and describe the physical changes in the body. Identify and match the body parts to the pictures.

Unit 2 : Relationship

Content Standards	3.1.2 Suggest and demonstrate actions, behaviours, and attitudes that support positive interactions with various groups.
Performance Standards	<ol style="list-style-type: none"> List and identify a variety of emotions that promotes positive attitudes in different situations. Describe characteristics of family and others that make each individual unique. Describe and practice manners in situations when/where it is appropriate "Please," "Thank you," "Excuse me," and "I'm sorry." Discuss why you feel good and respond positively to "help" other people who need your help.
Assessment Task	<ol style="list-style-type: none"> Understand and demonstrate positive interactions between families and friends in different settings.

Unit 3: Culture, Values and Morals

Content Standards	3.1.3 Demonstrate an understanding of the individual identity and to promote positive values and morals in their interaction with others.
Performance Standards	<ol style="list-style-type: none"> Identify personal details such as name, place of birth, parents name, name of their villages. Discuss the different cultural influences on health values and morals in certain places. Identify and describe certain values and morals in the family. Identify the difference between values and morals.
Assessment Tasks	<ol style="list-style-type: none"> Discuss the different cultural influences in certain places. Identify and discuss the morals and values and recommend ways to improve at school. Identify ways to show respect for individual differences.

Strand 1 : Growth and Development

Unit 4: My Career Interests

Content Standards	3.1.4 Explore and identify some common jobs of family members and other people in community.
Performance Standards	<ol style="list-style-type: none"> Discuss and understand daily tasks that each family member does as part of the role and responsibility to care for their family members. Explore the different roles and responsibilities they perform in different situations which are closely related to a job that they would like to do later in life. Collect pictorial representations of people with different jobs and tasks in the family and community and describe what they do. Know and understand that going to school can help them learn about jobs and tasks that promote health and care of family and community.
Assessment Task	1. Identify people who do different jobs and establish a relationship between the tools and equipment they use to do a particular job or task.

Strand 2 : Individual and Community Health

Unit 1: Alcohol and Substance Abuse

Content Standards	3.2.1 Identify these harmful substances such as drugs and alcohol and discuss how to avoid them.
Performance Standards	<ol style="list-style-type: none"> Describe how chewing betelnut and other drugs affect health. Describe how smoking tobacco at home can cause ill health to both the smoker and non-smoker. Explain and discuss other effects of smoking such as odours, fire, litter. Role-play how to say 'No' to bad habits such as smoking, chewing betelnut, spitting and so on.
Assessment Tasks	<ol style="list-style-type: none"> Describe how harmful substances affect personal health. Display the poster of bad habits and its effects.

Unit 2: Protection against Disease

Content Standards	3.2.2 Justify and demonstrate a range of everyday health habits that help protect and promote personal health.
Performance Standards	<ol style="list-style-type: none"> Explain why it is important to keep hands ,fingernails and their body clean Explain the need to keep clothes, beddings and towels clean. Discuss when to wash hands such as before and after eating, before preparing food and after using the toilet. label the different types of teeth such as canines and molars and describe their different uses. Describe how to care for and maintain healthy teeth.
Assessment Tasks	<ol style="list-style-type: none"> Explain the importance of keeping clean and safe to promote personal health. Label the different types of teeth such as canines and molars and propose proper tooth maintenance.

Unit 3: Healthy Environment

Content Standards	3.2.3 Discuss the need to care for their homes and demonstrate actions to keep them healthy.
Performance Standards	<ol style="list-style-type: none"> a. Gather and present information to show unsafe or unhealthy places in their homes or surroundings and propose ways of improving them. c. Describe how fresh air and light contribute to making the home healthy. d. Explain why sleep and rest are important for proper growth and good health. b. Recommend ways to keep the homes neat and clean such as sweeping, washing clothes and putting all bedding out in the sun .
Assessment Tasks	<ol style="list-style-type: none"> 1. Recommend for a safe and healthy Community. 2. Discuss water and rubbish problems at home and recommend ways to improve them.

Unit 4: Health Services

Content Standards	3.2.4: Explain how health products and people in the community help to promote health in the home.
Performance Standards	<ol style="list-style-type: none"> a. Identify health products used at home and make a display of empty health products, containers, labels and packages. b. Discuss the uses of various health products used at home. c. Describe some local leaves, roots and fruits used as medicine to assist in personal cleanliness and health. d. Describe the roles of health workers and community members who promote healthy homes.
Assessment Tasks	<ol style="list-style-type: none"> 1. Discuss the uses of various health products used at home. 2. Describe the roles of health workers and community members who promote healthy homes.

Strand 3 : Nutrition

Unit 1: Food and Growth

Content Standards	3.3.1 Understand the value of foods and know how to prepare a healthy diet and demonstrate good eating habits.
Performance Standards	<ol style="list-style-type: none"> a. List the main ideas presented by a guest speaker on the importance of eating healthy food. b. Explain the importance of regular meals and discuss daily meal requirements for family members such as pregnant mothers, babies, and older people. c. Analyze their daily meals and discuss why quality is more important than quantity in relation to good health and growth. d. Brainstorm and list places such as the garden, store, markets and bushes where healthy food can be obtained and group them all into appropriate food groups.
Assessment Tasks	<ol style="list-style-type: none"> 1. Explain the importance of having regular the meals. 2. Identify food sources and put them into their appropriate food groups.

Unit 2: Food and Hygiene

Content Standards	3.3.2 Identify and explore opportunities for handling and preparing of food in a more healthy way.
Performance Standards	<ol style="list-style-type: none"> Demonstrate hygienic ways to prepare healthy food and suggest ways they can do this at home. Plan a nutritional meal in a more healthy way. Describe how to prepare and store food in safe places away from insects. Role play how to clean and store utensils after eating.
Assessment Tasks	<ol style="list-style-type: none"> Describe how to prepare and store food in safe places away from insects. How to clean and store eating utensils.

Strand 4: Safety and First Aid

Unit 1: Safety

Content Standards	3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.
Performance Standards	<ol style="list-style-type: none"> Describe characteristics of safe and unsafe places. Discuss the meaning of basic safety-related signs, symbols, and warning labels. Identify emergency situations such as Injuries, abductions, fire, flood, volcanoes, tsunami, earthquake.
Assessment Tasks	<ol style="list-style-type: none"> Identify and discuss safety rules at home, at school, and the community in emergency situations. Draw and describe safety related signs and symbols and warning labels.

Unit 2: First Aid

Content Standards	3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.
Performance Standards	<ol style="list-style-type: none"> Understand and practice simple and basic first aid such as care of sores and scratches, headache, stomach aches, swelling and where to go for help. Demonstrate the ability to support other students who have chronic diseases and conditions; asthma, allergies, diabetes, epilepsy. Plan and role play ways to protect themselves in emergency or dangerous situations. Practise emergency, fire, and safety drills at home and at school.
Assessment Tasks	<ol style="list-style-type: none"> Demonstrate a simple first aid care for sore. Practise emergency, fire, and safety drills at home and at school.

Grade 4

Strand 1 : Growth and Development

Unit 1: My Body

Content Standards	4.1.1 Demonstrate an understanding of different stages of growth and changes since birth.
Performance Standards	<ol style="list-style-type: none"> Identify different stages of growing up. Describe the changes from birth to adult. Identify individual changes in their physical growth. Explain why sleep and rest are important for proper growth and good health.
Assessment Tasks	<ol style="list-style-type: none"> Describe the different stages of growing up. Collect pictures and display different stages of growing up on charts and posters.

Unit 2: Relationship

Content Standards	4.1.2 Explore different types of relationship and standards of behavior considered appropriate for these relationships
Performance Standards	<ol style="list-style-type: none"> Discuss and compare common interests, roles and responsibilities in a relationship. Interview groups of children to find out expected behaviours in their communities. Identify their roles and responsibilities in different social situations. Assess their individual roles and responsibilities in the classroom and school.
Assessment Tasks	<ol style="list-style-type: none"> Identify certain roles and responsibilities that are performed in a family, school or community.

Unit 3: Culture, Values and Morals

Content Standards	4.1.3 Demonstrate an understanding of the similarities and differences in their beliefs and cultural practices to those of others.
Performance Standards	<ol style="list-style-type: none"> Identify and describe certain values and beliefs that identify them in their community. Describe how their culture influence their identity. Listen to a guest speaker and identify the morals and values in the traditional myth or story. Describe how certain values and morals that have influenced on their behaviours. Identify negative cultural practices and positive cultural practices that affect behaviour.
Assessment Tasks	<ol style="list-style-type: none"> Identify negative and positive cultural practice and describe how it affects behaviour. Identify cultural expectations of boys and girls within their community.

Unit 4: My Career Interests

Content Standards	4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily activities.
Performance Standards	<ol style="list-style-type: none"> Understand that the daily activities and tasks they do in their homes can help them to develop their abilities and interests for a particular job. Explore and discover opportunities and situations they have in their families, homes schools and communities that they can use to develop their potentials and abilities. Identify factors that influence their interests and decisions about daily activities and explain how these factors affect their choices. Identify skills involved in the decision making process about roles and responsibilities they encounter in different situations and groups they belong to.
Assessment Task	<ol style="list-style-type: none"> Identify and describe a situation or activity that they have experienced when someone made a good decision about a certain task that made everyone happy.

Strand 2 : Individual and Community

Unit 1: Alcohol and Substance Abuse

Content Standards	4.2.1 Describe the effect of harmful substances on personal health and demonstrate ways to make wise choices about their use.
Performance Standards	<ol style="list-style-type: none"> discuss and list harmful substances found and used in schools. listen to people who have had bad habits with drugs and substance abuse and describe how they were introduced to and how to quit those habits. Role play how to say 'No' to drugs and habits such as smoking, chewing betelnut and drinking alcohol. Plan a campaign against a habit such as chewing/ betelnut / smoking or drugs by performing dances , displaying posters, composing songs and telling stories for change.
Assessment Task	1. Survey students' habits in regard to drugs and other harmful substances and develop an awareness campaign to change their habits.

Unit 2: Protection against Disease

Content Standards	4.2.2 Justify and promote behavior that can improve the health of others at school
Performance Standards	<ol style="list-style-type: none"> Discuss and explain the need to keep bodies and clothes clean. Discuss when and how to wash hands such as before and after eating, before preparing food, after using the toilet. label the different types of teeth such as canines and molars and describe their different uses. describe how to care for and maintain healthy teeth. Explain why spitting in public is unhygienic and a bad habit.
Assessment Tasks	<ol style="list-style-type: none"> Describe healthy habits and how it affects their personal health. Label the different types of teeth such as canines and molars and describe their different uses.

Unit 3: Healthy Environment

Content Standards	4.2.3 Survey unsafe situations at school, make plans and take action to reduce harm and promote health.
Performance Standards	<ol style="list-style-type: none"> Survey and act on unsafe and unhealthy areas in the school to reduce harm and promote health. Explain why it is important to keep the school environment clean and plan how to improve the cleanliness of the school. Examine water sources, water storage containers and rubbish pits and recommend ways to improve them. Explore the school's water sources and recommend how to make water safe for drinking.
Assessment Tasks	<ol style="list-style-type: none"> List and explain why it is important to keep the school environment clean. Do a plan on how to improve the cleanliness of the school.

Unit 4: Health Services

Content Standards	4.2.4 Assess the availability of health products and services in the school and propose ways of improving students' access of the services.
Performance Standards	<ol style="list-style-type: none"> Identify health products available for student use in the school such as toilet paper, soap, rubbish bins. Identify the nearest health clinic or aid post and discuss its usefulness to students and teachers. Summarise the common sicknesses treated at the local clinic or aid post after listening to a talk by the health officer. Recommend ways to help care for and improve health services in the school.
Assessment Task	1. List and discuss ways to help care for and improve health services in the school.

Strand 3 : Nutrition

Unit 1: Food and Growth

Content Standards	4.3.1 Explain the benefits of eating from the food groups and assist in preparing healthy meals.
Performance Standards	<ol style="list-style-type: none"> Identify and divide local food into the four food groups and explain the benefits of eating healthy food. Analyse their daily meals to check if there is a balance from the four food groups. Analysis and identify different local and junk foods and take actions to avoid eating them.
Assessment Task	1. Divide local food into the four food groups and explain their benefits of eating them.

Unit 2 : Food and Hygiene

Content Standards	4.3.2 Identify and explore opportunities of how to keep food safe from harmful bacteria.
Performance Standards	<ol style="list-style-type: none"> Identify and select variety of healthy nutritious snacks. Plan a nutritious lunch and discuss ways of keeping it safe from germs, dust and flies. Describe the different methods of food preservation and food technology. Describe ways of keeping lunch safe from dust, flies and germs.
Assessment Tasks	<ol style="list-style-type: none"> Recommend ways to keep lunches safe from dust and insects. Demonstrate how to prepare, cook and serve a healthy and balanced lunch.

Strand 4 : Safety and First Aid

Unit 1: Safety

Content Standards	4.4.1 Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.
Performance Standards	<ol style="list-style-type: none"> Explore and develop a list of unsafe situations at school. Identify the dangerous goods and equipment at school and recommend ways to store them away safely with safety rules. Explain the purpose of safety signs and Identify ways to stay safe. e.g. when crossing streets, riding a bicycle, or playing. Explain why back seat is the safest place when riding in a vehicle.
Assessment Task	1. Explain the purpose of safety signs and demonstrate ways to stay safe.

Unit 2: First Aid

Content Standards	4.4.2 Demonstrate ways to deal with unsafe and emergency situations in the school and community.
Performance Standards	<ol style="list-style-type: none"> Demonstrate safe ways to cross the road. Demonstrate how to treat insect bites or objects in the ear or objects in the eye. Demonstrate the appropriate behaviours during fire drills, earthquake drills and other disaster drills.
Assessment Task	1. Demonstrate how to treat insects' bites or objects in the ear or objects in the eye.

Grade 5

Strand 1 : Growth and Development

Unit 1: My Body

Content Standards	5.1.1 Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.
Performance Standards	<ol style="list-style-type: none"> Discuss the puberty stage for both boys and girls. Discuss secondary changes for boys and girls such as pimple, beard, armpit hair, breasts. Identify and address differences and similarities on the growth and development stages of boys and girls. Describe ways to overcome negative feelings and emotions of growth and developmental stages. e.g. Menstruation / wet dreams.
Assessment Task	1. Identify the secondary changes of growth and development and recommend ways to improve their own developmental changes.

Unit 2: Relationship

Content Standards	5.1.2 Develop strategies to manage the influence of individuals and groups on attitudes and behaviours.
Performance Standards	<ol style="list-style-type: none"> Discuss and identify positive attitudes that can be learned while interacting and participating with people in the family, home, school, community. Identify and recommend ways to overcome negative feelings and emotions such as embarrassment, shyness. Discuss and describe negative feelings and emotions that can lead to bad behavior Identify negative attitudes and negative emotions such as embarrassment and find ways to overcome them to promote positive attitude .
Assessment Task	1. Identify situations in the home, classrooms, school and community that encourage positive attitudes and good behaviours.

Unit 3: Culture, Values and Morals

Content Standards	5.1.3 Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.
Performance Standards	<ol style="list-style-type: none"> Identify and discuss other influences such as religion, peer pressure and media that identifies them as individuals. Describe and compare how religion and media has had influenced them as individuals. Describe how peer groups have influenced them as individuals. Identify moral behaviors and positive attitudes in a person.
Assessment Tasks	<ol style="list-style-type: none"> Identify factors that influences the individual person's identity. Describe the difference between moral behaviour and positive attitude. Explain the benefits of having positive relationships with family and friends.

Strand 1 : Growth and Development

Unit 4: My Career Interests

Content Standards	5.1.4 Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.
Performance Standards	<ol style="list-style-type: none"> Identify short and long term goals and describe ways to achieve them. Review and assess their interest about certain activities and jobs to see if they have changed over time. Identify volunteer activities they have in their families, homes, churches, schools and communities that can help develop their interests and abilities. Identify and describe jobs in the health sector that are linked to their interests and abilities.
Assessment Tasks	<ol style="list-style-type: none"> Identify and describe two (2) types of health jobs they know that exists in their homes, schools and communities. Identify factors that influenced the decisions of people doing these two (2) jobs.

Strand 2 : Individual and Community Health

Unit 1: Alcohol and substance abuse

Content Standards	5.2.1 Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.
Performance Standards	<ol style="list-style-type: none"> Identify illegal drugs such as marijuana/alcohol and describe their effects on personal health. Identify useful drugs and describe how they are used safely to improve personal health. Describe how alcohol is harmful to health and a cause of social problems in the community. Explain why people take drugs and other harmful substances and propose alternative solutions to their problems. Relate decision-making processes and skills to say 'NO' to taking harmful drugs.
Assessment Tasks	<ol style="list-style-type: none"> Identify illegal drugs such as marijuana/alcohol and describe their effects on personal health. Explain why people take drugs and other harmful substances and propose alternative solutions to their problems.

Unit 2: Protection against Disease

Content Standards	5.2.2 Explore and identify causes of common illnesses and take action to promote behaviour that reduces health risks.
Performance Standards	<ol style="list-style-type: none"> Identify the causes and cures of common diseases found in the community. Demonstrate ways to prevent the transmission of germs (e.g. washing hands, using tissues). Explain what communicable and non-communicable diseases are and list ways to prevent them. Discuss how to prevent malaria / tuberculosis /diabetes and take actions to protect themselves.
Assessment Tasks	<ol style="list-style-type: none"> Explain the differences between communicable and non-communicable diseases. Describe how other forms of sickness and diseases are caused and recommend ways to avoid spreading them.

Strand 2 : Individual and Community Health

Unit 3: Healthy Environment

Content Standards	5.2.3 Assess unsafe situations in the community and take action to reduce harm and promote health.
Performance Standards	<ol style="list-style-type: none"> Survey the community for toilets and rubbish pits and recommend ways to make them more hygienic. Organise sign boards and notices to warn the public about unsafe areas in the community. Plan and organise awareness on the need to keep the community healthy, safe and clean. Discuss how to keep the environment neat and clean in their home and community.
Assessment Tasks	<ol style="list-style-type: none"> Do a simple sign board about an unsafe situation at school or at home. Plan an awareness of an issue to address in the school.

Unit 4: Health Services

Content Standards	5.2.4 Identify health services and products in the community and plan ways to assist and care for the services.
Performance Standards	<ol style="list-style-type: none"> Identify various organisations in the community such as Red Cross or other NGOs and discuss their roles in improving health. Explain what immunisation is and suggest ways to encourage parents with young children to attend immunisation clinics. Identify the range of health products available at the local chemist or stores under categories such as medicines, personal hygiene products, first aid items. Explain the roles of health services such as the ambulance service, clinics, and aid post.
Assessment Tasks	<ol style="list-style-type: none"> List the reasons for immunisation programs for young children. Explain the roles of health services such as the ambulance.

Strand 3 : Nutrition

Unit 1: Food and Growth

Content Standards	5.3.1 Assess the nutritional value of different foods and take action to promote healthy food choices.
Performance Standards	<ol style="list-style-type: none"> Identify junk food found in the school canteen, village stores and market and discuss their effects. Demonstrate and prepare a balanced meal and write a report to explain why it is important. Explain the importance of eating healthy balanced meals from the four food groups. Identify key components of the "Nutrition Facts" labels and analyse the local food collection.
Assessment Tasks	<ol style="list-style-type: none"> Collect and analyse local foods and group them in the categories of the four food groups. Describe diseases caused by eating unbalanced meals.

Unit 2: Food and Hygiene

Content Standards	5.3.2 Describe the food groups, including recommended portions to eat from each food group.
Performance Standards	<ol style="list-style-type: none"> Describe diseases caused by eating unbalanced meals. Record causes of malnutrition and how to avoid sickness after listening to a community health worker. Discuss the benefits of healthy eating including beverages and snacks. Describe safe food handling and preparation practices and how to keep food safe from harmful germs.
Assessment Task	<ol style="list-style-type: none"> Describe diseases that are caused by not eating balanced meals.

Strand 4 : Safety and First Aid

Unit 1: Safety

Content Standards	5.4.1 Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.
Performance Standards	<ol style="list-style-type: none"> Identify ways to stay safe when crossing streets, riding a bicycle, or playing. Display personal safety rules in different situations such as warning signs and signals. Describe safety hazards, including those related to fire, water, and disasters. such as floods, earthquake, volcano, landslide and tsunami, Explain the importance of following safety instructions and wearing safety gears.
Assessment Task	1. Identify emergency situations and explain how to reduce risks.

Unit 2: First Aid

Content Standards	5.4.2 Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.
Performance Standards	<ol style="list-style-type: none"> Apply basic first aid procedures in to accidents at school. Apply basic first aid procedures in unsafe situations such as in marine environments. Apply basic first aid to care and manage the injuries.
Assessment Task	<ol style="list-style-type: none"> Write safety rules and precautions when on the Road, at sea, and on the plane, etc. Suggest healthy and safe practices at home /school.

Assessment and Reporting

The relationship between the assessment standards, the content standards, and the teaching standards emphasise a point heard over and over in education recently. Good assessment is an integral part of good instruction. The most effective teaching aligns the content standards with instruction and assessment.

In a Standards Based curriculum, assessment is viewed not only as a final product (summative), but more importantly as a continual process (formative) that provides pupil performance, data to teachers and students regarding their progress towards achieving the intended standards.

What is Assessment?

Assessment refers to all activities undertaken by teachers and by students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information.

Types of Assessments

- Assessment *as*;
- Assessment *for*; and
- Assessment *of*.

Assessment *for* Learning

Assessment *for* learning, also known as classroom assessment and is not different. It is an ongoing process that arises out of the interaction between teaching and learning. It is to help learners learn better. It does so by helping both students and teachers to see:

- the learning goals and criteria
- where each learner is in relation to the goals
- where they need to go next
- and ways to get there.

Assessment *as* Learning

Assessment *as* learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

Assessment *of* Learning

Assessment *of* learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. These are often known as summative assessments

Assessment in Teaching Health Education

Assessment should first and foremost be used to evaluate students' performance so that teaching can be adjusted to improve students' achievements of the outcomes. To do this well assessment must be continuous throughout the year.

The emphasis should be on teaching Health for understanding. Written tests should only be one of the methods used to find out what students have learnt. Other assessment methods must also be used.

Assessment Methods

These are some methods that teachers can use to assess students' performance in Health lessons.

Observing students during the lesson

To do this in a manageable way, teachers make informal observations and make notes of these on a class list. They choose just one or two students in any one lesson and note down both positive and negative things students do during that lesson. Teachers continue with different students until they have some comments on all students, then they repeat the process.

Talking with students

Teachers should use good questioning techniques in class as well as informal discussions with individual students to get a picture of each student's progress. Relevant points from such discussions must be noted down such as whether or not correct mathematical terms were used to answer a question or whether or not the student showed understanding of a concept. Formal interviews may also provide further information.

Profiles

Teachers may set a series of mini-projects or exercises and keep samples of work from each student on a file, maintaining a folder of work for each student. Students' exercise books fulfill this function to some extent. Another form of maintaining such profiles is to only retain the best and latest version of students' work.

Tests

There are many types of tests suitable for Health, some of which include short answer tests, longer exercises and multiple-choice questions.

The important thing to remember is that teachers use a range of assessment methods and not just tests to decide if students have achieved the content standards.

Recording

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

- Anecdotal notes in a journal or diary
- Checklists
- Portfolios of students' work
- Progressive records
- Work samples with comments written by the teacher.

Reporting

Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning.

Students' reports should be based on assessment information collected from ongoing assessments. Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of content standards achieved by students since the previous report
- a written record of the content standards the student is now working towards
- information about students' attitudes, values and other additional information that is specific to individual students.

Evaluation

Teachers will use assessment information to make judgments about 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.

Glossary

Words	Definitions
Alcohol and Substance abuse	Alcohol is the most widely-used drug in the world also known as is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others.
Assessment	Activities teachers use to help students learn and to monitor their progress.
Assessment Strategies	Different styles and ways of assessing students work.
Assessment for Learning	A common form of assessment. It is an ongoing process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
Assessment as/in Learning	Is a design to inform students what they will do well and what they need to improve on daily/weekly bases as an integral part of everyday teaching and learning such as exercise, activities or experiments students do or practice in each lesson.
Assessment of Learning	Provides a summary of students learning over a set period of time and is generally carried out at the end of a course or project. Sometimes it is referred to as summative assessment and are evaluative.
Assessment Tasks	On-going test of knowledge, skills and attitudes/values gained throughout the particular unit or topic.
Benchmark	A benchmark is a required standard or yardstick in which something is measured against. In the national curriculum, it is set to evaluate and validate the standard of curriculum as well as the effectiveness of teaching and learning at the end of each level of schooling. In PNG, Benchmarking is referred to as assessment of content standards at the end of each level of schooling such as Elementary 2, Grade 5 and Grade 8.
Content Standard	A broad statement of what students need to know, understand, and be able to do as intended by the syllabus. They define the breadth and depth of knowledge, skills and processes and attitudes and values that are to be taught in the strand, unit or topic.
Career Interest	Discover what your interests are and how they relate to the world of work. The Interest of the choices that and individual may decide on what kinds of occupations and jobs you might want to do in the future.
First aid	Keeping safe and prepared in emergency situation and medical attention that is usually administered immediately after the injury occurs and at the location where it occurred.
Healthy Environment	Is how the surroundings influence human health and disease. It means things in the natural environment like air, water and soil, and also all.
Growth and Development	Human development is a lifelong process of physical, behavioral, cognitive, and emotional growth and change. In the early stages of life from babyhood to childhood, childhood to adolescence, and adolescence to adulthood enormous changes take place.
Performance Standards	A descriptive statement of the knowledge and skills that students may display as they work towards the achievement of the content standard. The performance standards are examples only. Performance standards make content standards operational.
Standards Based Education	Is an academic program in which clearly defined academic content, performance standards are aligned. It spells out what schools and communities need to do to ensure achievement of expectations It is a philosophical concept that is centered on the process of planning, developing, delivering, monitoring and improving education programs.

Standard Based Curriculum	Is a cumulative body of knowledge and set of competencies that form the basis for a quality education.
Standard	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
Standards Based Education Assessment	Is a learning system and is a systematic and ongoing process of collecting and interpreting information about students achievements.
Nutrition	The interaction of nutrients and other substances in food in relation to maintenance, growth, reproduction, health of human beings. It includes food intake and absorption,
Relationship	The way in which two or more people or things are connected, or the state of being connected.

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