

Physical Education

Syllabus

Primary

Grades 3, 4 & 5

Standards Based



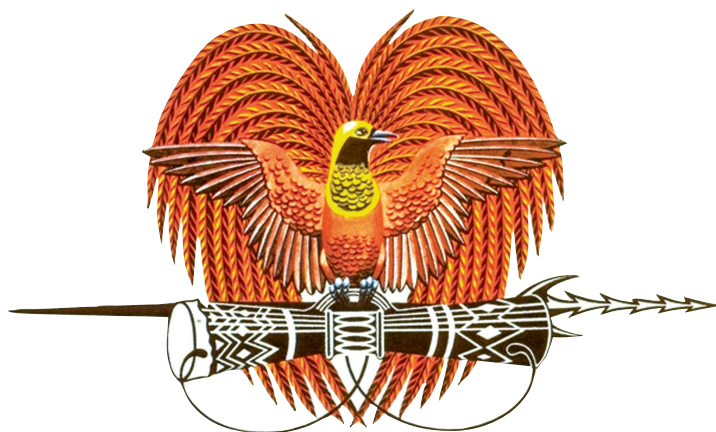
**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Physical Education Syllabus

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

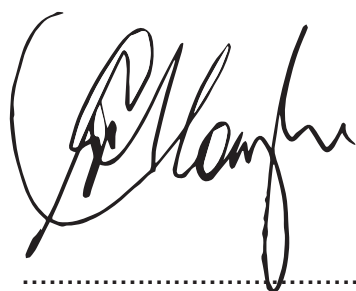
The development of the Primary Physical Education Syllabus is a direct response to the government's directive through the Outcomes Based Education (OBE) exit report, (Czuba 2013). The report recommended for the phasing out of Outcomes Based Curriculum (OBC) and the introduction of Standards Based Curriculum (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.

Physical Education is an important subject under Personal Development Key Learning Area in the implementation of SBC. The goal of Physical Education curriculum is to ensure that all students become competent, competitive, physically fit and healthy members of the society. A strong Physical Education background is the basis to nurturing healthy citizens. Students who value Physical Education lenses are able to stay healthy and live longer and at the same time confidently express ideas, opinions, beliefs, emotions and perspectives.

The Physical Education curriculum will enhance students' ability to be good citizens, make informed decisions regarding social issues at local, national and international levels.

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 Physical Education content to the students.

I commend and approve this Physical Education 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 Ministry of Education approved the introduction of Standard Based Curriculum (SBC) in 2013 to improve the standards in education in Papua New Guinea in all aspects of education, including curriculum development, teacher training, student and teacher performance, school management, educational leadership and monitoring.

This Physical Education syllabus contains the national content standard and benchmarks of what students must know and be able to do and live by as a result of studying Physical Education. These standard statements are expanded in the syllabus and teacher guides as content standards and performance standards. The content and performance standards in this syllabus are student-centered can be demonstrated, assessed, measured and monitored. They show progression from one grade to the next.

The content of Primary Physical Education is organised under three strands; safety, movement and physical activity. The safety strand has two units; safe and unsafe practices, and behavior in games and sports. The movement strand has one unit; movement skills while physical activity strand has three units; modified sports (pikinini sports) and games fitness for health and leisure and recreational activities.

Students must achieve the required proficiencies and benchmarks for Physical Education at each grade level and at the end of Grade 5. These benchmarks are linked to the content standards, performance standards and assessment tasks.

The time allocation for Physical Education is 120 minutes per week for Grades 3, 4 and 5.

Rationale

Physical Education is an integral part of the education system. It plays an important role in the integral human development of students. This means that the students' cultural, social, spiritual, physical, intellectual and emotional developments are enhanced through participation in a range of physical activities promoting healthy well being.

Physical Education also encourages positive attitudes such as respect, confidence, co-operation and open-mindedness to be a responsible person and a problem solver. Students will also be expose to develop higher order thinking skills while studying Physical Education.

The basic learning goals of Physical Education at this level are sports development. Sports in itself is an industry. It brings and unites nations and communities together as one, through structured competitions, tournaments and events.

Physical Education provides students with opportunities to develop good sportsmanship and athletic behaviour with a vision to develop sporting interest for a career in sports. It also provides opportunities for students to develop the knowledge, skills, values and attitudes necessary to lead a healthy active lifestyle and reach their full potential in sports. It will also enable students to develop social interaction and communication skills with other students cultural identity.

All students, despite their race, class, gender and religion are entitled to a high level physical education program. Their participation in a wide range of physical activities is important for fitness development and physical wellbeing and health.

The students are also given opportunities to take part in team and individual sports to practice appropriate behaviour and promote respect and safe practices in sports.

Aims

Physical Education is a practical subject which involves body movements in a variety of physical activities. These physical body movements enable students to develop knowledge, skills and competencies to live a healthy lifestyle. The physical activities also enable students to develop confidence and competencies of becoming good sportsmen and women with good moral values.

The broad aims of Primary Physical Education subject are to:

- promote physical, social, emotional and intellectual development of a student,
- help students learn the basic movement skills in a variety of contexts,
- promote knowledge and understanding of various movement and techniques in games and sports,
- promote positive attitudes towards physical activities and promote enjoyment of lifelong health-related fitness,
- prepare a student for an active and purposeful use of leisure time,
- experience different forms of physical activities that are culturally relevant to Papua New Guinean society,
- develop positive and responsible personal and social behaviour in physical activity setting,
- develop an appreciation of movement and the use of the body as an instrument of expression and creativity,
- develop safety practices in physical activities.

National Benchmarks

The National Benchmarks are points of references used for measuring the targeted standards of achievement at each grade level. These points of references indicate signs of progression in a subject across all grades. The purposes of these benchmarks are to clarify what the learners need to know and how they will progress onto the next grade level. They also provide guidance for teachers to make their final judgments through assessments.

In the National Curriculum, the National Benchmarks serve to evaluate and validate the effectiveness of teaching and learning of a subject. These National Benchmarks are linked to the Content Standards, Performance Standards and Assessment Tasks of the subject. Benchmarking occurs at the end of Elementary 2, Grade 5 and Grade 8.

Schools, clusters, districts and provinces are encouraged to set their own benchmarks and monitor these in order to work towards achieving the National Benchmarks.

Grade level benchmarks

The Grade Benchmarks of Physical Education describe the set of standard learning goals that students should learn and achieve at the end of each grade before proceeding to the next grade.

Grade 3

By the end of Grade 3 all students should be able to:

- understand the consequences of safe and unsafe practices at school and home
- practice and apply basic safety play practices at school and home
- apply and practice simple sequence of movements in lead up to the games
- apply and practice basic locomotor and non-locomotor skills
- demonstrate the four fundamental movement skills with confidence
- participate confidently in modified field and goal sports, athletics and basic water sports
- perform simple fitness exercise and
- understand the importance of leisure and recreational activities at home and at school.

Grade 4

By end of Grade four all students should be able to:

- practice and apply a range of basic safety in physical activities
- understand sporting codes, ethics and sportmanship
- perform combined movement sequences, pattern and concepts in games
- demonstrate the eight fundamental movement skills with confidence
- apply rules and be confident in modified court and net sports, athletics and water sports
- understand the importance of fitness exercises and participate in various fitness activities and
- describe a range of indoor and outdoor leisure and recreational activities in different settings.

Grade 5

By the end of Grade 5 all students should be able to:

- develop basic safety action plans and apply them in various physical activities
- apply basic first aid skills and procedures
- apply problem solving skills in games and sports
- demonstrate the 12 fundamental movement skills with confidence
- apply rules with confidence in modified bat and racket, athletics and water sports
- understand the benefits of fitness exercises, leisure and recreational activities and
- demonstrate good moral values in games and sports as participants and spectators.

Primary benchmarks

Primary Physical Education Benchmarks take place at the end of Grade 5. The students exiting Grade 5 should have achieved the following standard learning goals:

Strand	Benchmarks
Safety	<ul style="list-style-type: none"> • Take responsibility and apply safety rules, practices, protocols and procedures in all physical activities and usage of equipment and facilities. • Display competitive sportsmanship through participation. • Identify and experience positive impacts of physical activities. • Recognise advantages of physical activities. • Develop suitable training programs for lifelong benefits.
Movement	<ul style="list-style-type: none"> • Demonstrate basic competent skills, strategies and rules in at least three different types of movement forms. • Assess competence in two or more movement forms. • Analyse basic offensive and defensive strategies in games and sports. • Identify characteristics of skilled performance in at least three movement forms. • Identify personal strengths and weaknesses in a movement skill and game.
Physical Activity	<ul style="list-style-type: none"> • Use skills, knowledge, interest and desire to maintain an independent active lifestyle. • Seek and select variety of movement forms based on interest and fulfillment or type of physical activity. • Develop and implement physical activity program of personal needs. • Identify how pattern of participation in activities changes throughout life • Develop a plan to deal with those changes in leisure or recreation activities. • Demonstrate skills, knowledge and desire to monitor and adjust activity levels to meet individual fitness needs. • Participate regularly in health-enhancing fitness activities.

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,
- complements the National Education Standards that are aligned to career pathways and lifelong living after school and
- 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. Physical Education 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 knowledge, skills, values and attitudes to allow students to achieve the desired standards expectations of integral human development.

2. Our way of Life

Cultural relevance

Cultural relevance focuses on the richness and diversity of Papua New Guinean cultures and languages. These cultures and languages are examined within their own unique contexts, and within historical, contemporary, and future realities. Our traditional life is based on a holistic perspective that integrates the past, present and future. Papua New Guineans are the original inhabitants of Papua New Guinea and live in sophisticated, organised, and self-sufficient societies. Our customs and traditions constitute a cultural mosaic, rich and diverse, including different cultural groups. Our customs and traditions are unique and are featured in the National Curriculum.

The National Curriculum should enable students to:

- demonstrate , understand and practice the values, beliefs, customs, and traditions of Papua New Guinea,
- demonstrate, understand and apply the unique Papua New Guinean communication systems,
- demonstrate and recognise the relationship between Papua New Guineans and the global communities,
- recognise, accept and practice Papua New Guinean arts as forms of cultural expression,
- give examples of the diversity and functioning of the social economic, and political systems of Papua New Guineans in traditional and contemporary societies; and
- describe the evolution of human rights and freedoms as they relate to the people of Papua New Guinea.

3. Teaching and Learning

The expectation for all students set forth through the *National Curriculum Standard Framework* strongly emphasise intellectual discipline and high standard attainments through relevant curriculum content. The Standards Based curriculum intends for a different approach to teaching and learning for all students. This approach emphasises the connections between subject areas and the skills to be acquired and used overtime. The students should develop the ability to reason, solve problems, apply knowledge, and communicate effectively.

Catering for diversity

Gender

Gender is what it means to be a woman or a man. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and of being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In Papua New Guinea, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. The national curriculum will provide students with subjects, resources and activities that value and respect the needs of girls and boys.

Students with special needs

Many students have special needs. These special needs may include students who are gifted or disadvantaged physically, emotionally, intellectually. Students may display combination of any of these needs. The national curriculum will ensure that all are provided with the opportunity to excel and achieve their full potentials regardless of their disabilities.

Inclusive curriculum

The national curriculum is inclusive and designed to meet the needs of all students irrespective of their abilities, gender, geographic locations, cultural and language backgrounds, or their socio-economic backgrounds. The national curriculum must be implemented by teachers in ways that are inclusive of all students at all levels of schooling.

Students learn in different ways. It is best to use a variety of methods to teach them. No one method is best. It is true that students are very different and even the same students learn best from different methods at different times. By using a range of teaching methods, it is more likely that the needs of all students will be met. In order to be inclusive of all students, teachers need to cater for a range of physical, social, cultural, emotional and intellectual needs of their students. This can be achieved through using appropriately and carefully planned learning activities, a range of teaching methods and strategies and thoughtful use of a teacher's language of communication.

To be inclusive teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able to participate fully in all learning activities. Through participation, individual creativity can be recognized and encouraged as contributing to social and national development without losing sight of the principle of communal sharing. Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations.

Relevance

The national curriculum should be relevant to the social, spiritual and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development. A relevant national curriculum will prepare students for productive community living; integrate academic and practical education and will provide ways formal and informal employment.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of Grades 8, 10 and 12 will need to find work in the informal economy. These students, however will not only need to be skilled to work in the informal economy. They will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and knowledge. All students will need to know how to adapt new technologies and knowledge appropriately to their environment.

The national curriculum will enable teachers to support students learning by encouraging teaching in real life contexts. This means relating the skills and knowledge of subjects to real life situations. People from the community could also be brought into the classroom to help teach a topic and support students undertaking useful projects in the community.

Student-centered learning

Student-centered learning recognizes the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centered approach will create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teach students important contents. A student-centered classroom will usually involve students working together in small groups using activity centers set up in the classroom while the teacher works more closely with one or two students.

The national curriculum describes the learning outcomes for all subjects. A student-centered approach allows teachers to be flexible in determining effective ways to help all students achieve the learning outcomes.

Lifelong learning

School is an important part of students' education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students. It should prepare them for life after school. Students learn many things when they go to school. They will learn many things outside of school and continue to learn after they leave school. The national curriculum should build on what students already know. Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own learning. Increasingly, students who leave school will look for opportunities to continue their education, and to return to school or some other educational or training institutions in order to improve their qualifications.

4. Physical Education Guiding Principles

The physical education guiding principles define what a student should know and be able to do as result of a quality physical education program.

The Primary Physical Education curriculum standards is based on the following underpinning curriculum principles:

Our Way of Life

Cultural heritage

Physical Education acknowledges and encourages traditional forms of play and physical activities as a way of maintaining our cultural heritage to complement our way of life today. Traditionally in Papua New Guinea, knowledge, skills and values were acquired informally through mainly observations, imitations and hands on experiences. In the same way, participating in traditional games or physical activities promoted cultural practices and values in games and as such, traditional and introduced games are valued and sustained by the communities. Students' participation in various physical activities improves social behavior through upholding cultural values such as respect, appreciation and fair play which promote peace and harmony in the communities. The communities in turn, support the teaching and learning of the subject in schools by sharing resources, providing assistance with school sports activities and promoting culturally relevant activities.

Integral Human Development

The right to healthy living

Physical Education provides opportunities for students to develop physically, intellectually, spiritually, emotionally and socially in order to sustain themselves. The knowledge, skills, attitudes and values acquired through Physical Education will help students live physically active, develop interest in different types of physical activity, build team work, social skills, improve focus and academic performance.

Students not only learn to stay fit and healthy but also keep their minds and morals healthy. They learn about safe practices and its consequences to prevent the risk of accident and injury in games or physical activities. Students also develop positive self-esteem and a sense of achievement through the appreciation and enjoyment of various physical activities. Taking part in physical activities such as games, sports and fitness programs is an important part of Physical Education that promotes and contributes to healthy living.

Teaching and Learning

Teaching and Learning approaches

Teaching Physical Education requires variety or combinations of teaching and learning approaches. Physical education teaching is focused on skills development through demonstration and practice in games and sports. An effective Physical Education teaching and learning program is based on careful thought and design of content focused on student centered approach where students learn well by doing.

Teaching and learning approaches need to be flexible to cater for individual differences and learning should be relevant and meaningful to the experiences and needs of the students. Gifted students should be given opportunities to extend their learning while students with physical or intellectual impairments and emotional or learning difficulties need special support. Teachers have a responsibility to ensure that the curriculum they teach and the classroom practices they use give all students the opportunity to reach their full potential. In addition, students should be given equal opportunities to participate in all class or school activities regardless of their gender.

Content Overview

The content overview is the description of what students will learn for each grade prescribed in the Syllabus content. The Physical Education course is organized into three strands and has six units within the strand consistent across the grades from grades 3, 4 & 5. These Strands are broad concepts which have been identified as basic elements of progressive learning from one grade to the next level.

Strand 1: Safety

Safety is concerned with the prevention of injuries in physical activity and describes behaviour that promotes safety at school and in the community. The strand content gives students opportunities to gain basic safety procedures to promote safe play and to deal with emergency situations during games and sports. Students understand the rules of safe play and their roles and responsibilities associated with different physical activities. The important concept is to encourage safe play, positive attitudes and acceptable behaviour that promote safe practices in physical activities in the school and the community.

Strand 2: Movement

Movement in physical activities requires students to understand and apply arrange of movement skills in different contexts. A strong foundation in fundamental movement skills and patterns forms the basis for building unspecialised and specialised skills related to particular sports, games and other physical activities. This strand focuses on students exploring, developing and demonstrating basic movement skills using different patterns and sequences. Students use controlled and coordinated body movements with or without equipment. It is important to develop competency in these skills to encourage lifelong involvement in physical activities.

Strand 3: Physical Activity

Physical Activity is the application of movement skills, rules and game plans to play, games and modified sports. Through participation in various physical activities, students develop competence, confidence, positive attitudes, acceptable behaviour and an understanding of team work and fair play. Students are encouraged to build upon and apply skills and tactics in competitive and non-competitive sporting activities.

Students acquire knowledge of the importance of fitness and the benefits to be gained in relation to their personal health. Students are given opportunities to explore various fitness activities and to develop routines that encourage them to maintain their personal fitness levels. This Strand also encourages students to recognize the value of leisure and recreation for the maintenance and improvement of fitness and health.

Table of strands, units and concepts

The table below outlines the strands, units and concepts for the Primary Physical Education subject. The concepts show the physical education content progression from grades 3 - 5. These help teachers understand how to deal with them when they are expanded into content standards, performance standards and assessment tasks.

Strand	Units	Grade 3	Grade 4	Grade 5
1. Safety	1. Safe and unsafe practises in various physical activities	<ul style="list-style-type: none"> • Safe and unsafe play practices • Safety in physical activities • Use and care of sporting facilities and equipment 	<ul style="list-style-type: none"> • Basic safety strategies in free and controlled movements, • Basic safety strategies in sport and fitness activities • Basic safety strategies in leisure and recreational activities 	<ul style="list-style-type: none"> • Safety action plans for games • Basic First Aid procedures for minor injuries in water sports and games • Emergency and risky situations in physical activities
	2. Behaviour in games and sports	<ul style="list-style-type: none"> • Games and fair play rules (codes) • Spectator and player behaviour 	<ul style="list-style-type: none"> • Sporting codes and ethics in modified sports • Sportsmanship in individual and team sports 	<ul style="list-style-type: none"> • Safe behaviours and procedures in games and sports • Behaviours in offensive and defensive play
2. Movement	3. Movements skills	<ul style="list-style-type: none"> • Locomotor and non-locomotor skills • Basic movement sequences and simple concepts 	<ul style="list-style-type: none"> • Locomotor, non-locomotor and manipulative skills • Movement sequences and patterns 	<ul style="list-style-type: none"> • Twelve Fundamental movement skills for game play • Movement sequences, patterns and concepts
3. Physical Activity	4. Modified sports and games	<ul style="list-style-type: none"> • Minor lead-up Games • Modified field and goal sports • Athletics – sprint and relay • Basic water sports 	<ul style="list-style-type: none"> • Minor ball Games • Modified court and net sports • Athletics -100m and 200m sprints and relay • Water sports - Basic swimming skills - free styles 	<ul style="list-style-type: none"> • Major ball drills and lead up games • Modified bat and racket sports • Athletics - sprints, relay and field events • Water sports - Swimming techniques - butterfly, back stroke
	5. Fitness for health	<ul style="list-style-type: none"> • Fitness activities for health • Fitness exercises for specific modified field and goal sports 	<ul style="list-style-type: none"> • Fitness activities for health • Fitness exercises for specific modified court and net sports 	<ul style="list-style-type: none"> • Individual fitness activities for health • Fitness exercises for individual and team sports
	6. Leisure and recreation	<ul style="list-style-type: none"> • Leisure and recreational activities in the home and school 	<ul style="list-style-type: none"> • Recreational activities indoor or outdoor in rural or urban settings 	<ul style="list-style-type: none"> • Leisure and recreational activities action plans • Benefits of leisure and recreational activities

Content Standards

The Content Standards are broad statements of what students need to know, understand and be able to do as intended by the Syllabus. These Content Standards create a clear outline of the essential knowledge, skills and understanding that students need to master in a given subject content. They define the breadth and depth of knowledge, skills, processes, attitudes and values that are to be taught in the strand. They are student-centered and are written in terms that would enable them to be demonstrated, assessed, measured and monitored to show progression from one grade to the next.

A numerical code has been applied to each of the content standards. This does not indicate any intended sequence or hierarchy of the content standards. Rather, it is a classification system to facilitate simplicity of reference. Each content standard is numbered with three digits, such as 4.3.2. This refers to a content standard from Grade 4, strand number 3 and content standard number 2.

Grade 3	Grade 4	Grade 5
Strand 1: Safety		
3.1.1 Demonstrate safe and unsafe practices for safety to avoid taking risks in physical activities	4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities	5.1.1 Illustrate safety procedures and apply simple safety action plans for emergencies that occur in games and sports
3.1.2 Demonstrate good behaviour that promote fair play in games and sports	4.1.2 Identify and describe good behaviours in various physical activities	5.1.2 Demonstrate safe behaviours and procedures in offensive and defensive play
Strand 2: Movement		
3.2.1 Demonstrate locomotor and non locomotor skills with simple sequences and concepts individually or with a friend in general space.	4.2.1 Perform a range of movement sequences and patterns using locomotor, non-loco motor and manipulative skills	5.2.1 Demonstrate and apply selected locomotor and manipulative skills with a partner and appropriate equipment to perform movement sequences, patterns and concepts
Strand 3: Physical activity		
3.3.1 Describe and understand what modified sports are and common game skills of the selected sports and practise them in a range of lead up, minor games and basic water sports	4.3.1 Demonstrate a range of modified sports skills in a range of court and net, swimming, athletics, minor ball games and use the rules to play a game	5.3.1 Apply modified ball handling and basic athletics skills, in game play situations, including basic aquatic skills and discuss types of appropriate facilities to develop a modified class sports program.
3.3.2 Describe the effects on the body before and after participating in various physical activities for healthy wellbeing	4.3.2 Identify and participate in daily physical activities that contribute to heart and lung fitness such as balance and coordinated activities	5.3.2 Discuss and describe the benefits and opportunities for individual, dual and team participation in a range of leisure and recreational activities

Strand 3: Physical activity

3.3.3 Discuss and understand the variety of leisure and recreational activities in the home and school

4.3.3 Recognize and identify indoor and outdoor recreational activities in urban or rural settings

5.3.3 Discuss and describe the benefits and opportunities for individual, dual and team participation in a range of leisure and recreational activities

Content Expansion

This section contains the expansion of Content Standards into Performance Standards and Assessment Tasks. The Content Expansion is organised by grades.

Performance Standards

Each Content Standards statement in this Syllabus is accompanied by a set of Performance Standards. A Performance Standard is a descriptive statement of the knowledge, skills, attitude and values that students might display as they work towards the achievement of the Content Standard.

Each Performance Standard gives explicit descriptions or explanations of what to be done during instructional planning of teaching and learning process in order to achieve the Content Standard. They demonstrate the range of observable skills that contribute to the achievement of the Content Standards. They assist teachers to monitor student progress within a level and to make on-balance judgments about the achievement of Content Standards at the end of a level.

Teachers may wish to develop their own Performance Standards. Alternatively, they may adapt and/or modify the Syllabus Performance Standards as appropriate to their context. Each Performance Standard may give explicit descriptions or explanations of what to be done during instructional planning of teaching and learning process in order to achieve the Content Standard. The Performance Standards are coded as a,b,c.

Assessment Tasks

Each Content Standard has suggested assessment task(s) which are mainly for Assessment **for** and Assessment **as/in**. These are numbered as 1, 2, or continues to next number. Assessment Tasks are written in terms that enable them to be demonstrated, assessed, measured and monitored to show students' understanding of the intended standards.

Grade 3

Strand 1 : Safety

Unit 1 : Safe and unsafe practises in various physical activities

Content Standard	3.1.1 Demonstrate safe and unsafe practises for safety to avoid taking risks in physical activities.
Performance Standards	<ol style="list-style-type: none"> Identify safe practises in physical activities at home and school. Identify unsafe practises in physical activities at home and school. Describe basic safety rules to avoid taking risks in physical activities.
Assessment Tasks	<ol style="list-style-type: none"> Identify a safe practise and explain how it is applied to a friend or a group. Make up and present a role play about an unsafe practise in school.

Unit 2 : Behaviour in games and sports

Content Standard	3.1.2 Demonstrate good behaviour that promote fair play in games and sports.
Performance Standards	<ol style="list-style-type: none"> Identify common characters of fair play and how to use and promote them. Identify and describe good behaviours practised in various physical activities such as respect cooperation and follow rules. Discuss the benefits of safe behavioural conducts during various physical activities such as ground and water activities.
Assessment Task	<ol style="list-style-type: none"> Name one good or safe behaviour that players and spectators must display during games.

Strand 2 : Movement

Unit 3 : Movement skills

Content Standard	3.2.1 Demonstrate locomotor and non locomotor skills with simple sequences and concepts individually or with a friend in general space.
Performance Standards	<ol style="list-style-type: none"> Perform locomotor movements using different movement skills using two or more body parts: crawl, walk, jump, hop, gallop, skip, slide, leap, jog, run. Move objects around in a given space in different directions and at different speeds. Explore movements that require hand, eye and body coordination such as throwing or kicking at a target. Explore a variety of ways of moving in water.
Assessment Tasks	<ol style="list-style-type: none"> Choose and demonstrate a locomotor skill using two body parts. Identify the skip, hop and jump movements in a given set of pictures.

Strand 3 : Physical Activity

Unit 4 : Modified sports and games

Content Standard	3.3.1 Describe and understand what modified sports are and common game skills of the selected sports and practise in a range of lead up, minor games and basic water sports.
Performance Standards	<ol style="list-style-type: none"> Identify traditional games and introduced games such as egg and spoon race, three legged race, fill the bucket and play in class teams. Identify and describe modified ball sports played in the community and discuss the types of equipment and facilities (courts/fields, toilets and wash rooms for players/ spectators etc.) e.g. Netabol - size three balls, voliball size three. Identify hand-eye ball handling skills and practices and apply them in lead up games e.g. captain ball, corner spray, leader and tunnel ball. Identify minor games for leg-eye coordination ball skills such as kicking, dribbling, shooting targets and practice them in game play situations e.g. dribbling relay three side, etc.
Assessment Tasks	<ol style="list-style-type: none"> Name a field and goal modified sport. Demonstrate a modified game skill using hand coordination skill with a partner or equipment.

Unit 5: Fitness for health

Content Standard	3.3.2 Describe the effects on the body before and after participating in various physical activities for healthy wellbeing.
Performance Standards	<ol style="list-style-type: none"> List and define the components of physical fitness. Take part in various physical activities such as running, jumping, swimming, skipping and describe how they feel afterwards. Describe the immediate changes in body temperature like perspiration, heart rate breathing rate and how they feel before, during and after vigorous physical activity. Participate in fitness activities such as obstacle courses and circuit activities.
Assessment Tasks	<ol style="list-style-type: none"> Perform ten skipping rope jumps and say how fast or slow they are breathing or the heart is beating. Describe how a fitness circuit station works.

Strand 3 : Physical activity

Unit 6 : Leisure and recreation

Content Standard	3.3.3 Discuss and understand the variety of leisure and recreational activities using appropriate local facilities at home and in school.
Performance Standards	<ol style="list-style-type: none"> Identify and sort leisure and recreational activities into individual or group activities. Discuss leisure and recreation activities in which family members and friends participate in. Describe various leisure activities that require facilities from the local area such as playground equipment. Discuss the rules and correct usage of facilities and playground equipment. Discuss the roles and responsibilities when using facilities and playground equipment in their local communities.
Assessment Tasks	<ol style="list-style-type: none"> Choose and demonstrate a locomotor skill using two body parts. Identify the skip, hop and jump movements in a given set of pictures.

Grade 4

Strand 1 : Safety

Unit 1: Safe and unsafe practises in various physical activities

Content Standard	4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities.
Performance Standards	<ol style="list-style-type: none"> Demonstrate safety rules and guidelines in sport and fitness activities. Identify basic First Aid procedures for injury prevention in various physical activities. Discuss and demonstrate water safety and survival skills. Discuss and demonstrate procedures for obtaining emergency assistance and information such as call school office, ambulance, police, call 000 or find an adult.
Assessment Tasks	<ol style="list-style-type: none"> List three reasons why it is importance to follow safety rules and guidelines in various physical activities. Identify and list two safety rules when taking part in water activities.

Unit 2: Behaviour in games and sports

Content Standard	4.1.2 Identify and describe good behaviours in various physical activities.
Performance Standards	<ol style="list-style-type: none"> Describe and identify acceptable and unacceptable behaviours players display in field and goal sports. Describe of the benefits of acceptable behaviours in water sports, fitness activities and games and water sports. Describe the consequences of unacceptable behaviours and in water sports, fitness activities and games and leisure or recreational activities. Describe types of acceptable and unacceptable behaviours in leisure and recreation activities. Discuss the behaviours of spectators and the roles of team captains and players on how or what can be done when their team wins or loses.
Assessment Tasks	<ol style="list-style-type: none"> List two acceptable benefits individuals must gain when practising acceptable behaviours. List two consequences that individuals can encounter when they engage in unacceptable behaviours during play or other physical activities.

Strand 2 : Movement

Unit 3: Movement skills

Content Standard	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills.
Performance Standards	<ol style="list-style-type: none"> Create movement sequences by combining balances, travelling, turns and rolls. Create and demonstrate movement patterns using skipping rope games and hopscotch. Demonstrate speed, balance and spatial awareness when moving with a partner or group. Perform controlled, coordinated movements to receive or stop moving objects.
Assessment Tasks	<ol style="list-style-type: none"> Select three locomotor movements skills and perform them in a sequence, e.g; walk, hop and skip with a partner. Perform the over arm throw or under arm throw applied in Tee.ball.

Strand 3 : Physical Activity

Unit 4: Modified sports and games

Content Standard	4.3.1 Demonstrate a range of modified sports skills in a range of court and net, swimming, athletics, minor ball games and use the rules to play a game.
Performance Standards	<ol style="list-style-type: none"> Discuss and select three court and net sports and practice the skills through skill drill and various minor games. Perform a variety of water movement skills such as floating, submerging, swimming and diving. Identify three court and net sports and practice the modified skills of the games using the rules of play, scoring and lines men. Discuss simple attack and defensive play and practice them in minor games in the PE classes. Discuss thoughts and views about how players feel when they lose or win a game, in various game situations.
Assessment Tasks	<ol style="list-style-type: none"> Name 2 ball and court /net sports and describe the equipment used. Perform two game skills of court and net sports.

Unit 5: Fitness for health

Content Standard	4.3.2 Identify and participate in daily physical activities that contribute to heart and lung fitness such as balance and coordinated activities.
Performance Standards	<ol style="list-style-type: none"> Demonstrate examples of fitness exercises for good health such as aerobics, dance steps, stretches. Discuss and express the understanding of the benefits of fitness in physical health. Identify and list activities that people do to improve heart and breathing capacity and flexibility. Identify fitness requirements of selected physical activities such as wearing suitable clothing for doing warm- up and warm down activities.
Assessment Task	<ol style="list-style-type: none"> Cut pictures from magazines or newspapers or draw pictures that show activities that you do to help keep physically fit.

Unit 6 : Leisure and recreation

Content Standard	4.3.3 Recognize and identify indoor and outdoor recreational activities in urban or rural settings.
Performance Standards	<ol style="list-style-type: none"> Discuss reasons why people participate in leisure and recreational activities. Organize and participate in different leisure activities such as making and sailing a toy canoe, flying a kit. Plan and design a simple personal weekly action plan for recreational games and activities. Investigate the importance of physical recreational activities on individuals.
Assessment Tasks	<ol style="list-style-type: none"> Identify and list the types of leisure and recreational activities and give reasons for taking part in them. List five benefits of taking part in leisure and recreational activities.

Grade 5

Strand 1 : Safety

Unit 1: Safe and unsafe practises in various physical activities

Content Standard	5.1.1 Illustrate safety procedures and apply simple safety action plans for emergencies that occur in games and sports.
Performance Standards	<ol style="list-style-type: none"> Explain and perform action plans to promote safety rules and deal with emergency situations in games and sports. Demonstrate basic first aid in modified sports using local resources and equipment. Demonstrate survival skills in a range of contexts such as in water activities or ball games. Discuss the basic safe play rules, safe conducts and general sports administration for school sports.
Assessment Tasks	<ol style="list-style-type: none"> Develop simple action plans to deal with a given emergency situation in a game. List down safety tips to avoid accidents or incidents. Design and explain action plans to promote safety rules dealing with emergency. Demonstrate First Aid strategies for minor injuries occurring in modified sports using local resources and equipment.

Unit 2 : Behaviour in games and sports

Content Standard	5.1.2 Demonstrate safe behaviours and procedures in offensive and defensive play.
Performance Standards	<ol style="list-style-type: none"> Observe and identify safety procedures practiced in offensive play situations in field and goal and net and court. Observe and identify safety procedures in defensive play situations ball and bat, and bat and racket. Perform safety procedures in offensive and defensive play situations. Identify, discuss and make responsible decisions to an extent according to the rules associated with competition play.
Assessment Tasks	<ol style="list-style-type: none"> List and describe three offensive and three defensive play in a field or goal sport. Conduct a survey on offensive and defensive plays in a game, and report findings of their observations to class or others.

Strand 2 : Movement

Unit 3: Movement skills

Content Standard	5.2.1 Demonstrate and apply selected locomotor and manipulative skills with a partner and appropriate equipment to perform movement sequences, patterns and concepts
Performance Standards	<ol style="list-style-type: none"> Create and perform various movement patterns with body control such as combining balances, forward and backward rolls, turns, jumps, squats. Apply hand and leg eye coordination movement skills such as throwing and catching or kicking and dribbling in modified games. Perform different swimming strokes such as freestyle, breast stroke, back stroke and butterfly. Demonstrate accuracy when performing ball handling skills such as throwing, catching, fielding, dribbling and kicking.
Assessment Tasks	<ol style="list-style-type: none"> Demonstrate hand and leg eye coordination movement skill example, dribbling and striking. Do freestyle, breast stroke, back stroke and butterfly swims competently by using checklist. Demonstrate a squat position ready to perform a forward roll.

Strand 3 : Physical Activity

Unit 4 : Modified sports and games

Content Standard	5.3.1 Apply modified ball handling and basic athletics skills in game play situations including basic aquatic skills and discuss types of appropriate facilities to develop a modified sports program for the class.
Performance Standards	<ol style="list-style-type: none"> Perform a range of ball handling skills for modified sports and use the planned modified sports programs at the grade level. Describe types of track (athletics) skill activities for modified relay games. Participate in mini modified sports competition for all grades five students fortnightly throughout a term. Participate in organizing class and school sports programs.
Assessment Tasks	<ol style="list-style-type: none"> Name two throwing events that use ball and bat and ball and ring. In which modified sports will you play the 'wing attack' and 'striker's positions'?

Unit 5: Fitness for health

Content Standard	5.3.2 Participate in health-related activities to improve fitness, strength, breathing system and flexibility.
Performance Standards	<ol style="list-style-type: none"> Discuss effects and value of regular exercises in relation to personal health. Perform circuit activities such as walking, running, jogging, jumping, skipping, etc.. Identify some sports and practice specific fitness exercises. Take part in physical activities that develop fitness, flexibility and strength.
Assessment Tasks	<ol style="list-style-type: none"> Select and perform physical activities that develop fitness, flexibility and strength. Collect any two pictures of physical activities and explain their importance in relation to health and sports

Unit 6: Leisure and recreation

Content Standard	5.3.3 Discuss and describe the benefits and opportunities for individual, dual and team participation in a range of leisure and recreational activities.
Performance Standards	<ol style="list-style-type: none"> Select traditional leisure and recreational games and activities and demonstrate to students in Elementary 2 or Grade 3. Identify and perform recreational activities that contribute to fitness and personal health. Design and implement a personal weekly plan for leisure and recreation activities. Participate in a variety of outdoor and indoor recreational activities such as canoeing, fishing, bushwalking.
Assessment Tasks	<ol style="list-style-type: none"> List down three common reasons of taking part in leisure or recreational activities. In groups, plan and present a weekly leisure or recreation activity using local materials and facilities.

Assessment and Reporting

Assessment is defined as the ongoing monitoring and evaluation process of teaching and learning performances of the implementation of the curriculum. The assessment developed and conducted must be aligned to the knowledge, skills, values and attitudes outlined in the Content Standards.

The relationship between the assessment standards, the content standards, and the teaching standards emphasizes on high achievement of teaching and learning. A good assessment is an integral part of good instruction. The most effective teaching aligns the content standards with instruction and assessment.

Purpose of Assessment

The purpose of assessment is to fulfill the following:

- Inform and improve students' progress and achievements in learning,
- Provide valuable information that enable teachers, schools and NDOE to make decisions about how to improve the quality of teaching and learning in the education system,
- Inform teachers about the progress of students learning in order to adjust teaching planning to improve student learning,
- Inform parents and guardians, about their children's progress and achievements, and
- Inform schools and systems, about teaching strategies, resource allocations and curriculum, and inform other educational institutions, employers and the community, about the achievements of students in general or of particular students.

Assessment is seen as an integral part of the learning and teaching program rather than a separate process.

Types of Assessment

The three types of assessments in the Standard Based Curriculum. These are;

- Assessment *as or in*
- Assessment *for* and
- Assessment *of*

Assessment **as or in** and Assessment **for** are also known as Formative Assessments and Assessment **of** is also known as Summative Assessment.

Assessment *as* or *in* Learning

Assessment *as/in* 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 *for* Learning or Formative Assessment

Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements. It is a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Formative assessments provide descriptive feedback to students and student self-assessment. Examples of formative assessment include: observations, student conferences, writing tasks, performance tasks, prior knowledge assessments, rubrics, feedback, and student self-assessment.

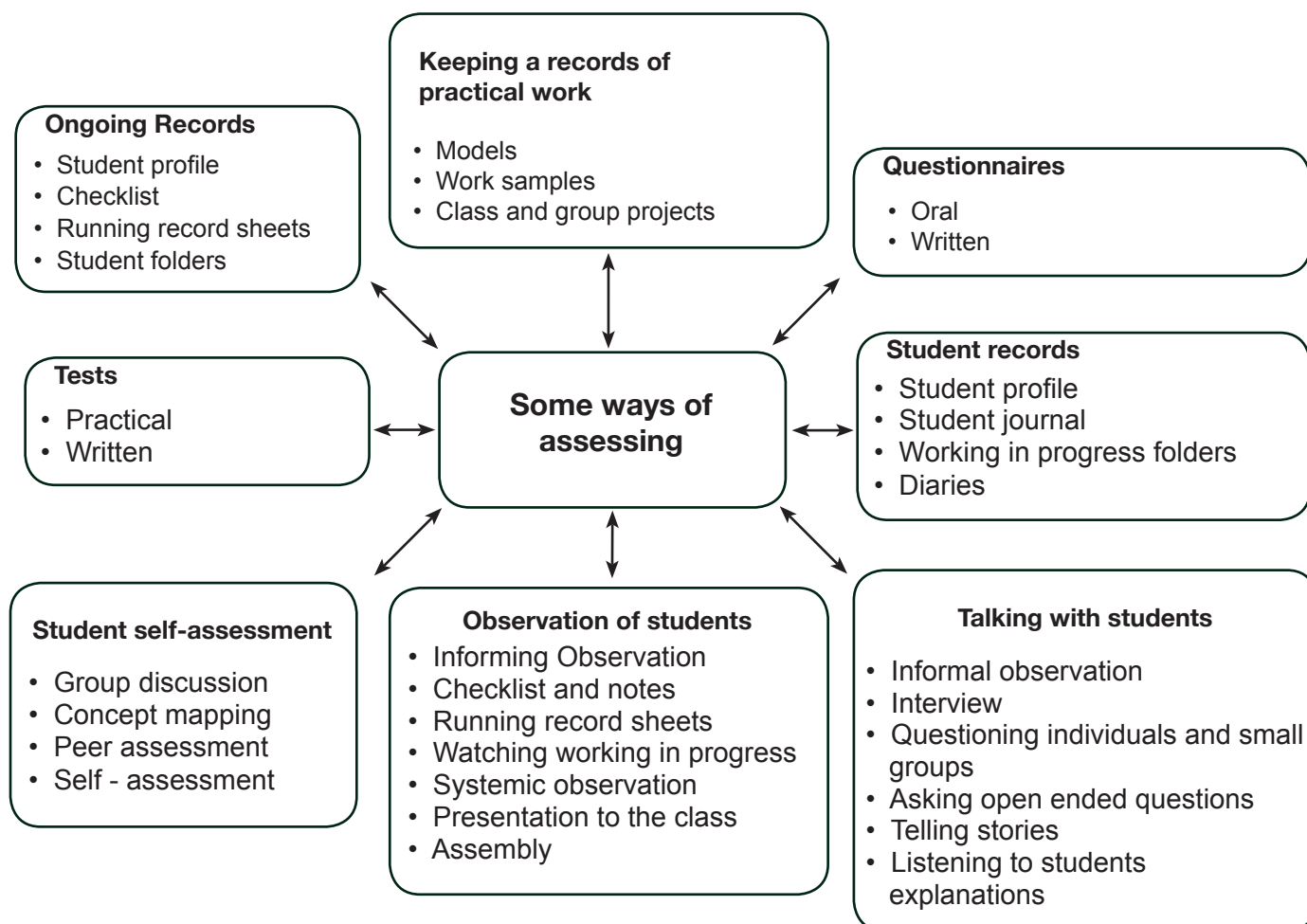
Assessment *of* Learning or Summative Assessment

Summative Assessments happen after learning is supposed to have occurred to determine if it did. They occur most often at a point in time when students are ready to demonstrate achievement of curriculum objectives (end of unit tests, performance events, projects).

Often assessment and evaluation results provide both formative and summative information. For example, summative evaluation can be used formatively to make instructional decisions. It informs and provides direction about student progress and determines where further instruction is recommended for individuals or groups.

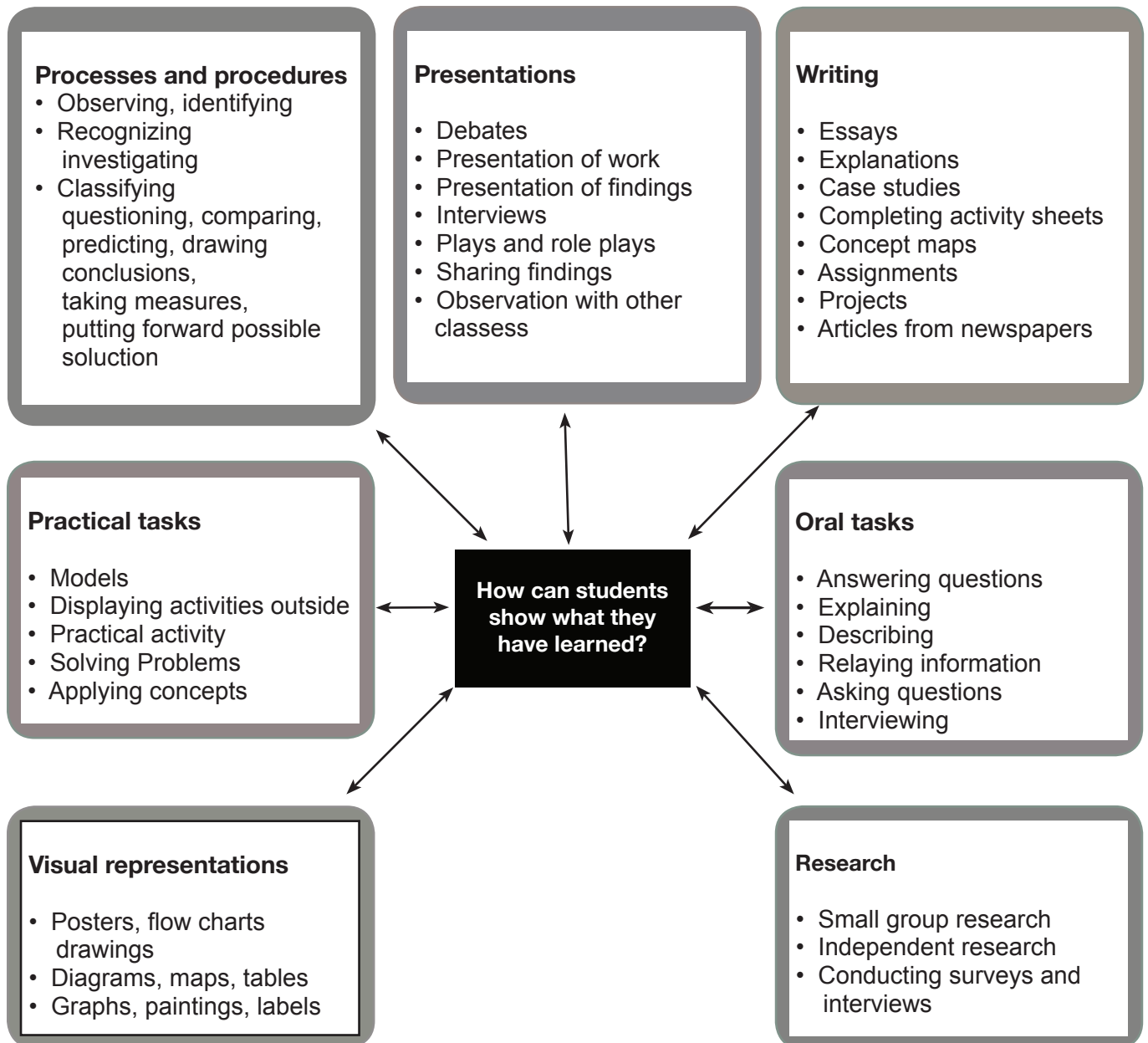
Methods of Assessment

Assessment is an integral part of students learning and can be done using different methods. Below are some of these methods.



Recording, reporting and evaluating

Assessment is an integral part of students learning and can be demonstrated in many ways. The students' assessment must be recorded, evaluated and reported to others. Below are some of ways of assessment recording, reporting and evaluating.



Evaluation

Teachers will use assessment information to make judgments about the effectiveness of their teaching, learning and assessment programs. This will enable them to make improvements to their teaching practice in order to improve students' learning.

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

Glossary

Words	Definitions
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.
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.
Fundamental movements	Building blocks of movements that other movements for specific purposes are build or developed from.
Locomotor movement	Movement skills that require moving from one place to another.
Manipulative	Coordinated and controlled body movements and can be performed with objects. Equipment and partners.
Modified sports	Simplified versions of standard sports designed for children. They have simplified skills, rules, equipment, facilities, behaviors and codes.
Movement concepts	How movements are performed, they are speed, effort, levels and relations to an object or partner.
Non- locomotor movement	Movement skills that are performed by the whole body in a marked space such as bend and twist rise and sit etc.
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.

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