

Health & Physical Education Teacher Guide Primary Grade 6



Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Health & Physical Education

Teacher Guide

Grade 6

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2019 by the Department of Education, Papua New Guinea

First Edition

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Graphic Design & Layout by Vitus Witnes Kanua

ISBN: 978-9980-905-32-1

Acknowledgements

This Grade 6 Health & Physical Education Teacher Guide was developed by the Curriculum Development Division of the Department of Education. The Development of this Teacher’s Guide was coordinated by Melchior Wohi with assistance from the Subject Curriculum Group (SCG) members and the writing team.

Teachers, School Inspectors, Teachers College Lecturers, community members and representatives from other stake holders such as Non-Government Organizations (NGOs), assisted in the development of this Teacher Guide through workshops, meetings and consultations.

The Curriculum Panel (CP), Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBOS) Committee members are acknowledged for their recommendation and endorsement of this Teacher Guide.

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Secretary's Message

This Health & Physical Education Teacher Guide for Grade 6 was developed as a support document for the implementation of Health & Physical Education Syllabus for Grades 6, 7 and 8. It contains sample guided lessons and assessment tasks and rubrics with suggested teaching and learning strategies that teacher can use to work towards the achievement of content standards and benchmarks in the syllabus.

Health & Physical Education curriculum content of learning begins at the early learning stages from elementary to primary and onto secondary levels of education. The learning scale of the subject at Grade 6, 7 and 8 build from Grades 3, 4 and 5 concepts, skills, values and attitudes to live healthy and active lifestyle. The composition of the scope of learning for the subject encompasses individual and community health, growth and development, nutrition and safety, physical activities and movement. The content above is presented in the form of evidence outcomes, content standards and benchmarks.

The Grade 6 Teacher Guide further develops the content concepts through the Health Promotion, Water and Sanitation Hygiene and School sports development programs with the inclusion of strategies for effective delivery in the respective grade level. It is anticipated that the knowledge, skills, values and attitudes students acquire will benefit them throughout their lives and enable them to be competent in a challenging society. Students must develop physical and health education literacy, as well as comprehension, capacity and commitment needed to lead and promote healthy wellbeing.

Teachers are encouraged to use this Teacher Guide and other relevant resources to generate teaching and learning activities to deliver the Health & Physical Education content to the students.

I commend and approve this Health & Physical Education Teacher Guide for Grade 6 to be used in all schools throughout Papua New Guinea.

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

Introduction

The Health & Physical Education is a foundational course which draws on the healthy living and sporting practices globally addressed in relation to social issues affecting individual, community and at the national levels.

The Health & Physical Education course promotes the principles of our way of life and integral human development. It provides opportunities for students to learn how to live a healthy and active lifestyle, interact positively with others and develop physically, mentally, socially and spiritually to reach their full potential.

The Health & Physical Education subject must not to be seen as separated subjects as the goal of learning in this subject whether personal development, health or physical development promotes important educational values and goals that support the development of a student. These include striving to achieve one's personal best, equity and fair play, respect for diversity, sensitivity and respect for individual requirements and needs, and good health and well-being. These values are reinforced in other learning areas, as well as by society itself. Schools and communities working together can be powerful allies in motivating students to achieve their potential and lead healthy, active lives.

Health & Physical Education subject focuses on lifelong living and learning. The range of instructional programs is aimed at promoting healthy and physical wellbeing of individuals as members in the society. It is a compulsory subject and the scope of learning caters for individual health, growth and development, nutritional values in food, alcohol, tobacco and drug abuse, safe community hygiene and sanitation practices, organized games and sports, gymnastics, water sports and lifestyle fitness activities.

In the past, Physical Education was seen as doing exercises only to improve strength, agility, flexibility, and endurance while Health was viewed at keeping clean. However, today it is considered that the human body is unique and special. It houses not only the physical composition of the body by the mind and the soul. Hence, participating in a vast range of health and physical activities keeps the body, mind and spirit healthy. Health related fitness activities are encouraged in various community settings for all ages to live active and healthy lifestyles.

Health Education is concerned with the teaching of healthy living which addresses a wide range of personal, social and community health issues such as human growth development, sexual health, reproductive health, population growth, poor hygiene, health safety, malnutrition, HIV/AIDS, lifestyle diseases and drugs and alcohol abuse. This learning aspect provides and promotes safe and healthy wellbeing of an individual and the society at large.

Physical Education is concerned with the teaching of body movements and the acquisition of various skills for the development of physical activities such as sports and fitness exercises. The concern for safety in

games and sports is important when performing physical activities. Physical activities promote fitness for personal development, healthy wellbeing and career development.

It is anticipated that students will live active and healthy lifestyles for good citizenship, develop a career interest and maintain health and sports life skills by participating in health and sports programs.

The subject content is organised into strands and units as shown in the table below.

Health & Physical Education Strands and Units

Strands	Units
1. Safety	Safety in Sports and First Aid Emergency and Risky Behaviour
2. Growth and Development	Human Development, Growth and Sexuality Relationship
3. Individual and Community Health	Personal Health and Hygiene Alcohol and Substance Abuse
4. Food and Nutrition	Food and Nutrients Food Hygiene
5. Movement	Basic Movements and Concepts Movement and Game Skills
6. Physical activity	Games and Sports Lifestyle and Fitness for Health

Purpose

The purpose of Health & Physical Education Teacher Guide is to provide guidelines for teachers to;

- interpret the Grade 6 scope of learning and plan and design instructional Health & Physical education programs for the school year
- make connections to the content overview, content standards and benchmarks prescribed in the syllabus to develop learning activities
- identify broad concepts, knowledge, skills, attitudes and values in the content standards to be interpreted in specific teaching and learning activities
- identify and select appropriate teaching and learning strategies for quality teaching and learning
- plan, design and conduct assessment
- assess, record and report student achievement of the content and
- monitor and evaluate the delivery of the content.

How to use the Teacher Guide

The Teachers Guide provides information for teachers about the processes of developing teaching and learning, and assessment strategies, the expansion of the content standards and benchmarks.

Teachers are encouraged to use this teacher guide as the main reference to implement the syllabus. It provides guidelines on how to;

- interpret and translate the prescribed content into teachable instructional program for a year
- use the suggested teaching and learning strategies to instruct and participate in lessons
- prepare active and interactive teaching and learning environment
- use appropriate benchmarks in relation to attainment of standards
- create assessment tasks and how to plan them to achieve identified content standards
- prepare learning activities that will motivate students to think critically, question, construct, and explore, experiment and communicate ideas freely with others
- plan for district, cluster and school based in-services
- consult and share ideas with fellow teachers on sections of the book
- discuss and practice the suggested sampled guided lessons of various units and content standards
- do self-study and further research on the content background and other information to challenge their way of teaching as well as their students learning and
- utilise audio visual materials to enhance teaching and learning.

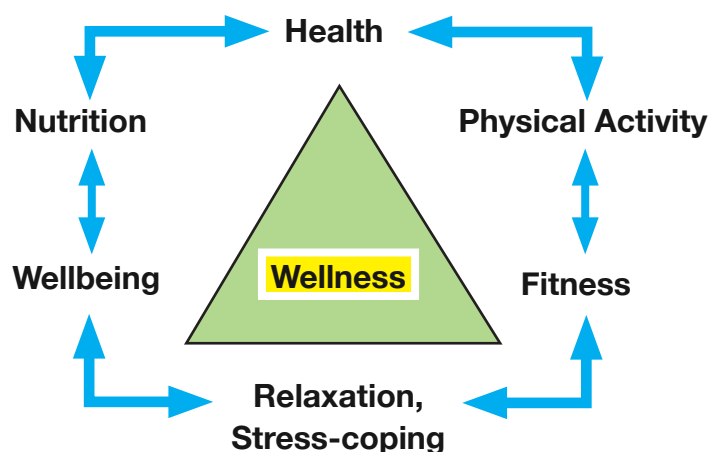
Key Features

The key features of this Teacher Guide are;

- nature of Health & Physical Education
- students with special needs and physical disabilities
- health & physical education facilities
- links by levels

Nature of Health & Physical Education

Health & Physical Education does not only mean free from diseases and playing games alone. Health & Physical Education is made up of emotional, spiritual, social, ethical, moral and intellectual components. All these components make up the health and wellbeing of an individual. An individual's physical's health is determined by their genetic make-up and lifestyle behavior such as eating nutritious diet, taking part in physical activities, consuming other substances and their ethical and moral behaviors.



Students with Special Needs and Physical Disabilities

Teachers are obliged to create an inclusive learning environment to include students with special needs and those with physical disabilities to promote learning for all. These special needs may include students who are gifted or disadvantaged physically, emotionally and intellectually. Students may display combination of any of these needs and therefore, the teaching and learning activities must have students with special needs and physical disabilities to participate to their full ability. The different types of special needs in students include;

- physical disabilities
- hearing impairments
- sight-vision impairments
- intellectual disabilities
- speech impairments and
- behavioural and emotional disorders.

It is important that the learning activities for Health & Physical Education are inclusive and foster the learning needs of all students regardless of their disabilities.

Health & Physical Education Facilities

Teachers are encouraged to use facilities and equipment available in their local surroundings to effectively deliver meaningful Health & Physical Education lessons and sports activities. Teachers must also ensure that students are in their proper sporting wears for Physical Education lessons and sports.

There are health and sporting facilities in communities apart from those in the school which teachers can seek permission to conduct their Health & Physical Education programs. These facilities and services may include;

- Callan Services
- Cheshire Home
- Rehabilitation Centres
- Marie Stops
- Red Cross
- Family Support Centres
- Health Community facilities and services
- Playing fields/ovals
- Courts, cricket pitch, athletics track
- Swimming pools/open water
- High Performance Sports Centres
- Indoor and outdoor Sports Complexes
- Emergency facilities
- Sports equipment storage
- Fitness centres and
- Change and rest rooms

Subject links by levels

The Health & Physical Education content links begins from elementary level to Grade 12. The linking concepts set the foundations of the learning content for the subject in the different levels of learning. This table presents the subject content links in grades or different levels and the global concepts of health & Physical Education across all levels.

Health & Physical Education content linking concepts

	Elementary	Grade 3,4,5	Grade 6,7,8	Grade 9,10	Grade 11,12
Subjects	<ul style="list-style-type: none"> • Culture and Community 	<ul style="list-style-type: none"> • Health • Physical Education 	<ul style="list-style-type: none"> • Health & Physical Education 	<ul style="list-style-type: none"> • Physical Education • Character and Social Development 	<ul style="list-style-type: none"> • Physical Education • Character and Social Development
Global Concepts of Health & Physical Education					
Human Movement - Loco-motor, non-locomotor and manipulative skills. Movement concepts and sequences. Application of movement skills. Body Systems					
Physical Activity and Fitness - Games and sports. Safety and ethics in sports. Modified sports and games. Structured sports (Team and Individual Sports). Sports skills application. Fitness, Leisure and recreation. Sports Education. Physiology. Sports Psychology. Biomechanics					
Health and Wellness - Individual and Population Health. Maternal Health. Safety and First Aid. Human Development. Disease, Epidemics and prevention. Food and Nutrition. Alcohol, Tobacco and other Drugs. Personal Living Skills					

Subject Processes, Skills, Values and Attitudes

Approaches and processes

Students of Health & Physical Education need to develop and use a range of processes to enable them to achieve and demonstrate the standards outlined in the Syllabus. These processes will help students to communicate and interact effectively with others to formulate ideas, reflect on experiences, gather and interpret information, and make judgments about personal and social actions, issues and concerns. The three approaches used for planning and teaching Health & Physical Education are:

- Health & Physical Education process skills.
- The inquiry-based approach.
- The three-step approach OES.

These approaches are explained in detail in the Teaching and Learning Strategies section of this document.

All subjects have their processes, skills, values and attitudes applied in the planning and delivery of lessons. In Health & Physical Education there are specific processes and skills for each strand according to the requirements of the content of learning.

The subject content delivery uses this process:

- Gathering information
- Analysing information
- Taking action
- Evaluation
- Reflection

The table below indicates specific processes, skills, values and attitudes that teachers can use to help them teach Health & Physical Education lessons in relation to implementing the subject process skills.

Processes	Skills	Values/Attitudes
<ul style="list-style-type: none"> • Teaching process • Learning process • Demonstrate a process of • putting a skill into practice 	<ul style="list-style-type: none"> • Decision making • Problem solving • Awareness and advocacy • Communication skills • Inter-personal skills • Being assertive • Critical thinking • Creativity • Analyzing • Negotiation skills • Coping skills 	<ul style="list-style-type: none"> • self-respect • Appreciate peers and who they are • Caring for others, environment • self-esteem • love of nature • respect for others • showing empathy

The process skills of health & physical education must be used in all lessons. For example, in the strand of movement the teaching of motor and game skills such as overhead throw requires certain series of techniques to effectively teach it (particular game skill). Here are the series of techniques to perform the overhead throw;

1. Position the feet at shoulder width
2. Hold the ball with both hands in front of the body
3. Raise the ball above your head
4. Tilt the hands backwards above your head
5. Raise the ball in both hands above the back of your head
6. Bend backwards and lift your heels
7. Hold your body in this position
8. Then step forward with your right leg and
9. Flow through with the throw with force above your head to/at your target

Here is another example of that will help you understand the processes and skills involved in some lifestyle practices that affect the health of an individual. For example, we can carry out a survey and make awareness about smoking and its effects school aged population.

Below are the series of actions that can be used to carry out a survey and make awareness on smoking in the community:

- Conduct a sample survey on school aged population smokers in the community.
- Collect data or information through questionnaires or interviews.
- Compile and analyze data by arranging information in a logical

manner.

- Interpret data by questioning facts, opinions, situations and drawing logical conclusions.
- Use the data to conduct advocacy and awareness on the effects of smoking on school aged population through poster presentations, peer teaching, distribution of pamphlets, brochures and conducting community or public meetings.
- Evaluate the impact of the advocacy and awareness activities undertaken or the overall survey and awareness activities.
- Use the evaluation information to plan for future awareness or other related activities

Teaching and Learning

Students learn in different ways. Teachers are encouraged to use varieties of teaching strategies to teach Health & Physical Education lessons to give students a chance to learn. Teachers can use these strategies in their teaching and allow students to learn.

Teaching Strategies

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

The selection of content and teaching strategies will influence the success of teachers in enhancing the desired development of students. Therefore, the following Health Physical Education strategies will support the achievement of content standards and benchmarks

Gathering information involves:

- research, finding information from a variety of sources, such as books, journals, radio, television, internet, resource personnel
- using questionnaires, surveys and interviews, organising and categorising the information gathered
- directly observing behaviour or performance
- Investigating by doing. Analysis and processing includes
- examining, explaining, reasoning or suggesting solutions to arguments
- making judgments
- interpreting information through a process of critical evaluation
- assessing the relevance of information
- applying problem-solving and decision-making skills
- identifying and clarifying values, deciding what to believe
- considering options.

Planning and action includes:

- Defining the results
- Setting goals
- Developing strategies for achieving goals
- Cooperating in a group task
- Engaging in community action
- Creating solutions.

Learning Strategies

Guided Discovery Approach

The guided discovery approach to teaching is used when students are expected to come up with a solution to a problem. This approach gives the students an opportunity to find out for themselves different solutions to solving problems.

Students discover different ways of solving problems. For example, if the topic is “First Aid Treatment for bleeding nose,” the students can develop a few questions that will assist them in exploring the topic or the teacher can develop a common set of questions that will assist the students to explore the topic.

This approach is the easiest and suitable for a large class or if you are trying it for the first time. When students are involved in developing the research questions, either as individuals or as a class, they should focus learning on areas that are relevant to their needs and interests.

The teacher acts as a facilitator and helps students to find the information they need to answer their questions. Students could locate this information by:

- Interviewing community members.
- Working in small group activities to solve problems.
- Finding relevant information in books and newspapers.
- Going on excursions.

Problem Solving

Problem solving encourages students to investigate an area of interest and establish strategies and actions to solve or minimize the problems. This strategy is used to teach lessons when a problem has many ways to solve and that there is no one right answer. It helps students to develop critical and analytical thinking skills and apply decision-making and problem-solving skills in real life situations.

How to use problem solving

1. Identify problems for discussion.
2. Discuss ways to solve the problem.
3. Consider the consequences of applying a particular strategy in trying to solve the problem.
4. Consult experts and other resource personnel for assistance.
5. Decide and apply corrective measures to the problem and take actions for planning and implementation.

For example, your lesson aims to teach students about the negative impacts, peers can have on individual. The task for the students is to identify ways to deal with negative peer pressure.

Organise the class into groups and ask students to identify solutions to cope with peer pressure. Groups go into discussions and find their solutions. The teacher walks around and gives students guidance, answering questions and encouraging students to explore further if they have yet to find a solution.

The groups are then asked to share their solutions to the class. The class discusses the solutions from each group and appreciate each group's suggested solutions. This approach helps students to learn that there is no right or wrong answer and that there can be more than one solution for a problem.

Anecdotes, Fables, Proverbs, Mottos, Quotes or famous sayings

This teaching approach uses stories or narrations, records of events and situations or pictures of topics or lessons that are to be taught. The use of fables, proverbs, slogans, mottos, quotes or famous sayings in teaching and learning are suitable to use in teaching about certain desired characters, attitudes and values that students can mimic, copy and adapt to be good students. The use of this approach in teaching can also be used to enhance decision making lessons and analytical and critical thinking activities.

For example, “The early bird catches the worm” teaches about punctuality and the benefits of punctuality. Another fable; “Loners are easy prey” teaches about safety. It teaches that it can be dangerous to be alone, as no one can witness to any bad things or harm that other people may cause you. People who may have bad intentions to hurt us can take advantage of the situation because they can easily get away with it.

An anecdote like that in Ephesians 6: 1-3 teaches about children's obedience and respect for their parents so that each student will be a child in the family and a good citizen later in life. Other lessons that can be useful in the growth of the child can be learnt from this text.

Games

The use of games in teaching concepts is a fun and enjoyable way of encouraging students to learn. The games serve as motivation during learning for students. The games could include crosswords, word and problem solving games, guessing, and riddles to cater for students with different learning abilities.

When using this approach, the games must be designed in an inclusive manner so no-one child is left out participating.

Cooperative Learning

Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than just group work; students are actively working with their peers in a meaningful way.

To implement cooperative learning effectively, teachers include five basic elements:

1. Positive interdependence - students must understand and accept the fact that they need their group members and can depend on them for the group to progress.
2. Individual accountability - each student is responsible for both the failure and the success of achieving the goals.
3. Promoting one another's successes - embracing each other and finding joy in each other's success but at the same time acknowledging their shortfalls and failures they encountered along the way to success.
4. Applying interpersonal and social skills - understanding, being considerate and relating to one another in an acceptable standard.
5. Group processing - the group discusses progress towards achieving a goal.

When implementing cooperative learning, teachers should have an element that requires collective accountability as well as individual accountability to ensure that everyone participates in the learning task. In order for this to have an impact on student learning, student's need to collaboratively process how they work together and monitor their progress toward their goal. (Steps to Respect; Johnson and Johnson, 2004)

Inquiry Learning

The inquiry learning approach promotes discovery learning. It is a research-based learning strategy that actively involves students in the exploration of the content, issues, and questions surrounding a topic or concept. The activities and assignments in a classroom can be designed such that students work individually or together to solve problems involving both in-class work and fieldwork. While the strategy is meant to be highly student-focused, the extent of teacher-direction vs. student-direct learning can vary depending on the level of the students' ability in your class and their understanding of the inquiry process.

Inquiry learning approach not only increases student motivation, but also provides a means to actively involve students in the learning process. With the trend to move away from teacher-centered instruction to a more student-centered approach, inquiry learning approach gives you the opportunity to help students learn the content and course concepts by having them explore questions to find solutions and answers themselves. Thus, giving students more opportunity to reflect on their own learning, gain a deeper understanding of the subject concepts in an integrated fashion, and become better critical thinkers.

In inquiry learning, a research question that is based on the perceived knowledge, skills, and abilities of the students with respect to the inquiry process can be given to students. But teacher has to be precise about

what objectives they have to achieve in the activity.

Choosing Tasks

This learning strategy requires the teacher to prepare task sheets with a range of activities sequenced from easiest or simplest to difficult or advanced. Students choose a task and attempt those that they would like to try; usually they must start with the easiest. This allows students to progress at their own pace and allows students to achieve their task or goal according to their own ability. Tasks can be designed for all including students with special needs.

The strategies described in this section of the resource book represent well-recognized and effective teaching and learning pedagogies for early adolescence education in Health & Physical Education curriculum. They promote critical and reflective thinking, research, evaluation and collaborative learning and also focus on literacy skills. The strategies have been designed to accommodate differences in learning styles and reflect contemporary learning theory including Gardner's Multiple Intelligence Theory and the revised Bloom's Taxonomy. The strategies have been divided according to the basic elements of an inquiry process.

The teaching and learning strategies have been linked to learning experiences described in each unit of this Teacher Guide. Teachers are encouraged to use their professional judgment to review the suggested strategies and then decide on the most appropriate for meeting the needs of their students and deliver the essential content. Teachers should also consider the appropriateness of the strategies for students after reading the Scope section and the Guiding Principles of Learning from the syllabus.

Adapting learning strategies

The learning strategies linked to learning experiences is a suggestion only. As teachers know their students learning styles and needs they may need to select alternative teaching and learning strategies or adapt those suggested to deliver the content. For example:

- a think-pair-share has been suggested as a speaking out strategy in this resource. It can easily be adapted for students to use when sorting out or reflecting on information gained during a learning experience.
- a placemat has been suggested as a finding out strategy in this resource. It can also be used to tune students into a new concept or to consider information when making decisions.

Addressing students' learning styles and needs

When teaching and learning is individualized it is reflected in classroom organization, curriculum and instruction. Teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve some degree of success. After

considering students' needs, learning styles and levels of achievement in relation to the content standards, it is important to select strategies that will:

- focus on the development of knowledge, skills and attitudes
- assist students to engage in the essential content
- support and extend learning
- enable students to make progress in their achievement and maximise their accomplishment of the content standards.

Being inclusive of all students

All students are able to learn. However, the learning rate for students with disabilities or severe learning difficulties may be influenced by nature, the severity of their disability or their access and interaction with the environment. Individualized educational programs may be needed in order for these students to demonstrate particular outcome.

Planning and Programming

Planning and programming is important that teachers' plan comprehensive and sequential teaching and learning programs to ensure that learning in Health & Physical Education is relevant and meaningful for all students. Programs should allow for the progressive development of students' knowledge, understanding, skills and attitudes/values.

Programming is organising the content from the syllabus into a teachable plan for delivery in the classroom using the planning approaches such as, long term, medium and short term plans. There are several areas to consider when planning and programming an instructional program for the school year. It is important for teachers to follow the order as listed. The following are areas of the components of planning and programming your Health & Physical Education course for Grade 6.

- Content Overview
- Yearly and termly Overview
- Weekly and daily program

Content Overview

The subject content is organised into strands and units. Each strand has broad concepts that are identified to form units. The following is the elaborations of the strands and units of the subject:

- 1. Safety**
 - Safety in Sports and First Aid
 - Emergency and Risky Behaviour
- 2. Growth and Development**
 - Human Development, Growth and Sexuality
 - Relationships
- 3. Individual and Community Health**
 - Personal Health and Hygiene
 - Alcohol and Substance Abuse
- 4. Food and nutrition**
 - Food and Nutrients
 - Food Hygiene
- 5. Movement**
 - Basic Movements and Concepts
 - Movement and Game Skills
- 6. Physical Activity**
 - Games and Sports
 - Lifestyle and Fitness for Health

Given below is the overview of the concept scope of learning for grade six given in the Health & Physical education syllabus. The broad learning

teachable content or topics form the strands. From the strands the units are drawn and teachable concepts are developed from the units. These are tabled for teachers' convenience.

Health & Physical Education Subject Specific Concepts

Strands	Units	Teachable concepts
Safety	Safety in sports and First Aid	<ul style="list-style-type: none"> • Importance of safety, prevention and injury • Safe and unsafe play behavior in movement skills, games and physical activities • Benefits and value of preventing and reducing the rate of injuries • First-aid treatment • Safety checks on equipment and facilities • Situations and behaviours that influence safety for self and others • Safety procedures and first aid gear through or when participation in various sports- water, track and field events, ball sports and fitness activities • Hazardous situation
	Emergency situation and risky behaviour	<ul style="list-style-type: none"> • Implementation strategies to promote personal and environmental health and safety • Dangerous situations and places • Emergency and safety procedural skills to reduce or avoid risks • Hazardous, conditions in the school and surrounding communities • Reduction of unsafe, risky-harmful occurrences/situations
Growth and development	Human development, growth and sexuality	<ul style="list-style-type: none"> • Anatomy & Physiology • Growth and Development Stages • Reproduction Health – Reproductive health • Gender Identity • Sexual Health • Relationships • Importance of different body systems and their functions (digestive system, reproductive system, circulatory system, skeleton system, muscular system, respiratory system) • Coping with physical, social, mental and emotional changes that occur during adolescence • Influences of inherited characteristics • Environmental factors on growth and development • Reproductive systems and their functions
	Relationship	<ul style="list-style-type: none"> • Importance of developing healthy relationships • Importance of maintaining relationships • Resolving interpersonal conflicts in relationships • Managing healthy relationships • Coping with physical, social, mental and emotional challenges • Social exclusion pressure at adolescence • Individual life skills

Strands	Units	Teachable concepts
Individual and community health	Personal Health and Hygiene	<ul style="list-style-type: none"> • Personal Health and Hygiene • Community health and Safety, • Alcohol and Substance Abuse • Safety and health promotion areas • Personal hygiene, oral health habits • Lifelong health of a person • Health issues that have an impact on people • Data of reliable sources for health • Health issues that are a threat to peoples wellbeing • Ways to prevent diseases
	Community health and Hygiene	<ul style="list-style-type: none"> • Behaviors that increase the developing diseases • Disease protection and prevention • Illness prevention in the community • Negative impacts of the limited health services • Population growth and health issues • Health promotion in the community • Accessibility to health information, products and services • Disease control and proactive strategies
	Alcohol and substance abuse	<ul style="list-style-type: none"> • Benefits of prescribed and non-prescribed drugs • Consequences of prolonged use of alcohol, tobacco and other substances • Methods of promoting health and preventing illnesses in the community relating to the consumption of alcohol and other substances • Advocacy strategies and programs on the legal, economical and social consequences of drug abuse
Nutrition	Food and nutrients	<ul style="list-style-type: none"> • Six basic nutrients and their functions to the body • Nutritional deficiencies • Different types of foods by food groups • Nutritional values of the food types • Impacts of lacking food nutrients • Ways to improve diets • Food pyramid • Food choices
	Food Hygiene	<ul style="list-style-type: none"> • Safe meal plans • Hygienic methods of food preparation • Food poisoning and rules to avoid food poisoning • Résistance and carrier of food poisoning • Nutrition-related issues on food • Analyze nutritional data on food • Safety in handling food

Strands	Units	Teachable concepts
Movement	Basic movement skills and concepts	<ul style="list-style-type: none"> • Loco-motor, non-loco-motor • Manipulative skills • Concepts of effort and body awareness • Applying movement patterns and concepts • Manipulative skills of kicking, throwing, and catching with concepts of body, spatial awareness and effort • Applying skills in aquatics, game and ball sports • Apply movement concepts in specific movement patterns and sequences in individual and team sports and games • Apply movement concepts in specific movement patterns and sequences in individual and team sports and games
	Movement and Games	<ul style="list-style-type: none"> • Controlled and coordinated movement skills in game-play situations • Manipulative skills suitable for specific sports • Game skills drills in selected circuit activities • Individual and group techniques and tactic skills • Movement patterns in various games and sports
Physical Activity	Games and sports	<ul style="list-style-type: none"> • Different types of ball sports and games • Ball handling skills in game-play activities • Game rules and the use of equipment and facilities • Organisation of school and junior sports development programs • Ball handling skills in major ball sports • Aquatic sports • Track and field events • Basic sports administration
	Lifestyle and fitness for health	<ul style="list-style-type: none"> • Fitness activities in a circuit activities • Fitness activities to improve the health of people in different age groups including those with disabilities • Body responds and reactions after participating in health related physical activities • Different components of fitness • Fitness plans to improve the ability of each fitness component for all and those with disabilities • Range of leisure and recreational activities

Yearly Overview

Yearly planning is the overall curriculum framework (scope and sequence) for a specific academic year or period. When planning an instructional program, we begin with the yearly plan. The yearly plan is organised by terms in a school year. It serves as an outline of what strands, units, topics and content standards will be covered taught and when they will be taught. The main or key information that forms the content of the plan is provided in the syllabus.

Yearly planning is important because it provides for continual, sequential, integrated, and cumulative learning. It helps teachers to pace their presentations of the required curriculum and to ensure that all curriculum content standards are covered.

We have compiled a sample yearly plan for grade 6 class. The syllabus is translated into a delivery plan for use in the classroom for a school year. The plan promotes sequencing of the learning content so; there is fair distribution of content standards throughout the school year. The yearly overview is a long term plan, whilst the term overview is a medium term plan and, the weekly and daily plans are short term.

Teachers shall ensure the following tasks are done when implementing the yearly overview. These are:

- read and understand the Content Overview and Content Expansion sections of the syllabus
- note the number of strands, units/topics
- check the education calendar to confirm teaching weeks and events (8 weeks a term)
- organize the strands and units according to the 34-week calendar in a school year
- check to see that the units are fairly distributed throughout the year.
- organize the year plan by subject content as shown below (see sample) separately then
- organise the 7 subjects in a teaching timetable.

Table 1.1: Grade 6 Yearly and Termly Overview

Term 1	Term 2	Term 3	Term 4
<p>Strand 1: Safety</p> <p>Unit 1: Safety in Sports and First Aid</p> <p>6.1.1. Students will be able to explain the importance of using rules to control unsafe playing behaviour, and prevent injuries during participation in a range of motor skills and sporting activities.</p>	<p>Strand 4: Nutrition</p> <p>Unit 1: Food and Nutrients</p> <p>6.4.1. Students will be able to explain the differences between six basic nutrients and analyse their functions and how they contribute to nutritional deficiency.</p>	<p>Strand 1: Safety</p> <p>Unit 2: Emergency Situation and Risky Behaviour</p> <p>6.1.2 Students will be able to examine the characteristics and the factors that contribute to safe and unsafe environments, and design appropriate strategies for creating and promoting environmental health and safety.</p>	<p>Strand 4: Nutrition</p> <p>Unit 2: Food Hygiene</p> <p>6.4.2. Students will be able to examine how to prepare meals using safe and hygienic methods of food preparation.</p>
<p>Strand 2: Growth and Development</p> <p>Unit1: Development and Sexuality</p> <p>6.2.1. Students will be able to investigate the different body systems, their importance, functions, and identify how to care for them.</p> <p>6.2.2. Students will be able to analyse the influences of heredity and environmental factors on their growth and development.</p>	<p>Strand 5: Movement</p> <p>Unit 1: Basic Movement Skills and Concepts</p> <p>6.5.1. Students will be able to demonstrate confidently, a range of loco-motor, non-loco-motor and manipulative skills with emphasis on application of different concepts of movement skills, patterns, and sequences.</p>	<p>Strand 2: Growth and Development</p> <p>Unit 2: Relationships</p> <p>6.2.3. Students will be able to appreciate the values and attitudes that are important for developing healthy relationships and examine ways of sustaining these relationships.</p>	<p>Strand 5: Movement</p> <p>Unit 2: Movement and Game skills</p> <p>6.5.2. Students will be able to participate in game activities and perform controlled and coordinated movement skills in game situations.</p>
<p>Strand 3: Individual and Community Health</p> <p>Unit1: Personal Health and Hygiene</p> <p>6.3.1. Students will be able to examine health safety and health promotion areas, and practices of personal health.</p>	<p>Strand 6: Physical Activity</p> <p>Unit 1: Games and Sports</p> <p>6.6.1. Students will be able to demonstrate a range of ball handling skills in various ball sports, with the application of official game rules, handling of specific sporting equipment, and build an interest in sports.</p>	<p>Strand 3: Individual and Community Health</p> <p>Unit 2: Alcohol and Substance Abuse</p> <p>6.3.2. Students will be able to investigate the short-term and long-term health consequences of alcohol, tobacco, and other drug use.</p>	<p>Strand 6: Physical Activity</p> <p>Unit 2: Lifestyle and Fitness for Health</p> <p>6.6.2. Students will be able to explore a range of health related fitness activities and analyse the impact on the well-being of an individual.</p>

Term Overview

A term overview is a plan of teaching program for teaching which gives the teacher specific outline of the Units, Content Standards and Performance Standards for teaching in a term. The term overview is a medium term plan and will guide the teacher to organize the teaching program for the number of weeks in each term. To compile a Term Overview teachers, need to organise the plan using the:

- Strand
- Units
- Content standards
- Benchmarks

An overview for a school term is important for all Grade 6 teachers as this sample is giving the view that all teachers are teaching according to the content organised in this plan for consistency across the country.

Table 1. 2: Termly Content Overview

Terms	Strands/Units	Content Standards	Benchmarks	Lesson Titles
1	Safety Unit 1: Safety in Sports and First Aid	6.1.1	6.1.1.1. Demonstrate safe and unsafe playing behaviour with appropriate first aid rules.	L.1 Safety in Sports – (Sample lesson) L.2 Causes of unsafe play and behavior L.3 Safety rules for personnel and equipment use
			6.1.1.2. Analyse the consequences of safe and unsafe practices in play and at home.	L.4 Injury and prevention L.5 Player and spectator rules L.6 Safe and unsafe play
	Growth and Development Unit 1: Human Development, Growth and Sexuality	6.2.1	6.2.1.1. Investigate the basic functions of the digestive system and suggest ways to care for the system.	L.16 Introduction to the body system L.17 Functions of the main body systems L.18 Misconceptions and beliefs about the main body systems L.19 The Digestive System L.20 How to care for the Digestive System
			6.2.1.2. Examine the basic functions of the skeletal system and suggest ways to care for the system.	L.21 The Skeletal System L.22 Effects of physical activity on the skeletal system
		6.2.2	6.2.2.1. Analyse factors that influence stages of growth and areas of development during puberty.	L.23 Influences of hereditary factors on growth L.24 Influences of environmental factors on growth
			6.2.2.2. Examine characteristics inherited from parents such as height, shape of the body, facial features, skin colour, and colour of the eyes.	L.25 Misconceptions and beliefs about stages of growth L.26 Physical features and characteristics inherited from their parents
			6.2.2.3. Investigate environment factors that affect individual growth and development and draw appropriate conclusions.	L.27 Similarities and differences of physical and personal characteristics L.28 Prevention strategies

Terms	Strands/Units	Content Standards	Benchmarks	Lesson Titles
1	Individual and Community Health Unit 1: Personal Health and Hygiene	6.3.1	6.3.1.1. Discuss how cleanliness and good personal hygiene habits have an impact on individual health and safety.	L.35 Personal Safety L.36 Behaviors contributing to rise of disease
			6.3.1.2. Examine ways of promoting and maintaining proper dental health that will reduce the risk of tooth decay and gum disease.	L.37 Disease Prevention L.38 School Health
			6.3.1.3. Evaluate healthy practices and strategies targeted at promoting school health and safety programmes.	L.39 Health practices and strategies to promote school health programs L.40 Sources of health information, products and services
			6.3.1.4. Investigate different types of health services that are available for different groups of people and how they can have access to these services.	L.41 Factors influencing access L.42 Media Advertisement
2	Nutrition Unit 1: Food and Growth	6.4.1	6.4.1.1. Examine the nutrients in different food groups and evaluate the effects of nutrient deficiencies in a diet.	L.51 Carbohydrates and fats L.52 Vitamins, minerals elements and water
			6.4.1.2. Investigate how choosing and eating healthy food promotes health for different age groups.	L.53 Four Balance diets for babies and children L.54 Balance diets for adolescents and adults L.55 Balance diets for pregnant mothers and old people
			6.4.1.3. Compare the differences between reliable and unreliable sources of nutrition information and analyse the consequences of skipping meals.	L.56 Food labels on canned foods L.57 Food containing cholesterol
			6.4.1.4. Discuss the common diseases that are caused by nutritional deficiencies.	L.58 Under nutrition - Malnutrition L.59 Infectious disease

Terms	Strands/Units	Content Standards	Benchmarks	Lesson Titles
2	Movement Unit 1: Basic Movement skills and concepts	6.5.1	6.5.1.1. Apply and practice the basic fundamental movement skills in specific games and sports.	<p>L.66 Movement concepts and skills (<i>sample lesson</i>)</p> <p>L.67 Floor movements squats, rolls and stands?</p> <p>L.68 Moving with speed in general space</p> <p>L.69 Movement patterns and sequence</p> <p>L.70 Movement combinations and concepts (loco motor and non-loco motor)</p> <p>L.71 Manipulative skills and concepts</p>
			6.5.1.2. Participate confidently in modified field and goal sports and athletics.	<p>L.72 Moving in self-space and general space</p> <p>L.73 Motor skills and body awareness</p> <p>L.74 Movement concepts with equipment/partner</p> <p>L.75 Motor skills and space awareness</p>
	Physical Activity Unit 1: Games and Sports	6.6.1	6.6.1.1. Apply and practice the basic fundamental movement skills in specific games and sports.	<p>L.87 Modified Net Game – Volleyball rules</p> <p>L.88 Modified Net Game – Volleyball skills (2)</p> <p>L.89 Modified Net Game – Volley ball skills (3)</p> <p>L.90 Modified Net Game 1 - Applying volleyball rules and skills in a game (4)</p>
			6.6.1.2. Participate confidently in modified field and goal sports, athletics, and basic water sports	<p>L.91. Ball handling - Goal Sport : Soccer rules (1)</p> <p>L.92. Ball handling - Goal Sport: Soccer skills (2)</p> <p>L.93. Ball handling - Goal Sport 1: Soccer skills (3)</p> <p>L.94. Ball handling - Goal Sport 1: Applying soccer rules and skills in a game (4)</p>

Terms	Strands/Units	Content Standards	Benchmarks	Lesson Titles
2	Physical Activity Unit 1: Games and Sports	6.6.1	6.6.1.3. Describe and demonstrate the application of rules in different types of sports such as aquatic sports, track and field events, and ball handling sports	L.95. Ball handling – Batting and Fielding: tee ball rules (1) L.96. Ball handling – Batting and Fielding 1: tee ball skills (2) L.97. Ball handling – Batting and Fielding: tee ball skills (3) L.98. Ball handling – Batting and Fielding: Applying tee ball rules and skills in a game (4)
			6.6.1.4. Develop an interest in sports.	L.99. My Favourite Sport - Athletics -Track L.100. My favourite Sport in future
3	Safety Unit 2: Emergency Situation and Risky Behaviour	6.1.2	6.1.2.1. Identify and analyse the factors that contribute to a safe or an unsafe environment.	L.7. care and Safety and fair play code L.8. Safety in environmental health L.9. Unsafe situations in the community L.10. Harmful physical activities
			6.1.2.2. Plan and carry out an activity that supports the promotion of a safe environment.	L.11. Awareness on health hazard environments? L.12. Safety promotion Strategies L.13 Awareness - Causes of unsafe and risky behavior
			6.1.2.3. Design appropriate sustainable strategies for creating and promoting environmental health.	L.14 Improvement Strategies for Environmental Health L.15 Safety Environmental Health Plan
	Growth and Development Unit 2: Relationships	6.2.3	6.2.3.1. Examine the characteristics of healthy and unhealthy relationships.	L.29 Characteristics and benefits of healthy relationships L.30 Characteristics and consequences of unhealthy relationships
			6.2.3.2. Investigate and propose strategies for improving unhealthy relationships.	L.31 How to respond to risky situations in a relationship L.32 Maintaining healthy family and peer relationship
			6.2.3.3. Explain how to build and maintain healthy family, peer, and dating relationships.	L.33 Traditional and contemporary dating relationships L.34 Qualities of healthy dating

Terms	Strands/Units	Content Standards	Benchmarks	Lesson Titles
3	Individual and Community Health Unit 2: Alcohol and Tobacco Abuse	6.3.2	6.3.2.1. Use basic research skills to investigate the consequences of prolonged use of non-prescription and prescription drugs, draw appropriate conclusions, and propose strategies for improvement.	L.43 Prolonged use of non-prescription drugs L. 44. Consequences of using non-prescription and prescription drugs L.45 Propose strategies for improvement (<i>Practical Lesson</i>)
			6.3.2.2. Examine the effects of short-term and long-term use of tobacco, alcohol, cannabis, betelnut, and home brew on individuals and communities.	L46. What Tobacco Does to Your Body L.47. What Alcohol Does to Your Body
			6.3.2.3. Use basic research skills to investigate different groups of people's use of different types of drugs and evaluate the consequences.	L.48. Other Drugs L.49. Drug use and the law L.50. Positive Health Behaviours and Prevention strategies

Terms	Strands/Units	Content Standards	Benchmarks	Lesson Titles
4	Nutrition Unit 2: Food Hygiene	6.4.2	6.4.2.1. Examine safe and hygienic methods of food preparation.	L.60 Unpreserved and Preserved foods L.61 The causes of food spoilage
			6.4.2.2. Discuss basic food preparation methods that are used at home and various settings such as hotels and other catering services.	L.62 Basic food safety method used at home L.63 Use basic food hygienic methods in catering services.
			6.4.2.3. Identify and evaluate unsafe practices of food preparation in terms of their consequences and recommend strategies for improvement.	L.64 Importance of keeping food safe L.65 Damages causes by organisms such as rats, flies or cockroaches
	Movement Unit 2: Movement and Game Skills	6.5.2	6.5.2.1. Apply and practice the basic fundamental movement skills in specific games and sports.	L.76 Game skills – hand- eye coordination and major ball sports L.77 Game skills -Track events L.78 Game skills Net and racquet/ court sports
			6.5.2.2. Demonstrate ball handling skills in all six identified ball game categories in team sports.	L.79 Stopping a moving object/ equipment L.80 Run, stop run and pass L.81 Jump, catch and throw L.82 Catch, dribble, release and receive
			6.5.2.3. Participate confidently in modified sports and athletics.	L.83 Three-a side breaking serve L.84 Six a side scoring a goal L.85 Five a side –home run L.86 Seven a side scoring a try
	Physical Activity Unit 2: Lifestyle and Fitness for Health	6.6.2	6.6.2.1. Perform with confidence fitness exercises and examine the importance of living an active lifestyle.	L.101 Benefits of fitness activities L.102 Challenges of fitness activities in relation to beliefs and values
			6.6.2.2. Combine a range of movement concepts and skills in physical activities such as games, sports, and life style fitness activities.	L.103 Personal fitness in games and sports L.104 Planning sport and individual fitness programs
			6.6.2.3. Use basic research skills to investigate the impact of health related fitness activities on the well-being of an individual.	L.105 Types of fitness activities in the community L.106 Individual fitness plan L.107 Fitness in leisure and recreational activities

Weekly Plan

A weekly plan of the program of instruction is a plan of an instruction program for teaching and gives the teacher specific outline of the Units, Content Standards and Benchmarks for instruction (teaching) which the teacher follows in a term. This guides the teacher to organise the teaching program for the number of weeks in each term.

To compile a plan for a week's program teachers will need to organise the plan using the:

- Units
- Content standards
- Benchmarks
- Lesson Topics

Teacher should use the termly overview to see the order of units organised to plan the weekly program. The weekly plan is implemented through a timetable that is planned for the subjects to be taught in the schools.

Prescribed Time Allocations

The total time allocation given to deliver the 8 subjects in Grades 6, 7 and 8 is 1650 minutes per week. Teachers are encouraged to utilise the prescribed time equally for the respective subjects to suit your teaching context and students learning needs.

This table shows the Total Time Allocation for Grades 6 – 8

No	Subject	Grade 6	Grade 7	Grade 8
1	English	280	280	280
2	Mathematics	240	240	240
3	Science	165	165	165
4	Social Science	160	160	160
5	Arts	120	140	140
6	Health & Physical Education	180	180	180
7	Making a Living	160	160	160
8	Citizenship and Christian Values Education (CCVE)	120	120	120
	Religious Education	60	60	60
	Sports	60	60	60
	Assembly	75	75	75
	Local Course (Block Time)	90	90	90
Total		1650	1650	1650

Sample Time Analyses for grade 6

No	Subjects	Prescribed Time Allocation	No: of lessons x minute/lesson	Suggested Minutes	+ minutes	- minutes
1	English	280	7x40	280		
2	Mathematics	240	6x40	240		
3	Science	200	5x40	200		
4	Social Science	160	4x40	160		
5	Arts	120	3x40	120		
6	HPE	160	4x40	160		
7	MAL	160	4x40	160		
8	CCVE	120	3x40	120		
10	Assembly	60	5x10	50		10
11	RI	60	1x40	40		20
12	Sports	60	1x60	60		
13	Block Time	30	1x40	40	10	
	TOTAL	1650	40 (<i>instructional lessons weekly</i>) + <i>assemblies</i>	1650	30	30

Sample Weekly Timetable for Grade 6

No:	Minutes	Time	Monday	Tuesday	Wednesday	Thursday	Friday
-	10	8:00-8:10	Assembly	Assembly	Assembly	Assembly	Assembly
1	40	8:10-8:50	English	English	English	English	English
2	40	8:50-9:30	English	Math	English	Math	Math
3	40	9:30-10:10	Math	Math	Math	Science	Study (Contact)
-	30	10:10-10:40	Recess	Recess	Recess	Recess	Recess
4	40	10:40-11:20	Science	S/S	S/S	S/S	CCVE
5	40	11:20-12:00	Science	Science	Science	HPE	HPE
-	60	12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
6	40	1:00-1:40	S/S	HPE	CCVE	CCVE	MAL
7	40	1:40-2:20	HPE	MAL	Arts	Sports	MAL
8	40	2:20-3:00	Arts	MAL	Arts	Sports	RI
	330	330 instructional minutes x 5 days = 1650 minutes					

Content Background

Strand 1: Safety

The safety strand embraces the key concepts of safety in participation of movement skills, physical activities, individual and community health, and aspects of healthy living environment in the home, school and wider community. The issues of environmental health hazards caused by natural disasters and man-made destructions such as pollution are very life-threatening and need a community of human resource to work together to combat health hazards that may affect the wellbeing of the community.

Safety is not compromised in the delivery of the content of this subject. The safety of students participating in various, movement skills development, games of various types, with the accompaniment of equipment of different makes, using facilities of certain status and nature, the context in which safety rules and strategies and requirements applied will differ extensively. For example, safety instructions, rules and equipment are a must for:

- Managing by risk taking measures and minimizing harm,
- Unforeseen accidents and emergency situations in the surrounding environments
- Specific safety strategies for use of particular equipment (bicycle) and context (bush, water, weather-sun)

Whilst being aware of the importance of safety, it is important to be equipped with the basic knowledge of first aid, both in theory and practice-application of procedures, and resources needed for premedical assistance for minor and major injuries. There are different injuries that occur on or off field of play, as such careful considerations must be given to apply certain strategies that can prevent or reduce the rate of injuries occurring during participation of a wide range of lesson activities in the learning environment. The types of safety strategies for movement, sports, fitness and other physical activities students and community participate in differ according to context. Individuals also need to be extra careful with their personal, community and food hygiene in their homes and school, fast food shops and food markets and amenities. Managing hygiene of self and others require extra effort, resources and even basic medical knowledge of prevention of health hazards in the community which could stem from natural disasters, food restaurants, and factories (pollution) even emergency situations from accidents caused by social influences of lifestyles lived.

The behaviors, attitudes and the risky behaviors of people contribute very much to the types of injuries received therefore it is important that students understand the body systems and their functions. The skeletal, circulatory, respiratory, digestive, nervous systems are very fragile therefore should be very well cared for, for good healthy body functioning. The skeletal system composes of 206 bones. These bones keep the body

upright and with the help of the muscles, joints and skin move in different directions, ways and for different purposes.

Everybody in the community must be helped to understand:

- safety rules and practices from home to school and out into the community and beyond the boundaries if required
- the crucial need to have prior knowledge of first aid procedures for any form of injury from accidents and safety strategies for risky situations stemming from social factors such as drugs and work environment
- that awareness is a strategy that is cheap but very helpful to inform all age groups about the importance of safety of their personal and community health and lifestyle activities
- safe player, official and spectator behavior and attitudes
- Safe play and participation in all physical activities require:
 - informed decision making strategies to minimize accidents, unhealthy environmental hazards,
 - good control and maintenance of behaviors and attitudes of persons and their conducts
 - making informed choices with the vision to promote safety at home, school, community and in the field of play.

Strand 2: Growth and Development

Human Body Systems

1. Skeletal system`

For humans and most other animals, movement is important for survival. Being able to move makes it possible to escape danger, get food, and to find a mate. Movement is made possible by the skeletal and muscular systems. The Skeletal System supports the body and allows movement. It also protects internal organs, stores some materials and makes blood cells.

Bones

- Adult human skeleton has 206 bones
- Bones are living tissues that make up the skeleton.
- Bones support the body.
- Bones store minerals (ex.: calcium)
- They are made up of bone cells surrounded by deposits of calcium and other minerals.
- Bone marrow inside bones makes red and white blood cells
- A typical bone is surrounded by a tough layer of connective tissue.
- As blood passes through this layer, it supplies oxygen and nutrients to the bone
- Bones work with muscles to move the body

Blood or bone marrow

- Inside bones are cavities that contain a soft tissue called bone marrow.
- Yellow marrow is made up mostly of fat cells.
- Red marrow produces red blood cells, some kind of white blood cells, and platelets

Cartilage

- The skeleton of a developing fetus begins as cartilage.
- Cartilage is a flexible rubbery tissue on ends of bones and is a connective tissue.
- Cartilage also remains at joints, the places where two bones meet.
- This cartilage helps cushions the joints, the area where two bones meet to prevent wear and tear
- Most bones start out as cartilage before developing into bone. By early adulthood, most of the cartilage in the growth plate (body) is replaced by bone. When this happens, the person stops growing
- Some parts of the body where cartilage is not replaced by bone include the lower part of the nose and the connective tissue that forms your ears.
- Many long bones, such as those in the arms and legs, have growth plates at their ends. At these plates, cartilage grows, making the bones longer.

Parts of bones	Descriptions
Ligaments	Tough band of tissue attaching one bone to another
Tendons	Thick bands of tissue connecting muscle to bone
Joints	Found where two (2) bones meet Joints allow the body to bend and move Bones at a joint are held together by ligaments (made of connective tissue)

Types of joints

There are three main types of joints. Each type of joint is described by the type of movement it allows

1. Immovable or fixed joint
2. Slightly movable joint
3. Freely moveable joints

How does the skeletal system relate to others?

- Relation to the Muscular system – bones and muscles work together for movement
- Relation to the Circulatory system and immune system – all blood cells (red and white) are made in the bone marrow

2. Muscular system

The muscular system consists of the body's muscles. Your muscles are what make you strong. They allow you to bend your arms and legs and can expand and contract. If you didn't have muscles, your heart wouldn't beat because muscles keep your heart beating. They are essential to everyday life as they hold your head up and that is a very important function. There are about 600 - 640 skeletal muscles in the human body. Some of your muscles acted involuntary like your heart, while others, you control deliberately. They are made up of thousands of rubber-band like fibers.

Functions of the muscular system

One function of the muscular system is to work with the skeletal system to move the body. The Muscular System produces movement; helps to circulate venous blood and moves food through digestive system. It also helps to keep the body warm, give the body shape and provide the force needed to move blood throughout the body.

Types of muscles

There are three basic types of muscle tissue in the human body. Each type of muscle tissue plays a different role.

- skeletal muscle (voluntary)
- smooth muscle (involuntary)
- cardiac muscle (involuntary)

How the muscular system relates to other body systems?

Relation to the skeletal system;

- Works closely with the: skeletal system
- Bones and muscles relate and work together
- Skeletal muscles are attached to the bones of the skeleton by strips of connective tissues called tendons.
- The muscles are attached to bones in opposing pairs.
- When one muscle contracts, or tightens, it pulls the bone in one direction.
- The other muscle in the pair relaxes.
- To return the bone to its original position, the second muscle contracts, pulling the bone in the opposite direction, as the first muscle relaxes.

Relation to the circulatory system

- Circulatory – brings or transport oxygen to muscles and waste products such as lactic acid away

Relation to the nervous system

- Consist of the brain, spinal cord, sensory organs and all of the nerves that connect these organs with rest of the body.
- Nervous – control of the body and communication among its parts

3. Circulatory or cardiovascular system

The circulatory system consists of the heart, blood vessels, and blood. The heart is a muscular organ about the size of a fist. It beats about 70 to 90 times a minute, pumping blood through the blood vessels. The blood carries material to and from the cells of the body.

Function of the circulatory system

- Carries and brings oxygen, blood, nutrients and hormones to the cells of the body.
- Carries waste away from the cells or removes cell waste, such as carbon dioxide.
- Regulates body temperature.

Main parts or organs and their components

- Heart
- Blood (made up of plasma, red blood cells, white blood cells & platelets)
- Veins
- Arteries

Blood – Definition and function

Blood is a connective tissue that flows through blood vessels. The blood carries oxygen, nutrients to all cells in your body and carbon dioxide back to the lungs.

Functions of the heart

The heart is made of cardiac muscle tissue and keeps blood flowing through your body. It pumps oxygen-rich blood from the alveoli (lungs) out to the body and pumps oxygen-poor blood from the body into the alveoli. The heart has two sides, right and left, separated by a thick muscular wall. Each side has two chambers.

What it helps you to do

- Arteries help carry oxygenated blood away from the heart.
- Veins carry un-oxygenated blood back to the heart from the capillaries.
- Capillaries are tiny blood vessels that connect arteries and veins. Gas exchange takes place here.

Blood vessels

- Hollow tubes that carry blood
- Three types of blood vessels:
 1. Arteries
 2. Capillaries
 3. Veins

1. Arteries

- Largest blood vessels
- Carry oxygen-rich blood away from the heart out to the body
- Clogged arteries restrict flow of blood

(To remember that **Arteries** carry blood **away** from the heart, use this Mnemonic **A= Away**)

2. Capillaries

- Thinnest blood vessels
- In capillaries:
 - Oxygen leaves blood to enter body cells
 - Carbon dioxide leaves body cells to enter blood

3. Veins

- Carry oxygen-poor blood back to the heart from body cells through the capillaries
- Bring carbon dioxide and wastes back from cells to leave the body through the lungs

Blood

1. Red blood cells

- Carry oxygen to all the body cells in our body
- Contain hemoglobin, which clings to oxygen molecules
- Red blood cells are why blood looks red

2. White blood cells

- Defend body against disease or fight off disease and keep you healthy
- Destroy pathogens (bacteria, viruses, etc. that make you sick) by hunting them or using antibodies
- Destroy dead or damaged body cells.

3. Platelets

- Cell fragments needed for blood clotting
- Pieces of larger cells found in bone marrow
- Clump together to force blood to clot and to stop bleeding

4. Plasma

- Fluid portion of the blood
- Clear mixture of water, minerals, nutrients, proteins, other substances
- Fluid part of blood that carries other cells

How the circulatory system relates to other systems

- Connected to almost all other systems since the circulatory system carries oxygen to all cells
- Works with the respiratory system to help you transport oxygen and carbon dioxide.
- Works with the excretory to help remove waste from the body.
- Works with the digestive system to transport nutrients.
- Works with the muscular system to help circulate nutrients.

Cardiac diseases or diseases related to the circulatory system

1. **Anemia**- inadequate number of Red Blood Cells, hemoglobin, or both.
 - Symptoms of Anemia: paleness, fatigue, dyspnea and rapid heart rate.
 - Treatment: blood transfusion, iron supplements
2. **Aneurysm**- ballooning out segment of an artery
3. **Arteriosclerosis** - hardening and thickening of the arterial walls resulting in loss of elasticity.
 - Symptom: high blood pressure
4. **Atherosclerosis**-fatty plaques deposit on arterial walls.
 - Diet high in saturated fat and smoking.
 - Medications and lifestyle change can help.
5. **Embolus** - a foreign substance circulating in the bloodstream.
 - It could be air, a blood clot, bacterial clumps, a fat globule, or other foreign substance.

6. **Hypertension** - high blood pressure. 140/90 or higher.
- Risk factors - family history, obesity, stress, smoking, aging, high saturated fat diet/high sodium diet

Challenges teenagers face with growth changes (Notes for Lesson 8)

Difficulties associated with physical changes such as:

- Height, weight and body changes.
- Secondary characteristics such as facial and pubic hair and Development of breasts on the onset of menstruation.
- Menstruation and ovulation in girls.
- Pupil voice breaking (deepening voice).
- Period pains for girls.
- Uncontrolled erections and ejaculations (wet dream) for boys- able to orgasm and masturbate.
- Developing sexual feelings.

Difficulties associated with social changes such as:

- Lack of involvement with peers when they should be strongly involved
- Greater independence or feeling of becoming more independent affects parent-child relationship and conflicts may arise.
- Experimenting with new relationships.
- Development of sense of personal sexuality.
- Development of values, beliefs and behavior associated with and influenced by traditional perspectives and beliefs of masculinity and femininity.
- Expectations of other people as they mature.
- Dating and courting (traditional, modern, contemporary).
- Problems with personal hygiene such as oral health, whole-body washing daily and after physical activity.

Difficulties relating to emotional changes such as;

- Boys and girls experiencing mood changes such as love and hate, likes and dislikes, aggressiveness, being idealistic or unreal (fantasy).
- Being critical and judgmental of others, arguing easily, rebelliousness, insecurity.
- Difficulty talking to their parents openly about their body changes or parents having difficulty talking to their children openly about their body changes.
- Parents waiting for their children or children waiting for their parents to initiate discussion.

Sexual Health Education

Sexual Health Education is an important component of Health & Physical Education to promote healthy relationships and wellbeing. Sexual health deals with exploring rights and responsibilities when in a sexual relationship and making positive choices. Most young people in their adolescent stage are vulnerable and are involved in romantic relationships. Technology such as social media and other materials has impacted the lives of young people or teenagers in managing their own sexual health.

Sex Education is based on teaching and learning about a range of topics related to sex and sexuality exploring values, attitudes, beliefs and challenges about these topics along with gaining the skills that are needed to navigate relationships and manage one's own sexual health.

Human sexuality is a broad or a big term that relates to everything about you that has to do with sex. It does not merely mean sexual intercourse. It does cover;

- The physical changes experienced during puberty.
- Sexual feelings and thoughts.
- The ways in which an individual relates to others of the same and opposite sex.

Sex Health Education is also promoted through awareness and advocacy activities supported by business communities, national or international organizations conducted through in sports and other means. Sex Education is not only taught in schools or it is the responsibility of the school, everyone is responsible in one way or the other. The Health Department, Community Development and other community based organizations such as health centers, Voluntary Counseling and Testing (VCT) clinics do play an important role as well. These organisations provide information on issues such as:

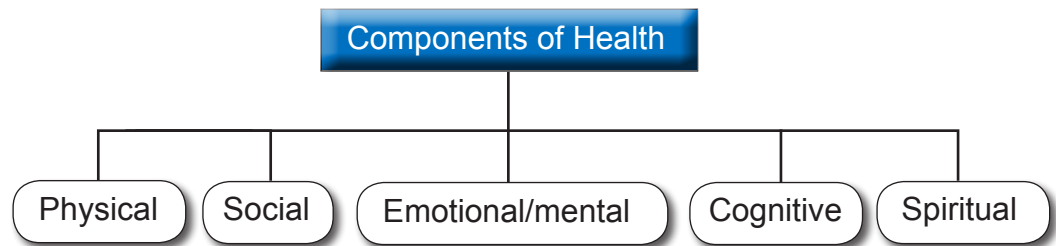
- Human sexuality
- Sexual anatomy
- Safe sex
- Sexual reproduction
- Age consents
- Sexual health
- Sexual behaviors
- Pregnancy
- HIV/AIDS
- Sexually Transmitted Infections (STI)

Strand 3: Individual and Community Health

What is health?

Health is much more than just an absence of disease. Health has physical, emotional, spiritual, social and cognitive components. Under this concept of teaching and learning, you will explore how these components combine to determine your level of health.

Health is measured by a range of factors, not just by how long we live. Different groups of Papua New Guineans have different levels of health for each component.



The components of health

Physical health

Physical health refers to the health of the body. It includes:

- Fitness level
- Energy level
- Body weight
- Absence of disease
- Efficient functioning of organs, such as the heart and lungs.

Your physical health is determined by your genetic make-up and your lifestyle behaviors, such as eating a balanced and nutritious diet, and participating regularly in physical activities. If you choose to smoke and drink alcohol excessively, then your physical health will probably be affected in a negative way, smoking causes many type of cancer and alcohol abuse can damage your liver.



When you are physically healthy, your body functions well, allowing you to live an active life and enjoy social interactions

Factors that affect health

There are some factors that affect your health that you might be unable to control, such as your genes, gender or environment. But other factors, such as choices that you make about your lifestyle, are yours to control.

Factors that affect health

GENETICS	Environment	Disease	Lifestyle behaviors
Examples: <ul style="list-style-type: none"> • Inherited disease • Gender • Medical Conditions 	Examples: <ul style="list-style-type: none"> • Socioeconomic- Low income • Physical-air and water pollution 	Examples: <ul style="list-style-type: none"> • Communicable • Non communicable 	Examples: <ul style="list-style-type: none"> • Drug use • Level of Physical activity • Diet

Genetics

Your genetic make-up is inherited from your parents. There are some medical conditions you can inherit from your parents, and others are at more risk of developing if there is a family history of it such as some blood disorders or cystic fibrosis. Women who have a family history of breast cancer, for example, have a higher risk of developing this cancer than those women who do not have a history of breast cancer in the family.

Your gender too, is a factor in the level of risk of developing some diseases. Men are more likely than women to develop heart disease, for example. What do you know about your genetic make-up?

Environment

The socioeconomic and physical environment in which we live in can have a significant impact on our level of health. Generally, people from a higher socioeconomic group- this usually means they have more money, are better educated and higher paying jobs - are more likely to have a better level of health than those people from a lower socioeconomic group. This means that people with less money and education are at a greater risk of ill health and adopting poor lifestyle behaviors such as smoking. Statistics show that people from lower socioeconomic groups:

- Are sick more often and die younger.
- Have limited choice in housing, which can lead to a greater chance of being exposed to pollution, crime and overcrowding.
- Have limited financial ability to access medical facilities, services and treatments.

People from higher socioeconomic groups usually:

- Have lower infant death rates.
- Have better knowledge about health.
- Are more likely to understand prevention measures such as lower dental check-ups, immunization and Pap smears for women.
- The physical environment can have an impact on people's health as well.
- The health of people living in built-up urban areas can be affected by the quality of air and water, housing and crowded living. Practices such as crop spraying, for example, can affect the health of people who live in rural areas. Other climatic events such as dust, storms and bush fires can also affect people's health.

Disease

If we don't look after our bodies, we can become ill or develop a disease. We are born with some diseases and some develop as we grow. Others result from making poor decisions and adopting poor lifestyle behaviors. Diseases can be categorized into communicable diseases and non-communicable diseases.

Communicable diseases

Communicable diseases are passed from one person to another either through physical contact with an infected person or through the air. The common cold, for example, can be spread from someone when they cough, from kissing the person or from sharing a cup or glass that they have used. Sharing a drink bottle is a common way for communicable diseases to spread.

People, who are sexually active particularly when they do not practice safe sex, are at risk of catching sexually transmitted infections through skin to skin contact or blood to blood contact. Hepatitis B is an example of a communicable disease that is sexually transmitted.

Many childhood diseases such as whooping cough and measles can be passed from one person to another. It is important to maintain good hygiene and follow doctor's instructions if you have a disease that can be spread, so other people are not infected.

Lifestyle diseases

Making poor lifestyle decisions can increase the risk of developing lifestyle diseases. Lifestyle diseases are caused by particular behaviors. These behaviors include having a poor diet, not being physically active on a regular basis and having unprotected sex. Table 6.1 indicates common lifestyle diseases and the related behaviors that can cause them.

Health Fact

Obesity occurs when a person's weight increase beyond a healthy level due to excessive energy (kilojoules) intake. This means their energy intake is much greater than the energy used throughout the day.

Heart disease, certain types of cancer and diabetes are lifestyle diseases that are more likely to occur as we grow older. However, the lifestyle behaviors that lead to these diseases, such as lack of physical activity and high fat diets, start during childhood.

The lifestyles chosen by some young people put their health at risk in the short and long term. The fact that young people experiment more and take more risks with their health can increase the potential for future problems. Research shows, for example, that many young people consume alcohol on a weekly basis and that alcohol use can be associated with a number of health risks for adolescents, such as unsafe sex, unwanted pregnancy, accidents and violence.

You can protect your health by making positive lifestyle choices such as:

- Eating a balanced nutritious diet
- Participating in daily physical activity
- Not smoking and choosing not to use drugs
- Practicing safe sex-for example using a condom
- Getting adequate rest and sleep
- Having regular medical health check-ups
- Using positive strategies to relieve stress and manage anger such as talking to a counselor, trusted adult or good friend
- Adopting positive communication skills
- Using self-talk to help you recognize and reinforce your positive attributes
- Recognizing your rights and understanding your responsibilities.

Table 6.1: Lifestyle diseases and related lifestyle behaviors

Common Lifestyle diseases	Related lifestyle behaviors
Cardiovascular disease -damage to or disease of the heart, arteries, veins and smaller blood vessels. It includes stroke, heart attack and peripheral artery disease.	<ul style="list-style-type: none"> • Smoking • Eating a diet high in saturated fats • Lack of physical activity contributing to obesity
Diabetes -affects the body's insulin production. Insulin allows the body to take (sugar) from the blood stream and use it for energy. There are two types of diabetes: type1 & type 2.	Type 2 diabetes: <ul style="list-style-type: none"> • Of physical activity • Unhealthy food choices • Excessive weight of obesity
Cancer -a group of diseases that are characterized by the uncontrolled growth and spread of abnormal cells.	Lung cancer: <ul style="list-style-type: none"> • Smoking cigarettes • Skin cancer • Failing to use sun protection(hats/sunscreen) • colorectal cancer; • Being overweight • Eating a high fat, low fiber diet.

Why Take Drugs?

Making good decisions about your health is not always easy to do. Peer pressure, the need to fit in and experimentation are just some of the reasons why young people misuse drugs. In this lesson you will learn about drugs and their effects, and why people use, misuse or choose not to use drugs.

Why some people take drugs

There are many reasons why people take drugs. Some of these reasons are:

- To treat an illness
- To socialise with others
- To cope with stress
- To improve performance
- As a form of relaxation
- Due to curiosity
- Due to parent or family use
- As part of their culture
- To be part of celebration
- (for example a party)
- To experiment (for example to try something new)
- As an act of rebellion (for example against parents)
- Due to pressure from peers, or to fit in with their peer groups.

Why people don't use drugs

Just as there are many reasons for people using drugs, there are many reasons for people not using drugs and they include:

- Their family values and attitudes are against drug use.
- It is against the beliefs of their religion or culture.
- Some drugs are illegal.
- It is too expensive.
- They value personal health.
- They are athletes.
- They do not want to feel out of control.
- There are age limits.

How do drugs affect your health?

Drugs affect people differently. Two people can use the same drug at the same time but can experience different effects. How drugs affect a person is influenced by a number of factors, including:

- How much is used
- Height and body weight
- Past experience with the drug
- Mood
- The strength of the drug
- State of health when taking the drug
- The environment - whether the drug is used on its own or with

others, at home or at a party.

All drugs including prescription medicines have the potential to negatively affect your health if not used correctly. Long-term misuse or abuse of a drug can cause damage to your body and even death.

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Consequences of alcohol use for individuals and community

Alcohol use, particularly binge drinking, can have numerous consequences for both the individual and the community. Research has found that alcohol is a factor in nearly 18 percent of all drug related deaths in Australia and approximately 50 per cent of drugs related deaths for people under the age of 34.

For young people, these deaths primarily result from road accidents, violence, drowning and self - harming behaviors that occur after consuming large amounts of alcohol. This is because people may have little awareness of what they are doing and whom they are with when affected by alcohol. Feelings of bravado, combined with reduced concentration, slower reactions and poor coordination, contribute to dan-

gerous pranks, and unsafe behaviors that can result in property damage, injuries and criminal charges. The fact that some young people drink in places away from the supervision of adults such as in parks or in rivers, adds to the danger. These environments are often poorly lit, isolated and away from immediate help when required. Considering all the consequences

The consequence from a single incident of consuming too much alcohol is potentially far reaching and numerous. For example, an accident that is the result of drink driving can cause harm to many, including:

- Injuries (health harms) which may require time off work (financial harms)
- Police charges (legal harms) that result in a criminal record, restricting travel and work options (social and financial harms)
- Fine and repair cost (financial harms) that you may need to borrow from family or friends to pay.
- Feelings of guilt and shame (emotional harms) loss of independence and freedom (social harms) through the loss of a driver's license or imprisonment.

Strand 4: Food and Nutrition

Controlling diabetes with diet

A *diabetes diet* recommends generous amounts of fruits, vegetables and fiber, following it is likely to reduce your risk of *cardiovascular diseases* and certain types of cancer. And consuming low-fat dairy products can reduce your risk of low bone mass in the future.

Diabetes diet eating and physical activity

Nutrition and Physical Activity are important parts of a Healthy lifestyle when you have diabetes. Along with other benefits following a healthy meal plan and being active can help you keep your blood glucose level also called blood sugar, in your target range. To manage your blood glucose level, you need to balance what you eat, how much you eat, and when you eat are all important in keeping your blood glucose level in the range that your health care recommends.

Eating well and being physical active most days of the week can help you;

- Keep your glucose level, blood pressure, and cholesterol in your diet range,
- Lose weight or stay at a healthy weight
- Prevent or delay diabetes problems
- Feel good and have more energy

Choices of food for Diabetes

Eat a variety of healthy foods from all food groups which include;

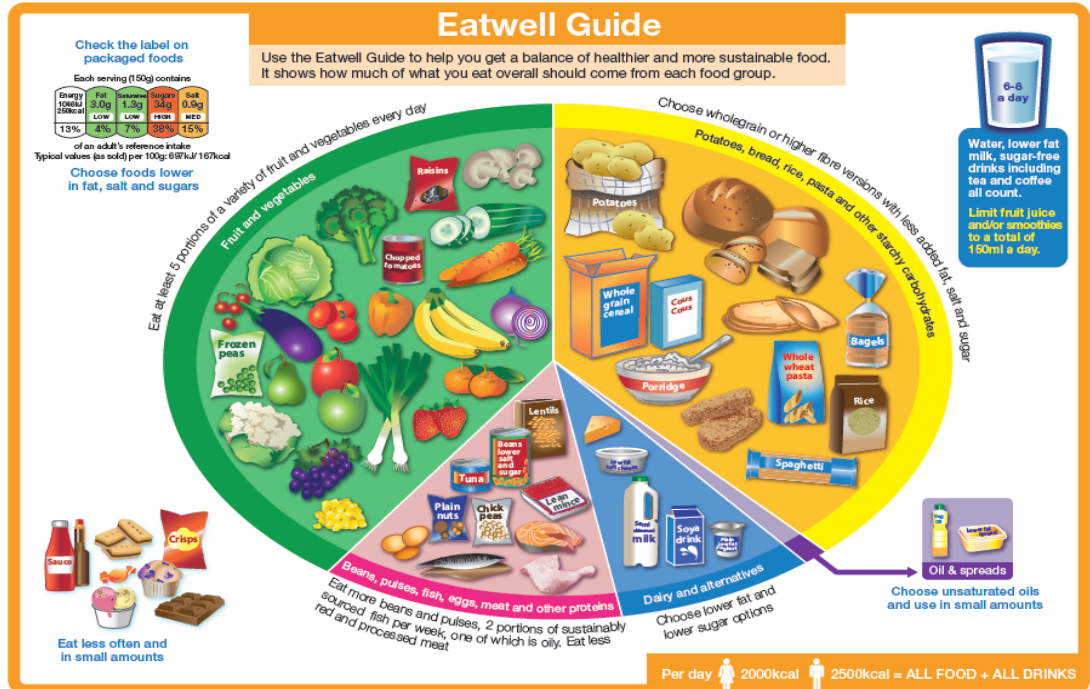
- Vegetables, fruits and grains
- Protein and dairy foods
- Healthy fats such as canola and olive oil
- Nuts, seeds and avocado

Other diets

- Atkins nutritional approach focuses on controlling the levels of insulin in the body through a low-carbohydrate diet
- The Zone diet burn fat and while still asleep. Eat all three food groups. Protein 30% fats 30% and carb
- Ketogenic diet eats fewer carbs with steady weight loss or stable energy levels.
- Vegetarian diet eats only vegetables plus eggs and dairy products
- Vegan diet do not use products from animals
- Weight Watchers diet eat high protein breakfast, avoid sugary drinks and fruit juice
- All Star Mediterranean diet – helps keep bones strong and slow to aging
- High protein diet supports an active lifestyle, as protein helps you build muscles and stay strong
- Clean eating diet refreshes body with loads of vegetables, fruits, whole grains, chicken and avocado

Eat well guide

- Eat 5 times a day.
- Prepare meals based on starchy foods like potatoes, bread, rice or pasta.
- Have some dairy or dairy alternatives (such as soya drinks)
- Eat some beans, pulses, fish, eggs, meat and other protein



Group 1: Potatoes, bread, rice, pasta, and other starch carbohydrates

Group 2: Dairy foods and alternatives

Group 3: Beans, nuts, eggs, fish, meat, and other protein

Group 4: Eat at least five portion of variety of fruits and vegetables every day.

Weight reducing diet tips

- Eat a high-protein breakfast
- Avoid sugary drinks and fruit juice
- Drink water a half hour before meals
- Choose weight loss-friendly foods (see list)
- Eat soluble fiber
- Drink coffee or tea
- Eat mostly whole, unprocessed foods
- Eat your food slowly

Factors of obesity

- Diet – Bad eating habits
- Exercise – Lack of Physical and Exercise
- Sleep – Lack of sleep
- Genetic- Obese parents having obese children
- Scio- Economic environment – Middle class children become obese due to the tendency to eat snacks in between

Chronic diseases and conditions

- Alzheimer's disease and other dementias
- Arthritis
- Asthma
- Cancer
- Chronic Obstructive Pulmonary Disease (COPD)
- Cystic fibrosis
- Diabetes

Signs and symptoms may include:

- Fatigue
- Loss of memory or concentration
- Sore throat
- Enlarged lymph nodes in your neck or armpits
- Unexplained muscle or joint pain
- Headaches
- Non-refreshing sleep
- Extreme exhaustion lasting more than 24 hours after physical or mental
- exercise

Tips to help you reduce your risk of food poisoning at home

- Wash your hands before cooking or cleaning
- Wash worktops
- Clean dishes and utensils that have had any contact with raw meat, poultry, fish, or eggs
- Use separate chopping boards
- Keep raw meat separate.
- Store raw meat on the bottom shelf of the freeze
- Cook food thoroughly clean
- Eat food when warm

- Keep your fridge below 5C

To prevent the spread of bacteria when preparing foods:

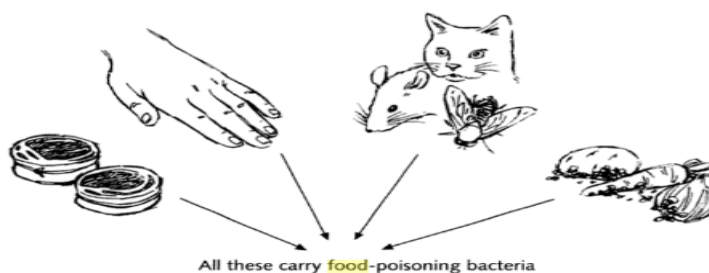
- Keep raw and ready-to-eat produce separate
- Use different cutting boards, plates and utensils for fresh and raw produce
- Wash your hands, worktops and utensils thoroughly after preparing raw meat, poultry, fish and eggs

Animals and insects

Flies, rats, mice, birds, other insects and animals including pets frequently carry pathogenic bacteria in their intestines and on their feet and fur and must not be allowed to come into contact with food or equipment which will be used for food preparations

Soil, dust and refuse

Soil contains spores of some of the pathogenic bacteria. Raw vegetables must therefore always be cleaned thoroughly in a section for further preparations. Refuse and waste food should be placed in a bin immediately. Bins in the food rooms should be emptied regularly.



Transfer of bacteria

Cross-contamination is the transfer of bacteria from contaminated source to an uncontaminated food (usually freshly cooked food). Bacteria are not able to move from one food to another by themselves. They can be transferred directly or indirectly. Indirect contamination relies on other things to transfer bacteria from food to food (vehicles of contamination).

Examples of unhygienic food handling practices

1. Using a chopping board, a working surface or other kitchen equipment for the preparation of raw and cooked foods without washing it thoroughly between each use.
2. Using a knife or other utensil without washing it thoroughly between each use.
3. The hands of a food handler which are not washed in between preparing different types of food, e.g. raw and cooked meat, or after touching any source of bacteria, e.g. the nose, mouth, hair pets.

There are 4 basic steps to food safety at home

1. Cleaning – making sure your hands and the surface are clean before, during and after cooking.
2. Storing – making sure foods are kept separate to prevent cross-contamination.
3. Preparing – knowing which foods are kept safe to wash and clean when preparing meals.
4. Cooking – making sure food is cooked throughout to kill harmful bacteria.

Notes for lessons 14 and 15

Sanitation and personal hygiene are important for keeping food safe. Healthy volunteers need to practice good personal hygiene and use clean surfaces, equipment, and utensils when preparing foods. People can carry pathogens internally and on their hands, skin and hair. Personal hygiene begins at home, with the essential elements for good hygiene being a clean body, clean hair and clean clothing. Hair in food can be a source of both microbiological and physical contamination.

- Food handlers – personal hygiene tips. To prevent food poisoning using good personal hygiene, follow these tips:
- wash and dry your hands thoroughly before handling food
- wash and dry them again frequently during work.
- Dry your hands with a clean towel, disposable paper towel or under an air dryer.

Cleanliness

Personal Hygiene	Kitchen Hygiene
<ul style="list-style-type: none"> • Wash hands in warm, soapy water. • 20 seconds scrub • Wash before and after preparing food in the kitchen • Cover coughs and sneezes 	<ul style="list-style-type: none"> • Clean and sanitize all surface and utensils in hot, sudsy water. • Dispose of garbage promptly • Change dish towels always

Food Spoilage

1. What is Food spoilage?

Food spoilage means undesirable changes that have taken place in a food which have made it unfit to eat. Deterioration of food is caused by natural decay or contamination with microorganism.

2. How to tell when food is spoilt?

Appearance – Look at the food carefully and check if there is abnormal color change. For example, spoilt beef darken in color, bruised spot on rotten avocado, orange or mango. Check if there is any abnormal curdles, for example, curdling of spoilt milk.

Check if there are green, white, or blue spots on food surface. Moldy bread or sweet potato (kuaka) usually has green spots on their surface.

- Check canned food for signs of swelling or damage
- Taste and odor: Think about the normal taste and smell of the food. Throw it away as it really tastes and smells bad as usual.
- Spoiled milk smells sour
- Rotten eggs are distinct and unpleasant smell.
- Feel and check if the texture of the food has changed. For example, slimy texture on the meat.

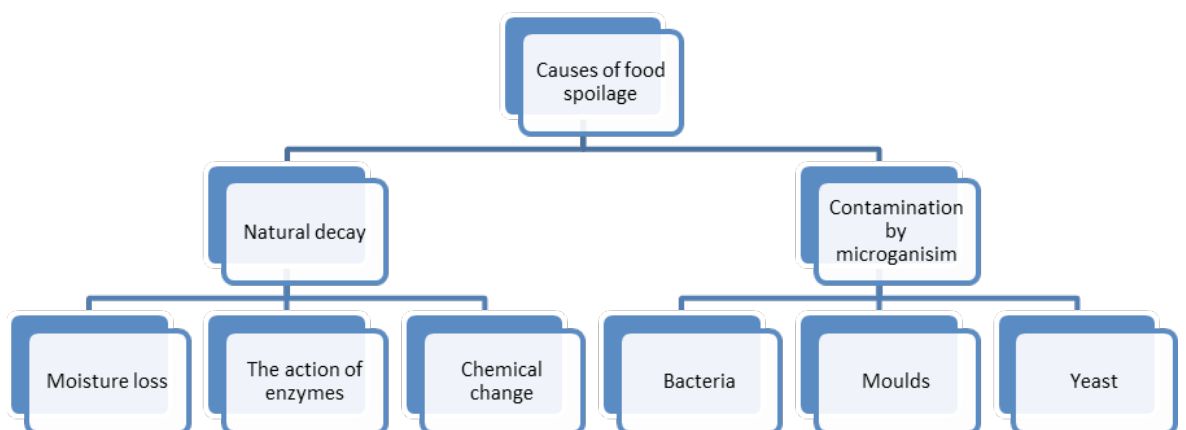
Natural Decay: Lost of moist. The leaves of the choy sun become limp and wilted.

Actions of enzymes

When fruits or vegetables have been peeled off or cut the plant tissues release some enzymes which in the presence of oxygen from the air chemically react with the plant compounds to give brown pigment.

What are the causes of food spoilage? This refers to the undesirable changes that occur in the food due to the influence of air heat. Light and moisture foster the growth of microorganisms. Foods take different period of times to know their natural classified as perishable. (meat, fish, fruits and some vegetables than semi perishable (eggs, onions, potatoes, carrots, beans and non-perishable (nuts). Food is spoilt by the actions of a) Micro Organism b) enzymes c) Insects

How does food spoil



Food *preservation* prevents the growth of microorganisms (such as yeasts), or other microorganisms (although some methods work by introducing mild bacteria or fungi to the food), as well as slowing the oxidation of fats that *cause* rancidity.

Food preservation is the process of treating and handling food to stop or greatly slowdown spoilage (loss of quality, edibility or nutritive value) caused or accelerated by micro-organisms. Some methods, however, use nonthreatening bacteria, yeasts or fungi to add specific qualities and to

preserve food (refer to food *spoilage*)

In the food, there are millions of microorganisms present. Some are useful and some are harmful.

These microorganisms produce some acids, enzymes as their metabolic products which leads to damage to the food. Basic principle of the food preservation is that keep food safe from agent of spoilage.

Principles of food preservation

A good method of food preservation is one that slows down or prevents altogether the action of the agents of spoilage. Also, during the process of food preservation, the food should not be damaged. This method activates enzymes and thus preserve the food.

What are the methods for preserving food?

1. Dehydrating
2. Freezing
3. Smoking
4. Salting and pickling
5. Vacuum packing
6. Sugar
7. Canning and bottling
8. Lye
9. Jellying
10. Potting
11. Jugging
12. Burial in the ground
13. Vinegar pickling

Help kids thrive by using healthy eating habits. Good eating habits will help prevent illness in your family and promote good attendance at school. Healthy breakfasts each day and a balance of vegetables and fruits will help children concentrate at school.

Strand 5: Movement

Movement development is the process in acquiring and making perfect of the motor skills. It is the action body parts perform to move from one place to another and reverse. Movement behavior is concerned with the control and coordination of movements. Movement development is the process individuals pass through in life.

Although a range of movement skills are performed they are categorised into three main types. These main categories are:

- loco motor skills -move from place to place or in a space
- non-locomotor skills-moving on the spot or a given space
- manipulative skills- move with control and coordination in the accompaniment of objects/ equipment/ partner.

The theory knowledge and practices of performing movement skills acquired by students in the types of movements will add and enhance the movement knowledge acquired in the previous grades (3-5). Upon having the knowledge of different types of movements individuals are enabled to focus on the processes of learning specific skills development equally.

When performing movement there are key pointers involved and they are;

- space- movement is performed in space, a self or general space in different directions or pathways and levels
- time- timing is used to control how the moves either fast or slow, sudden, sustained or rhythmic,
- flow- movement flow is concerned with how the body moves through space
- force - there is effort placed on movement performing, this is known as the force and individuals can perform delicate or explosive movements.

Movement skills are performed for different purposes and are different from one another. The word skill may mean an action or movement as in skills of sport. It can be used to relate to how best a performance is. Movement skills are developed over time and have their own processes and sequences of actions to perform. The skills have different set of actions which are performed in sequence. These actions are all components of the particular skill. A set of movement's can be selected from the 3 categories to form a sequence of movement, backwards and forwards, along the floor, run, stop and run along movement pathways to form movement patterns or combine a movement skill from each category to form movement combination. These are key factors to set up games, offensive and defensive play patterns. They are all different and must be performed with caution at all times. The skills also build up self-esteem in various performances of game-skills by in individuals as they are used in all sports, physical fitness and lifetime activities.

Participation in all skills activities for movement games or specific sport skills, safety must be cautioned at all times, self-learning strategies must be promoted, maintaining interests, giving regular feed backs, and

maximising learning, performance by rules, techniques and tactics of the sport must be addressed. These are regarded as the principles of movements and game skills.

It must be understood that all individuals are different; therefore, certain personal factors are critical and must be considered before performing a wide range of movement skills for different purposes. These personal factors are genetics, growth and development, motivation and persistence, willingness and experiments, and disability. They mold and shape an individual to establish their foundations to excel in the sport of their choice and the level of completion they choose to pursue.

Strand 6: Physical Activity

Eleven General Skills of Major Ball Sports

A total of 11 major ball handling skills elaborated in the table are drilled in grades 6, 7 and 8 which are used in different ball sports. These ball sports have their rules and teachers are encouraged to teach the rules as well. Most of the balls handling skills are the same for all such as throwing; catching, passing etc. but have specific skills applied to use them for the different types of ball handling sports. Teachers must ensure that all students in grade 7 must master at least some of the major ball skills in a specific ball sports well before they progress onto the next grade level.

1. Soccer skills	2. Rugby league skills
<ul style="list-style-type: none"> - Dribbling - Trapping the ball (foot, thigh, chest) - Passing/kicking (inside of the foot, outside of the foot, the instep) ` - Inside foot pass - striking/shooting - Goal keeping - Heading -Tackling (standing tackle, slide tackle, throw in) 	<ul style="list-style-type: none"> - Passing/handling - Tackling - Running with the ball - change of pace - Swerve - Dummy pass - kicking (drop punt, drop kick, grabber, goal kick - Fending - Playing the ball - Scrummages
3. Basketball skills	4. Volleyball skills
<ul style="list-style-type: none"> - shoot, pass, dribble - Passing (chest pass, Bounce pass, over head pass, one arm pass, baseball pass) - Catching - Dribbling - Shooting (set shot, jump shot, lay up) - Rebounding, defense 	<ul style="list-style-type: none"> - Passing (fore harm, over hand - Receiving - Setting - Digging - Serving (the underarm serve, the over head serve) - Attacking - Hitting/Spiking - Blocking (attack, defend)
5. Netball skills	6. Softball skills

<ul style="list-style-type: none"> - Passing/throwing (bounce pass, chest pass, hook pass, shoulder pass, flick pass) - Catching - Footwork - Dodging - Pivoting - Forward movement - Shooting - stable body positioning 	<ul style="list-style-type: none"> - Throwing (grip, overarm, underarm, sidearm) - Fielding (Infield, Outfield) - Batting (grip, stance, swing) - Bunting (grip, stance) - Base running (Rolling start, single base hit, doubles, triples and home run) - Pitching - Sliding
7. Tennis skills	8. Cricket skills
<ul style="list-style-type: none"> - Court movement - Ground strokes (the forehand, Backhand cues) - The volley (Forehand, backhand) - The serve - Smash footwear or overhead - The lob` - The approach shot - The drop shot 	<ul style="list-style-type: none"> - Batting (the grip, stance, swing) - Hand eye coordination - Bowling (the grip, run up, release) - Fielding - Wicket – keeping - Throwing - Catching - Balance
9. Rugby Union skills	10. Hockey skills
<ul style="list-style-type: none"> - Ball handling skills (passing, receiving, catching, picking up the ball, making the ball available) - Kicking skills (the punt kick, the drop kick, goal kick) - Tackling - The scrummages - The maul (sealing off, quick transfer) - Foot work, agility - The ruck - The lineout 	<ul style="list-style-type: none"> - Grip - Dribbling (ball carrying) - Trapping - Passing (The push, the hit, the flick, the scoop, - Hitting and sweep hitting - Tracking the ball (forehand, flick, reverse flick, flip, ___?) - Penalty corner (pull out/drag, track stick stop)
11. Handball Skills	12. Touch
<ul style="list-style-type: none"> - Catching the ball – throw up and catch - Passing (overhand pass, strokes (overarm, overarm and sidearm) - Shooting - Receiving - Dribbling - Feint movement - Offensive and defensive movement 	<ul style="list-style-type: none"> - Passing (running pass, lateral pass, half pass (long ball, half pass, spiral pass) - Effecting a touch – attacker (dump/roll ball) - Scoring a touchdown – - Effecting a touch – defender- scoop

Warm up and cool down exercise in games and sports

A warm up gently prepare the body's cardiovascular system by rising the body temperature and increasing blood flow to your muscles before any exercise or physical activity. Stretching the muscles prepares the body for physical activity and prevents injuries. While cooling down after any physical activity such as games allows a gradual recovery of heart rate and blood pressure. Warm up and cool down exercises include;

- walking or running on the spot
- stretching
- jogging

Teachers are encouraging to take 5-10 minutes to conduct warm up and cool down activities in their practical lessons before students participate in any physical activities such as games or sports and after the games.

1. Swimming

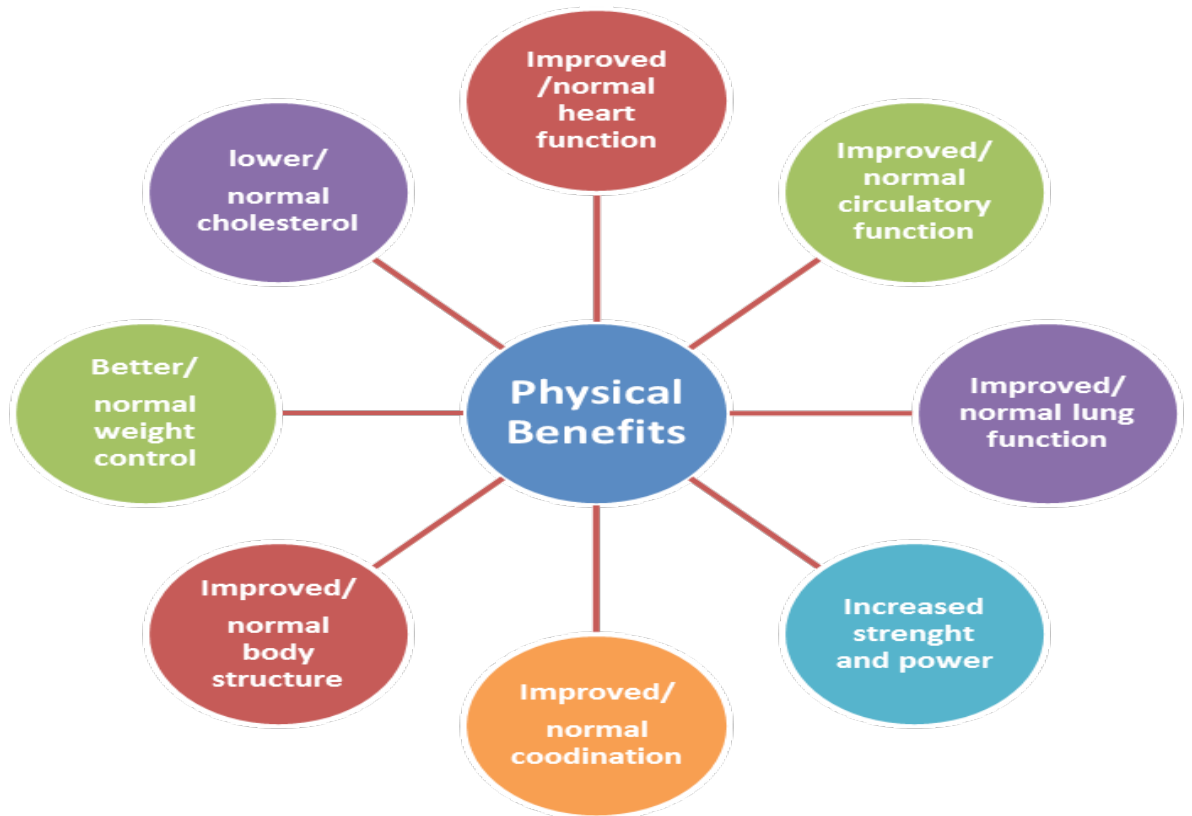
Aquatic sports refer to competitive swimming movements and styles on and under water. Swimming is an activity that opens the door to other aquatic sports such as water skiing, diving, rowing, surfing, sailing, soccer diving and others.

It is a challenging content to teach and also risky depending on the context and teacher's competence of the subject. It is important to teach water safety rules and First Aid measures before any swimming lessons conducted at the swimming pool, lake, pond, river or sea. Ensure that students master basic swimming skills and water safety or survival skills in order to participate in any swimming competitions. It is recommended for children and adults to learn to swim in order to be safe in and around the water and, also to have fun or enjoyment.

2. Lifestyle and Fitness

A balanced lifestyle such as rest or sleep, eating healthy food, practicing healthy habits as well as physical activities is the foundation of good health. The various activities, amount of time and the choices has an impact on the overall health of a person. Fitness not only has an advantage on our physical health but also on our mental, spiritual, social and emotional health.

Some physical health benefits of being physically active



3. Athletics and ball sports

Athletics provide variety of opportunities to engage students in natural activities such as running, jumping and throwing. These movement activities occur naturally and in formal play situations. They develop the techniques of running, jumping and throwing as they progress through elementary, primary school and secondary school.

Running activities challenge student performances by running faster or by running over a longer distance. Jumping activities provide opportunities for students to explore various jump techniques for height and distance. In throwing activities, the student use implements of different shapes and weights and develops a variety of throwing techniques for accuracy and distance.

4. Various standard sports

Table of some categories of various sports

Name of sports	Descriptions
Invasion sports	Goal throwing - Team sports played using ball handling skills and goal between two teams such as basketball and netball. Also known as ball and ring sports.
	Goal striking - Team sports played using ball handling skills and goal between two teams such as soccer, hockey, Australian Football League (AFL).
	Try /Touch down scoring - Team sports played using ball handling skills and goal between two teams such as rugby league, rugby union and touch.
Net sports	Individual net sports - includes tennis, table tennis, badminton. Also known as racket and net sports
	Team net sports - includes volleyball, beach volleyball. Also known as court and net sports.
Batting and fielding	Team sports using ball and bat such as cricket, softball and baseball.
Aquatic sports	Sports played or performed in or on water such as water skiing, diving, and snorkeling, rowing, surfing, sailing, scuba diving and others
Athletics	Field throwing - includes individual games or events such as discus, javelin, short put, hammer throw, shot.
	Field jumping - includes individual games or events such as long jump, triple jumps, high jump and pole vault
	Track - includes sprints in 100m, 200m & 400m, distance in 800m, 1500m, 5000m and 10 000m. Relays in 4x100m and 4x 400m

Health & Physical Education career pathway

Teachers and parents play a very vital role and must support the students in education and career/life planning by providing them with learning opportunities. Students begin to ask few questions such as,

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

These allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The expectations in Health & Physical Education programs, particularly the living skills expectations, provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work and life. Developing self-awareness as part of personal skills links closely to the question “Who am I?” The living skills expectations that relate to critical and creative thinking support decision making, goal setting, and planning for transitions – all of them are important aspects of career/life planning.

Basic sports administration

In any sports organization administration and management is important for the organization. There are various roles and responsibilities performed by events officials such as;

- Judges
- Timekeepers
- Starter
- Marshals
- Announcer
- Manager
- Referees
- Umpires
- Scorers
- Bench officials
- Field event officials
- Coaches
- Volunteers
- Sports doctor etc.

There is a range of sporting clubs from the highest to the smallest. Most sporting clubs are run by a committee of people who carry out necessary functions such as;

- President
- Vice president
- Secretary
- Treasurer

This committee runs and manages the clubs or any sporting organizations.

Guided Lessons

Health & Physical Education lessons in Grade 6 must promote active and interactive learning and be planned around the main concepts and key ideas and skills identified in the content standards. These lessons must be delivered using guided discovery learning strategies, so that as much as possible students are fully participating in the learning processes of the activities using the different learning and teaching strategies according to the three domains of learning within the experiential learning cycle.

The guided lessons provided in this Grade 6 teacher guide are developed from the content standards and benchmarks through the process of unpacking. The sample guided lessons and KSAVs must link well to the benchmarks and content standards.

The sample guided lessons in this teacher guide are provided as a guide for you to start of your classroom teaching. The teacher can use the sample guided lessons as a guide to plan other lessons that are provided with the teaching content as KSAVs under each strand.

Guided lesson template

Strand: _____

Unit : _____

Lesson Title: _____

Content Standard: _____

Benchmark(s): _____

Lesson Objective: _____

Assessment Task _____

Materials: _____

	Skills	Attitudes /Values

Teacher's Notes

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Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
Introduction		
Body		
Conclusion		

Reflection _____

Reference: _____

Knowledge, Skills and Attitudes (KSAVs)

Lesson Titles

The lesson titles are suggested lesson and can be modified to suit your context. The lesson titles are created from the benchmarks given in the syllabus. These lesson titles are further organised in weeks and according to the number of lessons per week. This is one way to monitor that all grade six students are learning the same lesson from the benchmarks, and content standard under each respective unit in the same week and term of the school year.

The following is a schedule of lesson titles which are sequenced in the order of strands appearing in the syllabus. Teachers are encouraged to, as much as possible keep the sequenced lesson titles as given, and ensure that delivery is according to the number of lessons per week for a total time of 120 minutes.

KSAVs Template

Strand: Safety

KSAVs

Strand	Safety		
Unit 1	Safety in sports and first aid		
CS	6.1.1		
Benchmark	6.1.1.1		
Lessons Nos	Knowledge	Skills	Attitude/Values
1.			
2.			
3.			
4			
5.			
6			

Guided Lessons Overview

Strand	Unit	Topic	Lesson Numbers and Lesson Titles	
Safety	Unit 1: Safety in Sports and First Aid		1	Safety in Sports – (Sample lesson)
			2	Causes of unsafe play and behavior
			3	Safety rules for personnel and equipment use
			4	Injury and prevention
			5	Player and spectator rules
			6	Safe and unsafe play
	Unit 2: Emergency Situation and Risky Behaviour		7	Care and safety and fair play code of conduct
			8	Safety in environmental health
			9	Unsafe situations in the community
			10	Harmful physical activities
			11	Awareness on health hazard environments?
			12	Safety promotion Strategies
			13	Awareness - Causes of unsafe and risky behavior
			14	Improvement Strategies for Environmental Health
			15	Safety Environmental Health Plan

Strand	Unit	Topic	Lesson Numbers and Lesson Titles		
Growth and Development	Unit 1: Human Development, Growth and Sexuality	Eleven body systems and functions	16	Introduction to the body system	
			17	Functions of the main body systems	
			18	Misconceptions and beliefs about the main body systems	
			19	The Digestive System	
			20	How to care for the Digestive System	
			21	The Skeletal System	
			22	Effects of physical activity on the skeletal system	
			23	Influences of hereditary factors on growth	
			24	Influences of environmental factors on growth	
			25	Misconceptions and beliefs about stages of growth	
			26	Physical features and characteristics inherited from their parents	
			27	Similarities and differences of physical and personal characteristics	
	28				
	Unit 2: Relationships			29	Characteristics and benefits of healthy relationships
				30	Characteristics and consequences of unhealthy relationships
				31	How to respond to risky situations in a relationship
				32	Maintaining healthy family and peer relationship
				33	Traditional and contemporary dating relationships
34				Qualities of healthy dating	

Strand	Unit	Topic	Lesson Numbers and Lesson Titles	
Individual and Community Health	Unit 1: Personal Health and Hygiene		35	Personal Safety
			36	Behaviors contributing to rise of disease
			37	Disease Prevention
			38	School Health
			39	Health practices and strategies to promote school health programs
			40	Sources of health information, products and services
			41	Factors influencing access
			42	Media Advertisement
	Unit 2: Alcohol and Substance Abuse		43	Prolonged use of non-prescription drugs
			44	Consequences of using non-prescription and prescription drugs
			45	Propose strategies for improvement (Practical Lesson)
			46	What Tobacco Does to Your Body
			47	What Alcohol Does to Your Body
			48	Other Drugs
Nutrition	Unit 1: Food and Growth		51	Carbohydrates and fats
			52	Vitamins, minerals elements and water
			53	Four Balance diets for babies and children
			54	Balance diets for adolescents and adults
			55	Balance diets for pregnant mothers and old people
			56	Food labels on canned foods
			57	Food containing cholesterol
			58	Under nutrition - Malnutrition
			59	Infectious disease
	Unit 2: Food Hygiene		60	Unpreserved and Preserved foods
			61	The causes of food spoilage
			62	Basic food safety method used at home
			63	Use basic food hygienic methods in catering services.
			64	Importance of keeping food safe
65			Damages causes by organisms such as rats, flies or cockroaches	

Strand	Unit	Topic	Lesson Numbers and Lesson Titles	
Movement	Unit 1: Basic Movement skills and concepts		66	Movement concepts and skills (sample lesson)
			67	Floor movements squats, rolls and stands
			68	Moving with speed in general space
			69	Movement patterns and sequence
			70	Movement combinations and concepts (loco motor and non-loco motor)
			71	Manipulative skills and concepts
			72	Moving in self-space and general space
			73	Motor skills and body awareness?
			74	Movement concepts with equipment/ partner
			75	Motor skills – Body and space awareness
	Unit 2: Movement and Game Skills		76	Game skills – hand-eye coordination major ball sports
			77	Game skills – Track events
			78	Game skills – Net and racquet/court sports
			79	Stopping a moving object/ equipment
			80	Run, stop run and pass
			81	Jump, catch and throw
			82	Catch, dribble, release and receive
			83	Three a side breaking serve
84			Six a side scoring a goal	
85			Five a side –home run	
86	Seven a side scoring a try			

Strand	Unit	Topic	Lesson Numbers and Lesson Titles	
Physical Activity	Unit 1: Games and Sports		87	Modified Net Game – Volleyball rules
			88	Modified Net Game – Volleyball skills (2)
			89	Modified Net Game – Volley ball skills (3)
			90	Modified Net Game 1 - Applying volleyball rules and skills in a game (4)
			91	Ball handling - Goal Sport: Soccer rules (1)
			92	Ball handling - Goal Sport: Soccer skills (2)
			93	Ball handling - Goal Sport 1: Soccer skills (3)
			94	Ball handling - Goal Sport 1: Applying soccer rules and skills in a game (4)
			95	Ball handling – Batting and Fielding: tee ball rules (1)
			96	Ball handling – Batting and Fielding 1: tee ball skills (2)
			97	Ball handling – Batting and Fielding: tee ball skills (3)
			98	Ball handling – Batting and Fielding: Applying tee ball rules and skills in a game (4)
			99	My Favourite Sport - Athletics –Track
			100	My favourite Sport in future
	Unit 2: Lifestyle and Fitness for health		101	Benefits of fitness activities
			102	Challenges of fitness activities in relation to beliefs and values
			103	Personal fitness in games and sports
			104	To be inserted
			105	Types of fitness activities in the community
			106	Individual fitness plan
107			Fitness in leisure and recreational activities	

Guided Lessons

Sample Lesson: 1

Strand 1: Safety

Unit 1: Safety in sports and First Aid

Lesson Title: Safety in Sports

Content Standard 6.1.1. Students will be able to explain the importance of using rules to control unsafe playing behaviour, and prevent injuries during participation in a range of motor skills and sporting activities.

Benchmarks: 6.1.1.1. Demonstrate safe and unsafe playing behaviour with appropriate first aid rules.

Lesson Objective: The students will be able to;

- list 3 reasons about the safety of participating in sports
- check if the equipment is in good condition before using it on the field
- wear the right clothing
- do ground checks before play.

Materials

Sport wears samples, worn out and good equipment, checklist for play ground checks

Teaching Content

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Safe playing rules • Safe playing equipment • Safe playing grounds 	<ul style="list-style-type: none"> • Handling equipment • Organising play ground 	<ul style="list-style-type: none"> • Cooperate with others • Encourage friends • Share equipment

Teacher's Notes

Safety is very important in any sport students participate in. The safety areas in sport include equipment management, ground inspections and behavioural check of players. The emphasis is placed on the play safe rules in all sports.

Teaching and Learning Activities

Part of the Lesson	Teacher's Activity	Students Activity
Introduction	Make available good and bad conditioned sports equipment (balls), <ul style="list-style-type: none"> • show pictures of players in full sports wear • show caretakers doing safety check on the field 	Discuss the: <ul style="list-style-type: none"> • Equipment and check their conditions • Tell class their views on field safety and • Suitable clothing for play
Body	<ol style="list-style-type: none"> 1. Ask students to share experiences on some safety problems in the local or school competitions 2. List factors that contribute to safety in sports in school and local competitions. 	<ul style="list-style-type: none"> • Share experiences in groups. List factors that contribute to safe sports; <ul style="list-style-type: none"> - wear suitable sports wear - keep playground free of harmful objects. - play by the rules of the sport/game
Conclusion	<ul style="list-style-type: none"> • Display students group work on the display board and observe and practice them in school sports activities. • Encourage class to make sport safety awareness to others in the school. 	<ul style="list-style-type: none"> • Present their safety contributing factors for safe sports • Encourage the school population in their own time to promote safe sports in the school and out of school.

Teacher's Reflection

Generally, summaries the factors suggested for safe sports in school and use it as a guide to plan sports safe awareness activities.

Reference: Be Physical & Healthy for Junior Students.

Strand 1: Safety

Strand 1	Safety		
Unit 1	Safety in sports and first aid		
Content Standards	6.1.1. Students will be able to explain the importance of using rules to control unsafe play behavior, and prevent injuries during participation in a range of motor skills and sporting activities.		
Benchmark	6.1.1.1. Demonstrate safe and unsafe play behavior with appropriate first aid rules.		
Lesson Titles	Knowledge	Skills	Attitude/Values
Lesson 1: Safety in Sports	<i>Sample lesson</i> Safety in -motor and game skills		
L. 2 Causes of unsafe play and behavior	<ul style="list-style-type: none"> Types of clothing for sports Different sports equipment 	<ul style="list-style-type: none"> Identify and use suitable clothing for play Demonstrate unsafe ways of handling sports equipment 	<ul style="list-style-type: none"> Encourage each other to wear suitable clothes for play or games
L. 3 Safety rules for Personnel and equipment use	<ul style="list-style-type: none"> Types of safety rules for equipment handling <ul style="list-style-type: none"> games and play spectators and players 	<ul style="list-style-type: none"> Apply safety rules in handling equipment Describe safe rules for players, spectators and officials 	<ul style="list-style-type: none"> Look carefully when playing on/in the field Encourage each other to rules at all times on and off the field of play
L. 4 Injury and prevention	<ul style="list-style-type: none"> Types of injuries and causes Prevention strategies 	<ul style="list-style-type: none"> Demonstrate some prevention strategies for games injuries Describe causes of injuries 	<ul style="list-style-type: none"> Be cautious and check clothing and equipment before participating in games and other ground care activities

Strand	Safety		
Unit 1	Safety in sports and first aid		
Content Standard	6.1.1. Students will be able to explain the importance of using rules to control unsafe playing behavior, and prevent injuries during participation in a range of motor skills and sporting activities.		
Benchmark	6.1.1.2. Demonstrate safe and unsafe playing behavior with appropriate first aid rules.		
Lesson Titles	Knowledge	Skills	Attitude/Values
L. 5 Player and spectator rules	<ul style="list-style-type: none"> Different rules for players and spectators 	<ul style="list-style-type: none"> Construct safe playing rules for players Safe behavior rules for spectators and demonstrate them appropriately 	<ul style="list-style-type: none"> Cooperate with each other's to apply the rules where required.
L. 6 Safe and unsafe play	<ul style="list-style-type: none"> Differentiate between safe and unsafe play 	<ul style="list-style-type: none"> Demonstrate unsafe or safe play 	<ul style="list-style-type: none"> Encourage one another to play games safely at all times
L. 7 Care and safety and fair play code of conduct	<ul style="list-style-type: none"> Care and safe use of for public facilities 	<ul style="list-style-type: none"> Apply fair play rules and code of conduct 	<ul style="list-style-type: none"> Help each other practice fair play when on or off the field of play.

Strand 1	Safety		
Unit 2	Emergency Situations and Risky Behaviour		
Content Standard	6.1.2. Students will be able to examine the characteristics and the factors that contribute to safe and unsafe environments, and design appropriate strategies for creating and promoting environmental health and safety.		
Benchmark	6.1.2.1. Identify and analyse the factors that contribute to a safe or an unsafe environment		
Lesson Titles	Knowledge	Skills	Attitude/Values
L. 8. Safety in environmental health	<ul style="list-style-type: none"> • Safety issues in environmental health. • Positive behavior change • Community participation • Clean homes and toilets • Excess to safe drinking water 	<ul style="list-style-type: none"> • Describe safety issues • Discuss positive behavior change • Describe clean homes and toilets • Explain how to excess safe drinking water 	<ul style="list-style-type: none"> • Be positive and encourage others to support community activities
L. 9 Unsafe situations in the community	<ul style="list-style-type: none"> • Types of unsafe situations <ul style="list-style-type: none"> - pollution - sewerage spill 	<ul style="list-style-type: none"> • Identify common harmful situations in the community • Describe strategies to improve situations 	<ul style="list-style-type: none"> • Co-operate with community to clean up harmful environment • Feel responsible for keeping community environment clean
L.10 Harmful physical activities	<ul style="list-style-type: none"> • Types of harmful situations in physical activities 	<ul style="list-style-type: none"> • Compare unhealthy situations that cause community to take risks to stop the spread of harmful diseases. 	<ul style="list-style-type: none"> • Contribute to clean up community campaigns
L.11 Improvement Strategies for Environmental Health	<ul style="list-style-type: none"> • Strategies for improving harmful environmental conditions of health 	<ul style="list-style-type: none"> • Plan, design and implement simple improvement strategies to improve harmful conditions 	<ul style="list-style-type: none"> • Be positive and encourage others to support community activities

Strand 1	Safety		
Unit 2	Safety in sports and first aid		
Content Standard	6.1.2. Students will be able to examine the characteristics and the factors that contribute to safe and unsafe environments, and design appropriate strategies for creating and promoting environmental health and safety.		
Benchmark	6.1.2.2. Plan and carry out an activity that supports the promotion of a safe environment.		
Lesson Titles	Knowledge	Skills	Attitude/Values
L.12 Awareness on health hazard environments?	<ul style="list-style-type: none"> Awareness activities Health hazards Unsafe environments 	<ul style="list-style-type: none"> Interpret hazardous condition of the community Identify hazardous environment 	<ul style="list-style-type: none"> Members cooperate with each other to make awareness activity/is meaningful
L.13 Safety promotion Strategies	<ul style="list-style-type: none"> Safety strategies for hazardous community environment 	<ul style="list-style-type: none"> Identify safety strategies used in the community Design own awareness tasks. 	<ul style="list-style-type: none"> Team work all must have the same focus Share ideas within the group
L.14 Awareness - Causes of unsafe and risky behavior	<ul style="list-style-type: none"> Types of causes that create unsafe risky behavior 	<ul style="list-style-type: none"> Observe the risky behaviors in the community Describe changes to make them effective 	<ul style="list-style-type: none"> Team work all must have the same focus Share information on observations
<i>Last three benchmarks, 6.1.2.3, 6.1.2.4 & 6.1.2.5 can be considered for additional lesson activities.</i>			

Strand 2: Growth and Development

Strand 2	Growth and Development		
Unit 1	Human Development, Growth and Sexuality		
Content Standard	6.2.1. Students will be able to investigate the different body systems, their importance, functions, and identify how to care for them.		
Benchmark	6.2.1.1. Investigate the basic functions of the digestive system and suggest ways to care for the system. It?? (relooked at it again)		
Lesson Titles	Knowledge	Skills	Attitude/Values
L.15 Introduction to the body systems	<ul style="list-style-type: none"> The 11 Body systems (see notes in Appendix) 	<ul style="list-style-type: none"> Discuss and research the 11 body systems Name and list the body systems 	<ul style="list-style-type: none"> Appreciating each of the 11 body systems Value each system
L.16 Functions of the main body systems	<ul style="list-style-type: none"> Functions of the body systems Functions Structure Connective Tissues Workings (see notes in Appendix) 	<ul style="list-style-type: none"> Identifying one basic function for each system Identifying the relationship of one system to another 	<ul style="list-style-type: none"> Appreciate the functions of each body system Care for each system
L.17 Misconceptions and beliefs about the main body systems	<ul style="list-style-type: none"> Health problems of the body systems that are often mistaken for sorcery Traditional beliefs about body systems being attacked by spirits Only a medical laboratory test can confirm health problems relating to the body systems 	<ul style="list-style-type: none"> Identifying health problems relating to the body systems Differentiate between medical facts and beliefs 	<ul style="list-style-type: none"> Choose to do medical checks over believing in sorcery/ witchcraft and bad spirits Courage to encourage relatives to do medical checks when problems are encountered with any body system

<p>L.18 The Digestive System and its functions</p> <p>(As sample guided lesson)</p>	<ul style="list-style-type: none"> • Functions • Structure • Connective • Tissues • Workings – ingestion, absorption <p>Definition:</p> <ul style="list-style-type: none"> • Digest - from the Latin Word “digerere” Means to carry apart or separate • Digest – break down <p>Basic Functions of the digestive system:</p> <ul style="list-style-type: none"> • Breaks down food into nutrients that your body can use • Prepares waste to leave the body <p>Five main organs and their related functions:</p> <p>a) Mouth – where food enters the digestive system.</p> <p>b) Esophagus – squeezes food from mouth to stomach.</p> <p>c) Stomach turns food into mass of partially digested food,</p> <p>d) Small intestine – finishes digestion of food, absorbs nutrients from food so that the body can use them.</p> <p>e) Large intestine – absorbs excess liquids and tightly packs food not digested into waste.</p> <p>Two types of digestion</p> <p>1. Mechanical Digestion</p> <ul style="list-style-type: none"> • Breaking, crushing, mashing food into smaller pieces • Done by teeth, stomach <p>2. Chemical Digestion</p> <ul style="list-style-type: none"> • Chemicals break large molecules into smaller particles • Causes chemical changes • Done by saliva, stomach, small intestine 	<ul style="list-style-type: none"> • Define correctly the digestive system • Identify the function of the digestive system • Identify correctly the 5 organs • Describe correctly the functions of the 5 organs of the digestive system • Describe correctly two types of digestion • Mnemonics (a technique to help memory recall – pronounced: niimoniks) <p>To help you recall the organs in the Digestive System, remember this phrase: "We digest MESSILY"</p> <p>M outh E sophagus S tomach S mall Intestine L arge Intestine</p>	<ul style="list-style-type: none"> • Appreciate why the digestive system is important to the human body • Praise and encourage each other’s efforts • Stay focused and alert • Do the activities with commitment • Participate willingly in groups • Voluntarily respond to questions • Ask questions of uncertainty • Respect each other’s responses even if they are not correct.
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L.19 How to care for the Digestive System

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|---|--|--|---|
| <p>L.19 How to care for the Digestive System</p> | <ul style="list-style-type: none"> • Healthy digestive system to avoid digestive problems. • Ways to care for the digestive system. • Eat seven or more servings of fruits and vegetables every day. • Eat whole-grain breads, pastas, and cereals. • Avoid processed meats, such as sausages and hot dogs, as they can cause problems with the digestive system. • Limit your consumption of beef, pork, and lamb. • Get enough calcium and vitamin D. • Consume an adequate amount of calcium-rich foods and beverages, such as milk, tofu, and yogurt. Taking vitamin D supplements and safely increasing your exposure to sunlight can also help prevent digestive issues. • Exercise regularly. • Aim for 30 minutes of moderate to vigorous activity at least three days per week. • Avoid being overweight or underweight. • Exercising and eating a healthy diet can help lower your risk. Get medical assistance if you're struggling to lose or gain weight. | <ul style="list-style-type: none"> • Distinguish between healthy and unhealthy eating habits • Say no to cravings for fast fatty foods • Selective in healthy food choices • Developing appetite for healthy food like taking fresh fruits instead of taking canned fruits • Live and practice healthy eating habits they learn in class • Research digestive problems caused by unhealthy eating habits | <ul style="list-style-type: none"> • Care for digestive organs responsible for mechanical digestion such as teeth and mouth, • Have the power to refuse craving for unhealthy foods • Respect their body if not in the mood to take in certain foods |
|---|--|--|---|

Guided Lesson**Sample Lesson 18**

Strand: Growth and Development

Unit 1: Growth, Development and Sexuality

Content Standard: 6.2.1. Students will be able to investigate the different body systems, their importance, functions, and identify how to care for them.

Benchmark: 6.2.1.1. Investigate the basic functions of the digestive system and suggest ways to care for the system.

Lesson Title: The Digestive System and its Functions

Lesson Objective: The students will be able to;

- describe the basic functions of the digestive function
- relate organs in the digestive system to their functions
- identify ways to care for them.

Assessment Task: Group Project

- In groups of 4 – 5, do a chart or drawing of either the digestive system or skeletal system
- Describe ways these systems can be harmed and identify ways to care for them

Materials: Diagram or chart of the Digestive System

Knowledge	Skills	Values
See in table above (L.18)	See in table above (L.18)	See in table above (L.18)

Teacher's Notes

- You will need diagrams or charts of the digestive system for each group. Otherwise, if it is impossible, you can use only one chart for the whole class. The guided lesson is written as if there was only one chart for use during the lesson. The digestive can be drawn if photocopying, printing or purchasing is difficult.
- You will also need the functions of the different organs of the digestive system written on a chart or the blackboard for the matching activity.

Teaching and Learning Activities

Parts of the lesson	Teachers Activity	Students Activity
Introduction	<ul style="list-style-type: none"> • Display the diagram or chart of the digestive system • Ask students to get into groups of 4 – 5 • Ask each group to come up and view the chart • Ask the group to identify only one part of the digestive system on the chart that they are familiar with • Ask a students from each group to call out what the group identified. 	<ul style="list-style-type: none"> • View the chart or the diagram • Identify only one part of the system that is familiar to them • A student from each group to report their answer
Body	<p>Activity 1: Individual Activity</p> <p>Explain in their own words, What we mean by “digest?”</p> <p>Possible answer:</p> <p>Activity 2: Group – Matching</p> <ul style="list-style-type: none"> • Students to get into groups of 4 • List down the five main digestive organs on a piece of paper. • Relate and match them with the correct functions displayed on the board or the chart • Ask each group to share their answers • Pay attention to any mismatches and ask other groups to help correct the mismatches <p>Activity 3: Group Activity –</p> <ul style="list-style-type: none"> • In a group, choose a digestive organ • Relate correctly its function • Identify what type of digestion it is • Report their findings to the class 	<p>Describe prescription and nonprescription drugs</p> <p>In pairs list down the nonprescription drugs found in the community</p>
Conclusion	<ul style="list-style-type: none"> • Stress the importance of the digestive system, and why it is important to learn about its functions • Why it is important to learn about the five major organs and their functions and the two types of digestion • Why it is important to distinguish between the two types of digestion: mechanical and chemical digestion 	

Teacher's Reflection

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Strand 2: Growth and Development

Unit 1: Human Development, Growth and Sexuality

Content Standard	6.2.1. Students will be able to investigate the different body systems, their importance, functions, and identify how to care for them.		
Benchmarks	6.2.1.2. Examine the basic functions of the skeletal system and suggest ways to care for the system.		
Lesson Titles	Knowledge	Skills	Attitudes
L. 20 The Skeletal System	<ul style="list-style-type: none"> • Functions • Structure – major bones, joints • Connective tissues • Workings 	<ul style="list-style-type: none"> • Observations of model of the skeletal system • Name the common names 	<ul style="list-style-type: none"> • Care for skeletal, • Have the power to refuse craving for unhealthy foods • Respect their body if not in the mood to take in certain foods
L. 21 Effects of physical activity on the skeletal system	<ul style="list-style-type: none"> • What skeletal system can do during physical activities 	<ul style="list-style-type: none"> • Viewing video clips of sports – men and women in action • Measuring heart rates 	<ul style="list-style-type: none"> • Care for skeletal responsible for mechanical digestion such as teeth and mouth, • Have the power to refuse craving for unhealthy foods • Respect their body

Strand 2: Growth and Development

Unit 1: Human Development, Growth and Sexuality

Content Standard	6.2.2. Students will be able to analyze the influences of heredity and environmental factors on their growth and development.		
Benchmarks	6.2.2.1. Analyse factors that influence stages of growth and areas of development during puberty.		
Lesson Titles	Knowledge	Skills	Attitudes
L. 22 Types of Development 1	<ul style="list-style-type: none"> • Growth • Development • Types of development during different stages of growth and development are: physical, social emotional, intellectual and spiritual development 	<ul style="list-style-type: none"> • Define growth and development • Examine the 5 types of development 	<ul style="list-style-type: none"> • Appreciate the types of developmental changes that are taking place during stages of growth • Respect own body changes and that of others
L. 23 Types of Development 2	<ul style="list-style-type: none"> • Types of development during different stages of growth and development are: physical, social emotional 	<ul style="list-style-type: none"> • Explore and describe physical, social and emotional development and their changes 	
L. 24 Types of Development 3	<ul style="list-style-type: none"> • Types of development during different stages of growth and development are: intellectual and spiritual development 	<ul style="list-style-type: none"> • Explore and describe intellectual and spiritual development and their changes 	

Strand 2: Growth and Development

Unit 1: Human Development, Growth and Sexuality

Content Standard	6.2.2. Students will be able to analyze the influences of heredity and environmental factors on their growth and development.		
Benchmarks	6.2.2.2. Examine characteristics inherited from parents such as height, shape of the body, facial features, skin colour and colour of the eyes.		
Lesson Titles	Knowledge	Skills	Attitudes
L. 25 Influences of hereditary factors on growth	<ul style="list-style-type: none"> • Growth and development can be influenced by characteristics inherited from parents • Inherited characteristics are determined genetically (during time of conception) • Examples of physical changes genetically determined characteristics which include; <ul style="list-style-type: none"> - height - shape of body - facial features - skin colour - type of hair - shape of nose 	<ul style="list-style-type: none"> • research inherited features that influence growth • identify ways to cope with peer pressures related to genetic make-up of a person such as bullying, name calling or teasing other students of their height, (skin color if albino) or those lacking pigmentation • ways they can learn to like themselves 	<ul style="list-style-type: none"> • Appreciate their genetic make up • Respect other students' genetic make-up • Assist their friends who maybe having difficulty accepting their genetic make-up • Be considerate and kind to those have difficulty accepting their inherited characteristics • Respect those who have physical disabilities or certain sensory impairments such as deaf, blind, missing limbs, speech impairments or disorders such as stutterers
L.26 Similarities and differences of physical and personal characteristics	<ul style="list-style-type: none"> • Similarities of physical and personal characteristics they share with their parents • Physical and personal characteristics they have that are different to their parents • Similarities and differences in personal characteristics they have with their class mates • Reasons they have similarities and differences in their personalities 	<ul style="list-style-type: none"> • Establishing relationships between their similarities and differences and those of others including their parents and classmates • Analyzing why they have differences and similarities • Analysing why personal characteristics can be similar • Find ways to cope with pressures relating to differences and similarities in personal characteristics 	<ul style="list-style-type: none"> • Respect other people's differences that they find unusual • Help friends and classmates accept their differences that makes them feel different • Appreciate their own similarities and differences • Be considerate of others differences to theirs

L. 27

Misconceptions and beliefs about stages of growth

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| <ul style="list-style-type: none"> • Beliefs that slow growth and development is caused by bad spirits, parents sins or sorcery • Lack of knowledge about growth problems related to lack of nutritious food • Lack of information about growth related problems related to lack of rest and exercise • Growth pressures relating to gender- growth pressures that children experience in being compared with adults such as to be told “they are adults at this stage” – fact is they are still children and must freely live like children • Characters in movies that children admire- fact is most of these characters are actors- just acting life which is not real and mostly fantasies • Fact - some genetic characteristics may not be from parents | <ul style="list-style-type: none"> • Distinguish growth problems caused by health related problems • Learn to understand that some health problems related to growth are made worse by not seeking medical help quickly • Analyse people’s beliefs about growth related problems and find ways to educate them about health related growth problems • Ways to deal with peer pressure relating to misconceptions about being children or adults • Identifying reliable sources for social and emotional support • Learning to seek the opinion of a trusted person about certain characters in a movie they admire | <ul style="list-style-type: none"> • Respect other children’s inherited characteristics • Be vigilant (alert) about facts and beliefs or opinions about growth problems • Be vigilant and be sensitively (thoughtful) intelligent that information and characters in movies and magazines are not always facts. • Be conscious about beliefs and opinions about growth problems • Appreciate their cultural or traditional beliefs of their people but consider new facts and knowledge learnt at school • Share new knowledge and factual information learnt in school • Appreciate their growth stage and develop reasons for enjoying growing up |
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Strand 2: Growth and Development

Unit 1: Human Development, Growth and Sexuality

Content Standard	6.2.2. Students will be able to analyze the influences of heredity and environmental factors on their growth and development.		
Benchmarks	6.2.2.3. Investigate environmental factors that affect individual growth and development and draw appropriate conclusions.		
Lesson Titles	Knowledge	Skills	Attitudes
L. 28 Influences of environmental factors on growth	<ul style="list-style-type: none"> • General factors on growth • Physical Living conditions such as doing less exercises and having less rests • Social support from families such as being engaged in family activities together, doing things together • Emotional support such as getting assurance from family that things will be ok • Very good social and emotional support from families and relationships that positively affect growth of individuals • Lack of social and emotional support or poor social and emotional support from families and relationships that negatively influences growth • Information we obtain from media can have both positive and negative influences on growth 	<ul style="list-style-type: none"> • Plan and develop habit of doing daily exercise • Develop habit of having and planning rest times • Identifying positive emotions they experience when they get support from families an relations • Identifying ways to deal with emotions they experience when social and emotional support is lacking • Analyze information from different sources that can be helpful such as the Bible and biographies and reading books that contain real life stories of people • Analyse information from sources that can be harmful to their growth such as relationship and sex messages in movies and magazines 	<ul style="list-style-type: none"> • Take responsibility for individual exercise and bed rest • Appreciate social and emotional support provided by siblings in the family, parents, classmates, relations, teachers, community • Help or assist those students in need of social and emotional support by talking to a trusted individual, for example, their parents, class teachers, child protection officer • Respect the old and share with them the joy and fund they may be missing • Share a laughter or friendship with a friend who seems to be sad and lonely.
L. 29 Factors influencing physical changes	<ul style="list-style-type: none"> • Physical changes influences influenced by biological and environmental factors • Effects of diet, location, place of residence, type of home, security for lives and properties, availability of resources • Exposure to risks • Exposure to new knowledge • Exposure to natural hazards 	<ul style="list-style-type: none"> • Cope with emotions such as change of locations or place of residence, change of diet, effects of poverty, occurrence of a natural disaster or hazard, an achievement of something or failure to achieve an aim/ a goal • Research about agents and organizations that provide social and emotional support to people in need 	

Strand 2	Growth and Development		
Unit 2	Relationships		
Content Standard	6.2.3. Students will be able to appreciate the values and attitudes that are important for developing healthy relationships and examine ways of sustaining these relationships.		
Benchmark	6.2.3.1. Examine the characteristics of healthy and unhealthy relationships.		
Lesson Titles	Knowledge	skills	Attitude/values
L. 30 Maintaining healthy family and peer relationship	<ul style="list-style-type: none"> Behaviors that affect relationships such as not sharing, uncooperative behavior, disobedience to parents, disrespect for authority or elders Accommodating and facilitating the transition of a new group/team into the existing group/team such as welcoming and introducing them, making them feel at home Desired characteristics to maintain a healthy relationships Characteristics of a good relationship Unhealthy behaviour that contribute to unhealthy relationship 	<ul style="list-style-type: none"> Identify ways to deal with family members that are uncooperative, selfish and inconsiderate Explain effective ways to deal with anger or frustrations such as taking a break or moving away from an argument. Examine ways to deal with harassment, bullying and intimidation in relationship such as ending the relationship and recovering and then re-establishing new healthy relationships Describe ways to continue maintaining healthy relationship Discuss ways to avoid violence and offensive language angry 	<ul style="list-style-type: none"> Be cooperative and share genuinely in relationships Be considerate for family members in maintaining healthy behavior to promote healthy relationships Be confident to refuse continuing relationships that makes them feel slaved, pressured or exploited Appreciate and accept people in our relationship Respect the needs and rights of others in our relationships Being responsible in a relationship Be honest with oneself and those in our relationship
L. 31 Traditional and contemporary dating relationships	<ul style="list-style-type: none"> Behaviors that affect relationships such as not sharing, uncooperative behavior, disobedience to parents, disrespect for authority or elders Accommodating and facilitating the transition of a new group/team into the existing group/ team such as welcoming and introducing them, making them feel at home Having desired characteristics to maintain a healthy relationship 	<ul style="list-style-type: none"> Start dating when you are ready- don't be pressured in to dating Be yourself when dating-don't try to be the person you think your date will be attracted to. When you live a lie, you'll get found out-sooner or later Have good communication skills Tips for getting attention to begin a dating relationship (western culture and current practices) <ol style="list-style-type: none"> Make an eye contact – try looking at a person you admire until your eyes lock, then turn away. This can raise interest of the other person and can show them you are interested in them 	<ul style="list-style-type: none"> Be honest if you are ready or not for a dating relationship Be honest and tell the truth about yourself in the introductions Be genuine in your expressions of interest in the other person Be sure of what you are communicating from body language to a person interested in you Don't lie about who you are not

<p>L. 31 Traditional and contemporary dating relationships</p>	<ul style="list-style-type: none"> • Characteristics of a good relationship such as not feeling slaved or pressured to keep the relationship, feeling safe and free to make personal and individual decisions • Things that can disrupt a relationship or that make a relationship unhealthy 	<ul style="list-style-type: none"> b) Smile - nothing is as infectious as showing a smile. It gives the message that you are friendly and open to have a chat c) Introductions - get a friend or acquaintance who knows the person to introduce you. Or if you are really brave, walk up to the person and introduce yourself. Stay away from corny pick-up lines- they are usually turn offs and easily give you away and is not helpful to your first encounter with the person you admire d) Ask questions - asking a question breaks the ice and shows the other person you are interested in the details of their lives e) Don't act silly or stupid - too much giggling is annoying and tells the other person that perhaps you aren't very intelligent f) Don't lie - even if it seems tempting, telling stories and making yourself out to be someone you are not, will eventually get you in trouble. Be proud of who you are. If you lie, the other person will find out the truth, sooner or later. g) Dating - after you have made it over the initial hurdles (trouble) of attraction and introductions, it's time to move on to those dating relationships 	
<p>L.32 Qualities of healthy dating</p>	<ul style="list-style-type: none"> • Why it is important to date and not because everyone is doing it that you have to do it (this indicates you are not able to put up with peer pressure relating to dating) • Avoiding drugs and alcohol in dating relationships • Qualities of healthy dating relationship such as: <ul style="list-style-type: none"> a) Attraction - when you actually like someone or you are being attracted to a person and that this person also finds you likable and attractive 	<ul style="list-style-type: none"> • Start dating when you are ready- don't be pressured in to dating • Be yourself when dating-don't try to be the person you think your date will be attracted to. When you live a lie, you'll get found out-sooner or later • Have good communication skills <p>Tips for getting attention to begin a dating relationship (western culture and current practices)</p>	<ul style="list-style-type: none"> • Be honest about the way you feel towards each other • Be caring towards the person you are dating • Sharing openly views, ideas, values that you both have • Share an interest together • Communicate honestly • Have turns to willingly listen to your date and have an interest in what they share with you

L.32 Qualities of healthy dating

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| <p>b) Care –when you find yourself actually thinking about this person in a warm and caring way that you go out of your way to do little things that show your feelings and this person does the same things for you</p> <p>c) Common interest – you enjoy the same things, have the same interests and share certain values such as faith, views on family, views on peer pressure, school work, work or sports</p> <p>d) Communication – you can talk to each other freely about anything and both feel comfortable sharing with each other</p> <p>e) Trust – believe that this person is trustworthy, loyal, honest and both have not lied to each other</p> | <p>a) Make an eye contact – try looking at a person you admire until your eyes lock, then turn away. This can raise interest of the other person and can show them you are interested in them</p> <p>b) Smile - nothing is as infectious as showing a smile. It gives the message that you are friendly and open to have a chat</p> <p>c) Introductions - get a friend or acquaintance who knows the person to introduce you. Or if you are really brave, walk up to the person and introduce yourself. Stay away from corny pick-up lines- they are usually turn offs and easily give you away and is not helpful to your first encounter with the person you admire</p> <p>d) Ask questions - asking a question breaks the ice and shows the other person you are interested in the details of their lives</p> <p>e) Don't act silly or stupid - too much giggling is annoying and tells the other person that perhaps you aren't very intelligent</p> <p>f) Don't lie - even if it seems tempting, telling stories and making yourself out to be someone you are not, will eventually get you in trouble. Be proud of who you are. If you lie, the other person will find out the truth, sooner or later.</p> <p>g) Dating - after you have made it over the initial hurdles (trouble) of attraction and introductions, it's time to move on to those dating relationships</p> |
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Strand 3: Individual and Community Health

Strand 3	Individual and Community Health		
Unit 1	Personal health and hygiene		
Content Standard	6.3.1. Students will be able to examine health safety and health promotion areas, and practices of personal health.		
Benchmark	6.3.1.1. Discuss how cleanliness and good personal hygiene habits have an impact on individual health and safety.		
Lesson Titles	Knowledge	Skills	Attitude/Values
L. 28 Personal Safety	<ul style="list-style-type: none"> • Goal of balanced health • Dangers in the home and school environment • Self-help skills • Accessing valid health information • Self-management • Practicing Healthful behaviours • Stress management • Analysing Influences • Interpersonal communication • Cultural beliefs on health behaviours and the use of health services • Refusal skills • Conflict resolution 	<ul style="list-style-type: none"> • Identify 3 of 6 scenarios in the school and community • Identify safe ways to increase personal safety or stay healthy • Discuss self-management skills • Discuss healthful behaviours • Identifying sources of stress and how to handle them • Evaluate and access valid health information • Identify strategies that contribute to increase of diseases 	<ul style="list-style-type: none"> • Being cautious • Take responsible for your health • Respecting yourself and others • Sharing of thoughts and feelings
L. 29 Behaviors contributing to rise of diseases			
L. 30 Disease Prevention			

Strand 3	Individual and Community Health		
Unit 1	Personal health and hygiene		
Content Standard	6.3.1. Students will be able to examine health safety and health promotion areas, and practices of personal health.		
Benchmark	6.3.1.2. Evaluate healthy practices and strategies targeted at promoting school health and safety programmes		
Lesson Titles	Knowledge	Skills	Attitude/Values
L. 31 School Health	<ul style="list-style-type: none"> • Importance of school health • Health benefits of school health 	<ul style="list-style-type: none"> • Discuss and identify the importance and benefits of school health. 	<ul style="list-style-type: none"> • Self-respect • Being responsible • Value importance of life • Be mindful of bad actions
L. 32 Health practices and strategies to promote school health programs	<ul style="list-style-type: none"> • Samples of best practices • Strategies to promote school health program • School health action plan 	<ul style="list-style-type: none"> • Identify best health practices and strategies 	

Strand 3	Individual and Community Health		
Unit 1	Personal health and hygiene		
Content Standard	6.3.1. Students will be able to examine health safety and health promotion areas, and practices of personal health.		
Benchmark	6.3.1.3. Investigate different types of health services that are available for different groups of people and how they can have access to these services.		
Lesson Titles	Knowledge	Skills	Attitude/Values
L. 33 Sources of health information, products and services	<ul style="list-style-type: none"> • Sources of health information • Types of health services • Strategies to improve access 	<ul style="list-style-type: none"> • Identify health information, products and services. • Examine strategies to improve access to health information, products and services 	<ul style="list-style-type: none"> • Appreciate the availability of health services • Care for the health services • Respect their own body
L. 34 Factors influencing access	<ul style="list-style-type: none"> • Situations that call for expert health resources and services • Culture, location • Strategies to improve access 	<ul style="list-style-type: none"> • Describe situations for preferred services and products • Examine strategies to improve access to health information, products and services 	
L. 35 Media Advertisement	<ul style="list-style-type: none"> • Effective communication skills • Advertisements that promote good health • Body image, food choices, exercise habits, personal grooming products 	<ul style="list-style-type: none"> • Explain effective communication skills for health products and services • Describe types of media advertisements influence good health habits 	

Strand 3: Individual and Community Health

Unit 2: Alcohol and Tobacco Abuse

Content Standard: 6.3.2 Students will be able to investigate the short-term and long-term health consequences of alcohol, tobacco, and other drug use.

Benchmark: 6.3.2.1 Use basic research skills to investigate the consequences of prolonged use of non-prescription and prescription drugs, draw appropriate conclusions, and propose strategies for improvement.

Lesson Title: Prolonged use of non-prescription drugs.

Sample Lesson: 36

Lesson Objective: The students will be able to identify common misuses of non-prescription and prescription drugs

Materials:

Key Concepts

Knowledge	Skills	Attitude/Values
<ul style="list-style-type: none"> • Definition of drugs, non-prescription drugs • Medicine • Reasons for taking them • Prescription instructions 	<ul style="list-style-type: none"> • identify non-prescription drugs • Analyse possible consequences for prolonged use • Make informed decisions whether to take non-prescription drugs or not. • Following prescription instructions 	<ul style="list-style-type: none"> • Being healthy conscious, • Care and respects for the body, • Self-esteem, • Self-discipline, • The courage to say no, • Social awareness

Teaching and Learning Activities

Part of the lesson	Teacher's Activity	Student's Activity
Introduction	Question: What are drugs? Answer: Drugs are chemical substances that change the physical, mental or emotional state of the body.	
Body Activity 1.	The students will be informed that there are two different types of legal drugs: prescription and nonprescription drugs.	Describe prescription and nonprescription drugs In pairs list down the nonprescription drugs found in the community
Activity 2.	Students are asked how people are affected by the prolonged use of nonprescription drugs Consequences of prolonged use of drugs.	Gather in groups of 4 and discuss on the effects of the prolonged use of nonprescription drugs on the body.
Activity 3.	Students are asked to state: a) Why do people use drugs? b) List these reasons Reasons for taking drugs. State the reasons why people use these drugs and present them to the class.	
Conclusion	Go through the summary notes on nonprescription drugs. Provide feedback to students. Students respond to feedback on summary notes.	Copy notes on drugs, consequences and reasons.

Teacher's Reflection

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Teachers Notes

Definition of drug - A drug is any chemical substance that changes the physical, mental and emotional state of the body.

Types of drugs

Illegal drugs include: cannabis, marijuana, heroin, homebrew, cocaine, amphetamines, and methylated spirits.

Legal drugs include:

1. **Prescription drugs** - Prescribed by a doctor such as penicillin, some analgesics or pain killers and some antibiotics
2. **Non-prescription drugs** - Drugs you can legally buy without a doctor's prescription such as tobacco, betel-nuts, cough medicine, stimulants like caffeine, found in tea, coffee and cola drinks and herbal medicines

Reasons for taking drug

Prevention and cure of illness and diseases

- Social relaxation
- to improve performance
- to satisfy curiosity
- to escape boredom, loneliness, poverty of insecurity
- to cover up poor communication skills
- to gain attention from people around them.
- to avoid depression.

Effects of illegal drug use:

Effects of drug use in the community include break down of law and order and relationships. Conflicts between families, clans and villages, poor health of community members, inability to do work, spread of diseases such as HIV/AIDS and STIs, spoils images, status, reputation and respect of the community.

Short term effects of smoking:

Includes breath and hair smells, lung capacity decreases, blood carries less oxygen, pulse rate up, brain activity increases, sense of taste and smell decreases, body temperature drops.

Long term effects of smoking:

Include drug disease such as emphysema cancer, damaged lungs, heart diseases.

Long term effects of alcohol:

Includes alcoholism, cancer, cirrhosis of the liver, malnutrition, violence, jobless, and brain memory failure.

Strand	Individual and Community Health		
Unit 2	Alcohol and Substance Abuse		
Content Standard	6.3.2. Students will be able to investigate the short-term and long-term health consequences of alcohol, tobacco, and other drug use.		
Benchmark	6.3.2.1. Use basic research skills to investigate the consequences of prolonged use of non-prescription and prescription drugs, draw appropriate conclusions, and propose strategies for improvement.		
Lesson Titles	Knowledge	Skills	Attitude/Values
L. 36 Prolonged use of non-prescription drugs	(Sample lesson 1)	(Sample lesson 1)	<ul style="list-style-type: none"> • Being healthy conscious • Care and respects for the body.
L. 37 Consequences of using non-prescription and prescription drugs	<ul style="list-style-type: none"> • Consequences relating to: <ul style="list-style-type: none"> - Physical - Financial - Legal 	<ul style="list-style-type: none"> • Identify possible consequences of not following prescription instructions 	
L. 38 Propose strategies for improvement (Practical Lesson)	<ul style="list-style-type: none"> • Guest speaker – Medical officer or teacher <ul style="list-style-type: none"> - taking medical drugs - Uses of different medical drugs - Prescription instructions 	<ul style="list-style-type: none"> • Explain the instructions on the non-prescription and prescription medical drugs • Explain the importance of following prescription instructions 	

Strand	Individual and Community Health		
Unit 2	Alcohol and Substance Abuse		
Content Standard	6.3.2. Students will be able to investigate the short-term and long-term health consequences of alcohol, tobacco, and other drug use.		
Benchmark	6.3.2.2. Examine the effects of short-term and long-term use of tobacco, alcohol, cannabis, bitternut, and home brew on individuals and communities.		
Lesson Titles	Knowledge	Skills	Attitude/Values
L. 39 What Tobacco Does to Your Body	<ul style="list-style-type: none"> • Tobacco products • Harmful substances in tobacco products • Effects of the major chemicals and major products • Consequences of tobacco products – long and short term use. • Tobacco as a gateway drug 	<ul style="list-style-type: none"> • Identify types of tobacco products • Explain the effects • Identify physical, psychological, and social consequences • Discuss tobacco as a gateway drug 	<ul style="list-style-type: none"> • Respect oneself and others • Being responsible
L. 40 What Alcohol Does to Your Body	<ul style="list-style-type: none"> • Short and long term effects of alcohol use • Alcohol as a gateway drug • Effects of alcohol on the body systems: <ul style="list-style-type: none"> - Nervous - Circulatory - Respiratory - digestive • alcohol related myths • How to get alcohol out of your system 	<ul style="list-style-type: none"> • Describe short and long term use of alcohol • Discuss alcohol as a gateway drug • Discuss the effects of alcohol on the body • Describe methods to help people who have been drinking to sober up. 	

Strand	Individual and Community Health		
Unit 2	Alcohol and Substance Abuse		
Content Standard	6.3.2. Students will be able to investigate the short-term and long-term health consequences of alcohol, tobacco, and other drug use.		
Benchmark	6.3.2.3. Use basic research skills to investigate different groups of people's use of different types of drugs and evaluate the consequences.		
Lesson Titles	Knowledge	Skills	Attitude/Values
L.41. Other Drugs	<ul style="list-style-type: none"> • Drug category: <ul style="list-style-type: none"> - Prescription drugs - Stimulants - Depressants - Hallucinogens - Narcotics - Illicit drugs <ul style="list-style-type: none"> - inhalants 	<ul style="list-style-type: none"> • Examine the use and abuse of each drug category 	<ul style="list-style-type: none"> • Respect oneself and others • Being responsible
L.42. Drug use and the law	<ul style="list-style-type: none"> • PNG law against drug use • Legal consequences of illicit drugs – possession, distribution 	<ul style="list-style-type: none"> • Research the law in relation to young people use of the types of drugs • Discuss legal consequences of illicit drugs 	
L.43. Positive Health Behaviours and Prevention strategies	<ul style="list-style-type: none"> • Refusal skills <ul style="list-style-type: none"> - Resist peer pressure • Media messages • Addictive substances effect one's relationship • Respect for others • Benefits of safe behavior and consequences of risky behavior 	<ul style="list-style-type: none"> • Demonstrate ways to resist peer pressure • Analyse media messages • Describe how the addictive substances effect one's relationships • Identify the benefits and consequences 	

Strand 4: Nutrition

Strand	Nutrition		
Unit 1	Food and Nutrition		
Content Standards	6.4.1. Students will be able to explain the differences between six basic nutrients and analyses their functions and how they contribute to nutritional deficiency.		
Benchmark	6.4.1.1. Examine the nutrients in different food groups and evaluate the effects of nutrient deficiencies		
Lesson Titles	Knowledge	Skills	Attitude/Values
Lesson: 1	Sample Lesson		
L 44 Carbohydrates and fats	<ul style="list-style-type: none"> Foods that contain carbohydrates and fats Functions of carbohydrates and fats 	<ul style="list-style-type: none"> Identify basic nutrients Discuss the functions of nutrients 	<ul style="list-style-type: none"> Appreciate the carbohydrates and fatty food
L 45 Vitamins, minerals elements and water	<ul style="list-style-type: none"> Foods that contain vitamins, minerals elements or water Functions of vitamins minerals and water. 	<ul style="list-style-type: none"> Identify basic nutrients Discuss the functions of nutrients 	<ul style="list-style-type: none"> Appreciate the nutrients vitamins, minerals and water

Strand	Nutrition		
Unit 1	Food and Nutrition		
Content Standards	6.4.1. Students will be able to explain the differences between six basic nutrients and analyses their functions and how they contribute to nutritional deficiency.		
Benchmark	6.4.1.2. Investigate how choosing and eating healthy food promotes health for different age groups.		

Lesson Titles	Knowledge	Skills	Attitude/Values
L.46 Four Balance diets for babies and children	Required food intake for babies and children	<ul style="list-style-type: none"> Discuss food intake Explain why this portion is needed 	<ul style="list-style-type: none"> Being aware of the nutrient requirement for this age group
L.47 Balance diets for adolescents and adults	<ul style="list-style-type: none"> Foods that contain carbohydrates and fats Functions of carbohydrates and fats 	<ul style="list-style-type: none"> Identify basic nutrients Discuss the functions of nutrients 	<ul style="list-style-type: none"> Appreciate the carbohydrates and fatty food
L.48 Balance diets for pregnant mothers and old people	<ul style="list-style-type: none"> Foods that contain vitamins, minerals elements or water Functions of vitamins minerals and water. 	<ul style="list-style-type: none"> Identify basic nutrients Discuss the functions of nutrients 	<ul style="list-style-type: none"> Appreciate the nutrients vitamins , minerals and water

Strand 4	Nutrition
Unit 1	Food and Nutrition
Content Standard	6.4.1. Students will be able to explain the differences between six basic nutrients and analyses their functions and how they contribute to nutritional deficiency.
Benchmarks	6.4.1.3. Compare the differences between reliable and unreliable sources of nutrition information and analyses the consequences of skipping meals.

Lesson Titles	Knowledge	Skills	Attitude/Values
L: 49 Food labels on canned foods	Food labels on canned foods	Discuss food labels Explain what this means	Being informed of information
L: 50 Food containing cholesterol	<ul style="list-style-type: none"> • Foods with low cholesterol • Foods with high cholesterol, • Disadvantage of eating food with high cholesterol 	<ul style="list-style-type: none"> • Explore which food contain cholesterol • Discuss the disadvantages of high cholesterol food 	<ul style="list-style-type: none"> • Appreciate eating but • avoid eating with high cholesterol

Strand 4	Nutrition
Unit 1	Food and Nutrition
Content Standard	6.4.1. Students will be able to explain the differences between six basic nutrients and analyses their functions and how they contribute to nutritional deficiency.
Benchmarks	6.4.1.4. Discuss the common diseases that are caused by nutritional deficiencies.

Lesson Titles	Knowledge	Skills	Attitude/Values
L .51 Under nutrition - Malnutrition	<ul style="list-style-type: none"> • What is Malnutrition? • Symptoms of malnutrition • Prevention of malnutrition 	<ul style="list-style-type: none"> • Define malnutrition • Identify symptoms of malnutrition • Discuss prevention of malnutrition 	Taking precaution Being mindful
L.52 Infectious disease	<ul style="list-style-type: none"> • Infectious diseases related to nutrition HIV, TB and malaria • Ways to address them 	<ul style="list-style-type: none"> • Identify these infectious diseases • Discuss ways to address them 	

Strand 4	Nutrition
Unit 2	Food Hygiene
Content Standard	6.4.2. Examine how to plan meals using safe and hygienic methods of food preparation.
Benchmarks	6.4 2.1. Examine safe and hygienic methods of food preparation.

Lesson Titles	Knowledge	Skills	Attitude/Values
L.53 Unpreserved and Preserved foods	<ul style="list-style-type: none"> • Unpreserved foods • Preserved foods • Advantages • Disadvantages 	<ul style="list-style-type: none"> • Identify preserved and unpreserved foods • Discuss the advantages and disadvantages 	<ul style="list-style-type: none"> • Being very careful when taking the unpreserved food • Appreciate preserved foods
L.54 The causes of food spoilage	<ul style="list-style-type: none"> • causes of food spoilage • prevention of food spoilage 	<ul style="list-style-type: none"> • Identify the causes of food spoilage • Discuss the prevention of food spoilage 	<ul style="list-style-type: none"> • Being thoughtful and making sure how to prevent food poison

Strand 4	Nutrition		
Unit 2	Food Hygiene		
Content Standard	6.4.2. Examine how to plan meals using safe and hygienic methods of food preparation.		
Benchmarks	6.4.2.2. Discuss basic food preparation methods that are used at home and various settings such as hotels and other catering services.		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.55 Basic food safety method used at home	<ul style="list-style-type: none"> • Food safety method • Clean separate cook and chill 	<ul style="list-style-type: none"> • Identify the basic food safety • Discuss how to use these methods 	<ul style="list-style-type: none"> • Be sure always that safety is important for food security
L.56 Use basic food hygienic methods in catering services.	<ul style="list-style-type: none"> • Food hygienic methods used at the catering services. 	<ul style="list-style-type: none"> • Discuss hygienic methods • Describe how to apply hygienic methods 	<ul style="list-style-type: none"> • Careful handling of food when catering for others to be sure it is safe.

Strand 4	Nutrition		
Unit 2	Food Hygiene		
Content Standard	6.4.2. Examine how to plan meals using safe and hygienic methods of food preparation.		
Benchmarks	6.4.2.3. Identify and evaluate unsafe practices of food preparation in terms of their consequences and recommend strategies for improvement.		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.57 Importance of keeping food safe	<ul style="list-style-type: none"> • Why is it important to keep food safe for consumption? 	<ul style="list-style-type: none"> • Discuss importance of keeping food safe • Explain why it is important in keeping food safe 	<ul style="list-style-type: none"> • Always remember be sure that the handling of food is safe to eat to prevent food poisoning.
L.58 Damages causes by organisms such as rats, flies or cockroaches	<ul style="list-style-type: none"> • Food damage caused by organism. • Ways to avoid food damages 	<ul style="list-style-type: none"> • Identify organisms that cause damage • Describe how these organisms cause food damage. 	<ul style="list-style-type: none"> • Being careful to prevent or avoid food damages.

Strand 5: Guide Lessons

Strand: Movement

Unit: 1. Basic Movement skills and concepts

Lesson Title: Movement concepts and skills

Sample Lesson: 59

Content Standard: 6.5.1 Demonstrate confidently, a range of loco-motor, non-loco-motor and manipulative skills with emphasis on application of different concepts to movement skills, patterns and sequences.

Benchmarks: 6.5.1.1. Apply and practice the basic fundamental movement skills in specific games and sports.

Lesson Objective: The students will be able to explain the differences between movement concepts and skills.

Materials: Mats for self-space, ropes to markup self-space Content

Knowledge	Skills	Values & Attitudes
<ul style="list-style-type: none"> • movement concepts <ul style="list-style-type: none"> - body awareness, - spatial awareness - Effort (time and speed) - levels • movement skills <ul style="list-style-type: none"> - locomotor - Non-locomotor and - Manipulative 	<ul style="list-style-type: none"> • demonstrate movement concepts • compare movement skills and concepts 	<ul style="list-style-type: none"> • Appreciate others performance • Share ideas with class mates or partner

Teachers Notes

Basic movement skills are the building blocks for game skills development. The movement concepts describe the way in which a movement skill is performed. That is:

- spatial awareness (space self or general)
- body awareness (shape of the body - narrow, wide tall, curved or straight)
- Effort – speed, fast or slow in long or short time put into performance

Teaching and Learning Activities

Parts of the lesson	Teachers Activity	Students Activity
Introduction	<ul style="list-style-type: none"> • Take students out to the field • Show area to mark up for movement activities • Provide markers for space boundaries 	<ul style="list-style-type: none"> • Follow instruction • Identify an area and mark up inside the big area marked
Body	<ul style="list-style-type: none"> • Discuss definition of movement concepts <ul style="list-style-type: none"> - spatial (self and general space), body awareness - (narrow, wide, tall, short) - effort- speeds - fast and slow - Demonstrate different movement concepts in the accompaniment of a movement skill 	<ul style="list-style-type: none"> • Trial and error practices of the movement concepts as instructed; <ul style="list-style-type: none"> - run on the sport in self-space and gradually increase and decrease speed - jump low five times and high 5 times on the sport in self-space - Lay on back in curved, wide, narrow and straight body shapes
Conclusion	<ul style="list-style-type: none"> • Give direction for <ul style="list-style-type: none"> - stop after 20 minutes of practice - check every body responds to instruction - select best students to finish of the lesson - warm down stretch for 3 mines - ensure students wash of sweat from body in taps before getting back indoors. 	<ul style="list-style-type: none"> • Students respond: <ul style="list-style-type: none"> - Stop on signal - Selected pairs to demonstrate - Perform cool down exercises - Refresh at taps - Return to the classroom

Teacher's Reflection

Make a self-assessment of the students' performance, how well the students performed the tasks as instructed. Ask 3 or 4 students to give their own evaluation of the lesson. For example, 1 or 2 sentence(s) description of the lesson they participated in.

Reference: Level 3: Game Skills Daily Physical Education is Games Skills Page

Strand 5 Guided Lessons

Strand 5	Movement		
Unit 1	Basic movement skills and concepts		
Content Standard	6.5.1. Students will be able to demonstrate confidently, a range of loco-motor, non-loco-motor and manipulative skills with emphasis on application of different concepts of movement skills, patterns, and sequences.		
Benchmark	6.5.1.1. Apply and practice the basic fundamental movement skills in specific games and sports.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
L.59 Movement concepts and skills	As sample guided Lesson – see below after this table		
L.60 Floor movements squats, rolls and stands	<ul style="list-style-type: none"> Types of floor movements <ul style="list-style-type: none"> squats rise and sink backward and forward rolls cartwheels head stands Body awareness <ul style="list-style-type: none"> shape of body (ball, long, wide, narrow) 	<ul style="list-style-type: none"> Demonstrate floor movements <ul style="list-style-type: none"> Squat on sole of feet, tall, heels, knee height backward and forward rolls Perform head stand with partner or individual. 	<ul style="list-style-type: none"> Encourage each other to practice rolls, stands and squats Share ideas of movement with a partner.
L.61 Moving with speed in general space	<ul style="list-style-type: none"> Spatial awareness Differentiate between general space and personal space Effort of movement <ul style="list-style-type: none"> Run, jump and throw fast, slow 	<ul style="list-style-type: none"> Perform motor skills along boundaries of a selected area Plan movement steps Create movements <ul style="list-style-type: none"> reaching out for the ball etc. 	<ul style="list-style-type: none"> Be conscious of where and when to move Offer help if need arises.
L.62 Movement patterns and sequence	<ul style="list-style-type: none"> Movement patterns Movement sequences 	<ul style="list-style-type: none"> Create movement sequences and patterns with a friend Apply movement sequences and patterns in movement activities 	<ul style="list-style-type: none"> Cooperate with others to prepare space Share ideas to form patterns and sequences of movement
L.63 Loco motor and non loco-motor with concepts (Movement combinations and concepts (preferred)	<ul style="list-style-type: none"> Types of movement combinations Movement combinations and concepts 	<ul style="list-style-type: none"> Demonstrate movement combinations Create movement combinations Describe movement combinations and concepts 	<ul style="list-style-type: none"> Have fun in creating movement combinations Help one another to improve performance.
L.64 Manipulative skills and concepts	<ul style="list-style-type: none"> Various game coordination skills Hand-eye coordination ball handling skills Leg-eye coordination and ball handling 	<ul style="list-style-type: none"> identify field and goal, court and ring/net, ball and bat sports - game skills Perform identified games skills 	<ul style="list-style-type: none"> Cooperate in groups to create ball skills lead up games Respect each other's views and ideas

Strand 5	Movement		
Unit 1	Basic movement skills and concepts		
Content Standards	6.5.1. Students will be able to demonstrate confidently, a range of loco-motor, non-loco-motor and manipulative skills with emphasis on application of different concepts of movement skills, patterns, and sequences.		
Benchmarks	6.5.1.2. Participate confidently in modified sports and athletics.		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.65 Moving in personal I and general space	<ul style="list-style-type: none"> Differences between personal and general space Moving in personal space Moving in general space 	<ul style="list-style-type: none"> Demonstrate movements in personal and general space Marking boundaries in personal and general area/ spaces for play 	<ul style="list-style-type: none"> Be a friend to group mates or a partner, Share materials for marking space/ areas
L.66 Motor skills and body awareness	<ul style="list-style-type: none"> body awareness and personal space body awareness and general space body awareness and motor skills 	<ul style="list-style-type: none"> Create desired body shapes Demonstrate particular movements using 3, or 4 body parts 	<ul style="list-style-type: none"> Appreciate each other's efforts Be responsible and careful with your own bodies at all times
L.67 Movement concepts with equipment/partner	<ul style="list-style-type: none"> Movement concepts Types of equipment or partners 	<ul style="list-style-type: none"> Observe how partners use concepts Identify movement concepts used in motor skills Apply concepts equipment and partner uses 	<ul style="list-style-type: none"> Share equipment Appreciate partners and encourage each other's to do your best
L.68 Motor skills and space awareness	<ul style="list-style-type: none"> Space awareness Different types of motor skills for ball sports/ field events 	<ul style="list-style-type: none"> Demonstrate high, low, fast and slow movements in selected space Identify motor skills for personal and general space 	<ul style="list-style-type: none"> Make decision on space for own or others use Share knowledge of movements

Strand 5	Movement		
Unit 2	Movement and Game Skills		
Content Standards	6.5.2. Students will be able to participate in game play activities and perform controlled and coordinated movement skills in game play situations.		
Benchmarks	6.5.2.1. Apply and practice the basic fundamental movement skills in specific games and sports.		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.69 Game skills – hand- eye coordination and major ball sports	<ul style="list-style-type: none"> Types of manipulative skills - hand-eye coordination Different manipulative skills 	<ul style="list-style-type: none"> Perform manipulative, hand-eye coordination skills - catch, throw at different levels Demonstrate with a partner/equipment movement steps of selected manipulative skills 	<ul style="list-style-type: none"> Share equipment with partner Take good care when using the equipment

L.70 Game skills - leg-eye coordination major ball sports	<ul style="list-style-type: none"> Types of manipulative skills - leg-eye coordination Different manipulative skills 	<ul style="list-style-type: none"> Perform kicking, striking, dribbling passing, etc Apply manipulative skills in lead up games 	<ul style="list-style-type: none"> Encourage partner in skill development
L.71 Game skills Track events	<ul style="list-style-type: none"> Types of track events skills Game skills for track events 	<ul style="list-style-type: none"> Perform sprinting, running, jumping skills Plan process of skill acquisition 	<ul style="list-style-type: none"> Enjoy skill drill games Share ideas to make up circuit games
L.72 Game skills Net and racquet/ court sports	<ul style="list-style-type: none"> Types of net and racket sports Manipulative skills for net and racket sports 	<ul style="list-style-type: none"> Perform manipulative skills for net, court and racket sports Create manipulative skills components for racket/net/bat skills 	<ul style="list-style-type: none"> Encourage partner in skill development Take good care when using the equipment

Strand 5	Movement
Unit 2	Movement and Game Skills
Content Standards	6.5.2. Students will be able to participate in game play activities and perform controlled and coordinated movement skills in game situations.
Benchmarks	6.5.2.2. Demonstrate ball handling skills in all six identified ball game categories in team sports.

Lesson Titles	Knowledge	Skills	Values & Attitudes
L.73 Stopping a moving object/ equipment	<ul style="list-style-type: none"> Different ways to stop moving equipment or partner at the ground or waist level 	<ul style="list-style-type: none"> Dribble stop and pass Catch and propel 	<ul style="list-style-type: none"> Encourage each other to do their best
L.74 Run, stop run and pass	<ul style="list-style-type: none"> Move forwards and backwards to stop a ball at ankle and waist level 	<ul style="list-style-type: none"> Run and stop a slow, fast moving ball or partner at different heights 	<ul style="list-style-type: none"> Appreciate each other's performance
L.75 Jump, catch and throw	<ul style="list-style-type: none"> Different ways to jump, receive an aerial ball, stand and throw 	<ul style="list-style-type: none"> Jump catch, stand and throw 	<ul style="list-style-type: none"> Help friends to perform skills correctly
L.76 Catch, dribble, release and receive	<ul style="list-style-type: none"> Different ways to dribble using both hand and feet 	<ul style="list-style-type: none"> Dribble, catch, release and receive Dribble, trap and pass 	<ul style="list-style-type: none"> Encourage one another to make participation enjoyable

Strand 5	Movement		
Unit 2	Movement and Game Skills		
Content Standard	6.5.2. Students will be able to participate in game/play activities and perform controlled and coordinated movement skills in game situations.		
Benchmarks	6.5.2.3. Participate confidently in modified sports and athletics.		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.77 Three-a side breaking serve	<ul style="list-style-type: none"> • Lead-up game 3 aside 	<ul style="list-style-type: none"> • Apply breaking a serve from opponents team 	<ul style="list-style-type: none"> • Cooperation in the team • Appreciate each other's participation
L.78 Six a side scoring a goal	<ul style="list-style-type: none"> • Lead-up game 6 aside 	<ul style="list-style-type: none"> • Apply running, kicking, trapping and striking and throwing 	<ul style="list-style-type: none"> • Cooperation in the team • Appreciate each other's participation
L.79 Five a side – home run	<ul style="list-style-type: none"> • Lead-up game 5 aside 	<ul style="list-style-type: none"> • Apply batting, running, catching and throwing 	<ul style="list-style-type: none"> • Cooperation in the team • Appreciate each other's participation
L.80 Seven a side scoring a try	<ul style="list-style-type: none"> • Lead-up game 7 aside 	<ul style="list-style-type: none"> • Apply running and dodging skills as in a mini touch lead up game 	<ul style="list-style-type: none"> • Cooperation in the team • Appreciate each other's participation

Strand 6: Physical Activity Guided Lessons

Strand 6	Physical Activity		
Unit 1	Games and Sports		
Content Standard	6.6.1. Students will be able to demonstrate a range of ball handling skills in various ball sports, with the application of game rules; handling of specific sporting equipment, and build an interest in sports.		
Benchmarks	6.6.1.1. Apply and practice the basic fundamental movement skills in specific games and sports.		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.81. Modified Net Game – Volleyball rules	<ul style="list-style-type: none"> • Volley ball game has rules that all players must comply with • Volleyball equipment and facilities include; <ul style="list-style-type: none"> - Net, ball, makers, First Aid kit, Indoor/outdoor court • Volleyball skills enable a player to; <ul style="list-style-type: none"> - Follow the game rules of the game - Handle the game with less difficulty • Build volleyball game techniques and tactics 	<ul style="list-style-type: none"> • Demonstrate the skill of the following; <ul style="list-style-type: none"> - serving - passing - volleying - digging - receiving the ball - blocking - spiking 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Pride - Responsibility - Harmony - Cooperation/participation - Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship
L.82. Modified Net Game – Volleyball skills (2)			
L.83. Modified Net Game – Volleyball skills (3)			
L.84. Modified Net Game 1 - Applying volleyball rules and skills in a game (4)			

Strand 6	Physical Activity		
Unit 1	Games and Sports		
Content Standard	6.6.1. Students will be able to demonstrate a range of ball handling skills in various ball sports, with the application of game rules; handling of specific sporting equipment, and build an interest in sports.		
Benchmarks	6.6.1.2. Participate confidently in modified sports, athletics, and basic water sports		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.85. Ball handling - Goal Sport: Soccer rules (1)	<ul style="list-style-type: none"> • Soccer game has rules which all players must comply to. • Soccer equipment and facilities include; <ul style="list-style-type: none"> - Ball, markers, goals, field, First Aid Kit • Soccer skills enable a player to; <ul style="list-style-type: none"> - Follow the game rules of the game - Handle the game with less difficulty • Build soccer game techniques and tactics 	<ul style="list-style-type: none"> • Demonstrate the skill of the following; <ul style="list-style-type: none"> - dribbling - kicking - heading - throwing - stopping 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Pride - Dignity - Cooperation/participation - Responsibility - Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship
L.86. Ball handling - Goal Sport: Soccer skills (2)			
L.87. Ball handling - Goal Sport 1: Soccer skills (3)			
L.88. Ball handling - Goal Sport 1: Applying soccer rules and skills in a game (4)			

Strand 6	Physical Activity		
Unit 1	Games and Sports		
Content Standard	6.6.1. Students will be able to demonstrate a range of ball handling skills in various ball sports, with the application of game rules; handling of specific sporting equipment, and build an interest in sports.		
Benchmarks	6.6.1.3. Describe and demonstrate the application of rules in different types of sports such as aquatic sports, track and field events, and ball handling sports		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.89. Ball handling – Batting and Fielding: tee ball rules (1)	<ul style="list-style-type: none"> • Tee ball has game rules for every player to comply with • Tee ball equipment include; <ul style="list-style-type: none"> - Ball, bat, gloves, base mats, First Aid Kit, water cooler • Tee ball skills enable a player to; <ul style="list-style-type: none"> - Follow the game rules of the game - Handle the game with less difficulty • Build softball game techniques and tactics 	<ul style="list-style-type: none"> • Demonstrate the skill of the following; <ul style="list-style-type: none"> - throwing - catching - batting - fielding 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Responsibility - Pride - Dignity - Cooperation/participation - Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship
L.90. Ball handling – Batting and Fielding 1: tee ball skills (2)			
L.91. Ball handling – Batting and Fielding: tee ball skills (3)			
L.92. Ball handling – Batting and Fielding: Applying tee ball rules and skills in a game (4)			

Strand 6	Physical Activity		
Unit 1	Games and Sports		
Content Standard	6.6.1. Students will be able to demonstrate a range of ball handling skills in various ball sports, with the application of official game rules; handling of specific sporting equipment, and build an interest in sports.		
Benchmarks	6.6.1.4. Develop an interest in sports.		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.93. My Favourite Sport - Athletics -Track L.94. My favourite Sport in future	<ul style="list-style-type: none"> • Athletics in field games/events include throwing and jumping • Athletics in track games/events include various races and relay of different distances • Career in sports include; <ul style="list-style-type: none"> - Building the love and passion for the game or sport - Good at playing a game or sport - Committed and dedicated in the game or sport - Finding special interest in the sport 	<ul style="list-style-type: none"> • Demonstrate the skill of the following; <ul style="list-style-type: none"> - critical thinking and reasoning - problem solving - decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Responsibility - Pride - Dignity - Cooperation/ participation - Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship

Strand 6	Physical Activity
Unit 2	Lifestyle and fitness for health
Content Standard	6.6.2. Students will be able to explore a range of health related fitness activities and analyses the impact on the well-being of an individual.
Benchmarks	6.6.2.1. Perform with confidence fitness exercises and examine the importance of living an active lifestyle.

Lesson Titles	Knowledge	Skills	Values & Attitudes
L.95. Benefits of fitness activities	<ul style="list-style-type: none"> • Benefits of fitness include; <ul style="list-style-type: none"> - Improved heart, lungs and muscles function - Long life - Healthy living - Good strength and power - Weight control • Endurance activities- Strengthen the heart and lungs. They enable you to; <ul style="list-style-type: none"> - breathe deeper, make your heart beat faster and - make you feel warm. • Activities- include; <ul style="list-style-type: none"> - running, jumping, skipping, skating and swimming. • Flexibility activities Include; <ul style="list-style-type: none"> - gymnastics and dancing such as bending, stretching, twisting and reaching in order to keep your joints moving. • Strength activities- Include; <ul style="list-style-type: none"> - climbing,swinging, paddling. They build your muscles and bones. • Traditional beliefs and values have an influence in fitness either positively or negatively 	<ul style="list-style-type: none"> • Demonstrate the skill of the following; <ul style="list-style-type: none"> - Performing fitness drills - Group discussion and sharing - Critical thinking and reasoning - Problem solving - Decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Responsibility - Pride - Dignity - Cooperation/ participation - Team work - And build overtime for self, others, equipment, facilities and for career development and good citizenship
L.96. Challenges of fitness activities in relation to beliefs and values			

Strand 6	Physical Activity		
Unit 2	Lifestyle and fitness for health		
Content Standard	6.6.2. Students will be able to explore a range of health related fitness activities and analyse the impact on the well-being of an individual.		
Benchmarks	6.6.2.2. Combine a range of movement concepts and skills in physical Activities such as games, sports, and life style fitness activities.		
Lesson Titles	Knowledge	Skills	Values & Attitudes
L.97. Personal fitness in games and sports	<ul style="list-style-type: none"> • Games or sports that improve an individual's health includes; <ul style="list-style-type: none"> - Ball sports - Aquatic sports - Gymnastics - Traditional games • Lack of fitness activities in games or sports results in the following; <ul style="list-style-type: none"> - Obesity - Weakness - Sickness - Low performance - Low energy level 	<ul style="list-style-type: none"> • Demonstrate the skill of the following; <ul style="list-style-type: none"> - Performing fitness drills - Group discussion and sharing - Critical thinking and reasoning - Problem solving • Decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Responsibility - Pride - Dignity - Cooperation/participation - Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship

Strand 6	Physical Activity
Unit 2	Lifestyle and fitness for health
Content Standard	6.6.2. Students will be able to explore a range of health related fitness activities and analyse the impact on the well-being of an individual.
Benchmark	6.6.2.3. Use basic research skills to investigate the impact of health related fitness activities on the well-being of an individual.

Lesson Titles	Knowledge	Skills	Values & Attitudes
<p>L.98. Types of fitness activities in the community</p>	<ul style="list-style-type: none"> • Physical activities that promote fitness and healthy wellbeing which include: <ul style="list-style-type: none"> - Jogging - Walking - Climbing - Canoeing - Swimming - Exercising - Weight lifting • A fitness plan promotes the fitness level of the individual and his/her overall health 	<ul style="list-style-type: none"> • Demonstrate the following: <ul style="list-style-type: none"> - Performing fitness drills - Group discussion and sharing - Critical thinking and reasoning - Problem solving • Decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams: <ul style="list-style-type: none"> - Appreciation - Respect - Responsibility - Pride - Dignity - Cooperation/ participation - Team work • And build overtime for self, others, equipment, facilities and for career development
<p>L.99. Individual fitness plan</p>	<ul style="list-style-type: none"> • Recreational and leisure activities for all include; <ul style="list-style-type: none"> - Swimming - Listening to music - Watching TV - Jogging/walking - Canoeing etc. • Special and physical disability needs students participate in leisure and recreational activities which fit their different needs 	<ul style="list-style-type: none"> • Demonstrate the following; <ul style="list-style-type: none"> - Performing fitness drills - Group discussion and sharing - Critical thinking and reasoning - Problem solving • Decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Responsibility - Pride - Dignity - Cooperation/ participation - Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship
<p>L100. Fitness in leisure and recreational activities</p>	<ul style="list-style-type: none"> • Recreational and leisure activities for all include; <ul style="list-style-type: none"> - Swimming - Listening to music - Watching TV - Jogging/walking - Canoeing etc. • Special and physical disability needs students participate in leisure and recreational activities which fit their different needs 	<ul style="list-style-type: none"> • Demonstrate the following; <ul style="list-style-type: none"> - Performing fitness drills - Group discussion and sharing - Critical thinking and reasoning - Problem solving • Decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Responsibility - Pride - Dignity - Cooperation/ participation - Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship

Assessment, Monitoring and Reporting

Assessment, monitoring and reporting is an integral part of the delivery of any curriculum used in the schools. In Standard-Based Curriculum (SBC), assessment encourages the use of benchmarks and recommended types of assessment that promote standards for a range of purposes.

Assessment is the process of identifying, gathering and interpreting information about students' learning. It is purposely conducted to provide information on student's achievement and progress.

Assessment is used to determine the students' essential knowledge, understanding and skills to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning.

Effective and meaningful assessment must be maintained at all times. Assessment strategies' must help students use a range of skills including decision making, problem solving and critical and high order thinking skills. Therefore, the classroom assessment must be on-going and the purpose is done to;

- support student learning
- monitor student learning
- diagnose student learning needs
- inform student reporting process
- evaluate teaching and learning strategies and
- evaluate teaching program.

Assessment Strategies and Methods

Teachers of HPE should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that being developed. Strategies should be appropriate to the standards being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgments of student achievement in relation to these standards. Assessment must be systematic and carefully planned, developed, designed, administered and monitored.

Teachers could work collaboratively in planning appropriate assessment strategies. Standards-Based Assessment involves various assessment methods directly to the standards where students are expected to attain and by applying a range of assessment strategies to obtain information and provide feedback about student learning. Students' progress of learning is determined by providing a variety of assessment opportunities to measure their achievements.

Health & Physical Education methods and strategies might include:

1. Self-assessment

Self-assessment is an essential part of AfL. It enables the child to take greater responsibility for his/her own learning. Children are involved in self-assessment when they look at their own work in a reflective way, identify aspects of it that are good and that could be improved, and then set personal learning targets for themselves.

Opportunities exist for students to reflect upon their progress towards the achievement of the syllabus content standards through the evidence outcomes. This reflection provides the basis for improving their learning.

Students are able to demonstrate the ability to engage in self-assessment when they can:

- select a piece of their own work to provide evidence of understanding
- explain orally, in writing, through illustration how a work sample provides evidence of understanding
- critique a sample of their own work using the teacher's standards and criteria for quality.

When students engage in assessment through reflection and self-assessment they develop a much deeper understanding of their own abilities, and the demands of lifelong learners.

2. Peer Assessment

HPE encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task, and reflecting as a peer presentation.

3. Conferencing

Conferencing in the context of assessment means that those concerned with the child's learning share their knowledge and understanding of the child's work. Its processes and outcomes during a planned or intuitive meeting.

Conferencing provides an opportunity to share information in order to increase understanding about the child's learning. The conference is an assessment activity. Through conferencing the teacher listens to the child's ideas about what he/she finds easy or difficult in learning, and encourages this kind of openness in the child.

4. Group Work

Assessment activities might include group movement composition, collaborative presentations (e.g. a health promotion campaign), and evaluating and challenging views through group discussion (e.g. on gender and physical activity).

When this technique is used for assessment purposes, things to look for could include:

- the choices students make in regard to identifying issues, reaching cooperative decisions and solving problems
- the nature of interactions with other students
- the ability to listen to other people's points of view.

5. Written reports

These may include anecdotal reports, surveys, evaluation reports, field trip reports, interviews, reports on independent investigations, portfolios or folders of work with negotiated content and essays. When students produce a written report, they could be assessed on their ability to:

- show appropriate depth of analysis
- summarise key findings in a concise manner
- use appropriate detail
- use language appropriate to purpose, audience and context.

5.1 Diaries, journals and logbooks

These provide opportunities for students to write personal reflections. They allow students to develop knowledge, skills and abilities to make

informed, responsible choices. They also develop in students' self-awareness and critical thinking skills.

When using diaries, journals and logbooks as an assessment technique, teachers could assess students on their ability to:

- identify their own personal development over time
- identify key indicators and evidence of their own learning
- show appropriate depth of analysis

6. Research projects

Research projects can be used to develop in students analytical, organisational and problem solving skills and may include case studies, research tasks using information drawn from library, internet, databases and spreadsheets.

When students undertake research projects, they could be assessed on their ability to:

- conduct appropriate research using a variety of methods
- select and interpret relevant information
- address the chosen issues with clarity
- present information in a logical manner
- acknowledge references appropriately.

7. Presentations

Assessment activities might include prepared and impromptu oral presentations, poster, poster presentations, preparation of video or audiotapes, role-plays, debates, interviews, demonstrations, performances and displays.

When this technique is used for assessment purposes students could be assessed on their ability to:

- select and apply appropriate information
- present information in a creative and logical manner
- apply an appropriate level of ICT skills

8. Questioning

Questioning underpins all classroom assessment methods. Teachers regularly ask children oral questions about their work to find out what they have done and why. Teachers use these questions to assess knowledge and understanding and to guide children in their learning.

There are many different types of oral questions. These range from closed questions in which the teacher anticipates a single, factual answer to open-questions which encourage a more critical, analytical response, and which facilitate multiple solution paths.

9. Structured Observations

This type of assessment has often been criticised for being too subjective. The term “structured observation” refers to observing a performance and assessing the performance using criteria known by both the teacher and students. This tool is especially effective for assessing student performance related to movement, motor and social skills.

Structured observation is a form of assessment that is particularly appropriate for physical education, as assessment is best undertaken as the children are engaged in activities. This is a most useful and most consistently used form of assessment in physical education and other subjects as well. It involves the informal monitoring of children’s progress as the actual learning takes place, and some of the most accurate information is gathered in this way.

Structured observation might focus on:

- The responses the child makes when set a task
- The responses the child makes to the teacher’s questions and suggestions
- The participation of the child individually, in a group as part of the class
- The interaction of the child with others when involved in group work
- The understanding displayed by the child when engaged in an activity.

10. Teacher-designed tasks and tests - (written and practical)

10.1 Performance Tasks

Performance tasks require students to accomplish complex tasks by using prior knowledge and recent learning and skills. These tasks demonstrate a deeper understanding of the content and skills and increase student engagement. Performance assessment involves students in situations where they must construct responses that clearly illustrate highest-level thinking skills. These tasks often have more than one acceptable response; therefore, when assessing student responses, teachers allow for novel responses. Creating a list of possible solutions

ahead of time provides the teacher with an objective method for assessing the performance task.

10.2 Written test - Selected-Response/Forced-Choice Items

Selected-response/forced-choice items are written test questions that can include objective type questions and/or free response. Responses may be written or spoken, short or extended, to assess student's cognitive learning. In selected-response and forced-choice questions, students select a single correct response. This type of assessment has a valid role in assessing pure knowledge and facts, but it is possible for students to guess the correct response to these questions instead of actually demonstrating their learning. Examples of selected-response/forced-choice items include traditional multiple-choice items, matching tests, true/false tests, and fill-in-the-blanks from a list of choices.

Written and practical tests (or a combination of these) can assess the ability of the students to:

recall, interpret, comprehend and apply knowledge
perform skills with appropriate tools and methods.

11. Rubrics

Whenever a performance assessment tool is used, a rubric of explicit criteria for evaluating students' work is determined by the teacher and shared with the students before the assessment is conducted. A rubric is a fixed scale showing the characteristics of performance for each point on the scale. Rubrics are most often used to rate performance tasks and essays, but they can be modified for many types of assessment tools. A teacher developing rubrics should consider the following points:

- the scale includes three or more levels
- the points of the scale (levels of student performance) are half way on a continuum
- Descriptors are meaningful
- Descriptors clearly define each level of performance

Assessment Plan

Planning for assessment is integral to teaching and learning in a standards-based assessment. An assessment plan is an important part of effective classroom assessment. It is a design tool with a set of choices regarding how student learning will be assessed in relation to the content standards, benchmarks and criteria identified.

The Content Standards are the starting points in the process of identifying and planning assessment tasks. Teachers assess students' performance on tasks in relation to syllabus content standards and make on-balance judgments about student achievement. Assessment relies on the professional judgment of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances on a variety of contexts. Assessment is fundamental for furthering student learning.

In planning for assessment in HPE, it is important for teachers to consider:

- the requirements of the syllabus
- the links to the content standards and benchmarks
- the assessment methods suitable for the specific task
- the assessment tasks must be clear, precise and manageable
- the assessment tasks to be comprehensive, balanced, reliable and fair
- how the assessment criteria will link to the key knowledge, skills, attitudes/values that students should demonstrate successfully
- how the assessment task will be administered
- the way in which the feedback will be provided
- the incorporation of the three Domains in HPE assessable tasks/items construction as in order to educate a whole child – Psychomotor, cognitive and affective domain.

Assessment Tasks Overview

It is important to plan assessment overview for the whole year using the content overview and the yearly or term plans for the school year. Assessment tasks form the basis of the assessment process of assessing the achievements of each individual learner in relation to the content standards.

Assessment is important to monitor student's academic performances, knowledge, skills, creativity, behaviors, attitudes and values. Teachers will use standards in Health & Physical Education as a reference point for assessing learning and teaching programs. Each student in a class will be measured regularly against each content standard to see the proficiency level. Assessment results will provide information to teachers, the school and other stakeholders to monitor achievement, and as a result, make changes to programs and strategies to support and improve each student's progress.

The Assessment Overview Guide on the next page provides you with valuable information, definitions, and examples related to assessments and assessment plans. Ensure to outline and explain to the students the yearly assessment tasks overview in order to prepare them prior to the actual date of handing them the assigned tasks. Teachers are expected to carefully plan, design, and conduct and monitor assessments accordingly as per the school assessment programs. Take the time to read this through carefully. Refer to this information when creating your own assessment plan for your standards-based units.

Grade 6: Assessment Overview

The Assessment task overview is planned and suggested for grade 6 teachers which are expected of planning throughout the year. It is very important that students' academic performances, skills and attitude/values. The Assessment evidence provides information for teachers and guardians and other stakeholders towards the achievements of the benchmarks.

The suggested Prescribed Assessments are specific to the benchmarks for a number of lessons for assessment. Teachers are encouraged to develop Specific Assessment Tasks and methods specific to the content Standards and benchmarks for grade six.

Sample 1: Assessment Task and Rubrics – Assignment

Teachers are encouraged to use the prescribed assessment task and connect to a benchmark and develop specific assessment task. Plan assessment according to the defined instructional programs to evaluate students learning in line with the Curriculum Content Standards. If students have not demonstrated competency and mastery of skills, assessment task results will guide teacher plans for intervention and enrichment.

Strand 1: Growth and Development

Unit 1: Human Development, Growth and Sexuality

Content Standard	6.2.1 Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.		
Benchmark	6.2.1.2. Examine parts of both the female and male reproductive system, evaluate their functions, and formulate strategies for caring for them.		
Lesson Titles	Knowledge	Skills	Attitudes

<p>1. Conception and stages of Pregnancy</p>	<ul style="list-style-type: none"> • Conception occurs when a sperm cell from a male joins or unites with an ovum or egg from a female. This is also called fertilization. It is through this process that a pregnancy begins • The stages of Pregnancy <p>The typical human pregnancy lasts about 280 days (40 weeks) and is divided into trimesters, each lasting 3 months. The stages of pregnancy include</p> <ul style="list-style-type: none"> • First Trimester (conception – 12 weeks) • Second Trimester (13-28 Weeks) • Third Trimester (29 Weeks to –Birth) 	<p>Identifying and describing</p> <p>Distinguishing the stages of pregnancy</p>	<p>Appreciation of reproductive organs as enablers of the continuity of human life</p> <p>Respect for self and others of the opposite sex</p> <p>Appreciation of pregnancy as a part of the human cycle</p>
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Assessment Task

- This assessment task must be given after the lesson is taught
- See Assessment Task Description below

Assessment Task for the Lesson:

Things to Note

- The Assessment Task must be assigned in the beginning of the Term that this lesson is going to be covered
- Before this Lesson is being taught, the students must be reminded of the Assessment Task that must be done after the lesson is taught

Project: The Digestive System

- Do a drawing of the digestive system
- Identify and describe ways these system can be harmed
- Identify and describe ways to care for it
- Analyse of the consequences of not caring for the digestive system

Assessment Rubric

- The Assessment Rubric must be given at the time the assessment begins.

Reasons for Rubrics

- Students immediately know what is expected of them
- Rubrics make judging more clear, consistent and equitable
- Rubrics raise the quality of work produced
- Rubrics save time
- Rubrics judges teaching and learning

Task-Specific Rubric for “Digestive System”

No	Criteria	4 marks	3 marks	2 marks	1 mark	0 mark
		Advanced and meets criteria at High level	Accomplished and meets criteria	Approaching understanding of task - meets some criteria	Minimal understanding of task	No attempt on task
1	Demonstrated and labeled the 5 main organs of the digestive system.	Demonstrated and labeled correctly the 5 main organs of the digestive system.	Demonstrated and labeled correctly 3 or 4 out of the 5 main organs of the digestive system.	Demonstrated and labeled correctly only 2 main organs of the digestive system.	Demonstrated and labeled correctly only 2 main organs of the digestive system.	No evidence attempting the task.
2	Identify and describe ways these system can be harmed.	Identifies and describes very well ways this system can be harmed.	Identifies and describes some ways very well ways this system can be harmed.	Displays some difficulty identifying and describing ways these 1 ways these system can be harmed.	Struggling in identifying and describing ways this system can be harmed.	No evidence attempting the task.
3	Identify and describe ways to care for it.	Identifies and describes very well ways this system can be cared for.	Identifies and describe some ways this system can be cared for.	Display some difficulty identifying and describing ways these system can be cared for.	Struggling in identifying and describing ways this system can be cared for.	No evidence attempting the task.
4	Analyse of the consequence of not caring for the digestive system.	Critically analyses of the consequences of not caring for the digestive system.	Display some difficulty providing an analysis of consequences.	Display some difficulty providing and analysis of consequences.	Struggling to analyse the consequences.	No evidence attempting the task.
5	Presentation	Creatively and artistically well presented with Posture, Eye Contact and Voice well maintained and responds very well to questions from audience	Well presented with posture, eye contact and voice well maintained and responds to questions from audience	Presented well but lacks creativity	Presentation is not very well organised	Presented with no creativity

Marking criteria

(Both the Assessment Rubrics and Marking criteria must be attached to the students marked assessment task after marking and recording)

Student Name: _____ Class: _____
 Assessment No. and Title: _____

Criteria	Mark Awarded	Comments
1	/5	
2	/5	
3	/5	
4	/5	
5	/5	
Total Marks Awarded for Assessment Task	/25	

Sample 2: Assessment Task and Rubrics

Strand 5: Movement

Unit 2: Movement and game skills

Assessment Task: Demonstrate an under-arm throw with force to release the ball straight with accuracy to a partner in a marked distance.

Lesson Title: Movement sequences and patterns

Content Standard	Benchmarks	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
6.5.2	6.5.2.1	Demonstrate an under-arm throw with force to release the ball straight with accuracy to a partner in a marked distance	<ol style="list-style-type: none"> 1. Positioning of the body ready to begin the throw 2. Accuracy of the throw 3. Correct sequence of movement components to perform underarm throw 4. Confidence in use of the space and body in motion 	Observation	Checklist Each group will have a checklist with the criteria listed and use the given rubrics in assessing each members performance

Assessment task Rubric for Movement sequences and patterns

Criteria	3 Marks	2 Marks	1 Marks	0 Marks
1. Positioning of the body ready to begin the throw.	Detail description of skill, holding the ball how the body must be positioned in the marked space in preparation to perform the underarm throw.	General description of skill position of the body –feet apart and left shoulder pointing in the direction of the target	Little description of the skill no ball handling and body position	Poor or no attempt made by student
2. Accuracy of the throw	Very straight and accurate with force applied in the releasing of the ball and flow in the direction of the throwing arm to the receiver	Straight and accurate but without force in the direction of the receiver	Poor accuracy and force not observed in the releasing of the ball and throw falling short	Reluctance observed in the participation
3. Correct sequence of movement components to perform an underarm throw	Performed all 7 components of underarm throw movements in the sequential order	Perform first 4 of the 7 movement components of under arm throw in order	Poor performance in first 5 components of the under arm throw in order	Lacked concentration performed 1 out of the 7 components of movement.
4. Confidence in use of the space and body in motion	Very good control in body motion and flow of the throwing arm in a general space	Good control of the body in motion without the use of full space	Having difficulty in controlling the body motion and using the given space.	No control both in body and space

Criteria	3 Marks	2 Marks	1 Marks	0 Marks
1. Name the motor skill and its category	Good explanation and name of the skill the category of movement with confidence	Correct name of skill and some explanation of the correct skill category	No explanation of both skill and type of movement category only correct names given	Poor or no attempt to perform any skill
2. Correct description of the concept spatial awareness	Very good description of spatial awareness mentioning self and general space	Fair description but only mentioning self-space	Poor description spatial awareness no mention of key knowledge concepts of self and general space	Decline to make any attempt on explaining spatial awareness
3. Correct description of the concept body awareness	Very good description of body awareness mentioning shapes of body wide and narrow, tall and short	Fair description body awareness but only mentioning two of the body shapes	Poor description body awareness no mention of key basic shape concepts	Decline to make any attempt on explaining body awareness
4. Control of the Body	Very good body control in application of body and spatial awareness	Some good body control in application of body awareness	<i>In consistent</i> control body in a given space spatial	No control both in body and space

Strand 5: Movement**Unit 2: Movement and Game Skills**

Lesson Title: Movement sequences and patterns

Content Standard 6.5.2: Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.

Benchmark: 6.5.2.1 Assess individual and group tactical skills and movement patterns employed in athletics and other sports (by viewing sports on TV, pre-recorded, watching live sports).

Lesson Objective: By the end of the lesson the students will be to demonstrate an underarm or overarm throw with force in release and accurately to a partner in a marked distance.

Materials: Marked diamond play field, softball ball

Key Concepts

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> Sequences of movement actions in a game skill Sequences of different types of movements 	<ul style="list-style-type: none"> Demonstrate sequences of different movements Perform a sequences of actions of components of movements 	<ul style="list-style-type: none"> Support partners Share equipment Share ideas to create movement sequences

Teachers Notes

Movement sequences and patterns form the basis of particular ball game skills and are performed in defensive and offensive plays. Movement sequences and patterns can be seen when the player zigzags, move forwards backward and to the right or left. The sequences are demonstrated in in performing three different movements consecutively in plays or movement activities.

Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
Introduction	Do these: <ul style="list-style-type: none"> • Use lead up questions to introduce the lesson eg: <ul style="list-style-type: none"> - What are movement sequences and patterns - how are different types of movements performed in sequence - what are movement patterns. 	Do these: <ul style="list-style-type: none"> - Volunteers share their understanding with friends - List types of movements to perform in sequence
Body	Do these: <ul style="list-style-type: none"> • Demonstrate an example of: <ul style="list-style-type: none"> - movement components of underarm throw in correct sequence - Perform different movement types in a sequence run, jump and across. 	Do this With a partner: <ul style="list-style-type: none"> - drill overarm throw with right hand - drill overarm throw with left hand - drill run, slow fast, around markers then - do the same for hop, skip and jump
Conclusion	Do this; <ul style="list-style-type: none"> - select from the students' performance one best movement actions to do - Sequence and perform movement patterns - stop after 20 minutes of practice and warm down 	Students respond: <ul style="list-style-type: none"> - Start and stop on signal - Volunteers demonstrate movement actions in sequence - Volunteers demonstrate patterns of movements in sequence - Do warm down exercises - Refresh and return to classrooms

Teacher's Reflection

Assess students' performance of the movement actions and skills in sequences. Take note of the good and poor performance and plan for reteaching of the lesson topic.

Reference: *Queensland Health & Physical Education, Years 8-10 Page: 1-11.*

Sample 3: Assessment task and Rubrics - Essay

Content Standards	Benchmark	Prescribe Assessment	Specific Assessment Task
6.2.1 Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.	6.2.1.2. Examine parts of both the female and male reproductive system, evaluate their functions, and formulate strategies for caring for them.	Explore and identify the sexual reproductive system and describe its functions.	Write an <u>essay</u> on a specific part the Reproductive system and its functions (maximum 100 words)

Write an **essay** on a specific part the Reproductive system and its functions (maximum 100 words)

Expectations	Excellent 5pts	Good 4pts	Fair 3pts	Poor 2 - 1pts	Did not turn in 0 pts
Introduction	The introduction explains well the reproductive system and gives clear understanding of its benefits.	Explains the reproductive system but its benefits not clear	There is partiality in explanation of reproductive system	There is no explanation or its	Did not turn in
Demonstrates understanding of the topic and aligns ideas well.	The description is defined clearly with clarity to the specific function of the reproductive system.	Well defined and related to the topic of the reproductive system.	Mentioned one or two functions of the specific function of the reproductive system.	Has vague information indicated and concepts not explained	Did not turn in
Given explicit details of the functions of the reproductive system	The functions of the reproductive system of male/ female are thoroughly and distinctly explained.	Has some details of the function of the specific part of the reproductive system.	Has partially explained the functions and yet concepts not clearly explained	Has not explained the functions clearly	Did not turn in
Conclusion	The conclusion provides an excellent summary of the whole write up of the functions of the reproductive system.	The conclusion provides a good summary and partially explains the function of the reproductive system.	The conclusion provides a good summary and partially explains the function of the reproductive system.	The conclusion does not provide a summary of the function of the reproductive system.	Did not turn in

Sample 4: Assessment task and Rubrics - Project

Strand 4: Nutrition

Unit 1: Food and Nutrients

Assessment Task: Why Hunger is a problem in the country

Category	Excellent 5	Good 4 - 3	Satisfactory 2 - 1	Not Satisfactory 0	Score -
Fact sheet	Includes all of the following facts major cities, total population, per capita income, percentage of under nourished people, natural resources, Major agriculture products, soil type, literacy rate, climate description	Include over half of the facts But does not include all the categories	Includes less than half of the facts	Does not include any facts	*5
Summary of why hunger is a problem in the country	Summary at least describes two issues, environment, economic, Political that have caused the high rate of hunger	Include one issue that contributes to high rate of hunger	States an issue but does not explain why it contributes to hunger problem	Does not state and explain why it contributes to hunger problem	*5
Summary of efforts made to reduce hunger in the country	Summary includes a description of a method that may be taken to eliminate hunger and describe the organization that is working to help improve.	Discuss the possible method to eliminate hunger but does not include the organization who is working to improve it	Does not describe methods to reduce hunger and does not method organization and its work	Does not describe any efforts to reduce hunger and does not method organization and its work	*5
illustration	Includes illustrations of map of the world with countries colored in two	Includes two illustrations	Includes one illustration	Includes no illustration	*2
Project submission	Turn project on due date	Turns in the project 1-2 days late	Turns in the project 3-4 days late	Turns in the project 4 days late	

Student Name: _____ Class: _____

Assessment No and Title: _____

Criteria	Mark Awarded	Comments
1	/5	
2	/5	
3	/5	
4	/5	
Total Marks Awarded for Assessment Task	/20	

Monitoring

A process of which information is gathered for evaluating the efficiency of the curriculum and ensuring that the intentions and expectations of the content for students learning is attained at the particular grade. This process typically focuses on such issues as relevant, consistent and whether learners are achieving the expected learning outcomes. Basically the curriculum accommodates the diverse needs of the learners.

The recording and reporting of student's achievements in the classroom is very important Teachers are encouraged to use a range of task to ensure that the recommended content standards are equally, recorded and reported appropriately. This helps the teachers to reflect the effectiveness of the teaching. Teachers are also expected to keep accurate records of how well have achieved the required knowledge, skills, attitudes/values that grade level.

Recording

Teachers can record the evidence of students work using instruments that are manageable. Below are the recommended recording methods.

- Individual or class checklist or class grid to record observation of tasks.
- Commends on students work indicating what they have done well and where they need to improve
- Work samples being added to the portfolio
- Test marks
- Students' assessments of their own performances using the assessment criteria
- Students' assessment of their peer using the assessment criteria.

Students are expected to receive a constructive feedback of what they have been assessed on so as to improve in their learning or vice versa for the teacher to plan to improve in the teaching of the content.

Students must be informed of their achievements in the assessment tasks they have participated. This gives them the opportunity to take responsible actions and can take up the challenge to improve their weakness or maintain the pace of progress.

Sample Recording of Students Achievements

- Teachers must keep accurate records of student achievement and learning.
- Record the dates the assessment task.
- Write comments on the performances observed or achieved as per the criteria.
- It can be on a termly basis depending on the number of assessments administered.

Health & Physical Education

Term 1: Strand 1 & 2

No	Student Name	Sex	Unit 1		Unit 2			Unit 1		Total
			20	10	20	10	10	20	10	
1	Hannabeth Kamben	F								
2	David Matias	M								
3	Joy Kolip	F								
4	Emmanuel Kowi	M								
5	Babra Kolip	F								
6	Monkai Paulus	F								
7	Joshua Mek	M								
8	Gabriel Kumyie	M								
9	Willie Apa	M								
10	Terry Bulyie	M								

Reporting

Teachers are encouraged to report students' achievement to the concerned stakeholders. This is done purposely to inform the student progress in learning as well as the students' performance at the grade level expectations. One through Reporting is formally done through written reports and interviews to discuss the student's behavior. This can be done according to the arrangements/schedules set by the school. Those achievements are reported to the student's parents/guardians on these specific areas;

- Weakness in the learner
- Strength in the learner
- Parents and guardians support
- Evaluation of the content of learning or achieving the content of learning

A Sample Termly Report for Health & Physical Education

This is only for HPE but all other subjects will have a similar report for student's achievement of benchmarks.

Strand 1 & 2

Name: Joe BLOW		Demonstrated Understanding	Developing	Requires Assistance
No.	Benchmarks			
Key: ✓ shows the achievement level Demonstrated Understanding The student is showing the achievement or has mastered intention in the benchmarks. Developing The student is working towards achieving the intentions to master in this benchmarks. Requires Assistance The student needs more assistance to work towards achieving the intentions in the benchmarks.				
1.	6.1.1.1 Know and differentiate between safe play behavior and fair play codes across sports disciplines.	✓		
2	6.1.1.2 Assess a hazardous condition environmental health risk behaviors caused by its effect		✓	
3	6.1.2.1 Know and differentiate between safe play behavior and fair play codes across sports disciplines	✓		
4	6.1.2.2 Assess a hazardous condition environment al health risk behaviors caused by its effects	✓		
5	6.2.1.1 Identify and describe the basic functions of the respiratory systems and suggest ways to care for the system	✓		
6	6.2.1.2 Identify parts of both the female and male reproductive system and explore their functions	✓		
7	6.2.2.1 Discuss sexuality and sexual orientation	✓		
8	6.2.2.2 Identify and evaluate personal relationships that promote personal interests and possible career choices.	✓		
9	Assessment			
Teachers Comments This section the teacher writes a honest report of the students achievement and the attitudes /values observed during and while learning was taking place. <i>Refer to the main points above under reporting.</i>				

Glossary

Words	Definitions
assessment	activities teachers use to help students learn and to monitor their progress.
assessment as/in learning	a design to inform students what they will do well and what they need to improve on daily/weekly basis as an integral part of everyday teaching and learning such as exercise, activities or experiments students do or practice in each lesson.
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 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 task	assessment tasks that are developed for each content standard. They are written in terms that can be demonstrated, assessed, measured, and monitored to show students understanding of the content standards.
authentic learning	learning that is based on real-life or lifelike contexts and that has meaning and purpose in the life of students.
benchmarks	a required standard or yardstick in which something is measured against. 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 grade or level of schooling.
content standard	a broadly stated expectations statement of what students should need to know, understand, and be able to do in a particular subject or grade level 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.
grade	a letter, number, or other symbol assigned to summarise the quality of student performance.
performance assessment	this is direct observation and judgment of student products or performances. it has pre-established criteria for quality work. In standards-based performance assessment, these criteria are taken directly from the standards.
performance standards	a descriptive statement of a specific use of knowledge and skills, it is not a description of knowledge, but a description of some application of it. The knowledge and skills that students may display as they work towards the achievement of the content standard.
proficiency	having or demonstrating an expected degree of knowledge or skill in a particular area.

rubric	one type of scoring guide for rating students' performance on tasks. good rubrics consists of a fixed measurement scale, (e.g. 4 point), a set clear criteria, and performance descriptions for each criteria at each point on the scale. in standards-based education, sample responses (benchmarks that illustrate various levels of performance are included. A rubric is not truly complete until accompanied by benchmarks.
scoring guides	scoring guides are assessment tools used to determine where a student is in relation to the standard. Examples of scoring guides include checklists, generalized and task-specific rubrics, answer keys, and scoring templates.
standard	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.
Standard-Based Curriculum	is a cumulative body of knowledge and set of competencies that form the basis for a quality education.
Standards-Based Education	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.
standards-based assessment	standards-based assessment is criterion-referenced assessment in which the criteria are taken directly from standards to measure students' proficiency.
standards-referenced assessment	standards-referenced assessments provide scores that describe student performance against a set of standards, not against other students.
F.I.T.T	a formula in which each letter represents a factor important for determining the correct amount of physical activity. F = Frequency, I = Intensity, T= Time, T= Type.
health	the state of physical, mental, and emotional well-being and not merely the absence of disease infirmity.

Resources

The following list of resources may assist administrators and teachers with the design, implementation, and evaluation of Health & Physical Education instruction. Many of the resources are available at no cost on the Department of Education Web site and also from other countries.

Department of Education Resources

PNG NDOE Home Page

<http://www.education.gov.pg>

Personal Development Upper Primary Syllabus, 2003. Waigani: DoE

Personal Development Upper Primary Teacher Guide, 2003. Waigani: DoE.

Health Lower Primary Syllabus, 2004. Waigani: DoE

Health Lower Primary Teacher Guide, 2004. Waigani: DoE.

Physical Education Lower Primary Syllabus, 2004. Waigani: DoE

Physical Education Lower Primary Teacher Guide, 2004. Waigani: DoE.

Health Junior Primary Syllabus – Grade 3 - 5. Waigani: DoE.

Health Junior Primary Teacher Guides – Grade 3 - 5. Waigani: DoE.

(Specific resources- content related and specific to the content)

- Health Education resources
- Physical Education resources
- Other related support resources from other organizations or partners

External Resources

- American Alliance for Health, Physical Education, Recreation and Dance
- <http://www.aahperd.org>
- Active Outcomes 1 and Active Outcomes 2, Second Edition. Queensland, Kim Proctor and R. Ruskin
- Queensland Health & Physical Education, Years 8 – 10. Queensland: Michelle-Annie, Sue and Damien

References

- Australian Curriculum, Assessment and Reporting Authority, (2012). *Health and Physical Education: Foundation to Year 10 (Draft for Consultation)*
- Australian Government Aid Program, (2005). *Active Outcomes 1*, second edition Queensland, Australia.
- Department for Community Development and Religion, 2015, *Papua New Guinea National Policy on Disability – 2015 – 2025*. Waigani: Department for Community Development and Religion.
- Department of Education, (2017). *Physical Education Junior Primary Teacher Guides – Grades 3 - 5*. Waigani: DoE.
- Department of Education, (2017). *Health Junior Primary Teacher Guides – Grade 3 - 5*. Waigani: DoE.
- Department of Education, (2013). *Report of the Task Force for the Review of Outcomes Based Education*. Waigani: DoE.
- Department of Education, (2003). *Gender Equity in Education Policy*. Waigani: DoE
- Department of Education, (2003). *National Assessment and Reporting Policy 2003*, Waigani: DoE.
- Department of Education, (2003). *Personal Development Upper Primary Teacher Guide, 2003*. Waigani: DoE.
- Department of Education, (2004). *Health Lower Primary Teacher Guide, 2004*. Waigani: DoE.
- Department of Education, (2004). *Physical Education Lower Primary Teacher Guide, 2004*. Waigani: DoE.
- Macmillan Education, Australia, (2008). *Move into Pass*, 2008, Australia Education PTY.LTD

Appendices

The following appendices have been provided for teachers' access and information.

Appendix 1: Content Background Notes - The 11 Body Systems

body	Main Parts	Functions
1. Digestive	Mouth, Stomach, Liver, Pancreas Small intestines, Large intestines, Rectum	<ul style="list-style-type: none"> • Takes food & breaks it down into nutrients the body needs
2. Excretory	Kidneys, Urinary bladder	<ul style="list-style-type: none"> • Removes wastes from blood • Removes harmful substances from blood • Regulates body fluids
3. Skeletal	Bones, Cartilage, Connective Tissue	<ul style="list-style-type: none"> • Helps support your body parts • Helps support your body during movement • Helps protect your major organs: • Skull protects the brain • Sternum and ribs protects the heart and lungs • Vertebra protect the spinal cord
4. Muscular	Muscles, Tendons, Ligaments, Muscles in organs	<ul style="list-style-type: none"> • Helps you move. • Moves materials through the body
5. Respiratory	Lungs, Nasal passages, Throat, Nose	<ul style="list-style-type: none"> • Puts oxygen into the body & removes carbon dioxide
6. Circulatory	Heart, Blood (made up of plasma, red blood cells, white blood cells & platelets), Veins Arteries	<ul style="list-style-type: none"> • Carries blood and nutrients to the cells of the body • Carries waste away from the cells, such as carbon dioxide
7. Nervous	Brain, Nerves, Spinal cord	<ul style="list-style-type: none"> • Controls all functions of the body • Senses and recognizes information from inside and outside of the body
8. Endocrine	Hypothalamus, Pituitary, Thyroid, Parathyroid Adrenal Glands, Pancreas, Ovaries, Testes	<ul style="list-style-type: none"> • The Endocrine System controls growth, development, and metabolism; maintains homeostasis
9. Reproductive	Male: Penis, Testes Female: Uterus, Ovary, Vagina	<ul style="list-style-type: none"> • Produce offspring • Males- make sperm • Females- make eggs
10. Integumentary / Exocrine	Skin, Sweat glands, Hair, nails	<ul style="list-style-type: none"> • 1st line of defense against disease • Helps maintain body temperature • Keeps fluids inside
11. Immune/Lymphatic	Lymph nodes White blood cells Skin	<ul style="list-style-type: none"> • Fights off disease

Appendix 2: Overview of content scope from Grades 6 – 8

Strand	Unit	Grade 6	Grade 7	Grade 8
Safety	<ul style="list-style-type: none"> • Safety in Sports and First Aid • Emergency situation and risky behaviour. 	<ul style="list-style-type: none"> • Safe play rules • Modeling fair and safe behavior • Injury prevention and first aid 	<ul style="list-style-type: none"> • Types of sports injuries, prevention and strategies • Emergency procedures • Risky behaviors in physical activities 	<ul style="list-style-type: none"> • Positive and destructive risks • Assessing and managing types of injuries
Growth and Development	<ul style="list-style-type: none"> • Human Development, Growth and Sexuality • Relationship 	<ul style="list-style-type: none"> • Human reproductive system • Internal and external parts • Other related body systems • Puberty and Developmental changes • Sexual and reproductive Health - STIs • Healthy and Unhealthy relationships 	<ul style="list-style-type: none"> • Human Reproductive system – functions and structures • Other related body systems • Puberty and Development – differences in growth and development • Sexual and Reproductive Health – maternal health and STIs • Importance of maintaining and managing healthy relationships 	<ul style="list-style-type: none"> • Pregnancy and Reproduction • Other related body systems • Puberty and Developmental changes and effects of sexual activity • Sexual and Reproductive Health – prevention of pregnancy and STIs • Influence of media and relationship • Managing conflicts in relationships
Individual and Community Health	<ul style="list-style-type: none"> • Personal Health and Hygiene • Alcohol and substance Abuse 	<ul style="list-style-type: none"> • Safety and health promotion • Lifelong health • Health issues • Disease control and prevention • Population growth • Community health issues • Prescribe and non-prescribe drugs 	<ul style="list-style-type: none"> • The nature of health • Benefits of a healthy lifestyle • Health and safety • Factors affecting health • Drug use • Exploring risks • Strategies to minimize harm 	<ul style="list-style-type: none"> • Sources of health information • Range of products and services • Factors influencing access eg culture, location
Nutrition	<ul style="list-style-type: none"> • Food and Nutrients • Food Hygiene 	<ul style="list-style-type: none"> • Six basic Nutrients • Healthy food choices • Disease Prevention – Nutritional deficiencies • Food preparation and hygiene 	<ul style="list-style-type: none"> • Nutritional values in food • Nutritional information, products and services • Food safety and food-borne disease • Methods of food preservation 	<ul style="list-style-type: none"> • Variety of healthy food choices • Nutritional information and awareness strategies

Strand	Unit	Grade 6	Grade 7	Grade 8
Movement	<ul style="list-style-type: none"> • Basic Movement Skills and concepts • Movement and Games Skills 	<ul style="list-style-type: none"> • Fundamental movement skills • Movement concepts, patterns and sequences 	<ul style="list-style-type: none"> • Manipulative skills • Minor ball games and spatial awareness • Individual and team sports • Defensive and offensive play 	<ul style="list-style-type: none"> • Movement sequences and patterns • Sports and game skills • Field and track events. • Movement combinations in individual and team sports • Assessment of movement skills and various motor skills in games and sports • Playing the Game – rules, tactics, strategies,
Physical Activity	<ul style="list-style-type: none"> • Games and sports • Lifestyle and fitness for Health 	<ul style="list-style-type: none"> • 4 ball handling sports • Game rules and use of equipment • Basic aquatic sports • Athletics - Junior track and field events • Sports organisation • Career awareness • Fitness activities 	<ul style="list-style-type: none"> • 4 ball handling sports • Game rules and use of equipment and facilities • Aquatic sports - • Athletics - Senior track and field events • Basic sport administration • Sport Career opportunities • Range of fitness activities 	<ul style="list-style-type: none"> • 3 ball handling sports • Organisation of sports program • Aquatic sports • Athletics - Senior track and field events • Basic sport administration • Sport Career opportunities • Fitness plan (F.I.T.T)

Appendix 3: Standards-Based Lesson Planning, Guide 1

Standards-Based Lesson Planning

Lesson plans are an incredibly important part of teaching. This lesson will show you how to write a lesson plan that is standards-based, which might be required in some teaching positions. You will also read a short example standards-based lesson plan.

Learning Objective

The first part of your lesson plan should be your learning objective. This is the key goal that you want students to reach. This learning objective should be based on whichever standards you are using to design your lesson. For example, imagine you are teaching in a Grade 1 classroom, and the standard you want your students to reach is the national content standards for Maths content 1.1.1, which reads:

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Your objective might read: “Students will be able to use addition and subtraction to solve word problems using manipulative skills.” This objective addresses what specific activity students will do and what you expect them to know by the end of the lesson.

Standards

This is the most important section of your standards-based lesson plan. In this section, you will list the content standard that you are addressing in your lesson.

The content standards can be one or two, depending on how they are linked to each other with almost the similar content in nature and they can be integrated in several lessons. This section might either be small (in which you only have to list the number for the standard), or very long (in which you have to list every standard and what each one says).

Either way, this section is not something that will be written in your own words. You are simply copying content standards from the set national standards from the syllabus as a national curriculum policy document that links to the Papua New Guinea National Curriculum Framework (NCSF)

Activities

Besides the standards section, this section will be the bulk of your lesson. Here, you will list everything you and your students will be doing throughout the lesson. This section should be thorough, so whoever is reading your lesson knows exactly what will be happening in your classroom. When writing this section, make sure that each of your activities ties back to both your learning objective and the content standards you are addressing. A more in-depth example of this will be in the lesson plan example.

Assessment

The final section of your standards-based lesson plan will be how you are going to assess student knowledge. Whichever assessment type you choose, you should be aiming to measure whether students have met the standards you set out to teach. You can use variety of assessment types, from formal (tests, quizzes, projects) to informal (discussions, questions, observations) to determine if students have met your learning objective and content standards.

Appendix 4: Standards-Based Lesson Plan Example

This example will be for Grade One Mathematics lesson. However, the template can be applied to any subject area and grade level.

Learning Objective: Students will use their knowledge of place value and familiarity with longs and cubes to compare two cubes to compare two 2-digit numbers using $<$, $>$, and $=$.

Content Standard: 1.1.1: Compare two, two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Appendix 5: 21st Century Skills

The **21st century skills** movement, which broadly calls on schools to create academic programs and learning experiences that, equips students with the most essential and in-demand knowledge, skills and dispositions they will need to be successful in higher-education programs and modern workplaces.

The term **21st century skills** refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces. The 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life.

The skills students will learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise and public.

Appendix 6: STEAM or STEM

What is STEAM?

The acronym of STEAM denotes **Science, Technology, Engineering, Arts, and Mathematics (STEAM)**. STEAM refers to teaching and learning which make up the scope of preferred teaching and learning in the actual learning environment in **both formal and informal classroom settings**. STEAM is an educational concept introduced to meet the envisioned knowledge, skills, values and attitudes in particular preferred teaching and learning fields of Science, Technology, Engineering, Arts, and Mathematics.

STEAM education integrates concepts that are usually taught as separate subjects in different classes and emphasises the application of knowledge to real-life situations, and to the understanding of how STEAM disciplines shape our material, intellectual, cultural, economic, social, and environmental contexts.

STEAM education emphasis the teaching, learning, and the application of essential concepts, ideas, processes, high level thinking skills, and 21st century knowledge, skills, values and attitudes in understanding and solving physical and natural problems rather on in-depth teaching and learning of STEAM content.

STEAM education focuses on providing the learners real life experiences of how STEAM related skills, concepts, processes, ideas, principles, values, and attitudes are applied and used to identify problems and questions in real life situations, explain the natural and physical world, and draw evidence-based conclusions.

- By exposing students to STEAM and giving opportunities to them to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field.
- Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.
- By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, content standards, benchmarks, syllabi, teachers' guides and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.
- Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations.
- They underpin STEM education. They are the main enablers of STEM education.

In general, the 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

The skills students will learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

Appendix 6: Bloom's Revised Taxonomy

Creating (High order thinking)	Generating new ideas, products or ways of viewing things by: <ul style="list-style-type: none"> • Designing • Constructing • Planning • Producing • Inventing • Devising • Making
Evaluating (High order thinking)	Justifying a decision or course of action by: <ul style="list-style-type: none"> • Checking • Hypothesizing • Critiquing • Experimenting • Judging
Analyzing (High order thinking)	Breaking information into parts to explore understanding and relationships by: <ul style="list-style-type: none"> • Comparing • Organizing • Deconstructing • Interrogating • Finding
Applying	Using information in another familiar situation by: <ul style="list-style-type: none"> • Implementing • Carrying out • Using • Executing
Understanding	Explaining ideas or concepts by: <ul style="list-style-type: none"> • Interpreting • Summarizing • Paraphrasing • Classifying • Explaining
Remembering	Recalling information by: <ul style="list-style-type: none"> • Recognizing • Listing • Describing • Retrieving • Naming • Finding

The table shows examples of guided questions for each of the levels of the Bloom's taxonomy.

Remembering	How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect "transport" pictures from magazines- make a poster with information
Understanding	How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport.
Applying	Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about "The Little Red Engine" and make up a play about it. Survey 10 other children to see what bikes they ride. Display on a chart or graph.
Analyzing	Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses- write a report. Use a Venn Diagram to compare boats to planes, or helicopters to bicycles.
Evaluating	What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast etc.
Creating	Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty years' time? Discuss, write about it and report to the class. Write a song about traveling in different forms of transport.

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