
Community Living

Lower Primary Teacher Guide



Department of Education

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Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Community Living Subject Advisory Committee have developed this Teacher Guide through meetings, workshops and consultations.

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Inservice units

A set of inservice units has been written to support the implementation of the primary reform curriculum. These units should be used in conjunction with the Lower Primary Community Living Syllabus and this Teacher Guide. For further information contact your head teacher or district inspector.

The inservice units are:

- self-instructional, so you can access them according to your needs
- self-paced, so you can study at your own pace
- outcomes-based, so you can experience outcomes-based approaches to education
- based on adult principles of learning such as doing, sharing and reflecting
- practical and related to your daily work as a teacher or a supervisor
- collegial, so you can learn together in small groups, whole school or cluster settings
- accredited with the Papua New Guinea Education Institute, so you can improve your qualifications
- designed to promote best practice, so you can effectively implement the curriculum
- applicable across both Lower and Upper Primary syllabuses.

These units integrate principles contained in the National Curriculum Statement (2002) and the National Assessment and Reporting Policy (2003).

Secretary's message

The Community Living Syllabus and this Teacher Guide build upon the skills and knowledge that children bring from their own cultural and family experiences and the learning outcomes of the Elementary curriculum. This learning occurs in the child's first language.

A bilingual approach is used at Lower Primary. It incorporates bridging to English processes in Grades 3, 4 and 5. This approach helps students to know who they are by building on their knowledge about their culture and first language.

The students' first language, used in Elementary, will continue to be the language of instruction while bridging to English takes place in Grades 3, 4 and 5. Students will continue to develop their thinking and decision-making skills as well as skills in speaking and listening, reading and writing in the language they speak, while also learning in English.

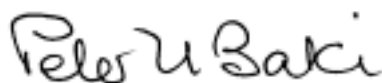
Lower Primary teachers are generalist teachers and this Teacher Guide is for all teachers in Lower Primary schools. It is one of a set of seven guides written for teachers of Grades 3, 4 and 5.

Community Living is a subject through which Integral Human Development is addressed. In this subject students learn about people, their relationships with each other, how their societies are organised and survive, and their cultures. Students study the interrelationships between culture and environment and the concept of environmental and cultural sustainability.

Students develop the skills of gathering and analysing information and acting on the new information. They should be given lots of opportunities to practise and apply these skills in the units of work.

Teachers are encouraged to read this guide carefully and then become familiar with the content of each of the other Lower Primary teacher guides. In this way, teachers can feel confident to try out the ideas and strategies that they believe will be effective with their students. Teachers may choose to modify and amend these ideas to suit local circumstances.

Teachers should work closely with members of their school communities to ensure that local community needs are met within the framework of the learning outcomes published in the Lower Primary syllabuses.



PETER M. BAKI, CBE
Secretary for Education

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Lower Primary Community Living Syllabus. Its main purpose is to help you to implement the syllabus in your classroom.

The guide provides you with guidelines and directions to help you plan and develop teaching and learning activities in order to achieve the learning outcomes. It also provides you with information and processes to:

- use the elaborations to identify relevant content (knowledge, skills and attitudes) and contexts
- develop units of work based on clusters of learning outcomes relevant to your students' needs and interests
- select appropriate teaching and learning strategies
- plan a program suitable to your school
- plan and conduct assessment to monitor students' learning, and achievement of learning outcomes.

Using this teacher guide

When you receive your Lower Primary syllabuses and teacher guides, you need to do the following:

- read each teacher guide carefully
- become familiar with each syllabus, its strands and substrands
- select one subject, then read the outcomes and indicators for that subject
- read each section of that subject's teacher guide again, and take note of the ideas, strategies and processes that you think will be useful to you
- repeat these steps for the other subjects
- meet with other teachers, share your ideas and plan how you will work together to write programs and units of work
- be ready to try out some of the units of work in the teacher guides
- be confident to write your own programs and units of work using the information in one or more of the teacher guides and subject syllabuses.

Bilingual education

Bilingual education is the regular use of two languages for instruction. With over 800 different languages spoken across Papua New Guinea, most students do not speak English as their first language. In Lower Primary Community Living, teachers will use a bilingual approach to teaching and learning, using both vernacular and English to develop students' understanding of the learning outcomes.

Lower Primary uses a bilingual approach as there are academic benefits for students being bilingual. Students continue to learn in their first language because learning only in English as a second language can limit their learning and social development. As students become confident in thinking, reasoning, problem solving and decision making in their vernacular, they are more able to learn another language such as English. Both inside and outside the classroom it is important to continue to develop, expand and enhance vernacular language to that used by adults.

Bridging to English

Bridging to English is the gradual change from vernacular to English instruction during Grades 3 to 5. Bridging, while maintaining vernacular language, helps students retain their identity, culture, self-confidence and self-esteem.

Bridging to English approaches are explained in the section titled Teaching and Learning Strategies. Examples of how to apply these approaches appear in the section titled Units of Work.

Using vernacular for continued learning and development while learning English, is an effective way for Papua New Guinean students to develop to their full potential.

Integration

When teachers use integrated and bilingual education approaches in their classrooms, they are encouraged to create a relaxed, enjoyable environment in which they use a variety of teaching and learning strategies to help students acquire relevant skills, knowledge and understanding.

Integrated learning of subjects and learning outcomes is more likely to provide a meaningful and natural learning environment for students, and subsequently improve the quality of their learning.

Some learning outcomes from different subjects naturally collect or cluster together, allowing a thematic approach to programming to be adopted by teachers. The integration is not artificial and is often determined by annual calendars of events and community activities to make the learning more meaningful to students. Learning outcomes that do not integrate easily, will of course need to be programmed separately.

Nature of Community Living

Community Living is an active course in that students learn through active participation in activities, whether in the classroom or in the community. They are involved in gathering information from community members and participating in cultural and community activities.

Community Living enables students to:

- be active and informed citizens in the future
- develop an appreciation of and sense of responsibility for their people and the community
- understand cultural and physical sustainability
- develop an awareness of national identity and nation building
- understand and use the process of gathering, analysing and presenting information
- effectively manage and use the environment to achieve a sustainable way of life now and in the future.

Links with other levels

Community Living is in the learning area called Culture and Community. Community Living links with the Elementary subject Culture and Community and the strand Me and My Community. In Upper Primary, Community Living has major links with Social Science and minor links with Personal Development and Making a Living.

Links between Elementary and Primary levels

| School Level | Elementary | Lower Primary | Upper Primary |
|----------------------|-----------------------|-----------------------|-----------------------|
| Learning Area | Culture and Community | Culture and Community | Culture and Community |
| Subject | Culture and Community | Community Living | Social Science |

Links to other subjects

Community Living integrates easily with all other subjects through its content. For example, the strand Community can be integrated with Environmental Studies, Health, Mathematics and Physical Education. The strand Trading can be integrated with Mathematics. The strand Culture integrates with Arts content and outcomes. Language skills can be integrated with all the strands.

Key features

This section highlights important things about Community Living.

What is Community Living?

Community Living is an active course. Through its activities, students develop skills that will enable them to become active and informed citizens both now and in the future.

Students study their communities and cultures. The contexts are the neighbouring communities, the district and the province. Students should be assisted to find information locally by interviewing community members, observing their environment and reading books.

Community living process

In Community Living a three step process is recommended: gather information, analyse information and present or act on the analysed information. Teachers are encouraged to model this process in their lessons. It is particularly important to challenge students by giving them opportunities to present or act on the information or knowledge discovered in their analysis or evaluation.

In your units of work, this process can be completed in a lesson or activity or over several lessons or activities throughout the unit. At the beginning of a unit of work students should be gathering information about the theme, and after analysing the information they may choose to present it in a variety of ways or take appropriate action. Teachers are encouraged to give students plenty of opportunities to do this. Presenting information is a common activity for the third step in the process; however, in Community Living students must also be involved in taking action.

Focus for each grade

Generally, there is a focus for each grade. In Grade 3 the focus is neighbouring communities, in Grade 4 the focus is districts and in Grade 5 students study the provinces.

Strands and substrands in Community Living

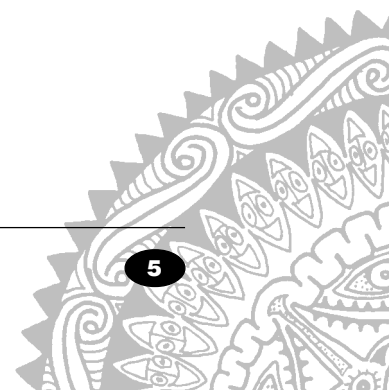
Community Living has 3 strands (Community Trading, and Culture) and 6 substrands (People, Relationships, Ways communities work, Places, Meeting needs and wants, and Customs).

Strand: Community

In the strand Community, students study people, their relationships, how their communities or groups work to enable a functioning and harmonious society and the places that are important in their lives.

The substrands in the Community strand are briefly described below.

| Substrands | Description |
|-------------------------------------|--|
| <p>People</p> | <p>In this substrand, students learn about individuals and groups in their own and neighbouring communities. They get a better understanding of individuals they interact with on a daily basis, define the groups they belong to and evaluate the importance of these groups.</p> <p>The main way of learning should be through observations, working with their own knowledge, asking others or reading texts for information.</p> |
| <p>Relationships</p> | <p>In Relationships, students gain skills and knowledge that help them to develop and maintain good relationships with other individuals within different groups. They practise acceptable behaviour.</p> <p>The main way of learning is through discussions, finding out from adults and others, observations and practising good or acceptable behaviour inside or outside the classroom and reporting back.</p> <p>This substrand links with Personal Development in Upper Primary.</p> |
| <p>Ways communities work</p> | <p>This substrand is about how the community, society or group is organised, how decisions are made and the rules required for the community, society or group to operate.</p> <p>The main way of learning is through the use of guest speakers, reading texts, pictures and doing research.</p> <p>Students can experience some rules or decision-making processes through class activities such as real or mock elections, role-playing rules of certain groups, and developing and following class rules.</p> |
| <p>Places</p> | <p>This is the Geography substrand in which students learn in detail about their neighbouring communities, districts and provinces. They also develop an understanding of the need and importance of sustainability through studying the effects of people on the environment and natural phenomena.</p> <p>In this substrand students develop mapping skills.</p> |

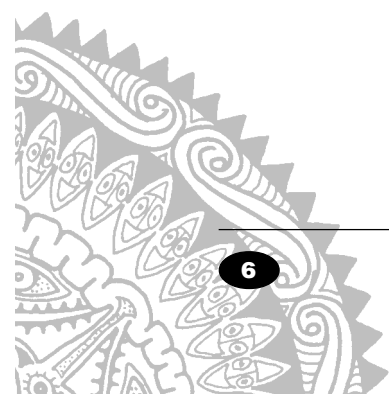


| Strand: Trading | |
|--------------------------------|---|
| Substrand | Description |
| Meeting needs and wants | In this substrand students learn about how goods and services are distributed and consumed in their local communities. They develop an understanding of the concepts of communication, transport and money as contributing factors to the development of their own standard of living and that of the communities in which they live. They further develop an understanding of the sustainable use of their own resources for the creation of wealth for their own benefit and for the benefit of their communities. |
| Strand: Culture | |
| Substrand | Description |
| Customs | <p>This substrand focuses on one aspect of culture — customs. Students develop a deeper understanding of some of the customs they practise. These include customs dealing with key life events such as birth, initiation, marriage and death. Through this substrand students also clarify and develop an understanding and appreciation of, and respect for the society to which they belong, whether it is matrilineal or patrilineal.</p> <p>Obviously in a strand like Culture and substrand like Customs, a resource of primary importance is people — students themselves, their parents and relatives, teachers and other students. Just as important are objects and places of cultural significance in the local community.</p> <p>The main ways of learning should include guest speakers, excursions, participation in or observing cultural events, sharing their knowledge, discussions, showing and telling about a cultural practice or symbol, and demonstrating traditional arts related to customs.</p> |
| Concept of change | The concept of change is dealt with throughout the three strands and six substrands. |

Developing skills

Development of thinking, reasoning, problem-solving and decision-making skills is very important to any individual. It is even more important for Papua New Guineans who are faced daily with challenges in all aspects of life. Community Living through its content, skills and attitudes aims to assist students to develop these important skills. Teachers in their activities or lessons should encourage the development of these skills.

Students should be encouraged to answer questions about what, when, how, who and especially why. They develop the skills of accessing information so that they are able to make informed decisions. They should be given lots of opportunities and practice while at school to solve problems in a systematic way, and plenty of opportunities to practise their skills in dealing with real life problems. They express their own views and opinions based on sound knowledge and give reasons for taking a particular stand.



Teaching and learning strategies

This section outlines some strategies for teaching in an integrated way. It explains the bridging to English approaches and some interesting strategies for teaching Community Living which are also useful and relevant for other subjects.

The learning outcomes provide the framework for teachers to use in their daily, weekly, term and year plans. Teachers in Lower Primary schools will use the learning outcomes, from the syllabuses in their planning, and use the Elaborations in this Teacher Guide to identify specific knowledge, skills and attitudes that can be developed in each grade.

Continuous assessment of students' learning against these outcomes, will ensure a supportive classroom environment that will meet the student's individual learning needs. Here is a discovery-learning motto to keep in mind when planning activities for students who are learning in two languages.

Discovery learning

We remember:

20% of what we hear

40% of what we see

80% of what we discover for ourselves.

Bridging to English approaches

Children begin school using their first language for learning and development while their English language is being developed. As students move into Lower Primary, a bridging process to learning in English is developed. The Curriculum Development Division has recommended five approaches to bridging to English for teaching in bilingual classes in Papua New Guinea. Each of these five approaches has been modelled in the units of work included in this Teacher Guide. They are approaches that you must use when programming units of work. The approaches are explained in detail below.

1. Integrated programming and thematic approach

Teachers are encouraged to use an integrated programming and thematic approach for Lower Primary.

First, you identify clusters of outcomes from within a subject or across several subjects that link naturally together. Then, you identify a theme that links the outcomes. This helps to make learning activities interesting, relevant and appropriate for the students. Themes may be used for programming a unit of work to be taught for one to two weeks or longer.

2. Whole language approach

Within the integrated, thematic approach, the whole language approach will guide planning and teaching of the vernacular and English programs.

Teachers must create a rich environment with models of a variety of oral and written text types in the classroom. This helps students learn how whole texts are constructed. Many student-centred activities can also be created from whole texts for students to learn about the parts of language such as letter–sound relationships, pronunciation, spelling, grammar and vocabulary.

3. Program separately for vernacular and English

Language development in vernacular and English needs to be planned separately for each subject. Students use vernacular for example, when they are learning difficult new content and content that is related to their own community lives, or for small group discussions. Students are introduced to English words and language features while they are learning the concepts in vernacular. Gradually, as students' vocabulary and understanding of English grows, they will learn more and more in English. In Grade 5 seventy percent of teaching, learning and assessment will be in English.

4. Use big books for both languages

Big books should be used as a main resource for both vernacular and English language development. Big books are usually used to introduce a new topic, new ideas, a new text type, new grammar and new vocabulary. Big books can be either fiction or information texts. You can make bilingual big books showing the same information or telling the same story in both vernacular and English.

5. Variety of genres

There will be a focus on different text types, or genres, associated with different language functions or purposes. These genres help students to understand how language can be used in powerful and interesting ways for different purposes. For example we tell, read and write narratives to share experiences for enjoyment. We use procedures to explain how to make something or do something. We use reports to present factual information and explanations to explain why certain things happen. Arguments are used to present different points of view in powerful, persuasive ways. The following genres will be taught and practised in different subjects at Lower Primary:

- narrative
- recount
- procedure
- report
- explanation
- exposition.

You will be planning for the students to learn these different genres when you plan your units of work.

Characteristics of students in grades 3–5

Students in this age group are generally characterised by the following aspects:

- identify themselves as members of groups such as age and class groups
- reflect on the influences of the media and popular culture in small groups
- copy and imitate others
- are interested in exploring and participating in wider communities
- are curious and willing to learn new things
- are physically active and energetic
- are interested in the natural, social and technological world.

Student-centred learning

Student-centred learning is a powerful learning and teaching strategy. In a student-centred learning classroom students:

- are the focus of attention while the teacher is the facilitator
- are engaged in worthwhile activities either individually or in small groups
- make decisions about their learning. For example, they may identify topics that they want to learn more about, or they may decide how to demonstrate their learning; through an oral presentation, written report or by building a model.

Strategies for promoting student-centred learning

Some strategies that promote student-centred learning include:

- creating a learning environment which supports cooperative attitudes and collaborative practices. For example, students should be encouraged to respect each other's contributions, and be able to question practices
- providing opportunities for group problem solving, investigating and decision making. For example, the whole class could be engaged in a unit of work which improves an aspect of the school
- work in student interest groups of different sizes and characteristics such as friendship, age and gender
- promoting reflection on their personal learning styles and preferences; sometimes giving them the opportunity to choose different ways to present information for their assessment, such as visual, written, oral, or dramatic presentations
- promoting small group work as well as individual work. Students should have opportunities to experience working in groups of different sizes; pairs, common interest and mixed-age groups, and the whole class. When students work cooperatively with their peers, they can help each other understand information, help each other to achieve their goals and give each other ideas and encouragement. When students work cooperatively with parents, teachers, peers, school and community members, they access the diverse knowledge and skills from a broad range of social and cultural groups.

Teaching and learning strategies for Community Living

Characteristics of teaching and learning strategies for Community Living

The following characteristics of teaching and learning activities are particularly appropriate for Community Living in Grades 3–5. Students should be given opportunities to:

- respond to challenges
- solve problems in creative and unique ways with the assistance of their teachers
- be involved in activities such as making a product, with help from an expert
- contribute their own experiences
- draw on their own observations and take action on the basis of the knowledge they have learned
- develop open-ended tasks or questions where their creative-thinking skills are challenged
- design activities which allow them to take various paths to achieve the same outcome
- experience a range of culturally diverse works, products and processes
- challenge assumptions.

The Community Living process is outlined in detail below, along with other teaching and learning strategies suitable for Community Living.

The Community Living process

Sample activities suitable for each step of the process are given below:

Gathering information

- interview resource people from the community
- excursions to places of interest which are relevant to the unit of work or theme
- conduct surveys on a particular issue
- read books, newspapers for particular information
- brainstorm to gather information

Analysing, evaluating information and making judgements

- compare the information from interviews and note areas of general agreement and areas of conflicting information
- summarise the information using maps, graphs, diagrams and text
- present the information in a table and identify conclusions that can be made and any other interesting information
- summarise the information

Presenting information or taking action on the new information

- present the information to an audience. The information may include students' or teachers' points of view on the topic
- present the information in the form of posters
- act on the analysis or evaluation of the survey findings by raising awareness of the issue, or by doing something such as cleaning the school
- present the information using graphs, tables, pictures, oral or written reports

Brainstorming

This is a popular activity with a class or group for generating new ideas quickly or to stimulate creative thinking. All ideas are accepted and listed without comment. Discussion about appropriateness or desirability occurs later. Generally, in brainstorming students think up ideas, write them down, sort them and decide on the ones that require further brainstorming. You may decide individually or as a group how to record the information generated during brainstorming. Use a list, table or chart.

Debate

Debating is a strategy which involves students presenting different points of view on an issue and arguing their case. Two forms of debating appropriate for this level are described below:

Class debate

All class members are involved. Each student states a point of view and provides a supporting argument. This is sometimes called a 'Round Robin' debate.

Debating in two groups

An issue or topic is identified. The class forms two groups according to their chosen point of view. Each student must belong to a group. Each side presents one persuasive statement. Then students are given the opportunity to change sides.

Design

Students develop visual images to explain their ideas or promote awareness of a particular issue.

Diary

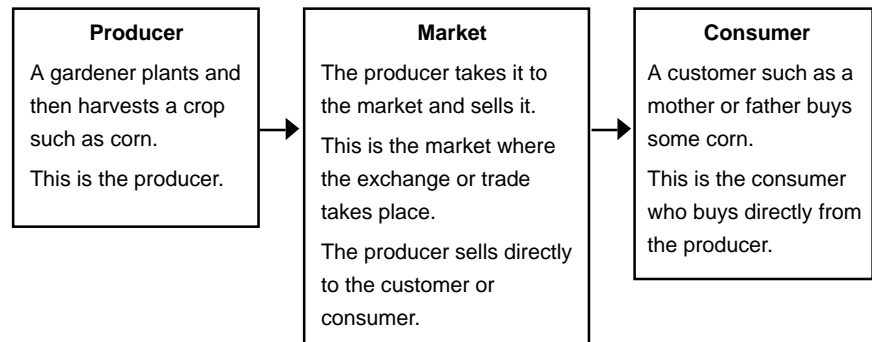
Students maintain a record of the progress of a project. They may note its progress at various stages and reflect on any changes.

Graphic organisers

These are ways of representing information graphically to make the information easier to access visually. Tables are probably the most common example. Others include graphs and flow charts.

Flow chart

This is a way of clearly organising information about a process when a sequence is involved. It can also demonstrate relationships such as producer to consumer.



KWL chart

This is a useful strategy for organising thoughts at the beginning of a unit and reflecting on what has been learned at its conclusion. KWL stands for:

1. What we **know** about a topic already
2. What we **want** to know about the topic
3. What we have **learnt** about the topic.

Homework

Homework is an important strategy for students to become independent learners. Plan or program homework so there is a variety of tasks. Allow a reasonable amount of time for example, 30—40 minutes depending on the task and age of learners. It is important that you are clear about the purpose of the homework and convey this to the students. It might be to practise a skill, complete a piece of work or collect information for the next day's lesson. Homework should be regular. Ask students to sign off on some of the tasks you give, or request that their parents or guardians sign the homework sheet.

Assessment and reporting

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of learning outcomes. At Lower Primary, assessment also needs to take account of the bilingual nature of teaching and learning. All assessment must link back to the learning outcomes.

Teachers need to apply processes for assessment, recording and reporting that enable them to determine which learning outcomes students have achieved and to report these achievements to parents in ways that make sense to them. The processes teachers use to assess, record and report students' achievements need to be manageable. Schools may decide to plan together on a whole school basis to share good assessment practice and to develop manageable assessment and reporting systems.

Students need to receive meaningful feedback about their achievement of learning outcomes. This is best done using continuous assessment. The students' knowledge and skills are continually developing in a healthy classroom environment. It is important for teachers to be aware of, and record, what the students know, can do and understand. When this information is known about the students in the class, programming can be made more purposeful. It can be directed at learning weaknesses and made appropriate to the students' needs.

Criterion-referenced assessment

The approach to assessment that best aligns with an outcomes-based approach is criterion-referenced assessment.

Criterion-referenced assessment uses specific assessment criteria derived from the learning outcomes to judge a student's individual performance. It does not compare the performance of one student to that of another. This means that all students can demonstrate learning against individual criteria and all can find success against one or more criteria.

Unlike norm-referenced assessment, it is not used to rank students. It is used to determine what each student has learnt from the learning outcomes in terms of knowledge, skills and attitudes. All of the assessment methods described on the following pages use this approach.

Teachers will need to be able to:

- identify valid and reliable assessment tasks from the learning activities
- develop specific assessment criteria that describe exactly what a student must do to be successful in the assessment task
- make sure the students are aware of and understand the assessment criteria
- give students feedback on their performance in each assessment task against the assessment criteria.

In this way students are very clear about what they must know, do and understand. They are given constructive feedback from the teacher on what they are doing well, and what they need to do to improve. Teachers are very clear about what they are assessing and are able to apply fair, consistent assessment to all students' work.

Assessment and recording methods

The syllabuses outline the main assessment methods. This section will expand on these methods by providing:

- examples of the kinds of activities where that assessment method may be appropriate
- examples of how to record students' demonstration of the knowledge, skills and attitudes in the learning outcomes.

Observation

Teachers can gather much information about students' learning by observing them in both formal and informal situations inside and outside the classroom. Observation is used largely for assessing skills. It is best suited to assess skills-based activities. It can also be used to assess students' knowledge and attitudes when they are expressed orally.

Examples of when to use observation to assess students' learning

Formal assessment tasks that use observation as the assessment method might include:

- oral presentations
- role-plays, dramatisations, dance or musical performances
- group work
- practical activities.

Informal observations can occur while students are working on normal learning activities both inside and outside the classroom. It is useful to inform students that you are assessing them and to make sure they know the assessment criteria that you want them to demonstrate. In this way more students are likely to be successful.

Students can also observe and give constructive feedback on each other's performances using the same assessment criteria. This is called peer assessment.

Ways of recording observations

There are a number of manageable ways to record observations of students' achievements. These include:

- checklists with comments
- class grids that allow the teacher to date their observations and focus on a few students at a time each lesson, until they have recorded information about all students. These grids can be used to repeat the observations a number of times to build a fuller picture of each student's learning

- having a page for each student in an exercise book to keep dated anecdotal records of significant learning
- having students complete peer assessments that show the performance of other students, either as individuals or in groups, against the assessment criteria.

Sometimes it may be necessary for the teacher to talk to the student about what they are observing as it is possible to misinterpret information. For example, a student staring out the window during a writing activity may be seen to be wasting time. When questioned, the student may well respond with a comment such as, 'I was thinking what to write next,' or, 'I was translating my sentence from vernacular to English in my head first'.

Conferencing or talking to students

In similar ways, teachers can gather information about students' understanding of what they are learning by sitting and talking with students while they are working.

Examples of when to use conferencing to assess students' learning

This is most useful in:

- practical lessons where students are applying skills
- language activities like shared or individual reading or when assessing students' writing
- small group work
- learning activities that are happening out in the community.

Teachers can ask relevant questions such as:

- What do you think is happening here?
- Why did you do it that way?
- Is there another way you could do this?

The purpose of conferencing is to gather information about students' knowledge and understanding of what they are learning. It can also give a good insight into students' attitudes to learning.

Ways of recording conference notes

The type of information gathered in conferences can be recorded on class grids or in exercise books with a page for each student.

Analysing students' products

This is probably one of the most common forms of assessment. The teacher sets an assessment task for students, explains the assessment criteria to them and then collects the students' products to see how well they have met the criteria.

Examples of when to analyse products to assess students' learning

Examples of students' products might include:

- essays or written work
- models
- drawings, maps and diagrams
- art and craft samples
- community surveys and projects.

Teachers will need to make sure that the assessment criteria match the knowledge, skills and attitudes outlined in the learning outcomes being assessed. They will then have to decide how well the students have met these criteria. Teachers can use different scales to show various levels of achievement. For example, you could use scales like the ones below.

Examples of scales to show how well students performed on assessment tasks

| Example 1 | Example 2 | Example 3 |
|---|--|--|
| F. Student fully demonstrated the criteria | 3. Student met the criteria most of the time | 3. Student met the criteria independently |
| P. Student partly demonstrated the criteria | 2. Student met the criteria some of the time | 2. Student met the criteria with some assistance |
| NMP. Student needs more practice | 1. Student did not meet the criteria | 1. Student needs more practice |

In Example 1, teachers would record an F for those students who fully demonstrated the criteria, a P for those who partly demonstrated the criteria and NMP for those students who need more practice.

Examples 2 and 3 use numbers as codes to show how well the students met the assessment criteria. Teachers can choose the codes that are the easiest for them to understand and use. Examples of how these codes can be used for recording appear in the section, Units of Work.

Ways of recording information gained from analysing students' products

Teachers may keep written work or records of students' achievements on particular assessment tasks in student portfolios.

Tests

Examples of when to use tests to assess students' learning

Tests are used mainly to assess students' knowledge and understanding of subject content. Tests should be used for both formative and summative assessment so that results can be used to help students improve in areas where they are having difficulty. At Lower Primary, tests are just one form of

assessment and should be used in conjunction with the other assessment methods. This balanced approach to assessment gives students a greater chance of being successful as they are able to demonstrate their learning in different ways.

Ways of recording test results

Teachers normally keep results of tests in record books. This is done if the marks mean something and relate to the outcomes. For example, if a test was out of 10, then those students who received marks:

- between 8 and 10 have demonstrated a good understanding of the outcome being assessed
- between 5 and 7 have demonstrated partial understanding of the outcome being assessed
- of 4 or less, need more practice or further instruction.

Teachers can also store students' tests with teacher comments in students' portfolios.

The Grades 3 to 5 Community Living Syllabus outlines assessment and reporting practices that are consistent with the *National Assessment and Reporting Policy (2003)*. Refer to the syllabus and assessment policy for further information.

What to do with assessment information

Once teachers have gathered information from a number of assessment tasks, they should be in a position to make decisions about which outcomes students have achieved.

Teachers need to look at all the evidence they have gathered about each student and decide if they have enough evidence to say that the student has achieved the outcome. Normally to make this decision, teachers must be sure that the student has demonstrated the outcome independently and on a number of occasions; sometimes informally and sometimes in assessment tasks. Teachers could then record which students have achieved which outcomes.

One way of recording this would be to have a chart showing all of the outcomes by subject for the relevant grade. A sample of what this might look like appears on the next page.

Teachers could have one copy of the table for each student and colour the grid as each outcome is achieved. Teachers could lightly or partly colour the outcome box for students who are still working towards achieving the outcome. Whilst this is mainly for teacher records, a chart such as this could be incorporated into a formal report. However, it would need further explanation for parents and guardians to make sense of it and to understand what learning has taken place.

Achievement of the learning outcomes

| | | |
|-----------------|---------------|--------------|
| School: | Year: | Term: |
| Student: | Grade: | |

■ A fully shaded box indicates the student has achieved that outcome for that subject.

■ A lightly or partly shaded box indicates the student is working towards that outcome.

| Subject | Learning outcomes | | | | | | | | | | | | | | |
|------------------------------|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------|-------|-------|
| Arts | 3.1.1 | 3.1.2 | 3.1.3 | 3.2.1 | 3.2.2 | 3.2.3 | 3.3.1 | 3.3.2 | 3.3.3 | 3.4.1 | 3.4.2 | 3.4.3 | 3.5.1 | 3.5.2 | 3.5.3 |
| Community Living | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.2.1 | 3.3.1 | | | | | | | | | |
| Environmental Studies | 3.1.1 | 3.1.2 | 3.1.3 | 3.2.1 | 3.2.2 | | | | | | | | | | |
| Health | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.1.5 | 3.2.1 | 3.2.2 | | | | | | | | |
| Language | 3.1.1 V | 3.1.2 V | 3.1.3 V | 3.1.4 V | 3.2.1 V | 3.2.2 V | 3.2.3 V | 3.2.4 V | 3.3.1 V | 3.3.2 V | 3.3.3 V | 3.3.4 V | | | |
| | 3.1.1 E | 3.1.2 E | 3.1.3 E | 3.1.4 E | 3.2.1 E | 3.2.2 E | 3.2.3 E | 3.2.4 E | 3.3.1 E | 3.3.2 E | 3.3.3 E | 3.3.4 E | | | |
| Mathematics | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.2.1 | 3.2.2 | 3.2.3 | 3.2.4 | 3.2.5 | 3.3.1 | 3.3.2 | 3.4.1 | 3.4.2 | 3.5.1 | |
| Physical Education | 3.1.1 | 3.2.1 | 3.3.1 | 3.3.2 | 3.3.3 | | | | | | | | | | |

Assessment in vernacular and English

Bilingual education is used in Lower Primary where students learn in both their vernacular and English. They gradually 'bridge' from vernacular to English over the three years from Grade 3 to Grade 5. Teachers use both vernacular and English as the languages of instruction and so it follows that assessment should also be conducted in both languages.

Teachers will need to make informed decisions about which language should be used to assess the students. In some cases it may be appropriate to let the students choose the language in which they would like to be assessed. The exception to this is where you are actually teaching English to students. This of course will need to be assessed in English.

The table below provides a guide to the percentage of assessment that should be conducted in each language.

Suggested percentage of assessment in vernacular and/or English

| Grade | Vernacular | English |
|-------|------------|---------|
| 3 | 60% | 40% |
| 4 | 50% | 50% |
| 5 | 30% | 70% |

Reporting

When the time comes for formal reporting through written reports or interviews, teachers can look at all the evidence of students' learning in student portfolios and in their own records, and decide which outcomes individual students have achieved and report this information clearly to parents. Teachers should highlight what students have done well and how they can further improve. The National Assessment and Reporting Policy outlines what is required in formal school reports.

Evaluation

Assessment information can also be used by teachers to evaluate the effectiveness of their teaching. By analysing class results as a whole, teachers can identify subjects, strands, substrands and outcomes where the students have done well and those that require further or improved teaching.

Similarly, a whole school can analyse results by subjects, strands and substrands or by grades, and identify areas of strength and those that need further attention. For example, if a whole school is not performing well in Mathematics, then Mathematics could become the focus for inservice and resource development for the next year. In this way assessment information serves two purposes:

- to improve students' learning
- to improve the quality of teaching.

Programming

A program is a detailed plan developed by teachers to manage teaching and learning activities for their students throughout the year. The main purpose of programming is to help teachers arrange the content of the course by developing a year plan and weekly programs.

A year plan, broken into terms, should show when all of the learning outcomes for each subject will be taught. Because an integrated approach to programming is recommended, learning outcomes that link naturally together should be clustered and described through themes that show the linking concept.

The year plan should also sequence individual subject learning outcomes that need to be taught on their own. The themes and individual outcomes for each term are broken down on a week-by-week basis for the four school terms.

Weekly programs detail teaching, learning and assessment activities for each week.

Samples of both types of programs appear below and in the Units of Work section of this Teacher Guide.

Developing a program

Programs are developed in many different ways around broad and common learning concepts. These concepts are identified in the learning outcomes from the seven syllabuses. It is also possible to develop a unit of work from one outcome. However, due to the nature of the learning approach at the Lower Primary level, we will focus on integrated units of work. In the integrated units of work we will use more than one outcome to form a unit. Using an integrated approach:

- learning is planned by connecting common concepts within or across subjects
- student's learning needs should relate to community activities
- new learning experiences are built on past experiences
- learning is focused around a familiar environmental context
- provides opportunities for a wide variety of student-centred activities
- encourages the use of local resources to support learning.

Programs should encourage teachers to link community activities to students' learning experiences.

Characteristics of a good program

An effective outcomes-based program:

- maintains a focus on learning outcomes, showing what students must know and do to achieve the outcomes
- uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time

- uses a variety of teaching and learning strategies so that teachers act as facilitators of learning, and cater for different learning styles and individual needs of students
- emphasises the development of knowledge, skills and attitudes that promote lifelong learning
- provides opportunities for students to become effective, self-directed learners
- enables students to learn in a range of contexts
- supports learning through the use of a variety of texts, media and real-life materials and resources
- shows the links between the outcomes, teaching and learning activities and assessment tasks.

When programming, teachers should also take into consideration the following:

- providing a balance of activities including projects, practical work and assignments
- students' needs and interests
- the community calendar
- unplanned events
- holidays
- major school activities
- current issues.

Developing a year plan

Below is a process, or a set of steps, to help you develop a yearly plan. You may modify it according to your needs.

Process for developing a year plan

Study all seven syllabuses and teacher guides. Become familiar with the strands, substrands, learning outcomes and elaborations. (Step 1 in Unit of Work Process)

In a group (same grade or level):

- cluster or group about four learning outcomes from two to three subjects that link naturally. Refer to Step 2 in the Unit of Work Process for more information
- record these clusters of outcomes on paper
- crosscheck which outcomes you have used. You may need to repeat some Language outcomes in other units of work to allow students to develop these skills to sufficiently high levels
- identify a theme for each cluster and record it next to the cluster. Refer to Step 3 in the Unit of Work Process.
- some outcomes will not form clusters easily and these can be taught on their own. We are referring to these outcomes as 'stand-alone' outcomes

- decide on an appropriate term and then week, to teach each theme or stand-alone outcome. You may decide to teach these stand-alone outcomes at the same time as a unit of work by setting blocks of time aside
- now you can fill in the year plan with the information collected from the above steps.

Recording your clusters

As you identify clusters of about four learning outcomes, record them in a format similar to the one below. This table shows some of the clusters of outcomes. You will have to complete the process. The year plan shows all the themes and stand-alone outcomes identified in this process.

| Grade: 5 | Class: | Teacher: |
|-------------|------------------------------|--|
| Cluster No. | Theme | Learning Outcomes |
| 1 | Safe environment | Community Living 5.1.1 Environmental Studies 5.2.1 Arts 5.1.2 Language 5.2.1V/E |
| 2 | People and behaviour | Community Living 5.1.2 Arts 5.4.2 Language 5.1.1, 5.1.3 |
| 3 | Conservation in my community | Environmental Studies 5.1.1, 5.1.3 Language 5.2.3 Mathematics 5.4.2 |
| 4 | Let's play | Physical Education 5.1.1, 5.2.1, 5.3.1 Language 5.1.1V/E |

A sample year plan

The year plan and format are flexible in that you teach the themes identified in the clusters of outcomes at the most appropriate time for your students. The plan shows your own preferred clusters named by the themes and also stand-alone outcomes. These themes and stand-alone outcomes may change from year to year. This year plan is simple and promotes integration. You will only have one plan for all the subjects.

A sample of a completed year plan appears on the next page. From this plan, you can develop units of work for each theme and 'stand-alone' outcome.

Sample year plan

| Week | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--|------------------------|--------------------------------|---|
| 1 | Safe environment | Local level government | My province | Using goods and services in my province |
| 2 | Safe environment | Local level government | My province | Using goods and services in my province |
| 3 | People and behaviour | Elections | Matrilineal societies | Making choices |
| 4 | People and behaviour | Elections | Matrilineal societies | Making choices |
| 5 | Conservation in my community | Going through changes | Caring for my environment | Language 5.3.2 |
| 6 | Conservation in my community | Going through changes | Caring for my environment | Mathematics 5.3.1 Mathematics 5.3.2 |
| 7 | Let's play | Leisure and recreation | Let's clean up our community | Mathematics 5.3.1 Mathematics 5.3.2 |
| 8 | Let's play | Leisure and recreation | Let's clean up our community | Mathematics 5.4.1 Language 5.2.4 |
| 9 | Mathematics 5.2.3 Mathematics 5.1.4 | Mathematics 5.2.5 | Creating my own craft or dance | School concert |
| 10 | Language 5.1.4 | Language 5.2.2 | Creating my own craft or dance | School concert |



Units of work

A unit of work is a set of sequenced teaching and learning activities with assessment tasks designed to help students achieve selected learning outcomes within a specific time frame.

Process for developing units of work

The following ten step process will guide teachers in their planning and developing of units of work. Some teachers may start at different steps in the process (or, for example, reverse the order of Steps 2 and 3) but eventually all steps will be covered. When the unit is completed, you should reflect on the success of the unit and make improvements if you plan to use it with another group of students in a following year.

1. *Study the learning outcomes*

Look at the learning outcomes for the seven Lower Primary subjects if planning an integrated unit of work.

Look at the learning outcomes from one subject only if planning a unit of work for one subject.

2. *Cluster learning outcomes*

Cluster a small group of learning outcomes (about four) from across the subjects that link naturally together.

3. *Identify a theme*

Identify a theme to describe the natural links between the learning outcomes in the cluster.

4. *State the purpose of the unit of work*

Summarise in two or three sentences what students will learn during this unit of work. Refer to the learning outcomes.

5. *Identify the knowledge, skills and attitudes*

Use the indicators from the syllabuses and the elaborations from the teacher guide to identify the knowledge, skills and attitudes for the cluster of learning outcomes.

6. *Develop teaching and learning activities and assessment tasks*

Develop relevant teaching and learning activities and assessment tasks that help students to learn and demonstrate the knowledge, skills and attitudes.

Develop teaching and learning activities for the Language learning outcomes in the unit of work, that incorporate bridging approaches.

7. *State the language of instruction for teaching and learning activities and assessment tasks*

Identify which language will be used for all of the teaching and learning activities and assessment tasks.



8. Estimate the time

Identify how many weeks it will take to teach the unit of work (probably no more than three weeks for Lower Primary students).

9. Develop a weekly teaching program

Use your own programming format to develop a weekly program.

10. Identify relevant resources and materials

List the resources and materials needed to teach the unit of work.

A unit of work identifies:

- the grade, strand and substrand
- the theme for the unit which can be the title
- the suggested length of time to complete the unit of work
- a brief statement on the purpose of the unit
- the learning outcomes (knowledge, skills and attitudes) to be covered in the unit
- sequenced teaching and learning activities and assessment tasks
- the language of instruction and assessment
- the weekly teaching program for the unit of work
- a list of resources and materials required.

Sample unit

The sample unit of work is an integrated unit for Grade 5. This unit of work is based on the Community Living strand, Trading.

Sample: Integrated unit of work**Grade 5****Term 4****Weeks 1–2**

Theme: Using Goods and Services in my Province

Purpose: Students will learn to:

- describe the types of goods and services available in their province
- analyse the provision of goods and services and suggest improvements
- create consumer awareness about the use of goods and services in the community.

Duration: 2 weeks

Learning outcomes:

| | | |
|------------------|----------|---|
| Community Living | 5.2.1 | Analyse the distribution of goods and services in the province |
| Language | 5.3.1V/E | Plan and produce a range of text types in all genres to present ideas and information |
| Arts | 5.1.2 | Design and create art using a variety of skills |
| Arts | 5.4.2 | Make up drama using a variety of skills |



Knowledge, skills and attitudes

The table below lists the knowledge, skills and attitudes students will be developing during this unit of work. The information is taken from the elaborations sections of the teacher guides.

| Knowledge | Skills | Attitudes |
|---|---|---|
| <p>Goods and services:</p> <ul style="list-style-type: none"> • goods are things we buy and use • service — paying for something to be done for you <p>Examples of manufactured goods:</p> <ul style="list-style-type: none"> • tools and equipment, chemicals, foods such as tinned or frozen food, stationery and clothes <p>Examples of goods not manufactured, such as those sold in markets:</p> <ul style="list-style-type: none"> • fresh fruit and vegetables, fish and pork, cooked food, bilums, baskets and mats <p>Examples of services are:</p> <ul style="list-style-type: none"> • health, education, transport, postal communication, repair and maintenance, service stations, catering services, shoe and bag repair, tailoring, security, plumbing and carpentry, retailing and wholesaling • these services are provided by the government, the private sector and churches <p>Advertisements:</p> <ul style="list-style-type: none"> • purposes of advertising: <ul style="list-style-type: none"> – to introduce a new product or service – sale of excess stock • positive and negative advertising • care of environment in the use of products such as bottles, cans, paper and foil packets • roles and responsibilities of the consumer • choose goods and services wisely • being responsible in the way they use and dispose of goods or products in and around their communities | <ul style="list-style-type: none"> • drawing and interpreting flow charts, maps, graphs diagrams and posters • writing questions for survey or research • writing and presenting reports • role-playing • interpreting advertisements • critical thinking • making decisions • using persuasive language in advertising | <ul style="list-style-type: none"> • appreciate goods and services provided for them • make informed decisions about advertisements for goods, products or services • be responsible consumers |



Teaching and learning activities and assessment tasks

This table shows a sequenced list of teaching and learning activities and assessment tasks. The appropriate language is also noted and an estimated time for the activity is also given.

V = vernacular E = English V/E = vernacular and English

| Activity | Language | Est. Time (mins) |
|--|----------|------------------|
| 1. Do KWL on things (goods) that people make and what they provide (services) in the community or province, who provides the goods or service, where the goods come from. | V/E | 20 |
| 2. Write down and share with a partner the meanings of trade, product, consumer, producer and service. Look up and develop common definitions of the terms. | E | 15 |
| 3. Categorise the goods and services into large or small scale. | E | 10 |
| 4. Find out how people obtain goods and services in the local community (research). Write a short report summarising your findings. | V/E | 60 + hw |
| <i>Assessment Task 1</i> | V/E | 60 + hw |
| 5. Write a report about observations of the types of services available for people in the community. Include drawings or diagrams. | V/E | 60 + hw |
| 6. List the different types of transport used in the movement of goods to the consumer within PNG. Draw a flow chart to show this movement. | E | 30 |
| 7. Choose a product and find out how it is transported from its source to the consumer. | V/E | 60 + hw |
| 8. Use a key to identify on local and provincial maps the types of services available. | E | 15 |
| 9. Select a number of products from the teacher's prepared list and identify the country that produces each product. | E | 15 |
| 10. List the different types of transport used in the movement of goods from the producer in another country to the consumer in Papua New Guinea. | E | 40 |
| <i>Assessment Task 2</i> | | |
| 11. Draw a flow chart showing the movement of a product from its source to the consumer. | E | 60 |
| 12. Define manufacture, export and import using own ideas first, then the dictionary. | E | 30 |
| 13. Draw maps of transport and communication networks and explain the effects on trade in their province. | E | 45 |
| 14. Draw pictures of different kinds of packaging — for example, tins, paper, glass, plastic bottles and leaves. Discuss the advantages and disadvantages of each type of packaging. | V/E | 40 |

Key: hw - homework

| Activity | Language | Est. Time (mins) |
|--|-------------|------------------|
| 15. Brainstorm reasons for advertising. | V/E | 15 |
| 16. Discuss and then group advertisements into those for goods or products and those for services. | E | 30 |
| 17. Identify key messages from posters and advertisements and present findings. | V/E | 30 |
| 18. Choose a product or service and write an advertisement in the form of a poster or a leaflet. | V/E | 90 |
| 19. Suggest proper disposal methods for used packaging such as plastic bottles, plastic bags and cans. | E | 20 |
| 20. Make and pin up rules about proper disposal methods for used goods or products in the school. | V/E | 30 |
| 21. Make things to use in the classroom or home from the used goods or products. | V/E | 90 + hw |
| 22. Use a role-play to advertise items or services for sale. | V/E | 120 |
| 23. Write a poem or compose a song about a product or service that is environmentally acceptable. | V/E | 90 |
| 24. <i>Assessment Task 3</i> Write and draw advertisements for increasing community awareness of how to keep the environment clean and safe by disposing of used packages correctly. | V/E | 120 |
| 25. Participate in debates about familiar community issues such as unsafe products and maintaining services. | V/E | 120 |
| 26. Complete the KWL by filling in the column for L. Discuss things learnt, topics not covered and what to do next. Student reflection: What did you like about the unit of work? What aspects or activities were difficult? Why? | V/E | 30 |
| Total time | 1285 | |

Assessment plan

Theme: Using Goods, Products and Services in my Province

Learning outcomes:

| | | |
|------------------|----------|---|
| Community Living | 5.2.1 | Analyse the distribution of goods and services in the province |
| Language | 5.3.1V/E | Plan and produce a range of text types in all genres to present ideas and information |
| Arts | 5.1.2 | Design and create art using a variety of skills |
| Arts | 5.4.2 | Make up a drama using a variety of skills |

Appropriate assessment methods for the unit of work have been identified. Assessment tasks which assess the outcomes have also been identified from the teaching and learning activities. The appropriate language for assessment has been determined and assessment criteria developed. The recording methods to be used are appropriate for the assessment method.

| Subject learning outcome | Assessment method | Assessment task | Language (V/E) | Assessment criteria | Recording method |
|-------------------------------------|---------------------------------|---|----------------|--|--|
| CL 5.2.1 Lang 5.3.1 | Analysing students' products | Write a report about types of services available for people in the community | V/E | Students: <ul style="list-style-type: none"> provide accurate examples of services found in community use correct language structures for a report use pictures and diagrams appropriately and explain them clearly | Sample of work with teacher's comments |
| CL 5.2.1 Art 5.1.2 | Analysing students' products | Draw a flow chart showing movement of a product from its source to consumer | E | Students: <ul style="list-style-type: none"> describe the correct movement of a product from producer to consumer label correct points of movement identify the types of transport used between points of movement | Checklist |
| CL 5.2.1 Lang 5.3.1 Art 5.1.2 | Observation and peer assessment | Written or oral advertisements for increasing community awareness of the need to keep the environment clean and safe by disposing of used packaging correctly | V/E | Students: <ul style="list-style-type: none"> use examples of persuasive language use eye-catching pictures present one to two minute oral advertisements provide at least three examples of how to safely dispose of packaging | Checklist with teachers comments and peer assessment |

Programming in two languages

This table can be used as a checklist to monitor the use of vernacular and English. It helps you determine the proportion of oral and print materials in each language. This table contains all the activities listed as teaching and learning activities.

| Vernacular | | English | |
|---|---|--|--|
| Oral | Print | Oral | Print |
| <ul style="list-style-type: none"> Brainstorm what they know already and want to know about the theme Interview community members about how they obtain goods and services Discuss how goods are transported from source to consumer Discuss advantages and disadvantages of different packaging Brainstorm reasons for advertising Identify key messages in advertisements Role-play advertisements for goods and services Debate issues relevant to the theme | <ul style="list-style-type: none"> Write a report on how people obtain goods and services Write a report on services available in the community Write advertisements for a product or service Write rules for proper disposal of used products at school Write a poem or song about a product or service that is environmentally acceptable Advertisements for community awareness about safe disposal of packaging | <ul style="list-style-type: none"> Brainstorm what they know already and want to know about the theme Sort or group goods or products into large or small scale Interview community members about how they obtain goods, and services Discuss how goods are transported from source to consumer Identify the country of origin and producer of selected goods Explain how transport and communication affect trade in the province Discuss advantages and disadvantages of different packaging Brainstorm reasons for advertising Identify key messages in advertisements Suggest proper disposal methods for used products such as bottles, plastics and tins Discuss and group advertisements into those for goods and those for services Role-play advertisements for goods and services Debate issues relevant to the theme | <ul style="list-style-type: none"> Meanings of main concepts: trade, product, producer, consumer, goods, products, services, manufacturing, exports and imports List different types of transport used in movement of goods from source to consumer Write a report on how people obtain goods and services Write a report on services available in the community Write advertisements for a product or service Write rules for proper disposal of used products at school Advertisements for community awareness about safe disposal of packaging |

Weekly program

This weekly timetable shows the activities for week 1, as sequenced in the teaching and learning activities. The remaining activities will have to be taught in week 2. Unshaded activities for Physical Education, Health, Mathematics and Environmental Studies will have to be developed.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|--|--|--|
| 8.00 | Assembly | Assembly | Assembly | Assembly | Assembly |
| 8.15 to 10.00 | Community Living Activity 1 20 mins V/E Activity 2 15 mins E Activity 3 10 mins E Activity 4 60 mins +hw V/E | Community Living Activity 7 60 mins +hw V/E Activity 8 15 mins E Activity 9 30 mins V/E | Community Living Activity 11 Assessment task 2 60 mins E Language Activity 12 30 mins E Mathematics 15 mins | Language Activity 16 30 mins E Activity 17 30 mins V/E Arts Activity 18 60 mins V/E | Community Living Activity 19 20 mins E Activity 20 30 mins V/E Arts Activity 21 55 mins V/E |
| 10.00 – 10.30 | Recess | Recess | Recess | Recess | Recess |
| 10.30 to 12.00 | Language Activity 5 Assessment task 1 60 mins +hw V/E Community Living Activity 6 30 mins E | Mathematics 45 mins Environmental Studies 45 mins | Religious Education 60 mins Community Living Activity 13 30 mins E | Arts Activity 18 30 mins V/E Mathematics 60 mins | Arts Activity 21 45 mins V/E Mathematics 45 mins |
| 12.00 – 1.00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1.00 to 3.00 | Physical Education/Health 120 mins | Community Living Activity 10 40mins E Physical Education/Health 80 mins | Language Activity 13 15 mins E Arts Activity 14 40 mins V/E Language Activity 15 15 mins V/E Environmental Studies 50 mins | Physical Education/Health 60 mins School Sports 60 mins | Arts Activity 22 120 mins V/E |

Key: hw – homework

Summary

Community Living uses 405 mins, Language uses 180, Arts 350, Religious Education 60, Assembly 75, and other subjects use 580 minutes. The total time used is 1650 minutes.

Elaboration of learning outcomes

Elaborations describe the knowledge and skills included in each of the learning outcomes. They identify the content to be taught to the students. Elaborations are designed to help teachers understand the context of the outcomes so that they can develop teaching and learning activities that meet the needs of their students. The elaborations describe each learning outcome in terms of:

- recommended knowledge
- recommended processes and skills
- attitudes
- in some subjects, suggested activities.

Recommended knowledge

Knowledge is what students are expected to know and understand. The knowledge and concepts identified from the outcomes for Lower Primary Community Living are listed as short statements under the heading Recommended Knowledge. The knowledge listed in the elaborations can be used by teachers to create units of work that are relevant to students' needs and the local context.

Recommended processes and skills

Skills are what students can do, so the Recommended Processes and Skills section of the elaborations describes the skills that students need to demonstrate to achieve the outcomes.

Attitudes

Attitudes are what students demonstrate in their behaviour as they progress through a unit of work. Students will be able to demonstrate attitudes over long periods of time. Attitudes are difficult to assess. Teachers should provide many opportunities in their teaching and learning activities for students to demonstrate these attitudes.

Suggested activities

Some subjects provide a list of suggested teaching and learning activities for each outcome. Teachers can select those from the list that are relevant to the needs of their students. This list is not exhaustive so teachers can also develop their own teaching and learning activities relevant to the local context.



Strand: Community

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|------------------------------|--|--|--|
| People | 3.1.1 Explain changes in the community and family life and the effects on people | 4.1.1 Investigate work people in communities undertake | 5.1.1 Analyse people's contributions to the community |
| Recommended knowledge | <p>Changes in the community</p> <ul style="list-style-type: none"> • rapid increase in population due to education and improved health, diet <ul style="list-style-type: none"> – pressure on resources such as land, food and services – rural to urban migration • development of infrastructure <ul style="list-style-type: none"> – access to services, shops and towns – access by land, sea and air – increase in opportunities for education, business and jobs – increase in social problems • introduced work, food, beliefs, leisure and entertainment <ul style="list-style-type: none"> – greater choice, improved health, changes in work, leisure and beliefs • improved health and education services <p>Changes in family</p> <ul style="list-style-type: none"> • changes in family size such as <ul style="list-style-type: none"> – bigger families, pressure on food, space, shelter and wealth (school fees) – smaller families due to emigration — members going away for work or education thus less labour and more intermarriage • change in cultural practices such as polygamous to nuclear families • adapting to changes in religion, way of life, foreign cultures • changes can lead to raising or lowering the standard of living | <p>Work</p> <ul style="list-style-type: none"> • people work to live and survive and work for an income, salary, wage or money • subsistence activities such as gardening, fishing, hunting • commercial activities such as businesses • government workers such as teachers, nurses • private sector workers like shopkeepers and bank tellers • missionaries who work in the churches and those who work in health, education or transport • volunteers or unpaid workers such as those in some NGOs, social workers, helpers in community, family, school or church • community workers such as councillors, committee members, village magistrates, peace officers, village pastors | <p>People's contributions to the community</p> <ul style="list-style-type: none"> • ways people contribute to improve life <ul style="list-style-type: none"> – law and order – infrastructure development – provision and improvement of services – caring for sick, needy • who contributes <ul style="list-style-type: none"> – individuals, groups such as councillors, members of parliament, governors, educated people, churches, and individuals • what type of person contributes <ul style="list-style-type: none"> – a person with a positive attitude, has commitment to task or issue, is a leader, a decision maker, a role model, is honest and unselfish • what makes people want to contribute <ul style="list-style-type: none"> – a love for others and desire to serve others and community, help those in need, community obligation, cultural practice |



Strand: Community

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|--|---|---|---|
| <p>Recommended processes and skills</p> | <ul style="list-style-type: none"> • count people using tallying • collect data • develop and ask questions • observations • summarise and take notes • write and present report • conduct surveys • draw and interpret maps, graphs and diagrams | <ul style="list-style-type: none"> • develop and ask questions • conduct surveys • investigate • interview and report • discuss issues • draw and interpret graphs and flow charts | <ul style="list-style-type: none"> • analyse, compare and evaluate • develop and ask questions • take notes • count people and things • prepare and present reports • conduct surveys — plan, organise and present findings • discuss issues |
| <p>Attitudes</p> | <ul style="list-style-type: none"> • respect, appreciate and accept change • pride in their past and present • positive attitudes to changes • sense of ownership of change and property (looking after roads, public buildings) • pride and respect for cultures | <ul style="list-style-type: none"> • positive work ethics and commitment to work • appreciate services provided by volunteers, missionaries, parents and guardians • pride and respect in traditional systems of work • positive commitment to work | <ul style="list-style-type: none"> • commitment and desire to help others • serving others • concern and empathy for others |



Strand: Community

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|--|--|---|
| Relationships | 3.1.2 Describe relationships between individuals and groups | 4.1.2 Explain behaviour that promotes good relationships in the wider community | 5.1.2 Investigate standards of behaviour in different relationships |
| Recommended knowledge | <ul style="list-style-type: none"> relationships between family members, with the opposite sex, school friends and neighbours family trees for family, clan different groups such as clan, sports, religious, family, school and class define relationships — positive and negative aspects of relationships things that promote good relationships such as good behaviour, sharing and caring, good manners, respect for one another, serving and helping each other things that promote bad relationships such as dishonesty, bad behaviour and disrespect | <ul style="list-style-type: none"> what it means to be responsible helping others how to make informed decisions leading by example respecting individuals and their rights activities that promote good relationships such as religious gatherings and sports negotiating compromising listening conflict resolution peaceful behaviours | <ul style="list-style-type: none"> define standards of behaviour <ul style="list-style-type: none"> behaviour that is acceptable or unacceptable in different groups or settings such as at school, church, home, hospital, the bank and post office events like deaths, competitions, marriage and other ceremonies in the presence of leaders (community, provincial, national), family, pastors and other people effects of applying standards of behaviour <ul style="list-style-type: none"> being recognised as a good citizen and earning the respect of others |
| Recommended processes and skills | <ul style="list-style-type: none"> develop and ask questions present information draw and interpret diagrams and flow charts such as a family tree | <ul style="list-style-type: none"> decision-making skills develop and ask questions present reports demonstrate behaviour explain | <ul style="list-style-type: none"> present information observe and take notes conduct surveys present reports explain investigate gather and record information draw conclusions identify sources of information investigate possibilities |
| Attitudes | <ul style="list-style-type: none"> positive relationships good manners accept and respect self and others being a servant willingness to serve others | <ul style="list-style-type: none"> respect individuals and their rights being responsible being loving, caring and helpful acceptance | <ul style="list-style-type: none"> respect people have a caring attitude being responsible, honest, faithful respect and care for property |

Strand: Community

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|-------------------------------------|--|--|--|
| <p>Ways communities work</p> | <p>3.1.3 Identify rules and how they affect life in the community</p> | <p>4.1.3 Evaluate community services and the roles and responsibilities related to them</p> | <p>5.1.3 Describe democratic and traditional decision-making processes</p> |
| <p>Recommended knowledge</p> | <ul style="list-style-type: none"> • rules for school, family, church, local community • traditional rules • reasons for having rules <ul style="list-style-type: none"> – to maintain order, harmony among people • order in society • rights and responsibilities • how rules affect life • security and safety • peace in the community • effects of breaking rules • who makes rules • who checks that rules are followed | <ul style="list-style-type: none"> • examples of community services are education, health, roads, ports, airstrips, transport, businesses, communication services and churches • who provides these services <ul style="list-style-type: none"> – governments, churches, NGOs, business houses, individuals and groups • roles and responsibilities <ul style="list-style-type: none"> – government provides services and people maintain them • government assists with funding for maintenance • maintenance of services <ul style="list-style-type: none"> – community and local level governments and people can assist with maintenance • churches provide services including spiritual welfare of members, health, education, counselling, economic development and transport • consumer rights <ul style="list-style-type: none"> – to be heard – to have unfair practices redressed – a healthy environment – consumer education • consumer responsibilities <ul style="list-style-type: none"> – consumers have a responsibility to be critically aware • some ways to ensure services continue for people <ul style="list-style-type: none"> – people can provide free labour, care for buildings, do community work, repair own things and collect funds to maintain services | <ul style="list-style-type: none"> • traditional decision-making processes • who is the leader, what he or she is called • how a leader is chosen • how decisions are made • rules and laws to guide decision making • requirements of a leader • democratic decision making • elections, campaign, secret ballot, voting, enrolling to vote, scrutineers • <i>first past the post</i> <ul style="list-style-type: none"> – the person with the highest number of votes • <i>limited preferential voting</i> <ul style="list-style-type: none"> – voters choose their 1st, 2nd and 3rd preferences which are used to identify the candidate with an absolute majority (more than half the total votes including preferences) • structure of LLG, community and provincial governments • how ward councillors, presidents and governors are elected • how decisions are made at the LLG, provincial and community governments |



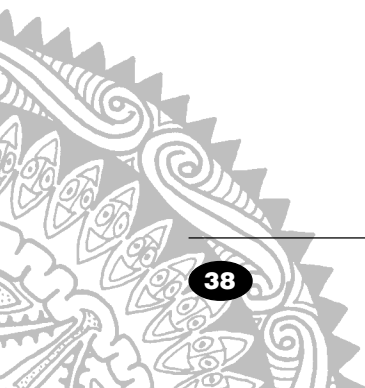
Strand: Community

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|--|
| Recommended processes and skills | <ul style="list-style-type: none"> • draw pictures and posters • express views and opinions • conflict resolution skills • present reports • discuss issues • identify differences between rules, rights and responsibilities | <ul style="list-style-type: none"> • develop and ask questions • conduct interviews • identify and describe • present reports • draw • conduct surveys • compare, analyse and contrast | <ul style="list-style-type: none"> • interpret diagrams such as structure of provincial governments • draw, interpret tables and graphs • summarise information • develop and ask questions • present information |
| Attitudes | <ul style="list-style-type: none"> • respect for rules • respect for rights • responsible citizen and member of family • recognise importance and role of rules | <ul style="list-style-type: none"> • being responsible • care for and maintain services • appreciate services provided • respect and care for property | <ul style="list-style-type: none"> • appreciate and respect decision-making processes • respect the decision makers • obedience, honesty |



Strand: Community

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|------------------------------|--|--|---|
| Places | 3.1.4 Identify and describe local landmarks | 4.1.4 Identify significant features of the natural environment that have an impact on people | 5.1.4 Describe geographical features of the province |
| Recommended knowledge | <ul style="list-style-type: none"> landmarks are special features of the community natural landmarks include mountains, rivers, islands, forests and bays names of the landmarks which are man-made or built landmarks such as special schools, tracks or routes, heritage sites and monuments, memorials cemeteries, burial and sacred sites calculate distance using any unit of measurement such as pace, string, metres, 1 day's walk or 1 hour by dinghy | <ul style="list-style-type: none"> land: its shape affects types of houses built, soil affects kinds of crops grown, mining resources can change the environment and lifestyles sea: source of food, affects type of transport used, affects housing and how people live vegetation: affects types of crops grown, and makes people adapt how they live (living in wetlands is different to living in fertile lands) climate affects daily activities such as when to fish, hunt, play and make gardens <ul style="list-style-type: none"> droughts, floods or good weather affects food supply natural disasters disrupt life, damage food gardens, destroy homes, livestock and environment natural disasters include cyclones and floods prepare for natural disasters, be aware of what to do when a disaster occurs practices that help to sustain the natural environment such as having fallow land for two to three years, or planting a tree or two for every tree that is cut down | <ul style="list-style-type: none"> features of the natural environment include bays, mountains, hills, valleys, plains, volcanoes, capes, rivers, swamps and vegetation name some of these features e.g. Tufi fiords in Oro and Mt Ulawun volcano in West New Britain province man-made or built environment such as towns, roads and buildings name some of the man-made features such as the Highlands Highway, Lae port and Tokua airport resources of the province such as minerals, fish, timber, oils. Human resources such as teachers, doctors and politicians renewable resources such as forests and fish <ul style="list-style-type: none"> examples of resources from the province non-renewable resources such as minerals <ul style="list-style-type: none"> examples from the province locate these resources on a map of the province |




Strand: Community

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| Recommended processes and skills | <ul style="list-style-type: none"> • draw and interpret maps • tell direction • identify | <ul style="list-style-type: none"> • draw and interpret graphs • develop and ask questions • conduct surveys • develop action plans • identify features of natural environment | <ul style="list-style-type: none"> • interpret political and physical maps of the province • calculate distances using a scale • interpret maps using their keys • draw and interpret graphs and tables • classify, label and list • describe |
| Attitudes | <ul style="list-style-type: none"> • respect community landmarks • appreciate importance of community and cultural value of their landmarks • pride in own environment and community | <ul style="list-style-type: none"> • being responsible for their environment • work together in groups such as community groups • respect and care for the environment • appreciate what the environment provides | <ul style="list-style-type: none"> • respect and care for natural and built environment • appreciate natural and built environment of province |



Strand: Trading

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|--------------------------------|--|--|---|
| Meeting needs and wants | 3.2.1 Identify goods and services that satisfy needs and wants | 4.2.1 Describe ways goods and services are exchanged in the community | 5.2.1 Analyse the distribution of goods and services |
| Recommended knowledge | <ul style="list-style-type: none"> • people’s basic needs are air, water, food, shelter and clothing • people’s wants can be shoes, curtains and ice-cream • goods are things made or grown by people for use or for sale including garden food, household items, baskets, jewellery, stationery, tools, furniture and clothes • some services provided by the community and churches are PMV trucks or boats, supply of water tanks, market stalls, schools and aid posts or clinics • services provided by business people in the community include all kinds of transport, stores and tucker shops • goods and services provided by the government include piped water, sealed roads, radio stations, hospitals, schools, telephone lines and electricity | <ul style="list-style-type: none"> • needs such as air, water, food, clothes and shelter are essential for survival • wants such as radios and shoes are things people use but are not essential for life • exchange involves buying and selling of goods and services <ul style="list-style-type: none"> – exchange takes place in markets, shops, post offices or in the street • goods are things grown or made to be used • services such as PMV ride and teacher teaching students are what is done for someone else • traditional trade (barter) is <ul style="list-style-type: none"> – exchange of goods for other goods such as shell money for pigs – exchange of goods for services, such as being paid with a pig • traditional money <ul style="list-style-type: none"> – examples such as shell money which is used in exchanges such as bride price or Moka • modern money <ul style="list-style-type: none"> – easily carried, small pieces – used to buy and sell goods and services – owned by government, legal tender | <ul style="list-style-type: none"> • routes for delivering goods and services <ul style="list-style-type: none"> – name the main roads used such as the Highlands Highway – name airports or airstrips such as Madang – name shipping ports such as Kimbe or Lae • communication methods: telephones, faxes, radios • traditional trade routes: Hiri Trade, Kula Trade Ring • for effective distribution, the requirements are: good roads, ports and airstrips, markets, telephone lines • things that have negative effects on distribution: vandalism, criminal activities, storage facilities and weather conditions • steps in retailing <ul style="list-style-type: none"> – producer to consumer – producer to retailer – producer to retailer to consumer – producer to wholesaler to retailer to consumer • effective distribution results in <ul style="list-style-type: none"> – improved economy (healthy and educated people and community) – improved standard of living (more goods and services are produced) – increased supply of goods and services by government businesses, NGOs and other groups • producer — makes goods and provides services • consumer — uses goods and services • consumer rights <ul style="list-style-type: none"> – to satisfy basic needs – safety – to be well informed – to have a choice • consumer responsibilities <ul style="list-style-type: none"> – action – social concern – environmental awareness – cooperation • information technology such as internet web sites • advertising — influence of media on consumerism |

Strand: Trading

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|--|
| Recommended processes and skills | <ul style="list-style-type: none"> • ask questions • draw and label diagrams • classify • record • discuss • interview • identify | <ul style="list-style-type: none"> • develop and ask questions • negotiation • present reports • take notes and summarise information • draw and interpret graphs • count • classify | <ul style="list-style-type: none"> • draw and interpret flow charts, graphs and maps • negotiation • observation • discuss issues • record and list |
| Attitudes | <ul style="list-style-type: none"> • appreciate services provided • caring for property • respect • responsibility • sharing • helpful • kindness • take pride • being responsible | <ul style="list-style-type: none"> • respect for traditional ways • appreciation • honesty • responsibility • acceptance • care | <ul style="list-style-type: none"> • respect • appreciation • responsible • acceptance • honesty |



Strand: Culture

| Substrand | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|--|
| Customs | 3.3.1 Identify and describe local customs | 4.3.1 Describe customs related to events of significance | 5.3.1 Investigate relationships within societies |
| Recommended knowledge | <ul style="list-style-type: none"> • symbols such as totems, flags or dress that identify and represent a community, clan, family, school or church • cultural activities such as singsings, dances, celebrations, marriage ceremonies, bride price, initiation, feasts, village meetings and funeral ceremonies • taboos <ul style="list-style-type: none"> – beliefs about taboos – values and rituals in regard to taboos • compare some customs <ul style="list-style-type: none"> – identify similarities and differences | <ul style="list-style-type: none"> • types of events related to customs, feasts • beliefs, cultural values • ceremonies: funeral, initiation, burial • customary practices such as marriage, sorcery, payback killing, cult movements as opposed to religious practices • conflicting customs and ways to resolve them • participation in cultural ceremonies • changes to traditional practices • impact of religion on customs such as chewing of betel nut; also including superstitions about Christian beliefs | <ul style="list-style-type: none"> • matrilineal and patrilineal societies • main similarities and differences between matrilineal and patrilineal societies • roles and responsibilities of members of these societies, such as individuals, families and groups • land ownership and land rights in family, clan and government • wealth <ul style="list-style-type: none"> – examples of wealth such as land and pigs – in distribution of wealth who decides how it is distributed • structure of societies <ul style="list-style-type: none"> – traditional channels of communication such as from chief to tribal head to clan to family members • decision-making process <ul style="list-style-type: none"> – who makes the decisions in the clan, the family or community • rules of behaviour and punishment <ul style="list-style-type: none"> – types of traditional punishment — death or compensation – conflict resolution—hosting a feast or negotiation and discussions |
| Recommended processes and skills | <ul style="list-style-type: none"> • develop and ask questions • discuss issues • observe and report on them • role-plays | <ul style="list-style-type: none"> • draw and interpret time line of events • develop and ask questions • oral presentations • interviews • discuss issues • observe, record and report | <ul style="list-style-type: none"> • conduct survey — question, organise, arrange and report • oral presentation |
| Attitudes | <ul style="list-style-type: none"> • respect for and pride in customs • tolerate differences | <ul style="list-style-type: none"> • respect for and pride in culture and religion • appreciate and accept changes • cooperate and participate willingly • common understanding • tolerate differences in culture and religion | <ul style="list-style-type: none"> • appreciate being part of a cultural group • respect own and others' culture and practices • tolerate differences |

Resources

Resources recommended in this Teacher Guide are listed in three parts:

- documents issued by the National Department of Education (NDOE)
- community resources and materials published by other organisations
- resources published by commercial companies.

Resources suitable for teaching Community Living include, printed texts, radio broadcasts and, if available, videos, films or television programs. Appropriate locations and members of the community can also be valuable resources.

NDOE documents

Recommended resources are the materials supplied by the National Department of Education. These include:

- Primary Inservice Units
- NDOE (1999) *Papua New Guinea Primary School Atlas*, Oxford, Port Moresby
- NDOE (2001–2004) *Papua New Guinea Primary School Journals — Junior*, NDOE, Waigani
- NDOE (1988) *Papua New Guinea's Place in the World*, NDOE, Waigani
- NDOE (1988) *Cash Crops*, NDOE, Waigani
- NDOE (1988) *Transport*, NDOE, Waigani
- NDOE (1988) *Money*, NDOE, Waigani

Community resources

- People and places in the community
- Stories about and from the community
- Local newspapers, magazines and newsletters

Organisations to write to for information may include:

- Provincial governments
- Local level governments and community governments
- The Electoral Commission
- NGOs such as Volunteer Services Overseas
- Local businesses

Other

These are resources which schools may purchase with their own funds. Schools may expand their list as they find new books and materials that are relevant. Some materials available in bookshops are:

- Wall maps and atlases
- McInnes Dianne, (2000) *People of Papua New Guinea*, Pearson Education Australia, Melbourne
- McInnes Dianne, (1995) *Encyclopaedia Papua New Guinea Volumes 1–4*, Dellasta, Papua New Guinea

Glossary

Explanations of terms used in this Teacher Guide are provided under subject specific terms.

Subject specific terms

| | |
|------------------------------------|---|
| built or human environment | environment built or made by people; for example, villages, towns and roads |
| conservation | looking after, protecting and managing the natural environment |
| consumer | user of a product or service |
| consumer responsibility | making good decisions about buying and using consumer goods and services |
| consumer rights | legal or lawful claims by consumers in regard to the use of goods and services provided by producers |
| cultural sustainability | maintaining and prolonging a culture for the future |
| culture | the way of life of a group of people that includes their language, customs, arts and food |
| customs | the usual ways of doing things |
| democracy | a country governed by representatives elected by the people |
| democratic | supporting democracy |
| geographical features | natural features of a place including the climate, shape of the land, vegetation, seas, rivers and lakes |
| goods or products | things that are made or grown to be sold |
| heritage | that which belongs to an individual, group, community or nation as a result of birth, inheritance or membership; anything that has been transmitted from the past or handed down by tradition |
| infrastructure | something built or supplied to an area to allow greater economic activity and improvement in living standards, e.g. roads, ports, gas, electricity, water |
| limited preferential voting | a voting system in which voters indicate their first, second and third choices of candidates |
| market | a place where people gather to buy and sell goods |
| matrilineal | where the inheritance is decided by the mother's clan, line or tribe |
| needs | essential things for a person's survival, such as food, shelter, air, water and clothing |

| | |
|--------------------------------|---|
| non-renewable resources | resources that cannot be replaced naturally once they have been used up |
| patrilineal | where the inheritance is decided by the father's clan, line or tribe |
| physical environment | also known as the natural environment; it includes vegetation, mountains, rivers and seas |
| producer | an individual or organisation that grows or makes something |
| renewable resources | resources that can continue to be made available from nature |
| retailer | an individual or organisation that sells goods in small quantities to consumers |
| service | to do something for another person in return for payment |
| society | a group of individuals living as members of a community |
| sustain | to improve and maintain the quality of natural resources such as fish, reefs and forests |
| trade | exchange of goods and services |
| wants | those things in life which are not necessary for a person's survival; they include luxuries like television or fancy clothing |
| wholesaler | an individual or organisation that sells goods in large quantities to retailers and consumers |

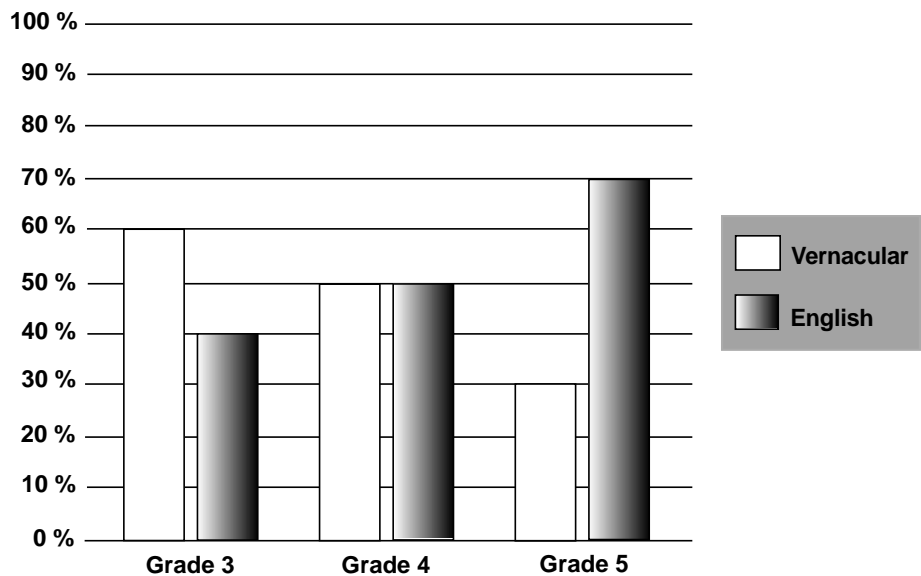
Appendices

Appendix 1:

Suggested percentage of vernacular and English usage

Papua New Guinea's Language Policy in All Schools (NDOE, 1999) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. The graph below gives you an indication of approximately how much time you will be teaching in vernacular and English in these grades

Percentage of teaching, learning and assessment in vernacular and English



In the classroom this means that in Lower Primary Community Living, as well as in all the other Lower Primary subjects, you will be planning teaching, learning and assessment activities for students in both vernacular and English. As the classroom teacher, you will be the best person to decide when it is appropriate to use vernacular to support the students' learning, and when it is appropriate to introduce the English terms and language features to the students. Language is the vehicle for learning, so it is very important that you help students to learn and understand the knowledge and skills from each subject in vernacular, while at the same time introducing them to the English words, phrases and language structures required of that subject. Grade 3 teachers will be introducing a lot of new English vocabulary and language features to students, while teaching mostly in vernacular. Grade 5 teachers will be using English as the main language of instruction in all subjects and using vernacular as a way of enhancing students' understanding of the concepts. In this way language will be used and taught explicitly in all subjects at Lower Primary.

Appendix 2:

Weekly time allocations for Lower Primary subjects

The curriculum reform allows teachers increased flexibility. Lower Primary teachers developing units of work must make sure that the following weekly time allocations for each grade and subject are met by the end of each term.

| Subject | Grade 3 | Grade 4 | Grade 5 |
|-----------------------|---------------------|---------------------|---------------------|
| Arts | 150 minutes | 150 minutes | 150 minutes |
| Community Living | 150 minutes | 180 minutes | 210 minutes |
| Environmental Studies | 180 minutes | 210 minutes | 210 minutes |
| Health | 90 minutes | 90 minutes | 90 minutes |
| Language | 570 minutes | 450 minutes | 405 minutes |
| Mathematics | 210 minutes | 210 minutes | 210 minutes |
| Physical Education | 105 minutes | 135 minutes | 150 minutes |
| Other | | | |
| Assembly | 75 minutes | 75 minutes | 75 minutes |
| Religious Education | 60 minutes | 60 minutes | 60 minutes |
| Block time | 60 minutes | 90 minutes | 90 minutes |
| Total | 1650 minutes | 1650 minutes | 1650 minutes |

