

Culture & Community

**Syllabus
2015**



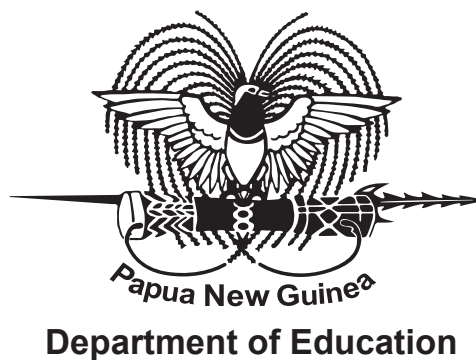
Standard Based



Elementary

Culture and Community Elementary Syllabus

2015



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Acknowledgement

The Elementary Culture and Community Syllabus was prepared by the Curriculum Development Division of the department of Education and was coordinated by Mirou Avosa and assisted by the Writing Team, Curriculum & Assessment Branch

The Elementary Culture & Community Advisory Committee and the Culture and Community Curriculum Committee group as well as stakeholder representatives from the non-government and government have developed this syllabus through meetings and workshops.

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Secretary's Message

The Department of Education is responsible for the development and implementation of a relevant and quality national curriculum for its schools. The Government of Papua New Guinea has introduced a standards-based curriculum for its schools from Elementary Prep to Grade 8.

The national department of education is responsible for the curriculum in its schools and therefore ensures that relevant and quality curriculum is developed for use in the respective levels of learning.

The national system has introduced the standard based approach to curriculum for the national schools system from elementary prep to primary grade 8.

This syllabus presents to the elementary schools the standards based curriculum perspective. It is to be used by elementary schools throughout Papua New Guinea.

Elementary curriculum is community based and therefore teachers and respective stakeholders are encouraged to engage the involvement of the community and its resources, to be able to have our elementary pupils to be active learners, acquire quality academic knowledge and skills to progress into the next levels of schooling.

This document is approved as the official document to be used in all elementary schools in Papua New Guinea.

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Dr. Michael F Tapo, EdD
Secretary for Education



Introduction

This syllabus provides the knowledge, skills, attitudes and values that students should achieve in the form of standard statements.

The standard statements are student centred and that are written in terms that are student centred, thus enabling them to be demonstrated, assessed and or measured. The standard statement is written to show progression in the respective grade levels in the elementary level of learning.

The standard statements will give:

- Teachers individually or in groups flexibility to write programs, or units of work which can be developed to suit the local conditions and individual student needs.
- Help students assess and report on students achievements to the standard statements.
- Allow student achievement of the outcomes to be described in consistent ways
- Help teachers to monitor students learning and
- Help teachers plan.

The Culture and Community based syllabus is a community based curriculum and is locally relevant for the students in elementary Prep, E1 and E2. The syllabus outlines the standard statements which helps students learn about their communities thus develop and interest in their local and neighbouring communities.

Culture and Community is to be timetabled for 360 minutes per week in all elementary schools. Each strand will have a teaching time of 60 minutes per week.

Rationale

The Culture and Community syllabus respects and upholds the culture of the community. Elementary education fosters the students pride and the appreciation in their arts, beliefs and values. The syllabus provides a 3 year learning of the way of life and conditions that affect them as members of the local community/ies. The knowledge skills values and attitudes learnt are very important and useful for living in their own communities and after the elementary level of schooling.

Elementary education embraces and upholds the:

- the national goals and directives of the national constitutions as stated in the Philosophy of Education, 1986 and
- the use of the many unique languages and cultures of the people of Papua New Guinea as its base. Through their school experience the students will develop in themselves a sense of pride in their language and culture.

Culture and Community curriculum is locally friendly, presenting knowledge, skills, values and attitudes that the community want students to learn. Further understanding is developed through participating in local activities, by way of organising themselves to meet their need s and satisfy their wants for today and the challenges for today and beyond.

Aims

The aims of this subject require students to develop:

- A better knowledge of their own culture and community
- Social skills such as working together sharing ideas exploring the world around questioning what, how and why things work
- Some knowledge of their basic needs and how to satisfy them
- The ability to maintain safe and healthy life styles
- Attitudes of pride in their own culture , work and values such as cooperation, kindness, trust respect and honesty and knowledge skills and attitudes in preparation for entry into grades 3 in junior primary

Curriculum principles

Our way of Life

Cultural relevance

The family and community are responsible for the early education of a student. Learning is integrated with living, times and seasons and, extending over years and based on the needs of students.

Individuals learn by observing, hands on practices and participate in various ways to learn the spiritual, social, economic and political skills necessary for life.

Elementary education builds upon early experiences and enables students to continue to identify and develop an understanding of local cultural values and beliefs.

Ethics, Morals and Values

In elementary education the development of values is an important part of social growth and an aspect of learning which needs great care and attention. It is the most suitable place to begin developing students' moral sense so that they will make informed decisions and take appropriate actions for the good of the country in the later years.

Communities in Papua New Guinea have had moral systems in their societies, with Christian morals introduced over some 100 years. Today moral systems are developed based on their own and Christian ethics.

Integral Human Development

The Philosophy of Education for Papua New Guinea, the Matane Report acknowledges the national Goals and Directive Principles in the National Constitution and is based on integral human development:

- **Integral** in the sense that all aspects of a person are important
- **human** in the sense that social relationships are basic and
- **development** in the sense that every individual has the potential to grow in knowledge wisdom, understanding skill and goodness.

Papua New Guineans face many challenges in our rapidly developing and changing society, as such; individuals must work with other education agents and strive to reach their full potential socially, intellectually, emotionally mentally, and physically to effectively face these.

The Right to Healthy Living

The health status of Papua New Guineans is very low compared to world standards. Everyone has a right to basic health services such as clean water, nutritious diet improved sanitation, good shelter to lead healthy lives. Students need to learn attitudes and skills that will help them to become healthy and happy citizens of Papua New Guinea.

Teaching and Learning

People living in the communities have different ways of behaving, organising themselves, using the environment for their needs, celebrating life and passing on their ways of life to their students. The students in Elementary schools study these things in the local curriculum through the standard statements.

The standard statement in the national syllabus form the basis for the development of the local curriculum

Teachers must have an in-depth knowledge and understanding of the local culture, and are encouraged to involve the community in the learning activities.

Student-centred Learning

A student-centred approach should be used and their natural creativity must be the desire to question, explore and discover must be developed as the basis for selecting learning activities. This approach should build on the on the knowledge and skills they have acquired already.

Relevance

All students come to school with a basic understanding of their culture; things people do and speak the language of their community which enhances the idea of teaching from known to unknown. The syllabus provides students with opportunity to apply what is learnt in the classroom to their culture or everyday knowledge, skills and attitudes and values of the community.

Lifelong Learning

The community that the students come from plays a vital role in the education process. As the students learn many things within the family, he or she will also learn within the community.

The elementary curriculum involves the students in traditional learning styles through observation and imitation, personal trial and error, real-life performance, persistence and repetition.

Thematic Teaching and Integration

Elementary education focuses on an integrated curriculum, which is organised into the following subjects of study: Culture and Community, Language, English and Mathematics. Culture and Community is the context in which other subjects integrate.

Flexibility

It is important to establish a daily routine for the students. Therefore teachers need to be flexible with allocated times during planning and teaching to allow for spontaneous learning experiences. Students should be allowed to participate in such activities to make learning interesting.

Guiding Principles

These principles are to guide teachers in the preparation for teaching and learning. These include:

- Teach from what the students already know and lead them to the new knowledge
- Involve the community to make learning interesting
- Use students to actively participate in and outdoor activities
- Make learning enjoyable so every child feels free to express themselves

Inclusive Education

All children have the right to good teaching. Boys and girls must be treated the same during lessons. Teachers must help all children to reach the standards in the syllabus. Children with special educational needs should be catered for. All children must be given the opportunity to achieve success.

Teaching and Learning

The teaching of Culture and Community in elementary school will follow the units of work in the teacher guides. Teachers should use and adapt the units of work to write their daily plans.

The units of work cover all the content and skills needed in elementary. They include activities and assessment tasks.

Teachers must use child-centred teaching strategies to make the lessons enjoyable and challenging. Lessons should be practical and playful and use real life situations. Children should be asked open and closed questions. Children should be given opportunities to talk, read and write in their home language and English.

Children need to learn about their traditional arts and culture. They will value their traditional culture and language.

The standards are designed to be easier to teach and assess. National benchmarks are also set in this syllabus for the end of elementary 2.

Technology

The syllabus and teacher guides can be downloaded from www.education.gov.pg

Materials and Resources

Children should use improvised materials and spend a lot of time out of the classroom learning in the community and environment. Teachers should use local experts to help teach the content and involve parents and the community as much as possible.

Content Overview

The content of this subject is organised into strands. Each strand is organised into units, topics and sub topics.

Strand 1: Arts & Craft

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2
Visual Arts	Art	Drawing	• Drawing	• Drawing	• Drawing
		Painting	• Painting	• Painting	• Painting
		Printing	• Printing	• Printing	• Printing
	Craft	Weaving	• Weaving	• Weaving	• Weaving
		Modelling	• Modelling	• Modelling	• Modelling
Performance Arts	Music	Singing songs	• Singing songs	• Singing songs	• Singing songs
		Instruments	• Instruments	• Instruments	• Instruments
	Dance	Traditional Dance	• Traditional Dance	• Traditional Dance	• Traditional Dance
		Dances from other	• Dances from other	• Dances from other	• Dances from other
		Musical warm up	• Musical warm up	• Musical warm up	• Musical warm up
	Drama	Story Telling	• Story Telling	• Story Telling	• Story Telling
		Role Play	• Role Play	• Role Play	• Role Play
		Comedy	• Comedy	• Comedy	• Comedy
		Mime	• Mime	• Mime	• Mime
		Non scripted Play	• Non scripted Play	• Non scripted Play	• Non scripted Play

Strand 2: My Community

Units	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2
Living and Working together	Self and Community	Who am I	• Who am I	• Who am I	• Who am I
		Roles and responsibilities	• Roles and responsibilities	• Roles and responsibilities	• Roles and responsibilities
		Relationships	• Relationships	• Relationships	• Relationships
		Type of work People do	• Type of work People do	• Type of work People do	• Type of work People do
	Places in the community	Familiar Places in the community	• Familiar Places in the community	• Familiar Places in the community	• Familiar Places in the community
	Events and Ceremonies	Cultural and modern ceremonies	• Cultural and modern ceremonies	• Cultural and modern ceremonies	• Cultural and modern ceremonies
		Calendared events	• Calendared events	• Calendared events	• Calendared events
Meeting Needs	What do People Need	Family Needs	• Family Needs	• Family Needs	• Family Needs
		Group needs and wants	• Group needs and wants	• Group needs and wants	• Group needs and wants
	Goods and Services	Local Goods	• Local Goods	• Local Goods	• Local Goods
		Local Services	• Local Services	• Local Services	• Local Services
Beliefs and Values	Traditional and modern beliefs	Cultural beliefs	• Cultural beliefs	• Cultural beliefs	• Cultural beliefs
		Christian Beliefs	• Christian Beliefs	• Christian Beliefs	• Christian Beliefs
Resources	Types of resources	Natural resources	• Natural resources	• Natural resources	• Natural resources
		Manmade resources	• Manmade resources	• Manmade resources	• Manmade resources

Strand 3: My Local Environment -Content Overview

Units	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2
Life	Living things	Plants	• Plants	• Plants	• Plants
		Animals	• Animals	• Animals	• Animals
		Human Beings	• Human Beings	• Human Beings	• Human Beings
		Senses	• Senses	• Senses	• Senses
Environment	Ecology	Physical features of an area	• Physical features of an area	• Physical features of an area	• Physical features of an area
	Weather and Climate	Weather	• Weather	• Weather	• Weather
	Changing Environment	Changes in natural environment	• Changes in natural environment	• Changes in natural environment	• Changes in natural environment
Science in the home	Energy	Light, heat and sound	• Light, heat and sound	• Light, heat and sound	• Light, heat and sound
	Force	Simple forces in the home	• Simple forces in the home	• Simple forces in the home	• Simple forces in the home
	Motion	Air around us	• Air around us	• Air around us	• Air around us

Strand 4: Healthy individual and community overview

Units	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2
Healthy Individual	Personal Hygiene	My body	• My body	• My body	• My body
		Oral Health	• Oral Health	• Oral Health	• Oral Health
		Healthy Growth	• Healthy Growth	• Healthy Growth	• Healthy Growth
Things that harm Us	Safety and prevention	Prevention and Cure	• Prevention and Cure	• Prevention and Cure	• Prevention and Cure
	Harmful things around me	Harmful objects and pests	• Harmful objects and pests	• Harmful objects and pests	• Harmful objects and pests
		Diseases / Sickesses	• Diseases/Sick nesses	• Diseases/Sick nesses	• Diseases / Sickesses
		Poisons and drugs	• Poisons and drugs	• Poisons and drugs	• Poisons and drugs
Food and food hygiene	Food in the community	Different types of food	• Different types of food	• Different types of food	• Different types of food
		Healthy and Less healthy foods	• Healthy and Less healthy foods	• Healthy and Less healthy foods	• Healthy and Less healthy foods
	Food Preparation	Food care and handling	• Food care and handling	• Food care and handling	• Food care and handling
		Different ways of cooking	• Different ways of cooking	• Different ways of cooking	• Different ways of cooking
		Nutritious meal	• Nutritious meal	• Nutritious meal	• Nutritious meal
Family& com munity health	Family Health	Clean Safe Home	• Clean Safe Home	• Clean Safe Home	• Clean Safe Home
		Family health goods and services	• Family health goods and services	• Family health goods and services	• Family health goods and services
	Community Health	Clean Safe Community	• Clean Safe Community	• Clean Safe Community	• Clean Safe Community
		Community health goods and services	• Community health goods and services	• Community health goods and services	• Community health goods and services

Strand 5: Movement and Physical Activity - Content Overview

Units	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2
Movement	Movement Concepts	Body and Spatial Awareness	• Body and Spatial Awareness	• Body and Spatial Awareness	• Body and Spatial Awareness
		Concepts of movement	• Concepts of movement	• Concepts of movement	• Concepts of movement
	Basic Movement Skills	Loco-motor	• Loco-motor	• Loco-motor	• Loco-motor
		Non Loco-motor	• Non Loco-motor	• Non Loco-motor	• Non Loco-motor
		Manipulative	• Manipulative	• Manipulative	• Manipulative
Physical Activity	Games	Traditional Games	• Traditional Games	• Traditional Games	• Traditional Games
		Modified Games	• Modified Games	• Modified Games	• Modified Games
	Fitness activities for healthy body	Fitness Exercises	• Fitness Exercises	• Fitness Exercises	• Fitness Exercises
		Fitness Activities	• Fitness Activities	• Fitness Activities	• Fitness Activities
	Recreation & Leisure Activities	Recreation Activities	• Recreation Activities	• Recreation Activities	• Recreation Activities
	Leisure Activities	Leisure Activities	• Leisure Activities	• Leisure Activities	• Leisure Activities

Standard Statement

The subject standard statements for this subject is organised by strands across the grades Elementary Prep, One and two, including the benchmarks for each sub topic at the end of elementary level of schooling. These benchmarks inform what the Elementary two child must achieve at the completion of grade two.

Strand : Local Arts & Craft

Standard Statements

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
Visual Arts	Art	Drawing	<ul style="list-style-type: none"> Collect and draw natural objects in the surrounding and say why they like them 	<ul style="list-style-type: none"> Identify and draw or trace around carvings found in the community 	<ul style="list-style-type: none"> Draw a body decoration used in traditional dance or singing 	<ul style="list-style-type: none"> Know that some traditional arts in the community have special uses
		Painting	<ul style="list-style-type: none"> Use bush and new materials to paint a picture 	<ul style="list-style-type: none"> Talk about traditional paintings used in their community for example on faces and walls 	<ul style="list-style-type: none"> Identify local materials used by the community to make paint 	<ul style="list-style-type: none"> Draw a local material for used to paint pictures
		Printing	<ul style="list-style-type: none"> Talk about how to use plants to print shapes and patterns leaves and flowers 	<ul style="list-style-type: none"> Know simple printing skills for example leaf presses and kaukau prints 	<ul style="list-style-type: none"> Identify different types of prints in the community on clothes or noticeboards or sign boards 	<ul style="list-style-type: none"> Demonstrate how to printing using local materials
	Craft	Weaving	<ul style="list-style-type: none"> Talk about crafts woven and used in the community 	<ul style="list-style-type: none"> Know how to weave a small paper mat using a rule, for example over 1 under 1, over 1 under 2 	<ul style="list-style-type: none"> Compare similar designs and patterns from own culture to others for example woven on baskets, mats and bilums 	<ul style="list-style-type: none"> Explain how to weave a paper mat using the rule 'over 1 under 1'
		Modelling	<ul style="list-style-type: none"> Use papers and local materials to make simple toys, for example paper birds, boats 	<ul style="list-style-type: none"> Construct toy canoes, houses and bows used or found in their community 	<ul style="list-style-type: none"> Know how to make figures and shapes out of mud, Know and thread objects to make pictures or wall hangings 	<ul style="list-style-type: none"> Demonstrate how to create a figure from mud or clay

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
Performance Arts	Music	Singing	<ul style="list-style-type: none"> • Sing known children's songs from the community for example choruses, lullabies, game songs 	<ul style="list-style-type: none"> • Sing traditional songs and chants, some modern songs from another community 	<ul style="list-style-type: none"> • Sing traditional and modern songs from another community with simple instrument beats/ rhythm 	<ul style="list-style-type: none"> • Describe different types of songs sang in the local community
		Musical Instruments	<ul style="list-style-type: none"> • Play simple traditional instruments from the community and say what they are made from 	<ul style="list-style-type: none"> • Name and group instruments with similar sounds 	<ul style="list-style-type: none"> • Identify musical instruments from own province and other and say how they are played 	<ul style="list-style-type: none"> • Play or draw a simple musical instruments
	Dance	Traditional Dance	<ul style="list-style-type: none"> • Observe and take part in a known traditional dance from the local community 	<ul style="list-style-type: none"> • Understand the importance of traditional dance bilas and say how they are made 	<ul style="list-style-type: none"> • Know that traditional dances from own or other community have stories about them 	<ul style="list-style-type: none"> • Identify a traditional dance from the community and describe how it is danced
		Dances from other Places	<ul style="list-style-type: none"> • Perform simple traditional dance patterns 	<ul style="list-style-type: none"> • Learnt and performed a traditional dance from another province 	<ul style="list-style-type: none"> • Name a modern dance and describe its movements 	<ul style="list-style-type: none"> • Identify differences in a traditional dance from own and other culture
		Musical warm up	<ul style="list-style-type: none"> • Identify and respond to variety of sounds- loud and soft low and high 	<ul style="list-style-type: none"> • Create own musical beats from improvised instruments 	<ul style="list-style-type: none"> • Know how to move to unfamiliar sounds from local musical instruments 	<ul style="list-style-type: none"> • Create own movement to a piece of music
	Drama	Story Telling	<ul style="list-style-type: none"> • Listen to and tell traditional, funny a daily life activity stories 	<ul style="list-style-type: none"> • Retell a story with humour of a movie or an experience 	<ul style="list-style-type: none"> • Use a storyboard or sequence of pictures to create a story 	<ul style="list-style-type: none"> • Create own version of a story told by a friend of other
		Acting	<ul style="list-style-type: none"> • Create role-plays about common activities that happen in the community 	<ul style="list-style-type: none"> • Create and imitate characters in a movie, or story or some popular people in the community 	<ul style="list-style-type: none"> • Act out a simple scripted play in groups 	<ul style="list-style-type: none"> • Create simple play about their community
		Mime	<ul style="list-style-type: none"> • Mime simple activities like coming hair, wearing clothes 	<ul style="list-style-type: none"> • Talk about ways that mime is used in the community 	<ul style="list-style-type: none"> • Know that movements without spoken words can be used to relay message 	<ul style="list-style-type: none"> • Mime a simple action about an experience they have had

Strand: My Community

Standard Statements

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
Living and Working Together	Self and Community	Who am I	<ul style="list-style-type: none"> Know that they are a member of a family and belong to it 	<ul style="list-style-type: none"> Understand that he or she is a special person with special interests, qualities, behaviour, attitude likes and dislikes 	<ul style="list-style-type: none"> Know that he or she has status in the family, extended family and the community 	<ul style="list-style-type: none"> Know who he or she is and explain the role
		Roles and responsibilities	<ul style="list-style-type: none"> Know that as an individual he/she has roles and responsibilities to perform 	<ul style="list-style-type: none"> Understand that as an individual he or she has obligations to others 	<ul style="list-style-type: none"> Know that a family has roles and responsibilities to perform 	<ul style="list-style-type: none"> Understand that communities have roles and responsibilities
		Relationships	<ul style="list-style-type: none"> Talk about the relationship between family members 	<ul style="list-style-type: none"> Understand that they also have relationships with their extended families, grand parents and others , for example friends in church, school, play mates 	<ul style="list-style-type: none"> Understand that he is a member of a church, sports or cultural group and takes part in the activities 	<ul style="list-style-type: none"> Describe a relationship
		Type of work People do	<ul style="list-style-type: none"> Know that there are different types of jobs people including their parents do for the family 	<ul style="list-style-type: none"> Know that there are some work or jobs people do that only special people can do, for example nurse, teacher, lawyer 	<ul style="list-style-type: none"> Understand the work of a pastor, farmer, chief, and landowner 	<ul style="list-style-type: none"> Identify and explain the type of work they will do after they leave school
	Places in the community	Familiar Places in the community	<ul style="list-style-type: none"> Know the common places in the community 	<ul style="list-style-type: none"> Know that some places provide services for the people in the community 	<ul style="list-style-type: none"> Understand that there are special(sacred) places in the community and only special people go there 	<ul style="list-style-type: none"> Name a place in the community that provides services
	Cultural activities	Cultural and modern ceremonies	<ul style="list-style-type: none"> Talk about familiar cultural activities held in the school and communities 	<ul style="list-style-type: none"> Know that their cultural dances, songs, stories and costumes are not the same as the community nearby Know that something In their own and others culture are bad and should not be practiced 	<ul style="list-style-type: none"> Understand that cultures are changing today and that they must appreciate others culture 	<ul style="list-style-type: none"> Describe a good culture activity that can be practiced

Strand: My Community

Standard Statements

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
Living and Working Together	Self and Community	Who am I	<ul style="list-style-type: none"> Know that they are a member of a family and belong to it 	<ul style="list-style-type: none"> Understand that he or she is a special person with special interests, qualities, behaviour, attitude likes and dislikes 	<ul style="list-style-type: none"> Know that he or she has status in the family, extended family and the community 	<ul style="list-style-type: none"> Know who he or she is and explain the role
		Roles and responsibilities	<ul style="list-style-type: none"> Know that as an individual he/she has roles and responsibilities to perform 	<ul style="list-style-type: none"> Understand that as an individual he or she has obligations to others 	<ul style="list-style-type: none"> Know that a family has roles and responsibilities to perform 	<ul style="list-style-type: none"> Understand that communities have roles and responsibilities
		Relationships	<ul style="list-style-type: none"> Talk about the relationship between family members 	<ul style="list-style-type: none"> Understand that they also have relationships with their extended families, grand parents and others , for example friends in church, school, play mates 	<ul style="list-style-type: none"> Understand that he is a member of a church, sports or cultural group and takes part in the activities 	<ul style="list-style-type: none"> Describe a relationship
		Type of work People do	<ul style="list-style-type: none"> Know that there are different types of jobs people including their parents do for the family 	<ul style="list-style-type: none"> Know that there are some work or jobs people do that only special people can do, for example nurse, teacher, lawyer 	<ul style="list-style-type: none"> Understand the work of a pastor, farmer, chief, and landowner 	<ul style="list-style-type: none"> Identify and explain the type of work they will do after they leave school
	Places in the community	Familiar Places in the community	<ul style="list-style-type: none"> Know the common places in the community 	<ul style="list-style-type: none"> Know that some places provide services for the people in the community 	<ul style="list-style-type: none"> Understand that there are special(sacred) places in the community and only special people go there 	<ul style="list-style-type: none"> Name a place in the community that provides services
	Cultural activities	Cultural and modern ceremonies	<ul style="list-style-type: none"> Talk about familiar cultural activities held in the school and communities 	<ul style="list-style-type: none"> Know that their cultural dances, songs, stories and costumes are not the same as the community nearby 	<ul style="list-style-type: none"> Understand that cultures are changing today and that they must appreciate others culture Know that something In their own and others culture are bad and should not be practiced 	<ul style="list-style-type: none"> Describe a good culture activity that can be practiced

	Calen- dared events and cere- monies		<ul style="list-style-type: none"> • Know that there are special events in the school calendar 	Know that some events are religious, educational and for other groups	<ul style="list-style-type: none"> • Know that calendared events are fall on the same dates but others unexpected for example floods, volcano eruption 	<ul style="list-style-type: none"> • Know and name an event on the school calendar
Meeting Needs	What do People Need	Family Needs	<ul style="list-style-type: none"> • Know that families have basic needs and wants for example shelter, food, clothes ,water 	<ul style="list-style-type: none"> • Know that family and extended family members help each other to meet their needs 	<ul style="list-style-type: none"> • Understand and explain that needs is a must have and want is can have if necessary 	<ul style="list-style-type: none"> • Know and describe basic needs
		Group wants needs and	<ul style="list-style-type: none"> • Know that there people in the community who cannot physically meet their own needs 	<ul style="list-style-type: none"> • Identify ways of helping people with special needs and wants 	<ul style="list-style-type: none"> • Know and describe ways community helps to meet needs of special individual or group 	<ul style="list-style-type: none"> • Display a poster of helping people with special needs
	Goods and Ser- vices	Local Goods	<ul style="list-style-type: none"> • Talk about local goods from the community for example growing their own food 	<ul style="list-style-type: none"> • Know that some goods can be bought and sold in the community 	<ul style="list-style-type: none"> • Understand and explain that various goods are used by the community for different purposes 	<ul style="list-style-type: none"> • Name some locally produced goods
		Local Services	<ul style="list-style-type: none"> • Talk about other services used in the community, for example transport and communication 	<ul style="list-style-type: none"> • Identify the most suitable transport/com- munication services is useful and make the community a better place to live 	<ul style="list-style-type: none"> • Understand that some services are not free for the community for example pay bus fare or for telephone use 	<ul style="list-style-type: none"> • Name a type of transport or communication service they have in the community
Beliefs and Values	Tradi- tional and modern beliefs	Cultural beliefs	<ul style="list-style-type: none"> • Know some legends of creation from the local community 	<ul style="list-style-type: none"> • Know some symbols that represent something in modern beliefs 	<ul style="list-style-type: none"> • Understand some similar and different of beliefs in culture and traditions 	<ul style="list-style-type: none"> • Tell a legend about creation of something
		Christian Beliefs	<ul style="list-style-type: none"> • Know that the story of creation is about God 	<ul style="list-style-type: none"> • Understand some stories about good moral behaviour from the bible 	<ul style="list-style-type: none"> • Know some christian values and rituals 	<ul style="list-style-type: none"> • Know and say how bible stories are different from legends

Elementary Syllabus

Resources	Types of resources	Natural resources	<ul style="list-style-type: none">• Know that there are many natural resources we get from the environment	<ul style="list-style-type: none">• Know that some natural resources cannot be used again for example gold, oil	<ul style="list-style-type: none">• Understand that our natural resources provide some of the things we make and sell for example logging /fishing	<ul style="list-style-type: none">• Know and say how bible stories are different from legends
		Manmade resources	<ul style="list-style-type: none">• Know that roads houses, cars trucks are made by man	<ul style="list-style-type: none">• Know that man changes the natural environment to build new things for use	<ul style="list-style-type: none">• Know that man can use the land for many things	<ul style="list-style-type: none">• Name two manmade resources

Strand: Environment**Standard Statements**

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
Life	Living things	Plants	<ul style="list-style-type: none"> • Know that plants are living things and draw their favourite plant. • Name three common plants found in their area 	<ul style="list-style-type: none"> • Draw a flowering plant and label the roots, stem, leaves, flowers • Know that some plants are harmful and say where they are found 	<ul style="list-style-type: none"> • Know and explain that all plants need food, water, air and light to grow • Sort plants into groups- flowering and ,non- flowering plants 	<ul style="list-style-type: none"> • Understand that plants are living things and name their parts.
		Animals	<ul style="list-style-type: none"> • Know that animals are living things and draw their favourite animal. • Name 3 animals sharing their home 	<ul style="list-style-type: none"> • Draw an animal and label its body parts • Know that there are different types of animal and explain how they move 	<ul style="list-style-type: none"> • Know and explain that animals need food, water, air and light to live • Sort animals into groups by the coverings on their body 	<ul style="list-style-type: none"> • Know that animals are living things and label the body parts
		Human Beings	<ul style="list-style-type: none"> • Know that human beings are living things make posters of people in the baby, baby, boy/girl 	<ul style="list-style-type: none"> • Draw the outline of the human body and label the main parts eg head, arms, legs 	<ul style="list-style-type: none"> • Know and explain that human beings need food, water, air and light to live 	<ul style="list-style-type: none"> • Draw and label body parts of a human being
		Senses	<ul style="list-style-type: none"> • Identify the 5 senses and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • Show how they use their senses to explore their environment 	<ul style="list-style-type: none"> • Know that some use their senses to find their food. 	<ul style="list-style-type: none"> • Know the five senses and describe how one of them is used
Environment	Ecology	Physical features of an area	<ul style="list-style-type: none"> • Name and draw the physical features of their local environment 	<ul style="list-style-type: none"> • Identify different plants found in certain environment. 	<ul style="list-style-type: none"> • Identify different animals founding a certain environment 	<ul style="list-style-type: none"> • Know and name different types of animal in a certain type
	Weather and Climate	Weather	<ul style="list-style-type: none"> • Know that weather is part of the environment for eg: sunlight is good f 	<ul style="list-style-type: none"> • Know the types of weather in their local environment 	<ul style="list-style-type: none"> • Describe how the weather changes in different seasons 	<ul style="list-style-type: none"> • Understand that weather affects lives ,eg rain causes flood
	Changing Environment	Changes in natural environment	<ul style="list-style-type: none"> • Talk about good and bad things done by people that change the natural environment. 	<ul style="list-style-type: none"> • Identify natural causes that change the environment they live in. 	<ul style="list-style-type: none"> • Keep a record of some changes in their environment that happen over time. And are bad. 	<ul style="list-style-type: none"> • Know that man can change the natural environment for eg polluting the water

Science in the home	En-ergy	Light, heat and sound	<ul style="list-style-type: none"> • identify and name sources of light that we can see with our eyes, for example; electric lights, flames, stars, the Sun • Identify things in the home that produce light, heat and sound 	<ul style="list-style-type: none"> • Describe how different things move at different speed for example light moves faster than sound • Use the vocabulary fast, faster, fastest and slow slower slowest to compare the speed of different things 	<ul style="list-style-type: none"> • Know the basic types of energy such as light heat and sound (reflection and shadows) 	<ul style="list-style-type: none"> • Understand how heat is used as energy- fire for cooking food • Understand and explain how sound travels.
	Force	Simple forces in the home	<ul style="list-style-type: none"> • Identify things in the home that move when they are pushed or pulled 	<ul style="list-style-type: none"> • Know that different objects have different weights for example sizes, shapes according to their make or size. • Use recycled materials to make a simple toy that can be pushed or pulled 	<ul style="list-style-type: none"> • Understand and explain why certain things float or sink 	<ul style="list-style-type: none"> • Know that things move when we give it a push or a pull
	Motion	Air around us	<ul style="list-style-type: none"> • Understand say why object thrown up in the air come down. 	<ul style="list-style-type: none"> • Know that air helps things to move at different speeds 	<ul style="list-style-type: none"> • Know that air and water can move things. 	<ul style="list-style-type: none"> • Understand and explain that air is all around us and can move things

Strand: Healthy Individual and Community - Standard Statements

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
Healthy Individual	Personal Hygiene	My Body	<ul style="list-style-type: none"> • Know and describe their own bodies and say how to care for them • Create body care and safety rules. 	<ul style="list-style-type: none"> • Know and describe some things they must do to keep their bodies clean • Understand that the body has five senses and name 	<ul style="list-style-type: none"> • Demonstrate personal cleanliness and hygiene habits for example wash hands after using the toilet • Understand and say how to maintain clean bodies with help of senses 	<ul style="list-style-type: none"> • Know and label the body parts and say how they must be kept clean • Explain the job of one of the senses
		Oral Health	<ul style="list-style-type: none"> • Talk about the importance of keeping the mouth and its parts clean • Create healthy mouth rules 	<ul style="list-style-type: none"> • Draw parts of the mouth and say how each part helps us eat our food. 	<ul style="list-style-type: none"> • Understand that the types of food we and others eat do cause problems in our mouth 	<ul style="list-style-type: none"> • Know how to care for their mouth
		Healthy growth	<ul style="list-style-type: none"> • Know that good food, rest, clean air and water are important for healthy growth 	<ul style="list-style-type: none"> • Know that daily work and play keeps the body active and is good for healthy living 	<ul style="list-style-type: none"> • Understand healthy growth and how to maintain it as we grow older 	<ul style="list-style-type: none"> • Describe one thing they can do to maintain healthy growth
Things that harm Us	Safety and prevention	Prevention and Cure	<ul style="list-style-type: none"> • Know the dangerous things in/near the home • Make up safety rules for use in the home 	<ul style="list-style-type: none"> • Describe how to prevent dangerous things from harming them/ others 	<ul style="list-style-type: none"> • Understand and say when it is used • Know how to treat a dog bite/ cut from sharp blade 	<ul style="list-style-type: none"> • Understand that clean living environment help prevent danger
	Harmful things around me	Harmful objects	<ul style="list-style-type: none"> • Identify harmful things in the environment and describe them for example 	<ul style="list-style-type: none"> • Know that there are other things, small but can harm our bodies badly for example mosquitoes germs , flies 	<ul style="list-style-type: none"> • Understand explain that various harmful things cause harm to the body in many ways 	<ul style="list-style-type: none"> • Identify a harmful insects, object and germs and say how they cause harm to the body
		Diseases	<ul style="list-style-type: none"> • Talk about common diseases and sicknesses in the home For example, malaria. 	<ul style="list-style-type: none"> • Know that most sicknesses can be prevented and treated while a few like HIV cannot be cured 	<ul style="list-style-type: none"> • Understand that sicknesses and diseases harm the body in different ways • For example, TB affects the lungs. 	<ul style="list-style-type: none"> • Name a common sickness and disease and say how it can be prevented and treated

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
		Poisons and drugs	<ul style="list-style-type: none"> Identify common poisons in and around the home for example plants or liquids 	<ul style="list-style-type: none"> Understand that some drugs and poison can be harmful 	<ul style="list-style-type: none"> Know that drugs used for treating diseases and sicknesses are medicines 	<ul style="list-style-type: none"> Name and describe a poison and also a medicinal drug for treating sicknesses.
Unit Food and Food Hygiene	Food in the community	Different types of food	<ul style="list-style-type: none"> Talk about and name different foods they have in their homes and say where they get them from the gardens 	<ul style="list-style-type: none"> Sort foods into certain groups for example garden foods, store foods animal and sea foods 	<ul style="list-style-type: none"> Know that some foods come in seasons for example yams, some fish and fruits 	<ul style="list-style-type: none"> Understand and explain the different foods from the sea, store and garden that help our body in different ways
			<ul style="list-style-type: none"> Know and describe healthy and unhealthy food 	<ul style="list-style-type: none"> Understand that it is good to eat more of the healthy foods and less healthy foods Group all the food in your home into healthy and unhealthy food groups. 	<ul style="list-style-type: none"> Know that eating healthy foods is good for healthy body and growth. 	<ul style="list-style-type: none"> Explain that they should eat more of the healthy food and eat less of the unhealthy foods
	Food Preparation	Food Care and Handling	<ul style="list-style-type: none"> Talk about different ways of preparing food in the home 	<ul style="list-style-type: none"> Know and describe one way of preparing food 	<ul style="list-style-type: none"> Know and describe ways of storing food in the home, schools 	Understand and describe one way of handling food and handling and storing food
		Different Ways of Cooking	<ul style="list-style-type: none"> Know that food is cooked in many different ways for example traditional and modern ways 	<ul style="list-style-type: none"> Know that different cultures have different ways of cooking meals 	<ul style="list-style-type: none"> Know and say how store, garden or market foods are cooked in the home or community 	<ul style="list-style-type: none"> Describe one traditional or modern way of cooking food in the home or community.
		Nutritious Meal	<ul style="list-style-type: none"> Talk about and draw nutritious foods in the home, for example fruits, eggs, fish, nuts 	<ul style="list-style-type: none"> Know that eating food from the four food groups is nutritious 	<ul style="list-style-type: none"> Understand that some foods can only be eaten raw because of their nutrient 	<ul style="list-style-type: none"> Describe and plan a nutritious meal

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
Family and Community health	Family Health	A Clean and Safe Home	<ul style="list-style-type: none"> Know and say what people do to keep the home clean and safe . 	<ul style="list-style-type: none"> Identify places in the home that must be kept clean at all times 	<ul style="list-style-type: none"> Understand that Clean home and a clean surrounding will prevent sicknesses are safe to live in 	<ul style="list-style-type: none"> Know and describe one example of a clean safe home.
		Family health promotion products and services	<ul style="list-style-type: none"> Know where to get help for immunisations Identify different vaccines for immunisations 	<ul style="list-style-type: none"> Know and organise health programs on vitamin A and deworming in the school. 	<ul style="list-style-type: none"> Understand that various health services can improve the health of the family 	<ul style="list-style-type: none"> Know and Describe the importance of family health services and products
	Community Health	Clean Safe Community	<ul style="list-style-type: none"> Know the things people in the community do to make the community a clean and safe place to live 	<ul style="list-style-type: none"> Identify certain places in the community provide health services for people for example, aid post, 	<ul style="list-style-type: none"> Understand that all communities must cooperate to keep the community safe and clean for all 	<ul style="list-style-type: none"> Understand and describe one way you can keep your community clean and safe to live in
			<ul style="list-style-type: none"> Identify some common health services the community provides 	<ul style="list-style-type: none"> Talk about and list health care products the community needs but are not available for example, treated mosquito nets, 	<ul style="list-style-type: none"> Understand that health services can be received, for example, aid posts etc. 	<ul style="list-style-type: none"> Know and say how various health services improve and make the community a better place to live

Strand 5: Movement and Physical Activity

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
Movement	Movement Concepts	Body and Spatial Awareness	<ul style="list-style-type: none"> Explore different body movements in a general space Know names of body parts and show a movement this part can do 	<ul style="list-style-type: none"> Describe and perform body movement patterns and its sequences. For example in a circle, Zig Zag from start to finish. 	<ul style="list-style-type: none"> Develop an understanding of what the body can do while moving. For example running, jumping and throwing 	<ul style="list-style-type: none"> Explore and demonstrate simple movements to show actions of the body.
		Concepts of movement	<ul style="list-style-type: none"> Explore and perform simple movements on straight and curved path. 	<ul style="list-style-type: none"> Know and describe names of movements that move the body from place to place. Perform fast or slow movements along straight, curved and zigzag path. 	<ul style="list-style-type: none"> Demonstrate how to run, walk, jump, hop with fast and slow movements 	<ul style="list-style-type: none"> Select a movement and demonstrate it using the movement - fast and slow.
	Basic Movement Skills	Loco-motor	<ul style="list-style-type: none"> Explore different ways of walking, running, and jumping. For example walk on tiptoes, and jump backwards. 	<ul style="list-style-type: none"> Demonstrate body movements to show control in changing directions. Perform simple body movement patterns. For example walk, run slow or fast. 	<ul style="list-style-type: none"> Perform movement patterns and sequences with a friend or alone Understand the different ways of balancing of the body with and without support. 	<ul style="list-style-type: none"> Know and demonstrate simple body movements by moving from one place to another.
		Non Loco-motor	<ul style="list-style-type: none"> Explore and perform body movements like twisting, turning, bending and rocking without moving the feet from place to place. 	<ul style="list-style-type: none"> Perform body movements using different body parts without moving the feet. For example arm swing, rotating the hip. 	<ul style="list-style-type: none"> Demonstrate body movements using whole body and body parts with a friend or equipment. 	<ul style="list-style-type: none"> Demonstrate a stationary movement using a body part or whole body

Unit	Topics	Sub topics	Elementary Prep	Elementary 1	Elementary 2	Benchmark
		Manipulative	<ul style="list-style-type: none"> Explore and perform simple movement skills for games for example rolling, passing, 	<ul style="list-style-type: none"> Perform common Ball handling skills for example dribbling, catching, kicking, 	<ul style="list-style-type: none"> Demonstrate basic movements skills for play in a modified game for example, dodging, jump and catch. 	<ul style="list-style-type: none"> Identify a game skill and demonstrate it with or without a partner or object.
Physical Activity	Games	Traditional Games	<ul style="list-style-type: none"> Identify local traditional games and play them 	<ul style="list-style-type: none"> Learn and play traditional game from another community. 	<ul style="list-style-type: none"> Play traditional games from another province 	<ul style="list-style-type: none"> Describe how a traditional game is played.
		Lead Up Games	<ul style="list-style-type: none"> Know how to play simple chasing and lead up games. For example 'What's the time Mr. Pukpuk' or 'Piggy Bag' 	<ul style="list-style-type: none"> Use improvised equipment to play lead up and minor games with simple rules, eg 'Tunnel ball, 	<ul style="list-style-type: none"> Know that all game have rules. For example create a game with rules and play. 	<ul style="list-style-type: none"> Know and explain how games help us to cooperate with each other.
			<ul style="list-style-type: none"> Play modified games with rules For example Kapul soccer 	<ul style="list-style-type: none"> Practice and perform simple game skills. For example soccer, dribbling, passing, shooting. 	<ul style="list-style-type: none"> Use rules to play some modified games with and without equipment 	<ul style="list-style-type: none"> Understand that all games have rules for you to enjoy the game.
	Fitness for health	Fitness Activity	<ul style="list-style-type: none"> Talk about local community activities people do to stay fit for example working in the garden, playing games 	<ul style="list-style-type: none"> Name and perform simple fitness exercises to keep the body fit 	<ul style="list-style-type: none"> Know and describe how the body feels straight after performing a physical activity. 	<ul style="list-style-type: none"> List and describe what happens to the body after performing a physical activity.
		Fitness for health	<ul style="list-style-type: none"> Talk about local community activities people do to stay fit for example working in the garden, playing games 	<ul style="list-style-type: none"> Name and perform simple fitness exercises to keep the body fit 	<ul style="list-style-type: none"> Know and describe how the body feels straight after performing a physical activity. 	
			Recreation and leisure Activities	<ul style="list-style-type: none"> Identify activities people do in their free times in the community. For example watching TV, reading books going for a walk. 	<ul style="list-style-type: none"> Make simple plan for a recreation activity for example 'going for a picnic' going fishing on the weekend 	<ul style="list-style-type: none"> Describe leisure and recreation they have participated in.

Content Expansion

Standard Statements and Sample Activities

The standard statements for each strand in this subject are elaborated by having sample activities that students can do to achieve each particular standard statement.

Strand: Local Arts and Crafts
Unit: Visual and Performing Arts
Topic: Arts

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Drawing – Benchmark: Know and apply lines, shapes and colors in patterns and designs in cultural activities			
Standard Statement	<ul style="list-style-type: none"> Draw natural objects found in the community and identify different lines in their drawing 	<ul style="list-style-type: none"> Describe and draw or trace patterns and shapes found in the community 	<ul style="list-style-type: none"> Use colors to draw simple patterns and designs then discuss their usage in cultural activities
Activities	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> draw different kinds of objects like leaves, flowers, plants showing a variety of lines trace and draw using natural objects to show lines and shapes 	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> arrange objects like leaves, sticks and seeds to make patterns and describe them draw their own patterns using shapes like triangles, squares, etc 	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> have an excursion to a garden, seaside or riverside and discuss the natural patterns and colors on use colors to draw simple designs used in the cultural activities and discuss what it represents.
Painting – Benchmark: Know and apply primary colors with traditional colors in painting			
Standard Statement	<ul style="list-style-type: none"> Use local materials and colors to paint familiar pictures in the community 	<ul style="list-style-type: none"> Talk about and paint patterns and designs using primary colors (red, yellow and blue) 	<ul style="list-style-type: none"> Make and use local materials for painting
Activities	<ul style="list-style-type: none"> collect local materials to make colored paints draw and paint a pictures using improvised colored paints 	<ul style="list-style-type: none"> collect colored natural objects and describe its color in small groups draw and paint traditional patterns and designs using primary colors 	<ul style="list-style-type: none"> produce other colored paints using primary colors make collage of their family, community or school and paint it using improvised colored paints in small groups

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Printing – Benchmark: Demonstrate how to print using local materials			
Standard Statement	<ul style="list-style-type: none"> Print patterns using local materials in their community 	<ul style="list-style-type: none"> Make and print patterns and designs using local materials 	<ul style="list-style-type: none"> Make a print using different patterns by contrasting (degree of lightness and darkness) the colors or texture (smoothness and roughness) of the prints
Activities	<ul style="list-style-type: none"> dip fingers into mud, charcoal, ash, etc. and print patterns seen on local objects collect leaves, fruits, seeds or flowers from school environment and use them for printing pictures 	<ul style="list-style-type: none"> Collect and cut vegetables or fruits into shapes for printing Press the cut vegetables and fruits on papers to create simple patterns and designs 	<ul style="list-style-type: none"> Mix the primary colours to form light and dark colors and use the mixes colours to print patterns and designs of their choice Print simple local patterns and designs using mixture of colors
C R A F T			
Weaving – Benchmark: Demonstrate simple skills in weaving using local materials			
Standard Statement	<ul style="list-style-type: none"> Talk about and make simple woven crafts using local materials in the community 	<ul style="list-style-type: none"> Create a woven crafts using local materials with simple rules in weaving 	<ul style="list-style-type: none"> Compare and describe similarities of designs and patterns of woven crafts from own culture to others
Activities	<ul style="list-style-type: none"> Invite a community member to demonstrate simple weaving to the children Practice weaving simple crafts such as mat, ball, etc. using coconut leaves 	<ul style="list-style-type: none"> Invite a local expert to demonstrate rules in weaving a familiar local craft Create their own craft using simple rules for weaving 	<ul style="list-style-type: none"> Bring a woven craft to the class and compare its patterns and designs with the others in the group Create a woven craft using available local materials
Modelling – Benchmark: Demonstrate skills in making simple models			
Standard Statement	<ul style="list-style-type: none"> Make simple crafts or toys using available materials in the community 	<ul style="list-style-type: none"> Identify and choose local materials for making crafts to construct a simple model 	<ul style="list-style-type: none"> Construct a 3-D models or figures using available local materials

Activities	<ul style="list-style-type: none"> • Use local objects like seeds, sticks, fruits etc to make a favorite toy • Use coconut leaves or papers to make simple known crafts such as windmill, cricket (insect), crown, watch 	<ul style="list-style-type: none"> • Make a simple model of a house with sewn leaves, sticks, rope, etc. • Construct a model of a transport such as a truck, canoe or a raft using sticks, seeds, rope, bottle tops 	<ul style="list-style-type: none"> • Use clay and seeds to make a model of a favourite family pet. • Join sticks, seeds and fruits to create a
Threading - Benchmark: Demonstrate skills in threading items			
Standard Statement	<ul style="list-style-type: none"> • Make simple threaded items using local materials in the community 	<ul style="list-style-type: none"> • Apply different patterns and colors in threading items 	<ul style="list-style-type: none"> • Thread items for body or house decorations
Activities	<ul style="list-style-type: none"> • Collect and thread seeds and fruits to make a simple necklace • Thread any available materials like seashells, bottle tops, etc to make rattles 	<ul style="list-style-type: none"> • Collect different types of flowers and leaves to thread them to make simple necklaces or head bands • Collect and thread various types of objects like flowers, leaves, seeds, etc to make interesting patterns 	<ul style="list-style-type: none"> • Make arm bands, necklaces or headdress by threading seeds, shells or feathers to decorate body for traditional dancing • Collect different types of seashells and thread them for house decorations
MUSIC - Singing: Benchmark: Demonstrate basic skills in singing and understanding of sound, voice, speed and volume in music			
Standard Statement	<ul style="list-style-type: none"> • Listen to different sounds and sing simple traditional songs from the community 	<ul style="list-style-type: none"> • Sing traditional and modern songs with simple beats or rhythm 	<ul style="list-style-type: none"> • Sing traditional and modern songs with a change in volume (loud and soft) and speed (fast and slow)

Activities	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> • Listen to and imitate the musical sounds in nature . E.g. bird and animal calls, water and wind sounds • learn to sing traditional songs like lullaby, about, animals, rivers, mountains, etc.) applying change in sound (whisper, shout, very loud voice) • identify the source of sounds - Wind, wave, swaying of the trees, animal sounds, sounds produced by machines, transportation. • listen to and sing simple songs with action 	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> • sing a traditional song or chant and clap or tap to the rhythm or beat • perform traditional or modern songs applying changes in voice (low and high pitch) with simple beats 	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> • listen to and sing traditional and modern songs applying the change in volume (loud and soft) • create a chant applying change in speed (fast and slow) • sing songs with simple instruments and actions in group applying change in volume and speed
Musical Instruments - Benchmark: Demonstrate skills of playing musical instruments with simple beats/rhythm			
Standard Statement	<ul style="list-style-type: none"> • Listen and play improvised musical instruments from the community 	<ul style="list-style-type: none"> • Play traditional musical instruments from the community with simple beats 	<ul style="list-style-type: none"> • Play a song using musical instruments available in the community
Activities	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> • collect materials that can be used to make simple blowing instruments e.g. leaf whistles, pawpaw flutes, sticks, etc. • listen and play a steady beats pattern by clapping, tapping or marching • play improvised musical instruments to the class by group 	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> • bring and introduce a traditional musical instrument to the class • Name some of the traditional musical instruments used in the community • Play a traditional song using musical instrument by group with simple beats 	<p>Students will achieve this standard statement when they for example:</p> <ul style="list-style-type: none"> • make and play a simple musical instruments, e.g. bamboo garamuts, rattles, shakers, etc. • Play a rhythmic/beat pattern using simple musical instruments while singing traditional song • Sing a song by group using simple musical instruments applying different volume and speed <p>(Note: The word “rhythm” is now be introduced to Gr2)</p>

Sub-topic	Elementary Prep	Elementary One	Elementary Two
D A N C E			
Traditional Dance - Benchmark: Demonstrate skills in traditional dances			
Standard Statement	<ul style="list-style-type: none"> Perform traditional dance from the community with correct dance formations 	<ul style="list-style-type: none"> Perform traditional dance from the community with correct body movements and say what it is about 	<ul style="list-style-type: none"> Perform traditional dances from own or other community using musical instruments
Activities	<ul style="list-style-type: none"> Watch traditional dances in the community Do simple traditional dance steps Follow and perform traditional dance with formation (straight line, curve or circle) in groups 	<ul style="list-style-type: none"> Introduce and explain a traditional dance to the class Perform a traditional dance with correct body movements in groups 	<ul style="list-style-type: none"> Perform a traditional dance in time with others in a group present a traditional dance by group with traditional dress and musical instruments
Dances from other places – Benchmark: Perform a traditional and modern dance with music Suggestion benchmark: Perform a simple modern dance with music			
Standard Statement	<ul style="list-style-type: none"> Perform simple dance patterns following a beat 	<ul style="list-style-type: none"> Learn and perform a modern dance from other places 	<ul style="list-style-type: none"> Choose a modern dance and perform it in class
Activities	<ul style="list-style-type: none"> Do movements like walk, run, hop, jump, leap and slide traveling forward, backward, and sideward play music and perform free dance movements do simple dance pattern movements with steady beats 	<ul style="list-style-type: none"> Do movements like bending forward, backward and side-ward, stretching and twisting follow simple steps in modern dance with music perform modern dance in small groups with made up dance formation 	<ul style="list-style-type: none"> follow dance patterns with music create own dance patterns with music perform a modern dance by group with creative body movements
D R A M A			
Story Telling – Benchmark: Create simple story about their community			
Standard Statement	<ul style="list-style-type: none"> Listen to and tell traditional, funny and daily life activity stories 	<ul style="list-style-type: none"> Listen and retell a story of a legend, myth, chant or an experience 	<ul style="list-style-type: none"> Create a story using a storyboard or picture sequence

Activities	<ul style="list-style-type: none"> • tell a short story and ask students to identify characters, setting, etc. of the story • tell a story about their family or clan to the class 	<ul style="list-style-type: none"> • ask parents a legend or myth story and retell the story to the class • tell a real life and fantasy stories and ask students to identify characters, setting, etc. as well as the beginning, middle and ending of the story • tell whether a story or true or a make-up story (legend, myth or chant) 	<ul style="list-style-type: none"> • discuss and create a short story in small groups • identify its characters, setting and story line • sequence a story using pictures or drawings
Acting – Benchmark: Create simple play about their community			
Standard Statement	Act out simple real life situation and fantasy characters of a story	<ul style="list-style-type: none"> • Create and imitate characters of a story 	<ul style="list-style-type: none"> • Act out a simple scripted play in groups
Activities	<ul style="list-style-type: none"> • Prepare some characters like mother, father, bubu, teacher, fisherman, chief, doctor, nurse, etc. Give to each student a character and ask him/her to act it out. • Game: Assign students to mime common activities at home (cleaning, washing, brushing teeth, etc) and ask the class to guess the action • Prepare and assign students to act out a scene of a fantasy story 	<ul style="list-style-type: none"> • imitate and act out some characters in a story • Role play in small groups given situations like in the market, at the hospital, in the garden, etc. 	<ul style="list-style-type: none"> • Create a simple scripted drama or comedy about some happenings in the community • Name and describe its characters • Present the drama or comedy by groups to the class
Mime – Benchmark: Demonstrate skills in miming			
Standard Statement	Mime common situations or activities they do daily	Mime characters that show different facial expressions and actions	Create and act out simple situation / story through miming

Activities	<ul style="list-style-type: none">• Ask students to find a partner and do mirroring activity (one child does the action and the other copies like a reflection)• Game: Assign students to mime common activities at home (cleaning, washing, brushing teeth, etc) and ask the class to guess the action	<ul style="list-style-type: none">• Game: assign students to act out or mime different facial expressions like happy, angry, excited, sad, crying, etc. Ask the class to guess what expression it portrays• Mime a particular situations like mother taking care of the family, a teacher in the classroom, gardening, angry policeman, etc.	<ul style="list-style-type: none">• Game: Paint me a picture – divide students into small groups of 6-8 members. Prepare some scenes like family eating together, classroom, family in a picnic, children in the playground, etc. Call out: “Paint me a picture of... (a family eating together)”. After a count of 10 (depending on the level of the students) each group must not move (freeze) until they are told to do so. The best portrayed picture wins. Then another scene will be announced• Discuss, create and act out a short story or a situation through miming
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Strand: My Community

Unit: Living and working together

Topic: Self and Community

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Who am I?	Develop awareness that they are a member of a family and they belong to it.	Appreciate that he or she is a special person with special interests, qualities, behavior, attitudes, likes and dislikes	Express themselves in creative ways of their status in the family, extended family and the community
Activities	Students will achieve this standard statement when they for example: <ul style="list-style-type: none"> • Appreciate and paint pictures of their family and identify their place in a nuclear and extended family 	Students will achieve this standard statement when they for example: <ul style="list-style-type: none"> • Express a range of feelings both negative and positive in real and play situations about personal and social relationships in their family and community 	Students will achieve this standard statement when they for example: <ul style="list-style-type: none"> • Dress up in different costumes and act out roles/ obligations involved by members of a family, the community and other provinces or neighboring counties.
	<ul style="list-style-type: none"> • Practice positive relationships with other children and familiar adults 	<ul style="list-style-type: none"> • Circle Time: Discuss issues affecting rights and privileges of individuals and family 	<ul style="list-style-type: none"> • Problem-solve activity: group or class discussion to encourage children to express their own thoughts and ideas in a given situation.
Roles and responsibilities	<ul style="list-style-type: none"> • Develop understanding of individual roles and responsibilities in a family 	<ul style="list-style-type: none"> • Describe the families roles and responsibilities 	<ul style="list-style-type: none"> • Role play communities roles and responsibilities
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Circle Time: Express a range of feelings, both positive and negative in real and play situations about roles and responsibilities 	<ul style="list-style-type: none"> • Make own plans about carrying out a family activity. Example: A surprise mother's day gift for their mother. 	<ul style="list-style-type: none"> • Express verbally and in writing their thoughts and feelings about roles and responsibilities in their family and the wider world.
	<ul style="list-style-type: none"> • Planned Story time sessions: children choose and take part in role play areas. Example: cooking pretend dinner 	<ul style="list-style-type: none"> • Role plays how to carry out a family or community responsibility. Example: share food with a person living with disability 	<ul style="list-style-type: none"> • Demonstrate respect for others (in groups) by visiting a sick child, writing Easter Cards for other children.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Relationships	<ul style="list-style-type: none"> Talk about the relationship between family members 	<ul style="list-style-type: none"> Develop an understanding of their relationships with their extended families, grand parents and others , for example friends in church, school, play mates 	<ul style="list-style-type: none"> Understand and role play their responsibility as a member of a church, sports or cultural group and takes part in the activities
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Create opportunity for children to develop positive attitude when things do not work out for them in a family. Example: birthday postponed to a later date. 	<ul style="list-style-type: none"> Group discussions to come up with solutions of any problems they may face in their family and extended families. Example: taking care of a family member who is HIV /AIDS victim 	<ul style="list-style-type: none"> Problem-solve: carry out an activity they have designed themselves with adult support. Example: visit a family member who is HIV /AIDS victim
	<ul style="list-style-type: none"> Show and Tell: show pictures /drawings of their family members and discuss what role each one plays. 	<ul style="list-style-type: none"> Role play responsibilities perform by members of their extended family /community. 	<ul style="list-style-type: none"> Draw posters to include possible solutions to remedy situations that increase good behavior in their community. Example: return stolen things to the owner
Type of work People do	<ul style="list-style-type: none"> Discuss that there are different types of jobs, people do including their parent 	<ul style="list-style-type: none"> Understand and role play the work of different people, example ; a pastor, farmer, chief, and landowner 	<ul style="list-style-type: none"> Model some work or jobs that only special people can do, for example nurse, teacher, lawyer
	<ul style="list-style-type: none"> Paint pictures /make models of different types of jobs done by people. Example: doctor and nurse 	<ul style="list-style-type: none"> Work in pairs to demonstrate different types of jobs done by people. Example: doctor and nurse attending to sick child 	<ul style="list-style-type: none"> Dress up and perform jobs that only special people can do in their country and the wider world. Example: Village Chief, pilot, Prime Minister
	<ul style="list-style-type: none"> Show and Tell: Discuss and create opportunity for children to appreciate jobs people do. Example: show pictures of different jobs people do 	<ul style="list-style-type: none"> Guest Teacher: invite special people to talk to children about their job. Have children to ask questions and develop their own thought and ideas to. Example: I want to be a policeman when I grow up because I like catching thieves. 	<ul style="list-style-type: none"> Draw pictures and write short stories of themselves and the type of work they wish do. Provide reasons to justify. Example: I want to be a teacher because both of my parents are teachers.

Unit: Living and working together**Topic: Places in the community**

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Familiar Places in the community	Identify and name the common places in the community	Identify and explain that some places provide services for the people in the community	Develop a sense of awareness that there are special(sacred) places in the community and only special people go there
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Circle Time: Express confidently a common place they like/dislike in their community. Example: I like hospital because nurse gives me medicine when I'm sick but I don't like buai market because people make a lot of rubbish. 	<ul style="list-style-type: none"> Play games that involve children to have access to services provided in a friendly manner. Example: when at school, respect a person living with disability 	<ul style="list-style-type: none"> Express them-selves in a creative way showing (role play) special people going to sacred places. Example: only doctors operate sick people
	<ul style="list-style-type: none"> Draw and match pictures of places in the community and the people who work there 	<ul style="list-style-type: none"> Excursion – organize a trip to a museum/ market and describe types of activities people do when they return. 	<ul style="list-style-type: none"> Group/pairs to study and report findings about sacred places in the community or other regions.
Cultural and modern ceremonies	Talk about familiar cultural activities held in the school and communities	Know that their cultural dances, songs, stories and costumes are not the same as the community nearby	Understand that cultures are changing today and that they must appreciate other cultures.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Share experiences about their own cultural activities and mime it 	<ul style="list-style-type: none"> Create stories, practice dances or write songs about their culture and the wider world with a supportive adult (group work). 	<ul style="list-style-type: none"> Dress up in a variety of costumes and perform a fashion parade. Express confidently what costumes they are wearing and which culture/country they represent.
	<ul style="list-style-type: none"> Plan how to participate in a cultural activity held in school or village. Example: Involve in a dance during a cultural show 	<ul style="list-style-type: none"> Tell imaginary/real stories they create about their culture and the wider world with a supportive adult (group work). 	<ul style="list-style-type: none"> Song contest: in groups children perform a song they create with guidance from supportive adult.
Calendared events and ceremonies	<ul style="list-style-type: none"> Know that there are special events in the school calendar 	<ul style="list-style-type: none"> Know that some event can be religious, educational or cultural 	<ul style="list-style-type: none"> Know that calendared events fall on the same dates but others are unexpected for example floods, volcano eruption

Unit: Meeting Needs

Topic: What do people need?

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Family needs	Know that families have basic needs and wants for example shelter, food, clothes ,water.	Know that family and extended family members help each other to meet their needs.	Understand and explain that needs is a must have and want is can have if necessary.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Story Time: young learners express their ideas confidently in a story and points out what the basic family needs are. Example: my family live in a small house. My father work to provide food for us etc. 	<ul style="list-style-type: none"> • Play games that involve children helping to meet the needs of extended family and others in their neighborhood. Example: visiting the elderly, widows or children living with disability 	<ul style="list-style-type: none"> • Create an imaginary budget to emphasize the importance of ‘needs’ and ‘wants’. Example: K20.00 for food and K 2.00 for betul nut.
	<ul style="list-style-type: none"> • Create situations for learners to be sensitive to the needs of others. Example: a certain family has more than enough while another family can hardly afford their basic needs. 	<ul style="list-style-type: none"> • Draw a pictorial family tree and indicate family responsibility in meeting basic needs. Example: uncle helps niece /nephew. 	<ul style="list-style-type: none"> • Write a short story (imaginary/real) about how a person’s needs and wants are satisfied.
Group wants and needs	<ul style="list-style-type: none"> • Know that there are people in the community who cannot physically meet their own needs 	<ul style="list-style-type: none"> • Identify ways of helping people with needs and wants. 	<ul style="list-style-type: none"> • Know and describe ways community helps to meet needs of special individual or group
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Circle Time: Share experiences about how they assisted people who cannot physically meet their own needs. Example: old persons or children living in extreme poor conditions. 	<ul style="list-style-type: none"> • Create stories and dramatize how to help a person with a need or want (group work). 	<ul style="list-style-type: none"> • Dress up in a variety of costumes and perform a fashion parade. Express confidently what costumes they are wearing and which culture/country they represent.
	<ul style="list-style-type: none"> • Discuss how people and people living with disability need our help. 	<ul style="list-style-type: none"> • Using recyclable materials learners make models of their own choice of things they want and things. 	<ul style="list-style-type: none"> • Participate in an activity their community is involved in to meet needs of special individuals. Example: church ‘Thanks giving Day’.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Goods and services – local Goods	<ul style="list-style-type: none"> Talk about local goods from the community for example: producing local goods 	<ul style="list-style-type: none"> Know that some goods can be bought and sold in the community 	<ul style="list-style-type: none"> Understand and explain that various goods are used by the community for different purposes
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Identify and paint locally made /locally grown goods. Example: baskets, mats. 	<ul style="list-style-type: none"> Make models of goods that can be bought, or that can be produce locally to sell. 	<ul style="list-style-type: none"> Make posters of certain goods that are used by the wider community for different purposes. Example: yam festival, 'moka' pig killing ceremony.
	<ul style="list-style-type: none"> Dress up and imaginatively act out aspects of their daily activity. Example: weaving baskets, mats or making bilum. 	<ul style="list-style-type: none"> Invite an expert weaver, potter and other person to show and tell what they produce to sell. Encourage learners to express their thoughts and feelings through asking questions 	<ul style="list-style-type: none"> Small exhibitions to celebrate their art and craft work. Example: local good to sell to visitors
Goods and services – Local Services	<ul style="list-style-type: none"> Talk about other services used in the community, for example transport and communication 	<ul style="list-style-type: none"> Identify the most suitable transport/communication services that is useful and make the community a better place to live 	<ul style="list-style-type: none"> Understand that some services are not free for the community for example pay bus fare or for telephone use
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Share experiences confidently about services their family use. Example: travel to town in PMV or buses. 	<ul style="list-style-type: none"> Role play characters of people who provide services that make peoples life in the community easy. Example: Bus services. 	<ul style="list-style-type: none"> Express own ideas and critical thoughts in a given situation. Example: how should you communicate to your mother when you ran out of credits on your mobile phone?
	<ul style="list-style-type: none"> Paint or make models of services used in their local community. 	<ul style="list-style-type: none"> Show and Tell: show a picture or a real mobile phones and positively express how mobile phones are used for easy communication wherever you are 	<ul style="list-style-type: none"> Draw and describe services that are used in their community and the wider world such as internet.

MY COMMUNITY			
Beliefs and Values – Benchmark: Demonstrate good behavior at home, in school and in the community			
Standard Statement	<ul style="list-style-type: none"> • Demonstrate good manners at home and in school 	<ul style="list-style-type: none"> • Identify and discuss good behaviors towards family members and others in the community 	<ul style="list-style-type: none"> • Listen to stories and discuss characters with moral behavior
Activities	<ul style="list-style-type: none"> • Role play in groups of four, roles and responsibilities of family members and identify the good manners in the play • Talk about what they can do to help the old man in the picture this will them to identify behaviours showing love, concern for other, respect. 	<ul style="list-style-type: none"> • Make cards, headband and other gifts for family members to show love, appreciation and respect in return for what family members have done for them • Dramatise a situation like a visitor coming to school and discuss the types of behavior practiced. 	<ul style="list-style-type: none"> • Listen to the story “The New House” and discuss what behaviors each character is showing (Elementary Activity Book 2, page 49) • Listen to the story, “Ani’s Pineapple” and mime the parts of the story in class/group while others guess the type of behavior is shown
Christian Beliefs and Values – Benchmark: Demonstrate respect and care for others			
Standard Statement	<ul style="list-style-type: none"> • Listen to Jesus’ stories about caring and loving people and discuss the behaviours shown 	<ul style="list-style-type: none"> • Listen to and discuss a story of good behavior in the Bible 	<ul style="list-style-type: none"> • Tell stories about the value of prayer
Activities	<ul style="list-style-type: none"> • Listen to the story of Jesus feeding five thousand people from the Bible (John 6:5-12) and play the game “If I were ...” using the characters of the story • Act out the known story of Jesus feeding 5000 people in groups and discuss the value of the story 	<ul style="list-style-type: none"> • Listen to the Bible story about the rich man’s son (Luke 15), retell the story and discuss the behaviours of different characters • Discuss the Bible story, the rich man’s son and mime what each character does 	<ul style="list-style-type: none"> • Read the Bible verse John 6:11 from the chart in vernacular and discuss the value of prayer • Listen to the guest speaker talk about prayer and discuss its importance
Natural Resources: Benchmark: Name one resource that cannot be used again Demonstrate a caring attitude towards nature and its resources			
Standard Statements	<ul style="list-style-type: none"> • Observe and name some useful natural things in the environment 	<ul style="list-style-type: none"> • Name and talk about the uses of natural resources for the people 	<ul style="list-style-type: none"> • Identify some ways to take care of the natural resources in the environment

Activities	<ul style="list-style-type: none"> • Name natural resources found in or near the home • Draw resources that they use for food • Walk around the school and say which natural resources are living and which ones are nonliving 	<ul style="list-style-type: none"> • Using a mind map, draw things that are made from living and nonliving resources and write what they are used for in groups • Name and draw some of the uses of goods made from natural resources 	<ul style="list-style-type: none"> • Make an awareness poster by drawing and writing, some ways of caring for the resources in groups • Make and practice rules of caring for resources in school
Demonstrate basic understanding of the uses and care of natural resources for human development			
Standard Statements	<ul style="list-style-type: none"> • Observe and name the different things that are made by people 	<ul style="list-style-type: none"> • Name and discuss the uses of things that are made by people 	<ul style="list-style-type: none"> • Describe how people care and develop the natural resources as a means for livelihood and survival
Activities	<p>Students will achieve this standard statement when they;</p> <ul style="list-style-type: none"> • Name and draw one thing seen around the school that is made by people and say what resources are used to make them • Make a collage of people - made things in groups 	<p>Students will achieve this standard statement when they;</p> <ul style="list-style-type: none"> • Make a table of things made by men and describe their uses in small groups • Play the game 'what am I?' in small groups, eg. I am long like a snake. People walk on me. What am I? 	<ul style="list-style-type: none"> • uses

Strand: My Environment Standard Statements and Sample Activities

Unit: Life

Topic: Living Things

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Plants	<ul style="list-style-type: none"> Observe and show an interest that plants are living things and paint their favourite plant. 	<ul style="list-style-type: none"> Draw a flowering plant and label the roots, stem, leaves, flowers 	<ul style="list-style-type: none"> Explore their local environment and explain that all plants need food, water, air and light to grow
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Collect samples of plants they like with in their surrounding and talk about them. 	<ul style="list-style-type: none"> Examine a flowering plant and discuss the work of each part. Example roots carry water and food into the plant 	<ul style="list-style-type: none"> Guess and record what will happens when one of the plants needs are not met.
	<ul style="list-style-type: none"> Identify and sort the plants into different groups such as food, medicine and decoration 	<ul style="list-style-type: none"> Grow a plant in a flower pot and take care of it by: giving water, sun light and keep it moist and describe what they need to grow 	<ul style="list-style-type: none"> Identify that plants need their senses to respond to their needs. Example: The plants bend towards sun light when it needs it
	<ul style="list-style-type: none"> Draw simple life cycle of a flowering plant. 	<ul style="list-style-type: none"> Talk about the uses of different parts of the plant. Example: leaves for medicine, trunk for firewood. 	<ul style="list-style-type: none"> Explain the importance of plants to other living things including man. Example: Plants give air that man needs to survive.
Animals	<ul style="list-style-type: none"> Observe and show an interest that animals are living things and paint their favourite animal. 	<ul style="list-style-type: none"> Draw an animal and label its body parts 	<ul style="list-style-type: none"> Explore their local environment and explain that animals need food, water, air and light to live
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Children bring their pet animals and talk about them and say why they like them. 	<ul style="list-style-type: none"> Examine the different animals and describe their uses. Examples: Horse for transport, Pig for food. 	<ul style="list-style-type: none"> Predict and record what will happen when one of the animal needs are not met.
	<ul style="list-style-type: none"> Draw and paint pictures of their pet animals and other animals they like. 	<ul style="list-style-type: none"> Examine the harmful and harmless animals' behaviors. 	<ul style="list-style-type: none"> Talk about the uses of different parts of the animals. Example: bones for tools, truck for firewood.
	<ul style="list-style-type: none"> Identify and sort the animals into their different uses such as food, pets, transport, sports 	<ul style="list-style-type: none"> Draw a simple life cycle of animal. Example frog 	<ul style="list-style-type: none"> Explain the importance of animals to other living things including man. Example: Animals provide food for man.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Human Beings	<ul style="list-style-type: none"> Know that human beings are living things and also identify their relationship with other living things such as plants and animals. 	<ul style="list-style-type: none"> Make models of the human body parts and label the main parts. Example: head, arms, legs. 	<ul style="list-style-type: none"> Explain that human beings need food, water, air and light to live.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Talk about why human beings are living things. Example: they can feed, can reproduce. 	<ul style="list-style-type: none"> Make models of a human being using kunai grass and label main parts. Example: head, body, leg, hands. 	<ul style="list-style-type: none"> List down the basic needs of human being. Example: food, water, air, light.
	<ul style="list-style-type: none"> Say how human beings depend on plants. 	<ul style="list-style-type: none"> Describe the work of each part or the body. 	<ul style="list-style-type: none"> Draw living and non-living things used by human beings to live.
	<ul style="list-style-type: none"> Draw pictures of how human being depend on animals. 	<ul style="list-style-type: none"> Draw a simple life cycle of the human being. 	<ul style="list-style-type: none"> Draw a simple food chain showing what a person eats to stay alive.
Senses	<ul style="list-style-type: none"> Identify the five senses and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> Show how they use their senses to explore their environment. 	<ul style="list-style-type: none"> Name the different senses that are used to find their food and other uses.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Use the sense of sight, smell hearing, touching and tasting to gather information about common living things in the environment. 	<ul style="list-style-type: none"> Talk about how a plants can use senses to respond to situations in the environment such dry weather. 	<ul style="list-style-type: none"> Name three senses that can be used to find food by people.
	<ul style="list-style-type: none"> Draw a picture of the body parts associated with each sense. 	<ul style="list-style-type: none"> Describe how animals can use their senses to find food. Example: dog smelling animals for food. 	<ul style="list-style-type: none"> Identify and describe things around them using their senses. Example: feel and tell objects without seeing them.
	<ul style="list-style-type: none"> Sort things into groups using their senses such as hot, cold, big, long, small, sweet, sour, long, short, rough and smooth. 	<ul style="list-style-type: none"> Talk about how people can use their senses to find food. 	<ul style="list-style-type: none"> List down three senses that are used by people, animals and plants to react to dangers in their environment.

Unit: Environment
Topic: Ecology

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Physical features of an area	Name and draw the physical features of their local environment.	Identify different plants found in certain environment.	Identify different animals found in a certain environment.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Name and draw different land forms in their local environment. Example: mountains, lake, lagoons. 	<ul style="list-style-type: none"> Name plants that live in the sea. 	<ul style="list-style-type: none"> Name animals that live in the sea.
	<ul style="list-style-type: none"> Draw changes that are man-made in their environment. 	<ul style="list-style-type: none"> List and draw plants that live on the grass land. 	<ul style="list-style-type: none"> List and draw animals that live on the grass land.
	<ul style="list-style-type: none"> Name and draw environmental changes that are caused by nature. Example: formation of river. 	<ul style="list-style-type: none"> Draw and talk about plants that are found in the mountain area. 	<ul style="list-style-type: none"> Draw and talk about animals that are found in the mountain area.

Unit: Environment
Topic: Weather and Climate

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Weather	Tell that weather is part of the environment. Example: sunlight is good.	Know and differentiate the types of weather in their local environment.	Describe and model activities for different seasons, for example carrying an umbrella during rainy season.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Talk about good and bad things of wind, flood, cold, dry and wet season. 	<ul style="list-style-type: none"> Identify and draw the kinds of whether in their local community such as windy, sunny, rainy. 	<ul style="list-style-type: none"> List things that are affected by the weather. Example: hot weather allows houses to be built on the post.
	<ul style="list-style-type: none"> Identify the kinds of plants that grow during different kind of weather. Example: watermelon grow during dry season. 	<ul style="list-style-type: none"> Keep a weather diary and do a weekly weather chart in groups. 	<ul style="list-style-type: none"> Observe and record the moon phases from new moon, half-moon and full moon and talk about when people hunt, fish, planting and harvest.
	<ul style="list-style-type: none"> Match animals and plants with the correct weather. 	<ul style="list-style-type: none"> Talk about what reminds them of changes in the weather. Example flowering of plants, seeing different kinds of birds in an area at certain time. 	<ul style="list-style-type: none"> Make a rain gauge and use it to record the rain fall.

Unit: Environment
Topic: Climate Change

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Climate Change	Know and understand that climate change affects people. Example: sea level rise.	Observe and describe ways to prepare for climate change. Example: move to the higher ground when sea level rises.	Explain how people can help to prevent climate change. Example: don't burn bush, cut logs.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Role play that climate change can affect plants. 	<ul style="list-style-type: none"> • Describe signs for climate change. Example: heat from the sun increases, sea level rises. 	<ul style="list-style-type: none"> • List ways of preventing climate change. Example: plant trees.
	<ul style="list-style-type: none"> • Orally talk about how climate change affects animals. 	<ul style="list-style-type: none"> • Have a community or guest speaker talk to them on how to prepare for climate change. 	<ul style="list-style-type: none"> • Draw posters of preventing climate change in their environment.
	<ul style="list-style-type: none"> • Paint pictures of environment affected by climate change. Example: land slide, sinking island. 	<ul style="list-style-type: none"> • Draw pictures to show things before and after a storm, a flood, tsunami, land slides. 	<ul style="list-style-type: none"> • Do a role play or awareness on prevention of climate change.

Unit: Environment
Topic: Changes in natural environment

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Changes in natural environment	Talk about good and bad things done by people that change the natural environment.	Identify natural causes that change the environment they live in.	Observe and keep a record of some changes in their environment that happen over time. Which are bad.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Draw pictures to illustrate the things to used for shelters, food, clothes and transport. 	<ul style="list-style-type: none"> • Display pictures showing how natural causes such as flood, volcano can change environment. 	<ul style="list-style-type: none"> • Keep a record of changes to the environments that are bad. Example: clearing forest.
	<ul style="list-style-type: none"> • Describe how people can destroy natural environment. Example: burning bushes. 	<ul style="list-style-type: none"> • Discuss how a landside can affect living and non-living things. 	<ul style="list-style-type: none"> • Draw an environmental site that can cause the damage to their lives over a time. Example: rubbish dump in the city.
	<ul style="list-style-type: none"> • Identify bad practices such as breaking bottles and dropping rubbish and suggest ways of fixing these. 	<ul style="list-style-type: none"> • Dramatize how the volcano eruption can affect living and non-living things. 	<ul style="list-style-type: none"> • Explain how logging operation can affect environment.

Unit: Science in the home
Topic: Energy

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Light, heat and sound	<ul style="list-style-type: none"> Identify and name sources of light that we can see with our eyes. Example: electric lights, flames, stars, the sun. 	<ul style="list-style-type: none"> Describe how different things move at different speed for example light moves faster than sound. 	<ul style="list-style-type: none"> Demonstrate the uses of basic types of energy such as light, heat and sound.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Name and draw sources of natural lights and man-made lights. 	<ul style="list-style-type: none"> Identify the objects that allow heat to travel in them faster. 	<ul style="list-style-type: none"> Demonstrate the uses of light at home. Example: light up a lamp in the dark room.
	<ul style="list-style-type: none"> Illustrate sources of natural heat and man-made heat. 	<ul style="list-style-type: none"> Draw objects that allow light to travel in them. Example: plastics. 	<ul style="list-style-type: none"> Draw the uses of heat at home. Example: cook.
	<ul style="list-style-type: none"> Describe and draw sources of natural sound and man-made sound. 	<ul style="list-style-type: none"> Explain that light travel faster than sound. 	<ul style="list-style-type: none"> Role play how sounds can be useful at home or school.
		<ul style="list-style-type: none"> Use the vocabulary fast, faster, fastest and slow slower slowest to compare the speed of different things. 	<ul style="list-style-type: none"> Show that light, heat, sound can reflect or produce shadow.
		<ul style="list-style-type: none"> Compare the objects that allow heat or light to travel fast, faster and fastest. 	<ul style="list-style-type: none"> Shine a touch onto the mirror to see that light bounces off from the mirror.
		<ul style="list-style-type: none"> Compare the objects that allow light, heat and sound to travel slow, slower and slowest. 	<ul style="list-style-type: none"> Stand in the sun at different times to see the light produces shadow.
		<ul style="list-style-type: none"> Identify and group the objects that allow light, heat and sound to travel slowest to the fastest. 	<ul style="list-style-type: none"> Produce sounds to see if they can bounce back. Example Shouting in the hall or bush to hear if the sound echoes.

Unit: Science in the home**Topic: Force**

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Simple forces in the home	<ul style="list-style-type: none"> Identify things in the home that move when they are pushed or pulled. 	<ul style="list-style-type: none"> Classify different objects into different features such weights sizes, shapes or according to their makeup or size. 	<ul style="list-style-type: none"> Demonstrate and explain why certain things float or sink.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Identify and record things at home that move when they are pushed. Example: wheel barrow. 	<ul style="list-style-type: none"> Collect objects and classify the objects according to their weights sizes, shapes and their make up. 	<ul style="list-style-type: none"> Illustrate that things float when the push force is reduced.
	<ul style="list-style-type: none"> Name and illustrate simple machines that move when they are pulled. Example: toys. 	<ul style="list-style-type: none"> Explain that the more the weight is the pull and pushing forces increase. 	<ul style="list-style-type: none"> Illustrate that things sink when the push force is increased.
	<ul style="list-style-type: none"> Use different toys to demonstrate pulling and pushing forces. 	<ul style="list-style-type: none"> Students weigh objects and see the objects that are heavier or lighter. 	<ul style="list-style-type: none"> Demonstrate and sort out objects that can sink or float.
Light, heat and sound			<ul style="list-style-type: none"> Use recycled materials to make a simple toy that can be pushed or pulled.
Activities			Students will achieve this standard statement when they for example:
			<ul style="list-style-type: none"> Make simple toys that can be pushed.
			<ul style="list-style-type: none"> Make simple toys that can be pulled.
			<ul style="list-style-type: none"> Play with the toys to explore how the masses can affect the two forces.

Unit: Science in the home

Topic: Motion

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Air around us	<ul style="list-style-type: none"> Understand and say why object thrown up in the air come down. 	<ul style="list-style-type: none"> Tell that air and water can move things. 	<ul style="list-style-type: none"> Demonstrate that air helps things to move at different speed.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Play with paper planes or others thrown in the air can return to the ground and describe what happened. 	<ul style="list-style-type: none"> Create air and blow certain things or objects. 	<ul style="list-style-type: none"> Demonstrate that when air speed reduces it reduces the speed of objects.
	<ul style="list-style-type: none"> Throw or roll objects at different speeds and tell why they move along slow or faster. 	<ul style="list-style-type: none"> With a friend use improvised fans to move air. 	<ul style="list-style-type: none"> Explore that when the air speed increase the speed of the object also increases.
	<ul style="list-style-type: none"> Observe surroundings to tell the direction of wind blowing. 	<ul style="list-style-type: none"> Draw living things that use air to live. 	<ul style="list-style-type: none"> Create propeller, windmill and see how they use air.

Strand: Healthy Individual and Community

Standard Statements and Sample Activities

Unit: Healthy Individual

Topic: Personal Hygiene

Sub-topic	Elementary Prep	Elementary One	Elementary Two
My Body	<ul style="list-style-type: none"> Know and describe their own bodies and say how to care for them. Example: wash hands after using the toilet. 	<ul style="list-style-type: none"> Know and describe some ways they must do to keep their bodies clean. 	<ul style="list-style-type: none"> Demonstrate personal cleanliness and hygiene habits.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Name the different parts of their body. 	<ul style="list-style-type: none"> Show other students where germs like to live on the body. 	<ul style="list-style-type: none"> Dramatize in groups different ways of cleaning the body.
	<ul style="list-style-type: none"> Describe what we use them for. 	<ul style="list-style-type: none"> Describe ways they will keep this body parts clean. 	<ul style="list-style-type: none"> Create a situation for student to problem solve. Suggest ways what you could do if you have a cut in your hand.
	<ul style="list-style-type: none"> Play a matching game called my body parts. 	<ul style="list-style-type: none"> Draw picture to show how they can keep their bodies clean. 	<ul style="list-style-type: none"> Role play a clean body and unclean body.
	<ul style="list-style-type: none"> Create body care and safety rules. 	<ul style="list-style-type: none"> Name the body parts that produce the five senses. 	<ul style="list-style-type: none"> Understand and say how the five senses help us to keep our bodies clean.
	<ul style="list-style-type: none"> Make up simple rules to care for their body. 	<ul style="list-style-type: none"> Show and tell. Example: children will show the picture or point to the body part and say what sense it does. 	<ul style="list-style-type: none"> Compare safe and unsafe habits to clean the ears, nose, and eyes.
	<ul style="list-style-type: none"> Role play the simple rules suggested and identified. 	<ul style="list-style-type: none"> Conduct awareness on how to care for the body to their peers. 	<ul style="list-style-type: none"> Puppet show to demonstrate the five senses and emphasise on the importance.
	<ul style="list-style-type: none"> Sing a song on caring of the body parts. Example: "This is the way I comb my hair." 		<ul style="list-style-type: none"> List ways they can cause harm to the five sense organs.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Oral Health	<ul style="list-style-type: none"> • Talk about the importance of keeping the mouth and create healthy habits. 	<ul style="list-style-type: none"> • Understand the types of food we eat that causes problems in the mouth and teeth. 	<ul style="list-style-type: none"> • Understand and describe some problems that can result due to unclean mouth and teeth.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Show the correct way to brush their teeth with a tooth brush. 	<ul style="list-style-type: none"> • Make list of all the food and drinks from the shop that can cause tooth decay. 	<ul style="list-style-type: none"> • Share experiences about tooth decay and tell what causes it.
	<ul style="list-style-type: none"> • Name other things used for brushing the teeth and cleaning the mouth. 	<ul style="list-style-type: none"> • Make list of all the food from the garden that helps the teeth. 	<ul style="list-style-type: none"> • Use pictures to show example of tooth decay.
	<ul style="list-style-type: none"> • Create and practice healthy mouth and teeth rules. Example: brush teeth two times a day. 	<ul style="list-style-type: none"> • Draw one food that can cause tooth decay and one food that can help the teeth to grow well. 	<ul style="list-style-type: none"> • Discuss in small groups habits that can cause mouth cancer. Example: chewing betel nut with lime.
Healthy Growth	<ul style="list-style-type: none"> • Know that good food, rest, clean air and water are important for healthy growth. 	<ul style="list-style-type: none"> • Know that daily work and play keeps the body active and is good for healthy living. 	<ul style="list-style-type: none"> • Understand healthy growth and how to maintain it as we grow older.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Discuss why good food is important for healthy growth. 	<ul style="list-style-type: none"> • Discuss rules on when and where to play. 	<ul style="list-style-type: none"> • Discuss different stages of growth. Example: baby, child, older brother and father.
	<ul style="list-style-type: none"> • Discuss why it is important to have enough rest after work and play. 	<ul style="list-style-type: none"> • Discuss different types of work people do for their body to be active and healthy. 	<ul style="list-style-type: none"> • Discuss why people are skinny and fat.
	<ul style="list-style-type: none"> • Discuss why clean air and clean water are important for healthy growth. 	<ul style="list-style-type: none"> • Discuss different types of work they do at home. 	<ul style="list-style-type: none"> • Discuss why it is important to eat three balanced meal three times a day.

Unit: Things that Harm Us
Topic: Safety and Prevention

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Prevention and Cure	<ul style="list-style-type: none"> Know the dangerous things in/near the home. 	<ul style="list-style-type: none"> Describe how to prevent dangerous things from harming them/others. 	<ul style="list-style-type: none"> Understand and say when it is used.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Discuss all the dangerous things found in and around the home. 	<ul style="list-style-type: none"> Share with each other why you have cuts from blades, bites from insects and poison from plants. 	<ul style="list-style-type: none"> Discuss reasons for asking parents when handling dangerous things.
	<ul style="list-style-type: none"> Name sharp objects in the homes that can harm them. 	<ul style="list-style-type: none"> Explain reasons for covering food, putting flywire on windows and putting mosquitos nets at night for sleeping. 	<ul style="list-style-type: none"> Identify occasions when some dangerous things are used.
	<ul style="list-style-type: none"> Identify some insects and plants that can harm them. 	<ul style="list-style-type: none"> Discuss and identify places in the house you must keep clean to prevent dangerous things from happening. 	<ul style="list-style-type: none"> Identify family members who should supervise them when using dangerous things.
	<ul style="list-style-type: none"> Make up safety rules for use in the home. 		<ul style="list-style-type: none"> Know how to treat a dog bite or a cut from sharp blade.
	<ul style="list-style-type: none"> Make up rules for use and storage of sharp blades and objects. 		<ul style="list-style-type: none"> Identify and explain things you should keep in a first aid box.
	<ul style="list-style-type: none"> Make up rules how to avoid harmful insects. 		<ul style="list-style-type: none"> Discuss different ways of cleaning and bandaging an injury.
	<ul style="list-style-type: none"> Make up rules how to avoid contact with plants that can harm you. 		<ul style="list-style-type: none"> Explain when and why someone with an injury should go to the Aid Post or Health Centre.

Unit: Things that Harm Us
Topic: Harmful things around me

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Harmful Objects	<ul style="list-style-type: none"> Identify harmful things in the environment and describe them. Example: spiders, rusted nails and so forth. 	<ul style="list-style-type: none"> Know that there are other things, small but can harm our bodies badly. Example: mosquitoes, germs, flies etc 	<ul style="list-style-type: none"> Understand and explain that various harmful things cause harm to the body in many ways.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Find and bring to class pictures of harmful things found in your environment. 	<ul style="list-style-type: none"> Identify places in the environment that germs like to live. 	<ul style="list-style-type: none"> Explain harmful things in the environment we can see and those we cannot see. Example: we cannot see most germs but we can see using microscope.
	<ul style="list-style-type: none"> Trace or draw one harmful thing in the environment. 	<ul style="list-style-type: none"> Describe some things you can do to prevent harmful things from happening. 	<ul style="list-style-type: none"> Describe what harmful things germs can do to the body.
	<ul style="list-style-type: none"> Describe what can happen to you if you abuse harmful things in the environment. 	<ul style="list-style-type: none"> Name and explain some things used for killing harmful things in the environment. Example: mosquito spray for killing mosquitoes. 	<ul style="list-style-type: none"> Name some of the common sickness we can get from germs.
Disease	<ul style="list-style-type: none"> Talk about common diseases and sicknesses in the home. Example: malaria. 	<ul style="list-style-type: none"> Know that most sicknesses can be prevented and treated while a few like HIV cannot be cured. 	<ul style="list-style-type: none"> Understand that sicknesses and diseases harm the body in different ways. Example: tuberculosis affects the lungs.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Explain how you will feel if you get malaria and name the medicine used for treating malaria. 	<ul style="list-style-type: none"> Name one sickness you know that can be treated and one sickness that cannot be treated. 	<ul style="list-style-type: none"> Discuss some ways sickness can harm your body permanently.
	<ul style="list-style-type: none"> Explain and discuss how and why people get sick. 	<ul style="list-style-type: none"> List ways you can prevent a common sickness. 	<ul style="list-style-type: none"> Role plays some scenarios that people do that gives them sickness and harms their body. Example: smoking marijuana causes mental health problem.
	<ul style="list-style-type: none"> Explain home treatment for common diseases or sickness. 	<ul style="list-style-type: none"> Name drugs or medicines used to treat common sickness. 	<ul style="list-style-type: none"> Discuss one example of harm done to the body by sickness. Example: typhoid can cause blood in the stools and vomiting.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Poison and Drugs	<ul style="list-style-type: none"> Identify common poisons in and around the home for example plants or liquids. 	<ul style="list-style-type: none"> Understand that some drugs and poison can be harmful. 	<ul style="list-style-type: none"> Know that drugs used for treating diseases and sicknesses are medicines.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Discuss what kerosene and matches are used for. 	<ul style="list-style-type: none"> Name all the drugs and poisons find in your home. 	<ul style="list-style-type: none"> Names some of the sickness and and identify medicines used for treatment. Example: amoxicillin for pneumonia.
	<ul style="list-style-type: none"> Discuss some plants used at home for healing sores, cuts and injuries but not good for eating. 	<ul style="list-style-type: none"> Discuss one drug or poison in your home and say what harm it can do to you if misuse it. 	<ul style="list-style-type: none"> Name some simple medicines kept at home. Example: aspirin for head ache.
	<ul style="list-style-type: none"> Identify and discuss uses for snow white bleach and soap. 	<ul style="list-style-type: none"> Identify places in your home you can store or keep these poisons and drugs. 	<ul style="list-style-type: none"> Name some places in your community you go to, to get this medicines when you are sick.

Unit: Food and Food Hygiene

Topic: Food in the Community

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Different Types of Food	<ul style="list-style-type: none"> Talk about and name different foods they have in their homes and say where they get them from. Example: food from the gardens. 	<ul style="list-style-type: none"> Sort foods into certain groups. Example: garden foods, store foods animal and sea foods. 	<ul style="list-style-type: none"> Know that some foods come in seasons. Example: yams, some fish and fruits.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Name food in the garden that grow on trees. 	<ul style="list-style-type: none"> Name all food in your home that you get from the garden or market. 	<ul style="list-style-type: none"> Name some food types in your home that grow in seasons.
	<ul style="list-style-type: none"> Name food in the garden that grow in the ground. 	<ul style="list-style-type: none"> Name all the food in your home you get from animals on land and sea. 	<ul style="list-style-type: none"> Name some special seasons or occasions some food are eaten.
	<ul style="list-style-type: none"> Name foods in the garden that needs support to crawl on other plants or sticks to grow. 	<ul style="list-style-type: none"> Name all the food in your home you get from the stores. 	<ul style="list-style-type: none"> Name the season that you can get certain foods, fruits and or fish.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Know and describe healthy and unhealthy food. 	<ul style="list-style-type: none"> • Understand that it is good to eat more of the healthy foods and less unhealthy foods. 	<ul style="list-style-type: none"> • Know that eating healthy foods is good for healthy body and growth.
	<ul style="list-style-type: none"> • Discuss healthy foods you have in your homes. 	<ul style="list-style-type: none"> • Discuss what healthy foods are good for growth. 	<ul style="list-style-type: none"> • Name some fruits you know are good for growth.
	<ul style="list-style-type: none"> • List unhealthy foods you have in you homes. 	<ul style="list-style-type: none"> • Make a list of unhealthy food that are bad for your teeth. 	<ul style="list-style-type: none"> • Name some meat parts from animals that are healthy for growth.
	<ul style="list-style-type: none"> • Discuss and say what happens if you eat unhealthy foods. 	<ul style="list-style-type: none"> • Discuss where most unhealthy foods come from. 	<ul style="list-style-type: none"> • Discuss why drinking plenty alcohol is not good for healthy growth.
		<ul style="list-style-type: none"> • Group all the food in your home into healthy and unhealthy food groups. 	
		<ul style="list-style-type: none"> • Name all the food in your home that you get from animals that are healthy. 	
		<ul style="list-style-type: none"> • Name all the food in your home that we get from animals that are unhealthy. 	
		<ul style="list-style-type: none"> • Name all the food in your home we get from the store that are unhealthy. 	

Unit: Food and Food Hygiene**Topic: Food Preparation**

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Food care and handling	<ul style="list-style-type: none"> • Talk about different ways of preparing food in the home. 	<ul style="list-style-type: none"> • Know and describe one way of preparing food. 	<ul style="list-style-type: none"> • Know and describe ways of storing food in the home, schools.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • List all the food in your home you get from the garden that you eat with their skin, shell, cover. 	<ul style="list-style-type: none"> • Discuss the steps involve in cooking scones or pan cakes using flour. 	<ul style="list-style-type: none"> • Discuss and name which garden foods can be stored for long time.
	<ul style="list-style-type: none"> • Name and discuss all the food in your home that you need to peel the skin before cooking. 	<ul style="list-style-type: none"> • Discuss the steps involve in cooking rice in a pot. 	<ul style="list-style-type: none"> • Discuss how meat from animals and fish from the sea is stored for long at time.
	<ul style="list-style-type: none"> • Discuss why you need to wash and clean all the food before cooking or eating. 	<ul style="list-style-type: none"> • Discuss why water is important in cleaning, preparing and cooking food. 	<ul style="list-style-type: none"> • Discuss different storing methods used in the villages and in towns.
Different ways of cooking	<ul style="list-style-type: none"> • Know that food is cooked in many different ways. Example: traditional and modern ways. 	<ul style="list-style-type: none"> • Know that different cultures have different ways of cooking meals. 	<ul style="list-style-type: none"> • Know and say how store, garden or market foods are cooked in the home or community.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Discuss and identify foods from the garden that can be either boiled or cooked over the fire. 	<ul style="list-style-type: none"> • Discuss reasons for making mumus/cooking in the earth oven. 	<ul style="list-style-type: none"> • Explain 2 methods of cooking when cooking store food.
	<ul style="list-style-type: none"> • Discuss and identify foods from the garden that can only be eaten when ripe. 	<ul style="list-style-type: none"> • Discuss the things used when baking cakes/scones. 	<ul style="list-style-type: none"> • Explain why you need to harvest food from the garden only when they are ready or ripe.
	<ul style="list-style-type: none"> • Discuss common ways your family cook at home and say why. 	<ul style="list-style-type: none"> • Discuss difference in frying and boiling foods and say which is your favourite and why. 	<ul style="list-style-type: none"> • Explain why people add coconut milk when cooking food.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Nutritious Meals	<ul style="list-style-type: none"> • Talk about nutritious foods in the home. Example: fruits, eggs, fish, nuts. 	<ul style="list-style-type: none"> • Know that eating food from the four food groups is nutritious. 	<ul style="list-style-type: none"> • Understand that some foods can only be eaten raw because of their nutrient content.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Name and explain the types of food you normally eat daily. 	<ul style="list-style-type: none"> • Name at least one food group and give example of the food. 	<ul style="list-style-type: none"> • Explain why you do not cook cucumber, orange or mango over the fire before eating.
	<ul style="list-style-type: none"> • Name 2 fruits and explain why you like them. 	<ul style="list-style-type: none"> • Explain why children like you need more of the energy foods. 	<ul style="list-style-type: none"> • Explain why you boil all the green leaves before eating.
	<ul style="list-style-type: none"> • Name 2 vegetables and explain why you like them. 	<ul style="list-style-type: none"> • Explain why children like you need more body building food. 	<ul style="list-style-type: none"> • Discuss why the soup is good for you after all the food are boiled in a pot.

Unit: Family and Community Health
Topic: Family Health

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Clean and Safe Home	<ul style="list-style-type: none"> • Know and say what people do to keep the home clean and safe. 	<ul style="list-style-type: none"> • Identify places in the home that must be kept clean at all times. 	<ul style="list-style-type: none"> • Understand that clean home and a clean surrounding will prevent sicknesses and is safe to live in.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Discuss why you should have windows in your house. 	<ul style="list-style-type: none"> • Explain why every home should have a toilet and should not use bushes or river/creek/sea. 	<ul style="list-style-type: none"> • Discuss one sickness you can get if your home or environment is unclean.
	<ul style="list-style-type: none"> • Discuss how many times in a week you should clean your room/home. 	<ul style="list-style-type: none"> • Discuss the reasons for keeping all the food stuff covered. 	<ul style="list-style-type: none"> • Name some of the insects , germs or harmful things that can live in your home if your home is unclean.
	<ul style="list-style-type: none"> • Discuss why all the rubbish and dirty should be burned. 	<ul style="list-style-type: none"> • Explain the reasons for putting your wet towels, wet cloths in the sun and not in your rooms or indoor. 	<ul style="list-style-type: none"> • Discuss and explain some things used at home to kill and get rid of all the harmful things. Example: mosquito coils.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Family Health Promotion Products and Services	<ul style="list-style-type: none"> • Know where to get help for immunisations. 	<ul style="list-style-type: none"> • Know and organise health programs on vitamin A and deworming program for the school. 	<ul style="list-style-type: none"> • Understand that various health services can improve the health of the family.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> • Discuss and talk about the vaccines they have received. 	<ul style="list-style-type: none"> • Organise and invite visits by the nearest health clinic staff to their school for Vitamin A vaccination and deworming programs. 	<ul style="list-style-type: none"> • Discuss reasons why we have Aid Posts, Clinics and Health Centres.
	<ul style="list-style-type: none"> • Discuss why children receive vaccines. 	<ul style="list-style-type: none"> • Discuss and name food from the garden that have vitamin A. 	<ul style="list-style-type: none"> • Discuss why health patrols teams come to their schools/ communities and villages.
	<ul style="list-style-type: none"> • Discuss what they should do when school health patrol teams visit their school. 	<ul style="list-style-type: none"> • Discuss reasons for getting medicine for deworming. 	<ul style="list-style-type: none"> • Discuss some of the things or activities that take place when health teams visit their school and communities.
	<ul style="list-style-type: none"> • Identify different vaccines for immunisations. 		
	<ul style="list-style-type: none"> • Discuss vaccine they need to get at elementary prep level. 		
	<ul style="list-style-type: none"> • Discuss harmful things that can happen to them if they don't get immunization. 		
	<ul style="list-style-type: none"> • Name one vaccine that they got and now they have a scar on their arm. 		

Unit: Family and Community Health

Topic: Community Health

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Clean Safe Community	<ul style="list-style-type: none"> Know the things people in the community do to make the community a clean and safe place to live. 	<ul style="list-style-type: none"> Identify certain places in the community that provide health services for people. Example: aid post. 	<ul style="list-style-type: none"> Understand that all communities must cooperate to keep the community safe and clean for all.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Discuss and explain why it is bad to throw rubbish into the sea and the river. 	<ul style="list-style-type: none"> Discuss the services provide by their local Aid Post, Clinic or the health Centre. 	<ul style="list-style-type: none"> Discuss some of the health activities the whole community can do to keep the whole community clean.
	<ul style="list-style-type: none"> Discuss why people dig rubbish pits and bury rubbish. 	<ul style="list-style-type: none"> Explain where they should go next if their sickness is not improving after getting treatment from Aid Posts or clinic. 	<ul style="list-style-type: none"> Explain and discuss 3 signs of healthy communities.
	<ul style="list-style-type: none"> Discuss why people burn rubbish in some communities. 	<ul style="list-style-type: none"> Discuss the number of health care workers in the Aid Posts, Clinic and Health Centre. 	<ul style="list-style-type: none"> Explain why they should not leave lying around empty tyres, empty tins, coconut shells and broken bottles with water in them.
Community Health Promotion Products and Services	<ul style="list-style-type: none"> Identify some common health services the community provides. 	<ul style="list-style-type: none"> Talk about and list health care products the community needs but are not available. Example: treated mosquito nets. 	<ul style="list-style-type: none"> Understand that health services can be received close to their home, for example, aid posts etc.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Discuss and explain if they have village health volunteers in their communities. 	<ul style="list-style-type: none"> Name some of the health care things they use in their home or communities. 	<ul style="list-style-type: none"> Discuss how long it takes them to go to their nearest Aid Post or Clinic.
	<ul style="list-style-type: none"> Discuss if they have village health committees in their communities. 	<ul style="list-style-type: none"> Name some of the health services they are now having access to in their communities. 	<ul style="list-style-type: none"> Explain what they like and don't like about the health worker at their Aid Post or Clinic.
	<ul style="list-style-type: none"> Role plays the role of village health committees or village health volunteers. 	<ul style="list-style-type: none"> Explain one health services you have recently received in your home or Community. 	<ul style="list-style-type: none"> Discuss and explain the types of people that go to the Aid Posts.

Strand: Movement and Physical Activity

Standard Statements and Sample Activities

Unit: Movement

Topic: Movement Concept

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Body and Spatial Awareness	<ul style="list-style-type: none"> Explore different body movements in a general space. 	<ul style="list-style-type: none"> Describe and perform body movement patterns and its sequences. Example: in a circle, Zig Zag from start to finish. 	<ul style="list-style-type: none"> Develop an understanding of what the body can do while moving. Example: running, jumping and throwing.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Walk, run, jump, hop, skip without touching each other in a given space. 	<ul style="list-style-type: none"> Describe what movement patterns are. For example, moving in a circle. 	<ul style="list-style-type: none"> Create your favourite body shape in a stationary position.
	<ul style="list-style-type: none"> Form shapes using the whole body. Example: walk like frog or do a build a bridge. 	<ul style="list-style-type: none"> Perform some shapes of anything they can think of. Example: flap arms like birds, butterflies, airplanes, walk like a duck, hop like a kangaroo etc. 	<ul style="list-style-type: none"> Perform a movement using the whole body. Example: skip, zigzag, hop.
	<ul style="list-style-type: none"> In pairs, form letter shapes. Example: forming letter C, I, B T. 	<ul style="list-style-type: none"> Perform movement patterns like running or walking in a circle, going clockwise or anticlockwise, or running in a zigzag in and out of cones or sticks. 	<ul style="list-style-type: none"> Perform a simple dance movement pattern.
	<ul style="list-style-type: none"> Know names of body parts and show a movement this part can do. 		
	<ul style="list-style-type: none"> Sing a song called 'Hokey Pokey' showing different parts and how they move. 		
	<ul style="list-style-type: none"> Spell words using body parts. Example: use your right hand, left hand, right leg, left leg, hip and head. 		
	<ul style="list-style-type: none"> Name each body and perform a movement that body part can do. Example: hand can clap. 		

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Concept of Movement	<ul style="list-style-type: none"> Explore and perform simple movements on straight and curved path. 	<ul style="list-style-type: none"> Know and describe names of movements that move the body from place to place. 	<ul style="list-style-type: none"> Demonstrate how to run, walk jump, hop with fast and slow movements.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> In a general space perform a straight line movement running forward and backward, sideways. 	<ul style="list-style-type: none"> Perform the movement that is shown on the card by the teacher. Example: run, walk, skip, crawl, jump etc. 	<ul style="list-style-type: none"> Explore movements.
	<ul style="list-style-type: none"> In pairs, run in a curved path, running forward, sideways and backwards. 	<ul style="list-style-type: none"> In pairs, one student calls the movement and another performs that movement. 	<ul style="list-style-type: none"> Run, walk, hop, skip fast and slow on the instructions given by the leader.
	<ul style="list-style-type: none"> In groups of 6, move in a straight line and in a curved path, moving forward, sideways, backwards, etc. 	<ul style="list-style-type: none"> In groups of 6, the students make up simple beats to signal different movement. Example: a leader claps 3 times and the group skip forward, clap 2 times, they run back etc. 	<ul style="list-style-type: none"> Move in a general space without touching someone.
		<ul style="list-style-type: none"> Perform fast or slow movements along straight, curved and zigzag path. 	
		<ul style="list-style-type: none"> In a general space, perform a fast movement like running, jumping, skipping etc, without touching another person. 	
		<ul style="list-style-type: none"> In groups of 6, a leader commands them to move fast or slow. The students run in a zigzag line and a curved line going forwards and backwards. 	

Unit: Movement
Topic: Basic Movement Skills

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Loco-motor	<ul style="list-style-type: none"> Explore different ways of walking, running, and jumping. Example: walk on tiptoes, and jump backwards. 	<ul style="list-style-type: none"> Demonstrate body movements to show control in changing directions. 	<ul style="list-style-type: none"> Perform movement patterns and sequences with a friend or alone.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Individually, explore different ways of walking, running, jumping and so fort. Example: walk like an old woman, walk in a tall grass, walk in a mud. 	<ul style="list-style-type: none"> In pairs, one calls a movement and the partner performs it. 	<ul style="list-style-type: none"> Individually come with movement patterns and perform them to a friend.
	<ul style="list-style-type: none"> In groups follow a leader to perform a movement. 	<ul style="list-style-type: none"> Come up with sequential movement patterns and perform them. Example: jog two steps forward, skip backward, hop 5 times on the spot, etc. 	<ul style="list-style-type: none"> In pairs, come up with different movement patterns and perform them.
	<ul style="list-style-type: none"> Perform a partner activity like a partner walk or a wheel barrow walk etc. 	<ul style="list-style-type: none"> In groups of 6, create a simple movement sequential pattern and perform rhythmically. Example: 3 hops forward, 3 star jumps, 3 skips forward etc. 	<ul style="list-style-type: none"> Use those movement patterns and create a rhythm and perform those movements according to the rhythm.
			<ul style="list-style-type: none"> Understand the different ways of balancing body with and without support.
			<ul style="list-style-type: none"> Individually different ways of balancing the body while in a stationary position. For example, supporting the body two hands, one leg, sitting on knees etc.
			<ul style="list-style-type: none"> Use an object like a wall or a chair to support the body.
			<ul style="list-style-type: none"> In pairs, while running or skipping or jumping, identify ways of balancing the body while moving.

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Non Loco-Motor	<ul style="list-style-type: none"> Explore and perform body movements like twisting, turning, bending and rocking without moving the feet from place to place. 	<ul style="list-style-type: none"> Perform body movements using different body parts without moving the feet. Example: arm swing, rotating the hip. 	<ul style="list-style-type: none"> Demonstrate body movements using whole body and body parts with a friend or equipment.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Stand in a stationary position and twist, turn, bend without moving the legs from one place to another. 	<ul style="list-style-type: none"> Individually, use the hands to perform arm movements such as stretching, swaying etc. 	<ul style="list-style-type: none"> Sing an action to demonstrate the body movement patterns.
	<ul style="list-style-type: none"> In pairs, one partner says the action word while the other performs the movement. 	<ul style="list-style-type: none"> Use the legs to perform movements done by the legs such as bending, stamping the feet, squatting. 	<ul style="list-style-type: none"> In pairs, demonstrate movements done by the hands, legs and the trunk.
	<ul style="list-style-type: none"> Perform a simple dance using the non- loco motor movements. 	<ul style="list-style-type: none"> In groups of 6, combine the hand and leg movements with the whole body and perform them. As demonstrated in the song 'water melon'. 	<ul style="list-style-type: none"> Match body parts with the skills performed in a stationary position. Example: knee to bending.
Manipulative	<ul style="list-style-type: none"> Explore and perform simple movement skills for games for example rolling, passing. 	<ul style="list-style-type: none"> Perform common ball handling skills. Example: dribbling, catching, kicking. 	<ul style="list-style-type: none"> Demonstrate basic movements skills for play in a modified game. Example: dodging, jump and catch.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Make a portfolio of pictures of players performing different types of skills. 	<ul style="list-style-type: none"> In pairs, practise passing and catching an object. Example: using a lemon. 	<ul style="list-style-type: none"> In pairs, they do passing and catching while moving.
	<ul style="list-style-type: none"> In groups of 4, practise passing and stopping the balls. 	<ul style="list-style-type: none"> In groups of 4, practice passing, kicking, dribbling a ball. 	<ul style="list-style-type: none"> In groups of 6, pass and catch while running or jumping.
	<ul style="list-style-type: none"> In equal groups, play a modified game. Example: tunnel ball, captain ball. 	<ul style="list-style-type: none"> In equal groups, play a modified game of kapul soccer. 	<ul style="list-style-type: none"> In equal groups, play a game called tag out or robbing the nest.

Unit: Physical Activity
Topic: Games

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Loco-motor	<ul style="list-style-type: none"> Identify local traditional games and play them. 	<ul style="list-style-type: none"> Learn and play traditional game from another community. 	<ul style="list-style-type: none"> Play traditional games from another province.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Make a list of traditional games. 	<ul style="list-style-type: none"> Brainstorm traditional games from other communities. 	<ul style="list-style-type: none"> List and describe traditional games from another province.
	<ul style="list-style-type: none"> Play some traditional games. 	<ul style="list-style-type: none"> Play that traditional game from another community. 	<ul style="list-style-type: none"> As a class, play the traditional game from another province.
Lead Up Games/ Fun Games	<ul style="list-style-type: none"> Know how to play simple chasing and lead up games. Example: 'What's the time Mr. Pukpuk' or 'Piggy Bag'. 	<ul style="list-style-type: none"> Use improvised equipment to play lead up and minor games with simple rules. Example: 'Tunnel ball'. 	<ul style="list-style-type: none"> Know that all game have rules. Example: create a game with rules and play.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Play a chasing game without equipment. Example: rats and rabbits. 	<ul style="list-style-type: none"> Play a chasing game with equipment. Example: tunnel ball. 	<ul style="list-style-type: none"> Create a playing equipment for playing a fun game and demonstrate how to use it.
	<ul style="list-style-type: none"> In groups of equal numbers play a relay game. 	<ul style="list-style-type: none"> Create a playing equipment for playing a fun game. 	<ul style="list-style-type: none"> Make up rules for minor games. Example: tunnel ball. How to start, finish and scoring points.
			<ul style="list-style-type: none"> Play the minor games using the rules.
Modified Games	<ul style="list-style-type: none"> Play modified games with rules. Example: Kapul soccer. 	<ul style="list-style-type: none"> Practice and perform simple game skills. Example: soccer, dribbling, passing, shooting. 	<ul style="list-style-type: none"> Use rules to play some modified games with and without equipment.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Describe court and field games. 	<ul style="list-style-type: none"> Describe skills used in court and field games. 	<ul style="list-style-type: none"> Make up safety rules for court and field games.
	<ul style="list-style-type: none"> Play a modified field game with rules. Example: Kapul soccer 	<ul style="list-style-type: none"> Practice the simple skills used in field games. 	<ul style="list-style-type: none"> Play the modified games using the simple rules.
	<ul style="list-style-type: none"> Play a modified court game with rules. Example: Netta ball 	<ul style="list-style-type: none"> Practice the simple skills used in court games. 	<ul style="list-style-type: none"> Explain why rules are important in all the games played.

Unit: Physical Activity
Topic: Fitness for Health

Sub-topic	Elementary Prep	Elementary One	Elementary Two
Fitness Activity/ Physical Activity	<ul style="list-style-type: none"> Talk about local community activities people do to stay fit. Example: working in the garden, playing games. 	<ul style="list-style-type: none"> Name and perform simple fitness exercises to keep the body fit. 	<ul style="list-style-type: none"> Know and describe what happens to the body straight after performing a physical activity.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Talk about physical activities people do every day. 	<ul style="list-style-type: none"> Describe different simple fitness exercises people do to keep fit. 	<ul style="list-style-type: none"> Role play what happens after a physical activity.
	<ul style="list-style-type: none"> Role play physical activities people do every day. 	<ul style="list-style-type: none"> Collect pictures of people doing fitness exercises. 	<ul style="list-style-type: none"> Describe what happens to the body during physical activity.
	<ul style="list-style-type: none"> Find pictures of people do physical activities. 	<ul style="list-style-type: none"> Match fitness exercise with physical activities. Example: picture of people walking - Walk. 	<ul style="list-style-type: none"> Discuss and say what happens to the body after physical activity.
Recreation and leisure Activities	<ul style="list-style-type: none"> Identify activities people do in their free times in the community. Example: watching TV, reading books going for a walk. 	<ul style="list-style-type: none"> Make simple plan for a recreation activity. Example: 'going for a picnic' going fishing on the weekend. 	<ul style="list-style-type: none"> Describe leisure and recreation they have participated in.
Activities	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:	Students will achieve this standard statement when they for example:
	<ul style="list-style-type: none"> Role play activities people do in their free times. 	<ul style="list-style-type: none"> Discuss and make a simple plan for picnic outing. 	<ul style="list-style-type: none"> In groups of 6, tell a story of a leisure and recreation activity they took part in.
	<ul style="list-style-type: none"> Make a list of activities people do during their free times. 	<ul style="list-style-type: none"> Make a list of items you need to take for a picnic at the beach. 	<ul style="list-style-type: none"> Discuss what leisure activities are and what recreation activities are.
		<ul style="list-style-type: none"> Make a list of items you need to take for bush walking. 	

Assessment

The standards are written so they are easy to assess. There are three types of assessment tasks built into the lesson plans or units of work:

1. Assessment for learning

Assessment for learning is on-going assessment (also known as “formative assessment”). It is the assessment that teachers do every day during their teaching and at the end of the lesson. Formative assessment helps a teacher to plan their next lesson.

2. Assessment as learning

Assessment as learning means that children are involved in assessing their own progress and the work of other peers in the class.

3. Assessment of learning

Assessment of learning is also called “summative assessment”. This form of assessment is done at the end of a topic or term.

National benchmarking or end of term tests are examples of assessment of learning.

Recording

It is important for teachers to keep a record of children’s progress and any problems they are having.

The teachers must use the progress chart in the teacher guides to record children’s learning at the end of each year.

Reporting

It is compulsory for teachers to;

- report the child’s progress to parents at the end of each term;
- pass the child’s records to the next teacher before the next school year begins;
- pass the child’s records to the primary school when they graduate from elementary.

Evaluation

Evaluation is when the teacher reflects on their own teaching to improve the children’s learning. For example,

- Was the lesson effective?
- Did the children reach the expected standard?
- How can I improve my teaching?

National benchmarks

Benchmarking takes place at the end of Elementary 2, Grade 5 and Grade 8.

Benchmarks are the national standards that all children should reach at the end of each level of their schooling.

The standards statements are the benchmarks for the end of that level.

The school must record and report the children's achievement. The School Learning Improvement Plan must set a target for improving the standards the children achieve. The Standards Officer will inspect the children's progress towards the standards.

National benchmarks for Culture and Community

By the end of Elementary Two the child should achieve the standards as set in the syllabus for:

References

National Department of Education (1994) Elementary Attainment Targets

National Department of Education (1998) Elementary Scope and Sequence

National Department of Education (2003) Culture & Community Outcomes-based Syllabus

National Department of Education (2006) Teacher Resource Book- Culture and Community

National Department of Education (2006) Teacher Resource Book- Movement and Games activity

National Department of Education-Report of the Task Force For the Review of Outcomes –Based Education(2013)

