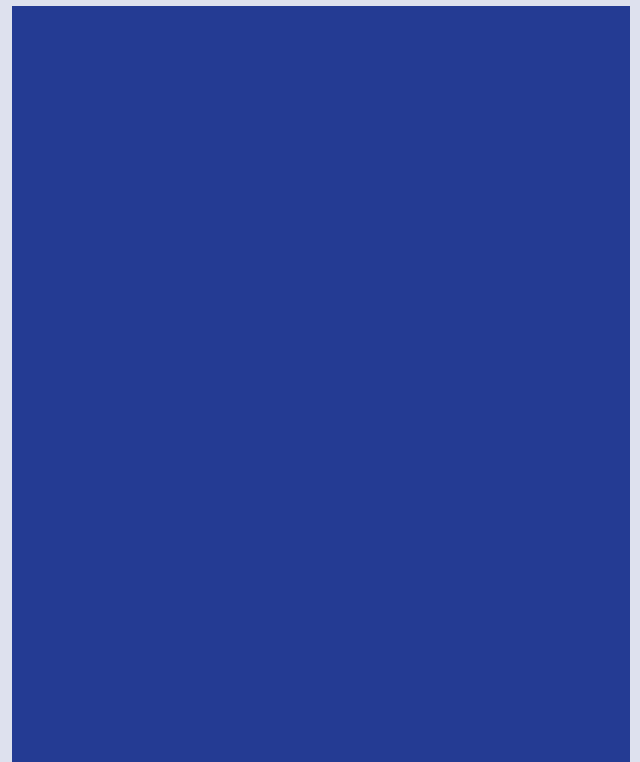


# Health Teacher Guide

## Primary Grade 5



**Standards Based**



Papua New Guinea  
Department of Education

**'FREE ISSUE**

**NOT FOR SALE'**



# Health Teacher Guide

## Primary Grade 5

### Standards Based



Papua New Guinea  
Department of Education

**Issued free to schools by the Department of Education**

First Edition

Published in 2017 by the Department of Education, Papua New Guinea

© Copyright 2017, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

*Graphic Design & Layout by Vitus Witnes Kanua*

ISBN: 978-9980-86-575-5

**Acknowledgements**

This Health Teacher Guide for Grade 5 was written by the Curriculum Development Division of the Department of Education. The development of this book was coordinated by Elizabeth Moli with assistance from the Subject Curriculum Group (SCG) members.

Teachers, school inspectors, community members, representatives from non-government organizations, teachers college lecturers and other stakeholders are acknowledged for their contributions to the development of this Teacher Guide.

The Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBOS) Committee members are also acknowledged for their recommendations and endorsement of this Teacher Guide.

# Contents

Secretary's message.....	iv
Introduction.....	1
Teaching and Learning.....	5
Planning and Programing.....	9
Guided Lessons.....	20
Assessment and Reporting.....	109
Resources.....	125
Glossary.....	126
Appendix.....	129
References.....	146

# Secretary's Message

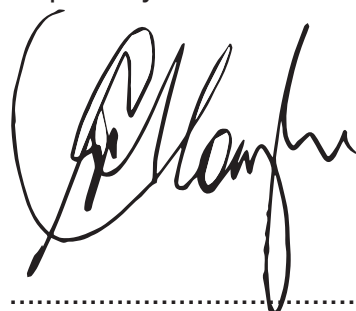
This Health Teacher Guide for Grade 5 was developed as a support document for the implementation of Health syllabus for Grades 3, 4 & 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks with suggested teaching and learning strategies that teachers can use to work towards the achievement of content standards in the syllabus.

Health education develops students to positively influence their health behaviors and that of their families as well as the surroundings and learning environments that impact their health. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health that teaches students how to improve and sustain their health; prevent disease; reduce health-related risk behaviors; and develop health knowledge, attitudes, and skills that foster academic achievement.

The teaching of health equips students with the knowledge, skills and values they need to make informed decisions and choices to perform basic first aid procedures, basic nutrition knowledge, keeping personal hygiene, understand and accept the different growth changes (physical, emotional, social, spiritual, and mental) to be healthy, wealthy, wiser and smart individuals. Other stakeholders are encouraged to become important partners in the health of students and their communities

Teachers are encouraged to read this teacher guide carefully to become familiar with the content so that they can be confident to try out new concepts and strategies and to teach the content well. They can also adjust to suit the needs of their students.

I commend and approve this Grade 5 Health Teacher Guide to be used in all primary schools throughout Papua New Guinea.



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

# Introduction

The Health Education reflects the Government of Papua New Guinea's Vision 2050: "Smart, Wise, Fair, Healthy and Safe Society." This includes a range of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that enhances health and increases health literacy. The health education standards define the essential skills and knowledge that all students should achieve as they progress from Grades 3 - 5.

The primary goal of health education is to improve academic achievement and health literacy for all students. This includes these four basic characteristics that are identified as essential to health-literate individuals as:

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

## Purpose

The teacher guide is purposely written to provide information and guidelines that can assist the teachers to interpret and translate the prescribed content in the Syllabus into teachable instructional programs. The guided lesson samples provided can be used by teachers to deliver the health content and to generate other creative teaching and learning activities. It also provides samples of assessment tasks for content standards. The knowledge, skills, attitudes and values provided in this guide will assist teachers to prepare teaching and learning activities that will promote personal health and hygiene, cleanliness, safe behaviour, basic health care and first aid, food hygiene and care and healthy choices of nutritional diet.

## How to use the book

In order for you to understand and know how to use this guide effectively, you are encouraged to do the following:

- Read each section of the teacher guide thoroughly and carefully and take note of new changes or inclusions that may appear to be unfamiliar to you.
- Read the syllabus and become familiar with strands, units, content standards, performance standards and assessment tasks which are expanded in this teacher guide.
- Meet with other teachers, discuss and share ideas to better understand the content.
- Refer to the suggested lesson titles to help you to plan your lessons.
- Use the teacher guide to do planning for the year's instructional programs.
- Conduct in-services on sections of the teacher guide to assist other teachers in your school.
- Share ideas and carry out awareness with other stakeholders on the content and expectations of teaching and learning Health as a subject at this grade and level.

There are 13 sample guided lessons done for each unit to help you teach. For the lessons that are not written, there are KSAVs and the lesson template provided. Use the template and the KSAVs to plan your lessons. Some teaching and learning activities are also provided to assist in your planning of the lessons.



## Key Features

Being healthy is being free from sickness and diseases. The health content for Grade 5 draws upon the broad concepts of healthy growth, healthy individual, healthy home, healthy community, healthy district, healthy province and healthy nation. The teaching and learning also builds upon the broad contents and concepts of Individual and Community Health which is a strand in the Culture and Community subject at elementary level.

## Health subject strands and units

This table shows the strands and units of the subject. Each strand has a number of Units. The strands and the units are the same for Grades 3, 4 and 5. The content standards are written according to each unit for each strand.

Strand	Units	Emphasis of this unit
1. Growth and Development	<ol style="list-style-type: none"> <li>1. My Body</li> <li>2. Relationship</li> <li>3. Culture, Values and Morals</li> <li>4. My Career Interest</li> </ol>	The emphasis of this unit allows learners to explore their self-identity, embrace the physical, social, emotional and mental aspects of personal health and how these are influenced by biological factors and individual health choices. They learn to appreciate the relations and cultures they have while at the same time develop a high self-esteem during the time when they are undergoing changes. They also become aware of how several factors affecting their growth and their personal interests that helps them build a certain interest in a particular job or work for the future.
2. Individual and Community Health	<ol style="list-style-type: none"> <li>1. Alcohol and Substance Abuse</li> <li>2. Protection against Disease</li> <li>3. Healthy Environment</li> <li>4. Health services</li> </ol>	This unit enables students to be able to identify things around their environment that can harm them and affect their health. They learn about other harmful substances like drugs and alcohol which can become harmful when abused. They look at the roles of the family and community health services; their relationships and observe bad and healthy practices at homes. The unit embraces aspects of the social and physical environment that influence the health of individuals and communities and nurtures the skills that enable students to take action to promote healthier social and physical environments and also look after health services.
3. Nutrition	<ol style="list-style-type: none"> <li>1. Food and Growth</li> <li>2. Food and Hygiene</li> </ol>	Healthy diet or good eating habits are also an essential part of good health. In this unit the children can be able to know the value of local foods and those obtained from the stores. The children can also be able to prepare food using various styles of cooking and practice serving balance meals to make food safe to eat. They learn about healthy food and also diseases caused by eating unhealthy food.
4. Safety and First Aid	<ol style="list-style-type: none"> <li>1. Safety</li> <li>2. First Aid</li> </ol>	Prevention is better than cure. The students learn to take precautions to prevent accidents and injury in a variety of situations. The students will be able to learn safety rules for the use of roads and vehicles. The children will be guided to develop good safety habits to follow the rules that are in place. The students will be guided to understand and demonstrate simple and basic first aid such as care of sores and scratches, head ache, stomach ache swelling and where to get help from the services that are provided in the community. They will also learn that some of the rules are common sense that needs them to be critical, analytical and require good decision making skills.

**Life skills**

Three main life skills will be reinforced throughout the learning period of Grades 3-5 in the Primary Level.

**Interpersonal communication**

Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risks, conflicts, and differences and to promote health.

**Decision making**

Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

**Goal setting**

The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personal meaningful health behaviors.

# Teaching and Learning

## Teaching strategies

Students learn in different ways. Teachers are encouraged to use a variety of teaching strategies to teach Health lessons to guide and help students learn effectively.

## Guided discovery approach

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

Students discover different ways of solving problems. For example, if the topic is “First Aid treatment for bleeding nose,” the students can develop a few questions that will assist them in exploring the topic, or, the teacher can develop a standard set of questions that will guide the students to explore the topic. This approach is the easiest and suitable for a large class or if you are trying it for the first time.

When students are involved in developing the research questions, either as individuals or as a class, they should focus learning on areas that are relevant to their needs and interests.

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

- interviewing community members
- working in small group activities
- finding relevant information in books and newspapers
- going on an excursion.

## Problem solving

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

## How to use problem solving

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

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

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

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

## Anecdotes, fables, proverbs, mottos, quotes or famous sayings

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

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

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

## Games

The use of games in teaching concepts is a fun and enjoyable way of encouraging students to learn. The games serve as motivation during learning for student. The games could include crosswords, word and problem solving games, guessing and riddles to cater for students with different learning abilities. When using this approach, the games must be designed in an inclusive manner so no-one child is left out from participating.

## Cooperative learning

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

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

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

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

## **Inquiry learning**

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

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

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

## **Choosing tasks**

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

# Planning and Programming

Planning and programming is organizing the content from the syllabus into a teachable plan for delivery in the classroom using the different approaches of delivery. There are several areas to consider when planning and programming an instructional program for the school year. It is important for teachers to follow the order as listed. The following are areas of the components of planning and programming your Health course for Grade 5:

- Content overview
- Yearly overview
- Termly overview
- Weekly overview

## Content overview

This section presents to the teachers an overview of the content scope of learning for Grade 5 given in the Health syllabus. The broad learning content and concepts form the strands. From the strands and units the teachable concepts are drawn from the units. These are tabled for teachers' convenience. Here is the scope of learning for Grade 5.

**Table 1.0: Grade 5 Content overview**

Strands	Units	Teachable concepts
<b>1. Growth and Development</b>	1. My Body	<ul style="list-style-type: none"> <li>• Puberty stages</li> <li>• Secondary changes</li> <li>• Differences and similarities in growth changes for both sexes</li> <li>• Overcoming negative growth emotions</li> </ul>
	2. Relationship	<ul style="list-style-type: none"> <li>• Positive attitudes</li> <li>• Ways to overcome negative emotions</li> <li>• Bad behavior</li> <li>• Promoting positive attitudes</li> </ul>
	3. Culture, Morals and Values	<ul style="list-style-type: none"> <li>• Influences on individual identity and health</li> <li>• Influences of media and religion on health</li> <li>• Peer Groups influence on individual health</li> <li>• Moral behavior</li> </ul>
	4. My Career Interest	<ul style="list-style-type: none"> <li>• Factors that influence Job interests</li> <li>• Learn about volunteer work</li> </ul>

<b>2. Individual and Community Health</b>	1. Alcohol and Substance Abuse	<ul style="list-style-type: none"> <li>• Illegal drugs</li> <li>• Useful drugs</li> <li>• Disease and social life related to drugs</li> <li>• Reasons for using drugs</li> <li>• Overcoming drugs</li> <li>• Drug addiction</li> <li>• Decision making</li> </ul>
	2. Protection Against Disease	<ul style="list-style-type: none"> <li>• Common illness and cure</li> <li>• Germs and how it spreads</li> <li>• Causes of communicable and non-communicable diseases</li> <li>• Disease and prevention</li> </ul>
	3. Healthy Environment	<ul style="list-style-type: none"> <li>• Toilet and waste management facilities</li> <li>• Awareness on unsafe areas</li> <li>• Awareness on safe and clean areas</li> <li>• Clean environment</li> </ul>
	4. Health Services	<ul style="list-style-type: none"> <li>• NGO providing Health Services</li> <li>• Immunization Clinic</li> <li>• Health products at local chemists</li> <li>• Roles of health services</li> </ul>
<b>3. Nutrition</b>	1. Food and Growth	<ul style="list-style-type: none"> <li>• Junk food and the</li> <li>• Effects of eating too much junk food</li> <li>• Nutrients in food</li> <li>• Health problems from too much fat, sugar and oils.</li> <li>• Prevent health problems.</li> <li>• Processed foods and</li> <li>• Nutritional facts on food labels</li> </ul>
	2. Food and Hygiene	<ul style="list-style-type: none"> <li>• Food products and</li> <li>• Packaging</li> <li>• Correct handling of food and keeping food safe</li> <li>• Signs of stale food and effects of eating stale food/Expiry dates</li> </ul>
<b>4. Safety and First Aid</b>	1. Safety	<ul style="list-style-type: none"> <li>• Road safety</li> <li>• Personal safety</li> <li>• Safety from natural disasters</li> <li>• Safety instructions and gears</li> </ul>
	2. First Aid	<ul style="list-style-type: none"> <li>• Basic first aid for accident</li> <li>• Procedures for unsafe situations</li> <li>• Treatment for Injuries</li> </ul>



The Health Education Teacher Guide is organized into strands and further divided and elaborated in units as outlined in the table below across all grades in the Primary Level – Grades 3–5.

### Links with other primary grade levels

	Grade 3	Grade 4	Grade 5
Strands	Units		
1. Growth & Development	1. My Body 2. Relationship 3. Culture, Values and Morals 4. My Career Interest	1. My Body 2. Relationship 3. Culture, Values and Morals 4. My Career Interest	1. My Body 2. Relationship 3. Culture, Values and Morals 4. My Career Interest
2. Individual and Community Health	1. Alcohol and Substance Abuse 2. Protection from Disease 3. Healthy environment 4. Health services	1. Alcohol and Substance Abuse 2. Protection from Disease 3. Healthy environment 4. Health services	1. Alcohol and Substance Abuse 2. Protection from Disease 3. Healthy environment 4. Health services
3. Nutrition	1. Food and Growth 2. Food and Hygiene	1. Food and Growth 2. Food and Hygiene	1. Food and Growth 2. Food and Hygiene
4. Safety and First Aid	1. Safety 2. First Aid	1. Safety 2. First Aid	1. Safety 2. First Aid

## Yearly overview

When planning an instructional program we begin with the yearly plan. The yearly plan is organized by terms in a school year. The main or key information that form the content of the plan is provided in the syllabus. These are the strands, units, content standards and performance standards. We have compiled a sample yearly plan for Grade 5 class. The syllabus is translated into a delivery plan for use in the classrooms for a school year. The plan promotes sequencing of the learning content so; there is fair distribution of content standards throughout the school year. The yearly overview is a long term plan, whilst the term overview is a medium term plan and, weekly and daily plans are short term.

Teachers have to ensure that the following are done when implementing the yearly overview. These are:

- read and understand the content overview and content expansion sections of the syllabus
- note the number of strands, units and topics
- check the education calendar to confirm teaching weeks and events (8 weeks a term)
- organize the strands and units according to the 34 week calendar in a school year
- check to see that the units are fairly distributed throughout the year
- organize the year plan by subject content
- organize the seven subjects in a teaching timetable.

## Develop yearly overview

It is commended that a yearly overview should be done in the beginning of the school year during the orientation week. It is advisable to have the yearly plan in grades, so that all classes of the same grade will use the same plan to write their instructional programs for the year. There is consistency in standards of lessons delivered and resources used. Health Education proposed Yearly Overview for Grade 5.

For Grade 5 teachers in the primary schools, a sample of a yearly plan of organizing the learning content has been done for you to access. This sample is given only to guide you. However if you want to draw up your own yearly plan, you are encouraged to do so.

## Health proposed yearly overview for Grade 5

For Grade 5 teachers, a sample of a yearly plan of organizing the learning content has been done for you use. The sample is given only to guide you. However if you want to draw up your own yearly plan, you are encouraged to do so.

**Table1.1: Yearly overview**

Term 1	Term 2	Term 3	Term 4
<p><b>Strand 1:</b> Growth and Development</p> <p><b>Unit 1:</b> My Body</p> <p><b>5.1.1:</b> Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.</p>	<p><b>Strand 1:</b> Growth and development</p> <p><b>Unit 4:</b> My Career Interest</p> <p><b>5.1.4:</b> Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.</p>	<p><b>Strand 2:</b> Individual and Community Health</p> <p><b>Unit 3:</b> Healthy Environment</p> <p><b>5.2.3</b> Assess unsafe situations in the community and take actions to reduce harm and promote health.</p>	<p><b>Strand 3:</b> Nutrition</p> <p><b>Unit 2:</b> Food and Hygiene</p> <p><b>5.3.2:</b> Describe the ways and reasons of keeping food products safe to eat.</p>
<p><b>Strand 1:</b> Growth and Development</p> <p><b>Unit 2:</b> Relationship</p> <p><b>5.1.2:</b> Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.</p>	<p><b>Strand 2:</b> Individual and Community Health</p> <p><b>Unit1:</b> Alcohol and Substance abuse</p> <p><b>5.2.1:</b> Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.</p>	<p><b>Strand 2:</b> Individual and Community Health</p> <p><b>Unit 4:</b> Health Services</p> <p><b>5.2.4:</b> Identify health services and products in the community and plan ways to assist and care for the services.</p>	<p><b>Strand 4:</b> Safety and First Aid</p> <p><b>Unit 1:</b> Safety</p> <p><b>5.4.1:</b> Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.</p>
<p><b>Strand 1:</b> growth and Development</p> <p><b>Unit 3:</b> Culture, values and Morals</p> <p><b>5.1.3:</b> Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.</p>	<p><b>Strand 2:</b> Individual and Community Health</p> <p><b>Unit 2:</b> Protection against diseases</p> <p><b>5.2.2:</b> Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.</p>	<p><b>Strand 3:</b> Nutrition</p> <p><b>Unit 1:</b> Food and Growth</p> <p><b>5.3.1:</b> Assess the nutritional value of different foods and take action to promote healthy food choice.</p>	<p><b>Strand 4:</b> Safety and First Aid</p> <p><b>Unit 2:</b> First Aid</p> <p><b>5.4.2:</b> Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.</p>

## Termly overview

A termly overview is a plan of an instruction program for teaching and gives the teacher specific outline of the units, content standards and performance standards for instruction (teaching) which the teacher follows in a term. The term overview is a medium term plan. This guides the teacher to organize the teaching program for the number of weeks in each term. To compile a term overview teachers need to organize the plan using the:

- Strand
- Units
- Content Standards and
- Performance Standards

The termly overviews for the school year is important for all Grade 5 Teachers as these sample is giving the view that all teachers for Grade 5 are teaching according to the content organized in this plans across the country. This practice is a strategy to maintain standards in:

- implementing the content from the Grades 3, 4 and 5 Primary Health Syllabus for Grade 5
- teacher-student preparation is regarded as high priority
- content and performance standards are consistent across the classrooms
- maintaining the learning environment that is conducive to teaching Health Education lessons.

### Term 1 Overview Grade 5

Table1.2: Termly Overview

Term 1					
Weeks	Strand	Unit	Content standard	Performance standard	Teachable concepts
1	Planning and preparation - Orientation				
2	1. Growth and Development	1. My Body	5.1.1	<p><b>5.1.1a</b> Discuss the puberty stage for both boys and girls.</p> <p><b>5.1.1b</b> Discuss secondary changes for boys and girls, such as pimples, beard, armpit hair, breasts</p>	<p>Puberty stages</p> <p>Overcoming negative growth and emotions</p>

Term 1					
Weeks	Strand	Unit	Content standard	Performance standard	Teachable concepts
3	1. Growth and Development	1. My Body	5.1.1	5.1.1c identify and address similarities and differences on the growth and development stages of boys and girls	Secondary changes
4				5.1.2d Describe ways to overcome negative feelings and emotions of growth and development stage, eg: menstruation/wet dreams.	Differences and similarities in growth changes for both sexes
5	1. Growth and Development	Relationship	5.1.2	5.1.2a Discuss and identify positive attitudes that can be learned while interacting and participating with people (in the family, house, community).	Positive attitudes
6				5.1.2b Identify and recommend ways to overcome negative feelings and emotions such as embarrassment and shyness.	Ways to overcome negative emotions
				5.1.2c Discuss and describe negative feelings and emotions that can lead to bad behavior.	Bad behavior
7				5.1.2d Identify negative attitudes and negative emotions such as embarrassment and find ways to overcome them to promote positive attitude.	Promoting positive attitudes

Term 1					
Weeks	Strand	Unit	Content standard	Performance standard	Teachable concepts
8	1. Growth and Development	Culture, Values and morals	5.1.3	5.1.3a Discuss and identify other influences such as religion, peer groups, media etc., that certifies them as individuals.	Influences on individuals
				5.1.3d Identify moral behaviors and positive attitudes in a person	Moral behavior
9				5.1.3b Describe and compare how religion and media has influenced them as individuals	Influences of media and religion on health
				5.1.3c Describe how peer groups has influenced them as individuals	Peer Groups influence on individual health
10	Term assessment week		Term assessment week		Term assessment week

## Weekly plan

A weekly plan is a plan of an instructional program for teaching. It gives the teacher specific outline of the units, content standards and performance standards for the teacher to organize the teaching program for the number of weeks in each term.

To compile a plan for a week's program teachers will need to organize the plan using the;

- Units
- Content standards
- Performance indicators
- Lesson topics

Teacher should use the term overview to see how units are organized, and then use this order to plan the weekly program. The weekly plan is implemented through a timetable that is planned for the subjects in the junior primary levels.

## Subject time allocations

The following is a listing of the sample subjects time allocations:

1. English	510 minutes
2. Mathematics	240 minutes
3. Science	165 minutes
4. Social Science	150 minutes
5. Arts	135 minutes
6. Health	90 minutes
7. Physical Education	120 minutes
8. CRE	60 minutes
9. Assembly	75 minutes
10. Block time	60 minutes
11. Sports	60 minutes

These basically give a total time of 1650 minutes per week to deliver the 7 subjects in primary classrooms, Grades 3 to 5. The subject total times given are sample lessons breakup for the teacher to use per week as reference. The teachers are encouraged to work on their own to suit their teaching and learning needs.

Here is a sample plan of the subject scheduled in a week with other subjects at Grades 3-5. There are time adjustments in subjects for SBC content, therefore a sample time table is given for teacher's convenience.

**Table 1.3: Sample suggested number of lessons - time break up**

No.	Subjects	Minutes per lesson	Recommended time
1	Listening	3x 15	45
2	Talking	4x 15	60
3	Oral expression	2x 15	30
4	Reading	5x30	150
5	Written Sentences	5x30	150
6	Hand writing	1x15	15
7	Spelling	2x15	30
8	Written Expression	1x30	30
9	Mathematics	8x30	240
10	Science	3x30 + 1x60	150
11	S/Science	5x30	150
12	Health	3x30	90
13	Arts	3x30 + 1x45	135
14	Physical Education	2x30 + 1x60	120
15	Sports	1x60	60
16	R/Education	1x60	60
17	Assembly	5x15	75
18	Block Time	4x15	60
			1650



## Sample timetable

It is important to be mindful of how much time there is to deliver the content of the subject in a week and throughout the school year.

### Suggested weekly timetable for Grade 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 - 8.15	Assembly	Assembly	Assembly	Assembly	Assembly
8.15 - 8.30	Listening	Oral Express	Listening	Block time	Listening
8.30 - 8.45	Spelling	Spelling	Oral Expression		Talking
8.45 - 9.00	Talking	Talking	Talking	Hand writing	Block time
9.00 - 9.30	Wr. Sentences	Wr. Sentences	Wr. Sentences	Wr. Sentences	Wr. Sentences
9.30 - 10.00	Reading	Reading	Reading	Reading	Reading
10.00-10.30	Recess			Recess	
10.30 - 11.00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11.00 - 11.30	Science	Science	Science	Science	Wr Expression
11.30 - 12.00	S/Science	S/ Science	S/Science	Science	S/Science
12.00 - 1.00	Lunch		Lunch		Lunch
1.00 - 1.30	Mathematics	Health	Mathematics	S/Science	Mathematics
1.30 - 2.00	Health	PE	Health	Arts	Arts
2.00 - 3.00	Arts	Block time	Christian Religious Education	PE	Sports

# Guided Lessons

Health lessons in Grade 5 must promote active and interactive learning and be planned around the main concepts and key ideas and skills identified in the content standards. These lessons must be delivered using guided discovery learning strategies, so that, as much as possible students are fully participating in the learning processes of the activities using the different learning and teaching strategies according to the three domains of learning within the experiential learning cycle.

The guided lessons for Grade 5 are sample lessons developed from the performances standards derived from the content standards statements prescribed in the syllabus. They are only lesson guides to guide and direct the teacher to teach the content of the lesson in a sequential manner providing appropriate students learning activities to demonstrate concepts, skills, attitudes and values appropriate for the grade level.

There are total of 117 guided lessons to be taught for a school year in Grade 5 classes in all Primary Schools. The guided lessons provided in this teacher guide are provided in two sets and they are;

- Planned sample lessons and
- Unplanned lessons provided with knowledge, skills and attitudes(KSAV)

## Sample guided lessons

There are twelve sample guided lessons in this teacher guide as a guide for you to start of your instructional teaching and learning for the school year. These sample lessons are taken from the termly and weekly overview. These sample lessons are coming from the first lesson of each performance standard under each content standard. For example, lesson 1 comes from content standard 5.1.1, performance standard (a, or a.1).

## Knowledge, skills, attitudes and values (KSAV)

The other 105 lessons that do not have samples provided are provided with content concepts of knowledge, skills and attitudes (KSAV) with the teacher notes as a guide for the teacher to plan and teach in the classroom.

## Lesson titles

The lesson titles are created from the performance standards given in the syllabus. They are recommended for delivery in Grade 5 classrooms in the primary schools. These lesson titles are further organized in weeks and according to the number of lessons per week. This is one way to monitor that all Grade 5 students are learning the same lessons from the performance standards, and content standards. The following is a schedule of lesson titles which are sequenced in the order of strands appearing in the syllabus. Teachers are encouraged to teach the lessons in order as much as possible, as they are given, and ensure that delivery is done according to the number of lessons per week for a total time of 90 minutes.

## Suggested guided lessons

### Guided lesson sample 1

### Lesson 1

**Strand 1:** Growth and development

**Unit 1:** My body

**Lesson title:** What is puberty?

**Time:** 30 minutes

**Content standard 5.1.1:** Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.

**Performance standard 5.1.1a:** Discuss the puberty stages for both boys and girls.

**Lesson objectives:** By the end of the lesson the students can:

- explain the term puberty
- list changes that happen to boys and girls during puberty

**Assessment tasks:** List some changes happening and research on the different stages during puberty.

**Resources/Materials:** Puberty, reproduction and sexual health in Papua New Guinea, Richard Jones and Jenifer Miller: Health for the Pacific, Oxford University press 2011. Pages 1-2-3.

### Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Puberty is the time of change from childhood to adolescence and then to adulthood.</li> <li>• Physical, emotional, intellectual, behavioral, social and spiritual changes occur during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the age at which puberty occurs for boys and girls.</li> <li>• Describe the physical changes that occur in boys and girls during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate changes in their bodies as being natural change.</li> <li>• Respect views or opinions of others about body change.</li> </ul>

### Teacher's notes (background information)

- Puberty is the time of change from childhood to adolescence and then to adulthood.
- Physical, emotional, intellectual, behavioral, social and spiritual changes occur during puberty.
- At puberty, young people are faced with challenging decisions about school, physical appearances, families, relationships and coping with the changes in their body.
- At puberty, a person is capable of making a child.

The table below shows some similarities and differences in both boys and girls during puberty.

Changes in boys during puberty	Changes in girls during puberty	Similarities in changes during puberty for both boys and girls
Occurs between the ages of 13 and 18	Occurs between the ages of 11 and 17	Hair grows on pubic areas and under arms (armpit)
The voice box(larynx) enlarges and the voice becomes deeper in tone	The breasts become enlarged, hips become broader and waistline becomes narrow.	Grow taller and stronger
The penis and the testes become enlarged	The external genitals (vagina) and internal reproductive organs (uterus and ovaries) become enlarged.	Perspiration (sweating) as a result of fast development of the sweat glands may cause the skin to become oily and trigger acne (pimples)

### Teaching and learning activities

Part of lesson	Teacher's activity	Student's activity
Introduction 5 minutes	<ul style="list-style-type: none"> <li>Ask students to describe the sizes of their hands, feet, head and legs when they were a baby or a child. Then ask them to describe how these physical features have changed over time to the stage they are in now.</li> <li>Introduce the lesson by explaining that; just like when their hands, legs and feet change, they have gone through other changes as well. They are in one major stage in life called "<b>Puberty.</b>" Then ask what puberty is?</li> </ul>	<ul style="list-style-type: none"> <li>Respond by describing orally what physical changes they can see in their body or others making comparisons to the time they were a baby or a child.</li> </ul>
Body 20 minutes	<p><b>Activity 1:</b></p> <ol style="list-style-type: none"> <li>Ask students to describe puberty according to their understanding.</li> <li>Record student's descriptions.</li> <li>Collate all descriptions to come up with a possible definition of puberty.</li> </ol> <p><b>Puberty</b> marks the change from being a child to becoming an adult. It is one of the most important changes in life. Every person experiences puberty.</p> <p><b>Activity 2 :</b> Discuss and describe the different stages and changes they have gone through from fertilization to their current stage. (see teachers notes)</p>	<ul style="list-style-type: none"> <li>Students relate the definition of puberty to themselves.</li> <li>Students describe the changes they have gone through in the different stages for example, small feet to big and strong feet, short to tall, slow to faster, small hands to big hands, etc.</li> </ul>

Part of lesson	Teacher's activity	Student's activity
Conclusion 5 minutes	Explain to the students that the changes they are going through are natural and part of their growth. They are now in another stage and they need to be aware of the changes and accept the changes so they can be comfortable growing up like healthy individuals.	a) Work in groups to complete table. b) Share, discusses and debate findings. They disagree with or support findings similar to theirs. c) Appreciate and respect findings of other groups and make corrections to misconceptions.

**Teacher's reflection/evaluation:**

.....

.....

**Lesson for you to plan**

**Lesson 2**

**Strand1:** Growth and development

**Unit 1:** My body

**Lesson Title:** Puberty changes in boys and girls

**Time:** 30 minutes

**Content standard 5.1.1:** Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.

**Performance standard 5.1.1a:** Discuss the puberty stage for both boys and girls.

**Key concepts**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Definition of puberty.</li> <li>• Different stages of life.</li> <li>• Ages at which puberty occurs for boys and girls.</li> <li>• A person becomes capable of making children.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to define puberty.</li> <li>• Able to identify different life stages.</li> <li>• Able to find comfort in the learning of the sensitive topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Resilient to the sensitivity of the issue.</li> <li>• Respect the learning of the puberty stage.</li> <li>• Confidence and high self-esteem.</li> </ul>

## Lesson for you to plan

## Lesson 3

Strand1: Growth and development

Unit 1: My body

Lesson title: Secondary changes in girls

**Content standard 5.1.1:** Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.

**Performance standard 5.1.1b:** Discuss secondary changes for boys and girls such as pimples, beard, armpit, hair, breasts.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment Tasks
<ul style="list-style-type: none"> <li>Changes in girls during Puberty.</li> <li>Occurs between the ages of 11 and 17.</li> <li>The breasts become enlarged, hips become broader and waistline becomes narrow.</li> <li>The external genitals (vagina) and internal reproductive organs (uterus and ovaries) become enlarged.</li> <li>Ovulation or release of an egg and Menstruation (a monthly period) occurs.</li> <li>Increased wetness in the vaginal area.</li> </ul>	<ul style="list-style-type: none"> <li>Able to cope with the discomfort.</li> <li>Speak openly and maturely.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently learn about the female secondary changes in a dual gender setting/ classroom.</li> <li>Respect other students resistance and discomfort about the topic.</li> <li>Speak with consideration.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the secondary changes of growth and development and recommend ways to improve their own developmental changes.</li> </ul>

## Lesson for you to plan

## Lesson 4

Strand 1: Growth and development

Unit 1: My body

Lesson title: Secondary changes in boys

**Content standard 5.1.1:** Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.

**Performance standard 5.1.1b:** Discuss secondary changes for boys and girls such as pimple, beard, armpit hair, breast.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<p>Changes in boys during Puberty:</p> <ul style="list-style-type: none"> <li>- occurs between the ages of 13 and 18</li> <li>- the voice box (larynx) enlarges and the voice becomes deeper in tone</li> <li>- the penis and the testicles become enlarged</li> <li>- sperm production begins</li> <li>- semen production begins and ejaculation occurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to cope with the discomfort.</li> <li>• Speak openly and maturely.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently learn about the female secondary changes in a dual gender setting/ classroom.</li> <li>• Respect other students resistance and discomfort about the topic.</li> <li>• Speak with consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the secondary changes of growth and development and recommend ways to improve their own developmental changes.</li> </ul>

## Lesson for you to plan

## Lesson 5

Strand 1: Growth and development

Unit 1: My body

Lesson title: Similarities in growth changes between boys and girls

**Content standard 5.1.1:** Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.

**Performance standard 5.1.1c:** Identify and address differences and similarities in the growth and development stages of boys and girls.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Changes in girls during puberty.</li> <li>Changes in boys during puberty.</li> <li>Similarities in change between boys and girls during puberty.</li> <li>Differences in change between boys and girls during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Able to cope with the discomfort.</li> <li>Speak openly and maturely.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently learn about the female secondary changes in a dual gender setting/classroom.</li> <li>Respect other students resistance and discomfort about the topic.</li> <li>Speak with consideration.</li> </ul>

**Reference:** Lesson 1-4 Teacher's Notes and KSAVs

## Lesson for you to plan

## Lesson 6

**Strand 1:** Growth and development

**Unit 1:** My body

**Lesson title:** Differences in growth changes between boys and girls

**Content standard 5.1.1:** Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.

**Performance standard 5.1.1c:** Identify and address differences and similarities in n the growth and development stages of boys and girls.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Changes in girls during puberty.</li> <li>Changes in boys during puberty.</li> <li>Similarities in change between boys and girls during puberty.</li> <li>Differences in change between boys and girls during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Able to cope with the discomfort.</li> <li>Speak openly and maturely.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently learn about the female secondary changes in a dual gender setting/classroom.</li> <li>Respect other students resistance and discomfort about the topic.</li> <li>Speak with consideration.</li> </ul>

**Reference:** Lesson 1-4 Teacher's notes and KSAs



**Lesson for you to plan**

**Lesson 7**

**Strand 1:** Growth and development

**Unit 1:** My body

**Lesson title:** Changes in growth that causes negative feelings and emotion

**Content standard 5.1.1:** Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.

**Performance standard 5.1.1d:** Describe ways to overcome negative feelings and emotions of growth and developmental stages.  
eg. Menstruation/wet dream.

**Key concepts**

Knowledge	Skills	Attitudes/Values
<p>Mood swings</p> <ul style="list-style-type: none"> <li>• Dramatically changes in young people’s emotions from one day to the next can be frustrating.</li> </ul> <p>Sexual attraction</p> <ul style="list-style-type: none"> <li>• Romantic feelings in a relationship can be uncomfortable.</li> </ul> <p>Peer's beliefs</p> <ul style="list-style-type: none"> <li>• Valuing peer’s and friend’s opinions can contradict family and community values.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to make decisions according to good moral values.</li> <li>• Can distinguish and accept negative emotions that result from changes during puberty.</li> <li>• Can talk and discuss changes with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently discuss their emotions.</li> <li>• Respect their emotion sand feelings and those of others.</li> <li>• Appreciate guidance from parents and on the spiritual values from the Bible.</li> </ul>

**Lesson for you to plan**

**Lesson 8**

**Strand 1:** Growth and development

**Unit 1:** My body

**Lesson title:** Dealing with negative growth feelings and emotions

**Content standard 5.1.1:** Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.

**Performance standard 5.1.1d:** Describe ways to overcome negative feelings and emotions of growth and developmental stages.  
eg. Menstruation/wet dream.

## Key concepts

Knowledge	Skills	Attitudes/Values
<p>Sexual attraction</p> <ul style="list-style-type: none"> <li>Romantic feelings in a relationship can be uncomfortable.</li> </ul> <p>Peer's Beliefs</p> <ul style="list-style-type: none"> <li>Valuing peer's and friend's opinions can contradict family and community values.</li> </ul> <p>Initiation</p> <ul style="list-style-type: none"> <li>Cultural practices of initiation at puberty can be both accepted and rejected by young people.</li> </ul> <p>Spiritual Challenges</p> <ul style="list-style-type: none"> <li>Exploration and experimenting during puberty tests spiritual values and beliefs. Spiritual values can give good morals and guidance during puberty.</li> </ul> <p>Increased expectations, demands and responsibilities</p> <ul style="list-style-type: none"> <li>From adults for the young can be frustrating and distressing.</li> </ul>	<ul style="list-style-type: none"> <li>Able to make decisions according to good moral values.</li> <li>Can distinguish and accept negative emotions that result from changes during puberty.</li> <li>Can talk and discuss changes with an adult.</li> <li>Can question openly the emotions they are going through to understand changes they experience.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently discuss their emotions.</li> <li>Respect their emotions and feelings and those of others.</li> <li>Appreciate Guidance from parents and the Spiritual Values from the Bible.</li> <li>Appreciate Cultural practices of initiation that identifies them as unique individuals with growing responsibilities.</li> </ul>

## Sample Guided Lesson 2

## Lesson 9

Strand 1: Growth and development

Unit 2: Relationships

**Lesson title:** Positive attitudes learned from the family, school and community

**Time:** 30 minutes

**Content standard 5.1.2:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2a:** Discuss and identify positive attitudes that can be learned while interacting and participating with people (in the family, home, school, community).

**Lesson objective(s):** The students can list some positive attitudes that they learnt from their families at homes.

**Assessment tasks:** (refers to the assessment tasks from the beginning to the end of the lesson).

### Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Positive attitudes learned from family, school and community.</li> <li>Manners and mannerism.</li> <li>Praises and praising.</li> </ul>	<ul style="list-style-type: none"> <li>Show positive attitudes towards others in the family, school and community.</li> <li>Use of mannerism in different situations.</li> <li>Praising others.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate positive attitudes.</li> </ul>

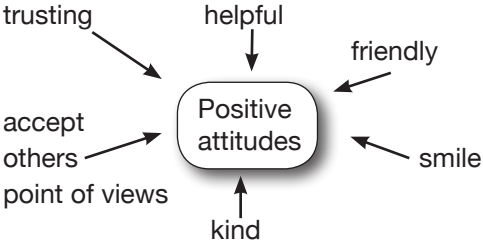
### Teacher's background notes

- Positive attitudes are usually learnt at home through family members.
- “Positive attitude refers to a mental position with regard to a fact or state for example being confident that you will do well in a test.
- Positive attitude also refers to a feeling or emotion toward a fact or state for example being kind and sharing your lunch with a friend you know doesn't often have breakfast.
- Positive attitudes lead us to success and happiness in our daily lives.
- Having a positive attitude means choosing to approach difficult circumstances and situations with a productive mindset.
- Some of these attitudes are: courageous, open-minded, tolerant, unselfish, willingness, devotion, decisive, optimistic, sympathetic and thoughtful towards others, using manners.

**Resources:** Junior Primary Syllabus, Define a Positive Attitude by Brenda Hagood, chart.

### Teaching and learning activities

Part of lesson	Teacher's activities	Student's activities
Introduction 5 minutes	<p>Song</p> <ul style="list-style-type: none"> <li>Sing the song ' Smile a while' 'Smile awhile and give your face a rest, ooo! Raise your hands to the one you love the best, Turn around, shake hands with the one nearby and greet them with a smile.'</li> <li>Ask children: What words from the song talks about something good?</li> <li>Tell children that our lesson for today will be on 'Positive attitudes.'</li> </ul>	<p>Sing the song.</p> <p>Children's' answers: (smile, love, shake hands)</p>

Part of lesson	Teacher's activities	Student's activities
<p>Body 20 minutes</p>	<p><b>Activity 1:</b> Ask children to:</p> <ol style="list-style-type: none"> <li>List some positive attitudes learnt at home, school and community. Use a mind map.</li> <li>List some manners learnt at home, school and community.</li> </ol> <p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>Ask students to identify situations in their community, school and home that give them the opportunity to learn some positive attitudes.</li> </ul>	 <p>Children sample answer:</p> <ol style="list-style-type: none"> <li>My mother always smiles at anyone who comes to the house.</li> <li>I learnt to greet people in school.</li> </ol>
<p>Conclusion 5 minutes</p>	<p>Ask children two questions.</p> <ol style="list-style-type: none"> <li>Name two positive attitudes you learnt at home, school and community.</li> <li>Name someone from the family that you have learnt this positive attitude from.</li> </ol>	<p>Children's answer:</p> <ul style="list-style-type: none"> <li>Smiling, being friendly, helpful, respectful, obedience, volunteer work, etc.</li> <li>I have learnt from my father to be content with what I have.</li> </ul>

**Teacher's reflection/evaluation:**

.....

.....

.....

.....

**Lesson for you to plan**

**Lesson 9**

**Strand 1:** Growth and development

**Unit 2:** Relationships

**Lesson title:** Positive attitudes learned from family, school and community (sample Lesson 2)

**Content standard 5.1.2:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2a:** Discuss and identify positive attitudes that can be learned while interacting and participating with people (in the family, home, school, community).

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Positive attitudes learned from family, school and from the community.</li> <li>Manners and mannerism learned from family, school and from the community.</li> <li>Praises and ways of praising others learned from family, school and from the community.</li> <li>Positive attitudes displayed by role models (Sports, Music, NGOs, Religious, Political, Heroes and Heroines)               <ol style="list-style-type: none"> <li>PNG role models</li> <li>International role models</li> <li>School role models</li> <li>Community role models</li> <li>Family role models</li> <li>Peer role models</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Show positive attitudes towards others.</li> <li>Able to use manners in different situations.</li> <li>Being able to praise others for the good things they do.</li> <li>Able to identify good role models.</li> <li>Able to mimic good role models in life.</li> </ul>	<ul style="list-style-type: none"> <li>Being friendly</li> <li>Being happy</li> <li>Being helpful</li> <li>Being considerate</li> <li>Being obedient</li> <li>Being respectful.</li> </ul>	<ul style="list-style-type: none"> <li>List five positive attitudes.</li> <li>Identify people with these positive attitudes.</li> <li>Identify situations in the home, classrooms, school and community that encourage positive attitudes and good behaviors.</li> </ul>

## Lesson for you to plan

## Lesson 10

Strand 1: Growth and development

Unit 2: Relationships

**Lesson title:** Positive characters displayed by a role model

(See sample lesson 2)

**Content standard 5.1.2:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2a:** Discuss and identify positive attitudes that can be learned while interacting and participating with people (in the family, home, school, community).

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Positive attitudes learned from family, school and from the community.</li> <li>Manners and Mannerism learned from family, school and from the community.</li> <li>Praises and ways of praising others learned from family, school and from the community.</li> <li>Positive attitudes displayed by role models (Sports, Music, NGOs, Religious, Political, Heroes and Heroines)               <ul style="list-style-type: none"> <li>PNG role models</li> <li>International role models</li> <li>School role models</li> <li>Community role models</li> <li>Family role models</li> <li>Peer role models.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show positive attitudes towards others.</li> <li>Able to use manners in different situations.</li> <li>Being able to praise others for the good things they do.</li> <li>Able to identify good role models.</li> <li>Able to mimic good role models in life.</li> </ul>	<ul style="list-style-type: none"> <li>Being friendly</li> <li>Being happy</li> <li>Being helpful</li> <li>Being considerate</li> <li>Being obedient</li> <li>Being respectful.</li> </ul>	<ol style="list-style-type: none"> <li>List five positive attitudes.</li> <li>Identify people with these positive attitudes.</li> <li>Identify situations in the home, classrooms, school and community that encourage positive attitudes and good behaviors.</li> </ol>

## Lesson for you to plan

## Lesson 11

Strand 1: Growth and development

Unit 2: Relationships

Lesson title: Dealing with my negative emotions and feelings

**Content standard 5.1.2:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2b:** Identify and recommend ways to overcome negative feelings and emotions such as embarrassment, shyness.

## Key concepts

Knowledge	Skills	Attitudes/Values
Ways to deal with: <ul style="list-style-type: none"> <li>emotions and feelings of sexual attractions</li> <li>shyness and lack of confidence in a relationship</li> <li>arguments with family members</li> <li>a failed or broken relationship (break-ups).</li> </ul>	Coping with: <ul style="list-style-type: none"> <li>decision making</li> <li>able to make informed choices</li> <li>communication</li> <li>negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>Being friendly even in a failed relationship.</li> <li>Being helpful to ease tense situations.</li> <li>Being considerate of others in our relationships.</li> <li>Being confident and bold about decisions and choices we make.</li> </ul>

## Lesson for you to plan

## Lesson 12

Strand 1: Growth and development

Unit 2: Relationships

Lesson title: Case study: How my family overcomes negative emotions

**Content standard 5.1.2:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2b:** Identify and recommend ways to overcome negative feelings and emotions such as embarrassment, shyness.

## Key concepts

Knowledge	Skills	Attitudes/Values
Ways to deal with: <ul style="list-style-type: none"> <li>- emotions and feelings of sexual attractions</li> <li>- shyness and lack of confidence in a relationship</li> <li>- arguments with family members</li> <li>- a failed or broken relationship (break-ups).</li> </ul>	Coping with: <ul style="list-style-type: none"> <li>- decision making</li> <li>- able to make informed choices</li> <li>- communication</li> <li>- negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>• Being confident and bold about decisions and choices we make.</li> <li>• Being obedient to the rules that guide our healthy relationships.</li> <li>• Being respectful to others need in a relationship.</li> <li>• Being sensitive and sensible to other people's hurts in a relationship.</li> </ul>

## Lesson for you to plan

## Lesson 13

Strand 1: Growth and development

Unit 2: Relationships

Lesson title: Negative feelings that lead to bad behavior

**Content standard 5.1.1:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2c:** Discuss and describe negative feelings and emotions that can lead to bad behavior.

## Key concepts

Knowledge	Skills	Attitudes/Values
<p>a) Negative feelings:</p> <ul style="list-style-type: none"> <li>- anger</li> <li>- jealousy</li> <li>- envy</li> <li>- pride</li> <li>- short tempered</li> <li>- Ignorance.</li> </ul> <p>b) Causes of negative feelings:</p> <ul style="list-style-type: none"> <li>- situations</li> <li>- arguments</li> <li>- domestic violence</li> <li>- peer pressure</li> <li>- bad life experience e.g. natural</li> <li>- disaster</li> <li>- favoritism in the family, class or</li> <li>- community</li> <li>- relationship breakups</li> <li>- failing exams.</li> </ul> <p>c) Conditions:</p> <ul style="list-style-type: none"> <li>- people with special needs</li> <li>- poverty</li> <li>- being rich</li> <li>- illiterate.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to identify negative feeling and emotions experienced.</li> <li>• Ability to identify situations that can cause negative feelings and bad behavior.</li> <li>• Able to find ways to prevent or deal with bad behavior.</li> <li>• Able to seek help from peers, adult or counselor.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness of negative feelings and emotions.</li> <li>• Acknowledge bad feelings.</li> <li>• Accept and appreciate help given to correct bad behavior.</li> <li>• Vigilant in responding to other people' bad behaviors.</li> <li>• Being helpful to those who need help in dealing with negative emotions.</li> </ul>

**Resource:** Healthy Relationships in Papua New Guinea (Richard Jones & Jennifer Miller, 2011)

## Lesson for you to plan

## Lesson 14

**Strand 1:** Growth and development

**Unit 2:** Relationships

**Lesson title:** Causes of negative feelings that lead to bad behavior

**Content standard 5.1.1:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2c:** Discuss and describe negative feelings and emotions that can lead to bad behavior.



## Key concepts

Knowledge	Skills	Attitudes/Values
<p>a) Negative feelings</p> <ul style="list-style-type: none"> <li>- anger</li> <li>- jealousy</li> <li>- envy</li> <li>- pride</li> <li>- short tempered</li> <li>- ignorance.</li> </ul> <p>b) Causes of negative feelings:</p> <ul style="list-style-type: none"> <li>- situations</li> <li>- arguments</li> <li>- domestic violence</li> <li>- peer pressure</li> <li>- bad life experience e.g. natural</li> <li>- disaster</li> <li>- favoritism in the family, class or</li> <li>- community</li> <li>- relationship breakups</li> <li>- failing exams.</li> </ul> <p>c) Conditions:</p> <ul style="list-style-type: none"> <li>- people with special needs</li> <li>- poverty</li> <li>- being rich</li> <li>- illiterate.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to identify negative feeling and emotions experienced.</li> <li>• Ability to identify situations that can cause negative feelings and bad behavior.</li> <li>• Able to find ways to prevent or deal with bad behavior.</li> <li>• Able to seek help from peers, adult or counselor.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness of negative feelings and emotions.</li> <li>• Acknowledge bad feelings.</li> <li>• Accept and appreciate help given to correct bad behavior.</li> <li>• Vigilant in responding to other people's bad behaviors.</li> <li>• Being helpful to those who need help in dealing with negative emotions.</li> </ul>

**Resource:** Healthy Relationships in Papua New Guinea (Richard Jones & Jennifer Miller, 2011)

## Lesson for you to plan

## Lesson 15

**Strand 1:** Growth and development

**Unit 2:** Relationships

**Lesson title:** Dealing with unhealthy attitudes

**Time:** 30 minutes

**Content standard 5.1.2:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2d:** Identify negative attitudes and negative emotions such as embarrassment and find ways to overcome them to promote positive attitude.

## Key concepts

Knowledge	Skills	Attitudes/Values
<p>Dealing with unhealthy attitudes and bad behaviors as a result of:</p> <ul style="list-style-type: none"> <li>embarrassment from growth changes for example being fat, growing beards or breasts, experiencing wet dreams or menstruation for the first time</li> <li>fighting over boyfriends and girlfriends</li> <li>attention seeking</li> <li>pride and self-centeredness</li> <li>feeling of rejection in a friendship</li> <li>anger and frustration towards parents domestic violence.</li> </ul>	<ul style="list-style-type: none"> <li>Coping with embarrassment.</li> <li>Decision making.</li> <li>Maintaining healthy relationships.</li> <li>Being able to discuss unhealthy attitudes openly with adults.</li> <li>Being able to adapt coping skills that are helpful.</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness of unhealthy attitudes.</li> <li>Accept and appreciate help given to correct unhealthy attitudes.</li> <li>Vigilant in responding to others unhealthy attitudes.</li> <li>Being helpful to those who need help in dealing with their unhealthy attitudes.</li> </ul>

**Resource:** Healthy Relationships in Papua New Guinea (Richard Jones & Jennifer Miller, 2011)

## Lesson for you to plan

## Lesson 16

**Strand 1:** Growth and development

**Unit 2:** Relationships

**Lesson title:** Promoting positive healthy attitude

**Content standards 5.1.2:** Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.

**Performance standard 5.1.2d:** Identify negative attitudes and negative emotions such as embarrassment and find ways to overcome them to promote positive attitude.

## Key concepts

Knowledge	Skills	Attitudes/Values
<p>Healthy attitudes and Behaviors:</p> <ul style="list-style-type: none"> <li>• Honest praises and compliments for example; I liked the way you helped your little sister this morning. Well done.</li> <li>• Listening and supporting.</li> <li>• Standing for your rights and rights of others.</li> <li>• No sex policy in relationships until marriage.</li> <li>• Sharing and working together.</li> <li>• Understanding the needs of others.</li> <li>• Solving conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to support and encourage positive attitudes in friends/classmates.</li> <li>• Listening to and supporting those who want to promote positive attitudes.</li> <li>• Form or join groups that practice or promote positive healthy attitudes.</li> <li>• Participate in community activities that promote positive healthy attitudes.</li> <li>• Conflict resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging and supporting.</li> <li>• Emphatic - putting oneself in the shoes of others to understand them.</li> <li>• Respectful and acceptance to others potentials to promote positive attitudes.</li> <li>• Appreciate other people's efforts to promote positive attitudes.</li> <li>• Participate voluntarily and willingly in community activities.</li> </ul>

**Resource:** Healthy Relationships in Papua New Guinea (Richard Jones & Jennifer Miller, 2011)

## Sample guided lesson 3

## Lesson 17

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** Factors influencing individual identity      **Time:** 60 minutes

**Content standard 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3a:** Identify and discuss other influences such as religion, peer groups, media, etc. that identifies them as individuals.

**Lesson objective(s):** The students can identify factors which influence their personal identity.

**Assessment tasks:**

1. Identify factors influencing personal identity
2. Describe how these factors affect personal identity

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Identity refers to who we are as an individual person.</li> <li>Self-concept is the overall picture you have of yourself.</li> <li>Families, peers, school, media, culture, influence your identity.</li> </ul>	<ul style="list-style-type: none"> <li>Way of behaving.</li> <li>Learn to adapt to situation.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate their own identity.</li> <li>Respect the opinions of their classmate.</li> </ul>

## Teacher's notes

- Our individual identity refers to who we are as an individual person compared to no other identity except our own.
- Self-concept is the overall picture you have of yourself. This includes how you see your abilities, strengths and weaknesses.
- People who have a good self-concept have a high self-esteem. They feel good about themselves and what they are able to do. They are people who are confident, happy and loving. They feel comfortable giving and receiving compliments.
- Self-concept may also be called self-image.
- Types of factors that influence individual identity include; families, peers, schools, spiritual beliefs, media, culture, tradition, language, exposure, etc.
- These factors all affect our individual identity in different ways.

## Teaching and learning activities

Part of lesson	Teacher's activities	Student's activities
Introduction 5 minutes	Ask: What makes us who we are as individuals?	Respond: Our name, our place of origin, our language, our dressing, our values, ideas and belief systems, etc.
Body 20 minutes	<p><b>Activity 1: Group activity</b> Identify different factors which influence personal identities such as, culture, media, language, traditional dressing, and friends and describe how they influence the identity.</p> <p><b>Activity 2: Individual activity</b></p> <p>a) Which of the above factors has the greatest influence on you as an individual student in the 21st century?</p> <p>b) How has it influenced you?</p>	<ul style="list-style-type: none"> <li>Identify the influence and discuss how these factors affect individual identity.</li> <li>Students respond by listing them down (at least 2 factors - based on individual opinions): E.g. family, mobile phone, spiritual beliefs, peers, school, culture, exposure, etc.</li> </ul>

Part of lesson	Teacher's activities	Student's activities
Conclusion 5 minutes	Summarize points: <ul style="list-style-type: none"> <li>We are who we are because of these factors (examples listed above in teacher's notes).</li> <li>We must be sure of our identity to healthy individuals.</li> <li>Being aware of ourselves give us the confidence of our own individual identity as unique.</li> </ul>	<ul style="list-style-type: none"> <li>Students summarise the summary notes in the teacher's notes.</li> </ul>

### Teacher's reflection/evaluation

.....

.....

### Lesson for you to plan

### Lesson 18

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** How different factors influence my health

**Time:** 30 minutes

**Content standard 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3a:** Identify and discuss other influences such as religion, peer groups, media, etc. that identifies people as individuals.

### Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>How families, peers, schools, culture, tradition, language and exposure influence individual health.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to identify how these factors influence individual health.</li> <li>Being able to make healthy choices.</li> <li>Coping with bad influences from these factors.</li> <li>Adopting and practicing good healthy influences.</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness on the influences from the different factors.</li> <li>Confident in making individual healthy choices.</li> <li>Helping peers who may be having difficulty coping.</li> <li>Being sensitive to bad health influences.</li> <li>Appreciating and accepting good healthy influences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify factors that influences the individual person's identity.</li> </ul>

## Lesson for you to plan

## Lesson 19

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** How the media can affect my health

**Content standard 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3b:** Describe and compare how religion and media has influenced their individual health.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Positive and negative health effects.</li> <li>• Public advertisements on TV can influence young people's:               <ul style="list-style-type: none"> <li>- way of dressing</li> <li>- the type of food to eat</li> <li>- the kinds of activities to engage in, e.g. drug, substance and alcohol abuse</li> <li>- relationship practices for example, most actors have multiple sexual relationships which are unreal but communicate confusing relationship messages.</li> </ul> </li> <li>• TV models and actors often mislead young people's healthy food choices by making them believe certain amounts of foods make them look ugly.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to identify positive media influences that promote healthy attitudes.</li> <li>• Being able to identify media influences that can have negative effects on individual health.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness on the influences from the media.</li> <li>• Confident in making individual healthy choices about unhealthy media publicity.</li> <li>• Helping peers who may be having difficulty coping with negative health messages.</li> <li>• Being sensitive to bad health influences.</li> <li>• Appreciating and accepting good healthy influences.</li> </ul>

## Lesson for you to plan

## Lesson 19

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** How the media can affect health

**Time:** 30 minutes

**Content standard 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3b:** Describe and compare how religion and media has influenced their individual health.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Positive and negative health effects.</li> <li>Publicity or advertisements on TV can influence young people's:               <ul style="list-style-type: none"> <li>- way of dressing</li> <li>- the type of food to eat</li> <li>- the kinds of activities to engage in e.g; drug substance and alcohol abuse</li> <li>- relationship practices for example, most actors have multiple sexual relationships which are unreal but communicate confusing relationship messages.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Being able to identify positive media influences that promote healthy attitudes.</li> <li>Being able to identify media influences that can have negative effects on individual health.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate media information regarding health.</li> </ul>

## Lesson for you to plan

## Lesson 20

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** How religion can affect my health.

**Content standards 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3b:** Describe and compare how religion and media has influenced their individual health.

## Key concepts

Knowledge	Skills	Attitudes/Values
Ways religion affects individual health: <ul style="list-style-type: none"> <li>- types of food to eat</li> <li>- types of activities to engage in</li> <li>- beliefs about certain foods and health practices.</li> </ul>	<ul style="list-style-type: none"> <li>Can identify ways religion affects individual health.</li> <li>Can make informed health choices.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the roles of religion in contributing to the health of individuals, community and the nation.</li> </ul>

## Lesson for you to plan

## Lesson 21

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** How my peer groups can affect decisions I make about my health

**Content standard 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3c:** Describe how peer groups has influenced them as individuals.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
Ways peers affect individual health: <ul style="list-style-type: none"> <li>• types of food to eat</li> <li>• types of activities to get engaged in</li> <li>• beliefs about certain foods and health practices</li> <li>• certain belief about certain appearances e.g. slim, fat.</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions on what they think is right.</li> <li>• Assist friends to make good choices.</li> <li>• Educate peers of good health decisions.</li> <li>• Refuse to be pressured by peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect of peers' decisions.</li> <li>• Accept friends' and peers' decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the benefits of having positive relationships with family and friends.</li> </ul>

## Lesson for you to plan

## Lesson 22

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** Helping my peers to make healthy decisions

**Time:** 30 minutes

**Content standard 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3c:** Describe how peer groups has influenced them as individuals.



## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Ways peers affect individual health:</li> <li>Types of food to eat.</li> <li>Types of activities to get engaged in.</li> <li>Beliefs about certain foods and health practices.</li> <li>Certain belief about certain appearances e.g. slim, fat.</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions on what they think is right.</li> <li>Assist friends to make good choices.</li> <li>Educate peers of good health decisions.</li> <li>Refuse to be pressured by peers.</li> </ul>	<ul style="list-style-type: none"> <li>Respect of peers' decisions.</li> <li>Accept friends' and peers' decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the benefits of having positive relationships with family and friends.</li> </ul>

## Lesson for you to plan

## Lesson 23

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** Self-reflection on positive and healthy practices

**Content standard 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3d:** Identify moral behaviors and positive attitudes in a person.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Reflect on positive healthy practices.</li> <li>Keeping a record of milestone achievements in health practices.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to avoid engaging in unhealthy practices.</li> <li>Being able to continue and maintain the good healthy practices.</li> </ul>	<ul style="list-style-type: none"> <li>Be responsible indecision making about health practices.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the difference between moral behavior and positive attitude.</li> </ul>

## Lesson for you to plan

## Lesson 24

**Strand 1:** Growth and development      **Unit 3:** Culture, values and morals

**Lesson title:** Let's keep a diary of our healthy practices

**Content standard 5.1.3:** Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.

**Performance standard 5.1.3d:** Identify moral behaviors and positive attitudes in a person.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Reflect on Positive healthy practices.</li> <li>Keeping a record of milestone achievements in health practices.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to avoid engaging in unhealthy practices.</li> <li>Being able to continue and maintain the good healthy practices.</li> </ul>	<ul style="list-style-type: none"> <li>Be responsible indecision making about health practices.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the difference between moral behavior and positive attitude.</li> </ul>

## Sample guided lesson 4

## Lesson 25

**Strand 1:** Growth and development  
Factors that influence job interest

**Unit 4:** My career interest

**Lesson title:** Short and long term health goals

**Time:** 30 minutes

**Content standard 5.1.4:** Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.

**Performance standard 5.1.4a:** Identify short and long term goals and describe ways to achieve them.

**Lesson objectives:** By the end of the lesson, the students can:

- identify what is important to them and begin setting personal and educational goals.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>A goal is an aim that an individual wants to achieve.</li> <li>A short term goal is something that you want to achieve straight away.</li> <li>A long term goal is something you want to achieve in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Methods used to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>Confident</li> <li>Hopeful</li> <li>Enthusiastic</li> <li>Optimism.</li> </ul>

### Teacher's notes

- A goal is an aim that an individual wants to achieve.
- A short term goal is something that you want to achieve straight away.
- A short term goal can be achieved in a short time for e.g. in one school term, 6 months or 3 weeks.
- A long term goal is something you want to achieve in the future.
- A long term goal can be achieved after a long time, for example in a year, four years, 10 years.
- Types of goals may include personal and /or educational goals.
- Personal goals may include; appearance, personality, friends, buying a nice dress or shirt.
- Educational goals may include doing well in tests and assignments, passing an exam, continuing studies at a university, getting a job or training for a career.
- A career goal may include doing things at home and school that are related to your career interest, learning about the career, interviewing a person with the career of your interest, doing volunteer work in the area of your career interest.
- A health goal may include eating a balanced meal, doing exercise daily, engage in a sport, keeping fit and healthy, not eating too much junk, not use drugs, not have sexual relationships.
- It is important to set goals in life and plan ways or steps to achieve them.
- Goals must be real and achievable.

### Teaching and learning activities

Part of lesson	Teacher's activities	Student's activities
Introduction 5 minutes	<p>Ask students each of the four questions below and give them 30 seconds to respond by writing the first thing that comes to their minds:</p> <ol style="list-style-type: none"> <li>If you were given 3 wishes for anything, what would you wish for?</li> <li>If you won a thousand kina, how would you spend it?</li> <li>If you had only 6 months to live, what would you do?</li> <li>If you could achieve anything in the world, what would you do?</li> </ol> <p><b>Activity 1: Group</b> Ask the students to:</p> <ol style="list-style-type: none"> <li>define or describe what a goal is</li> <li>identify the two types of goals: short and long term goals</li> <li>identify examples of goals in the two types of goals: personal, educational, career, health, relationship which can be short or long term.</li> </ol>	<ul style="list-style-type: none"> <li>• Students answer the given questions.</li> <li>• Students discover the intention of the activity is make them aware the need and importance of having aims and goals in life.</li> <li>• Students discuss and provide responses to the questions.</li> </ul>

Body 20 minutes	<b>Activity 2: Individual</b>  Ask students to identify 1 short term and 1 long term goals as shown in the table below	<ul style="list-style-type: none"> <li>Students discuss and provide responses to the questions</li> </ul>															
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Goal</th> <th>Short term</th> <th>Long term</th> </tr> </thead> <tbody> <tr> <td>Personal</td> <td>Buy a new comb</td> <td>Be obedient to my parents</td> </tr> <tr> <td>Educational</td> <td>Score an A grade in my Maths in term 2</td> <td>Pass Grade 8 exams</td> </tr> <tr> <td>Career goal</td> <td>Do volunteer work at the local clinic</td> <td>Aim to be a medical doctor</td> </tr> <tr> <td>Health goal</td> <td>Dental check on my teeth and gums</td> <td>Maintain good healthy teeth in life</td> </tr> </tbody> </table>		Goal	Short term	Long term	Personal	Buy a new comb	Be obedient to my parents	Educational	Score an A grade in my Maths in term 2	Pass Grade 8 exams	Career goal	Do volunteer work at the local clinic	Aim to be a medical doctor	Health goal	Dental check on my teeth and gums	Maintain good healthy teeth in life
	Goal		Short term	Long term													
	Personal		Buy a new comb	Be obedient to my parents													
	Educational		Score an A grade in my Maths in term 2	Pass Grade 8 exams													
Career goal	Do volunteer work at the local clinic	Aim to be a medical doctor															
Health goal	Dental check on my teeth and gums	Maintain good healthy teeth in life															
Conclusion 5 minutes	<ul style="list-style-type: none"> <li>Recap on key learning points by answering the activities.</li> </ul>																

**Teacher's reflection/evaluation**

.....  
 .....

**Lesson for you to plan**

**Lesson 26**

**Strand 1:** Growth and development

**Unit 4:** My career interests

**Lesson title:** Planning to achieve my goals

**Time:** 30 minutes

**Content standard 5.1.4:** Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.

**Performance standard 5.1.4a:** Identify short and long term goals and describe ways to achieve them.

**Key concepts**

Knowledge	Skills	Attitudes/Values	Assessment tasks
Types of goals: <ul style="list-style-type: none"> <li>- short term goals</li> <li>- long term goals</li> <li>- personal goals</li> <li>- educational goals</li> <li>- planning to achieve goals</li> </ul> <ul style="list-style-type: none"> <li>Ways to achieve different types of goals</li> </ul>	<ul style="list-style-type: none"> <li>Being able to identify plans to achieve goals.</li> <li>Being able to differentiate between short and long term goals.</li> </ul>	<ul style="list-style-type: none"> <li>Visionary</li> <li>Enthusiasm</li> <li>Perseverance</li> <li>Investigative</li> <li>Confidence.</li> </ul>	<ul style="list-style-type: none"> <li>List 1 short term and 1 long term goal and draw up a plan on how to achieve each one.</li> </ul>

## Lesson for you to plan

## Lesson 27

Strand 1: Growth and development

Unit 4: My career interests

Lesson title: My interests in a health job

**Content standard 5.1.4:** Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.

**Performance standard 5.1.4b:** Review and assess interest about certain activities and jobs to see if they have changed over time.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<p>Interests</p> <ul style="list-style-type: none"> <li>• Things that make you happy</li> <li>• Interests include subjects, ideas, things, topics and events which fascinate and stimulate the curiosity of the child.</li> </ul> <p>Career interests</p> <ul style="list-style-type: none"> <li>• interests can lead to lots of careers for e.g. your love of painting can lead you to have an interest in jobs which involve creative thinking: product designer, comic-book artist, programmer, museum curator, advertiser or teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to find interest in things they do.</li> <li>• Ability to relate their interest to particular jobs and types of work.</li> <li>• Ability to understand the factors that influence their interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiasm</li> <li>• Perseverance</li> <li>• Investigative</li> <li>• Confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a health job that you are interested in and describe why you are interested in it.</li> <li>• List and describe other health related jobs you might be interested in.</li> </ul>

## Lesson for you to plan

## Lesson 28

Strand 1: Growth and development

Unit 4: My career interests

Lesson title: Factors that cause me to change my job interest  
(Case study)

**Content standard 5.1.4:** Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.

**Performance standard 5.1.4b:** Review and assess interest about certain activities and jobs to see if they have changed over time.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<p>Interests</p> <ul style="list-style-type: none"> <li>Things that make you happy</li> </ul> <p>Interest that you can spend long hours are:</p> <ul style="list-style-type: none"> <li>Interests include subjects, ideas, things, topics and events which fascinate and stimulate the curiosity of the child.</li> </ul> <p>Career interests</p> <ul style="list-style-type: none"> <li>interests can lead to lots of careers for e.g. your love of painting can lead you to have an interest in jobs which involve creative thinking: product designer, comic-book artist, programmer, museum curator, advertiser or teacher.</li> </ul> <p>Interest in a health job</p>	<ul style="list-style-type: none"> <li>Ability to find interest in things they do.</li> <li>Ability to relate their interest to particular jobs and types of work.</li> <li>Ability to understand the factors that influence their interest.</li> </ul>	<ul style="list-style-type: none"> <li>Enthusiasm</li> <li>Perseverance</li> <li>Investigative</li> <li>Confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a health job that you are interested in and describe why you are interested in it.</li> <li>List and describe other health related jobs you might be interested in.</li> </ul>

## Lesson for you to plan

## Lesson 29

Strand 1: Growth and development

Unit 4: My career interests

Lesson title: Let's do a volunteer activity in our school

**Content standard 5.1.4:** Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.

**Performance standard 5.1.4c:** Identify volunteer activities they have in their families, homes, churches, schools and communities that can help develop their interests and abilities.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<p>Volunteer work</p> <ul style="list-style-type: none"> <li>Doing work for free or without being paid.</li> <li>Do charitable or helpful work without receiving pay for it.</li> <li>To perform or offer to perform work of your own free will.</li> <li>Benefits of volunteer work.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to do work without asking to be paid.</li> <li>Ability to offer help at own will.</li> </ul>	<ul style="list-style-type: none"> <li>Humility</li> <li>Kindness</li> <li>Consideration</li> <li>Thoughtfulness</li> <li>Volunteering.</li> </ul>	<ul style="list-style-type: none"> <li>Identify volunteer jobs that can be done in the school and describe what you can do as a volunteer.</li> </ul>

## Lesson for you to plan

## Lesson 30

Strand 1: Growth and development

Unit 4: My career interests

Lesson title: Learn about volunteer work from a guest speaker

**Content standard 5.1.4:** Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.

**Performance standard 5.1.4c:** Identify volunteer activities they have in their families, homes, churches, schools and communities that can help develop their interests and abilities.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
Volunteer work <ul style="list-style-type: none"> <li>• Doing work for free or without being paid.</li> <li>• Do charitable or helpful work without receiving pay for it.</li> <li>• To perform or offer to perform work of your own free will.</li> <li>• Benefits of volunteer work.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to do work without asking to be paid.</li> <li>• Ability to offer help at own will.</li> </ul>	<ul style="list-style-type: none"> <li>• Humility</li> <li>• Kindness</li> <li>• Consideration</li> <li>• Thoughtfulness</li> <li>• Volunteering.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify volunteer jobs that can be done in the school and describe what you can do as a volunteer.</li> </ul>

## Lesson for you to plan

## Lesson 31

Strand 1: Growth and development

Unit 4: My career interests

Lesson title: A job of my interest in the health sector Time: 30 minutes

**Content standard 5.1.4:** Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.

**Performance standard 5.1.4d:** Identify and describe jobs in the health sector that are linked to their interest and abilities.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>• A dream job they are interested about in the health sector.</li> <li>• A dream job they are interested in but is not necessarily in the health sector (same comment as above).</li> <li>• Learn about the guest speakers experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to learn about the guest speakers experiences and mimic them.</li> <li>• Explore and research jobs of interest to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Enthusiasm</li> <li>• Perseverance</li> <li>• Investigative.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe two types of health jobs they know that exists in their homes, school and communities.</li> <li>• Identify factors that influenced the decisions of people doing these two jobs.</li> </ul>

## Lesson for you to plan

## Lesson 32

Strand 1: Growth and development

Unit 4: My career interests

Lesson title: Learn about health jobs from a guest speaker.

**Content standard 5.1.4:** Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.

**Performance standard 5.1.4d:** Identify and describe jobs in the health sector that are linked to their interest and abilities.

## Key concepts

Knowledge	Skills	Attitudes	Assessment tasks
<ul style="list-style-type: none"> <li>A dream job they are interested about in the health sector.</li> <li>A dream job they are interested in but is not necessarily in the health sector (same comment as above).</li> <li>Learn about the guest speakers experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to learn about the guest speakers experiences and mimic them.</li> <li>Explore and research jobs of interest to them.</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Enthusiasm</li> <li>Perseverance</li> <li>Investigative.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe two types of health jobs they know that exists in their homes, school and communities.</li> <li>Identify factors that influenced the decisions of people doing these two jobs.</li> </ul>

## Guided lesson sample 5

## Lesson 33

Strand 2: Individual and community health

Unit 1: Alcohol and substance abuse

Lesson title: Illegal drugs and the effects it has in our body

Time: 30 minutes

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1a:** Identify illegal drugs such as marijuana/alcohol and describe their effects on personal health.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Illegal drugs are drugs that are not legal and cause harm to the people's health.</li> <li>The use of illegal drugs has harmful consequences to the physical, mental and emotional health of people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify legal and illegal drugs.</li> <li>Describe the effects of taking illegal drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Respect their bodies by not taking illegal drugs.</li> </ul>



### Teacher's notes

- A drug is a chemical substance given to treat or prevent a disease or to lessen pain.
- A drug is often illegal and sometimes an addictive substance that causes changes in behavior and perception and is taken for the effects.
- Some drugs are very common and used by many people.
- Effects of drugs can be physical, mental and emotional.
- Some drugs can help your body and others can be harmful or lead to dangerous behavior.
- Legal drugs are those that are allowed to be used for a specific purposes. But the abuse of these substances can lead to poor health and unsafe behavior.
- It is against the law to grow, make, transport, sell, buy or use illegal drugs.
- Remember: All drugs change your body and when abused, have harmful consequences.

**Resource materials:** “Drugs of Addiction in Papua New Guinea” Richard Jones: Health for the Pacific Series, Oxford University Press 2011. Pages 1-2-3.

### Teaching and learning activities

Parts of the lesson	Teacher's activities	Student's activities
Introduction 5 minutes	Ask students: To identify drugs they have heard about in their communities. Describe what drugs are.	<ul style="list-style-type: none"> <li>• Provide oral answers.</li> </ul>
Body 20 minutes	<p><b>Activity 1: Group activity</b></p> <ul style="list-style-type: none"> <li>• Identify two legal drugs and describe how they are useful.</li> <li>• Identify two illegal drugs and describe how they are harmful.</li> <li>• Ask students to share their findings.</li> </ul> <p><b>Activity 2: Group</b></p> <p>a) Describe some negative effects of one illegal drugs on people.</p>	<ul style="list-style-type: none"> <li>• Identify two legal drugs and their uses.</li> <li>• Identify two illegal drugs and how they are harmful.</li> <li>• Share their findings.</li> </ul>
Conclusion 5 minutes	Stress to students that: <ul style="list-style-type: none"> <li>• Drugs can be harmful to the body if abused. Remember: All drugs change your body and when abused, and have harmful consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy the notes into their notes book.</li> </ul>

### Teacher's reflection/evaluation

.....  
 .....

## Lesson for you to plan

## Lesson 34

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Effects of marijuana

**Time:** 30 minutes

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1a:** Identify illegal drugs such as marijuana/alcohol and describe their effects on personal health.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Recognize and beware of illegal drugs.</li> <li>Harmful effects of illegal drugs on the body.</li> <li>Causes of illnesses by harmful drugs.</li> <li>Impact of alcohol on young children.</li> <li>Smoking is a health hazard which is caused by taking tobacco.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the harmful impacts of illegal drugs on young teenagers.</li> <li>Interpret signs of alcohol effects.</li> <li>Identify problems drunkards cause to the family/community.</li> <li>Identify and describe ways of advocating on the use of drugs and alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>Help family members stay away from drugs and alcohol.</li> <li>Be careful when moving around the community.</li> <li>Encourage community to make awareness on qualities of a happy community.</li> </ul>	<ul style="list-style-type: none"> <li>Identify illegal drugs such as marijuana/alcohol and describe their effects on personal health.</li> <li>Produce a poster with pictures of communicable and non-communicable disease and give a brief description of how the disease is spread from one person to another.</li> </ul>

## Lesson for you to plan

## Lesson 35

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Effects of alcohol on health

**Time:** 30 minutes

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1b:** Identify useful drugs and describe how they are used safely to improve personal health.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Recognize useful drugs and their uses.</li> <li>Different types of useful drugs.</li> <li>Impact of useful drugs on sick people.</li> <li>Safe and unsafe use of useful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and compare the conditions in safe and unsafe use of useful drugs.</li> <li>Identify and describe common useful drugs used in the homes/clinics for family health care.</li> <li>Identify health workers/pharmacist to present talks about improving personal health without the use of useful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Be careful in handling useful drugs.</li> <li>Share knowledge and advise others on the safe uses of useful drugs.</li> <li>Encourage peers to talk to others about using useful drugs safely.</li> </ul>	<ul style="list-style-type: none"> <li>Do a poster of useful drugs and describe their uses.</li> <li>Do a poster of drugs and describe their unsafe use.</li> </ul>

## Lesson for you to plan

## Lesson 36

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Useful drugs prescribed at chemists **Time:** 30 minutes

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1b:** Identify useful drugs and describe how they are used safely to improve personal health.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Recognize useful drugs and their uses.</li> <li>Different types of useful drugs.</li> <li>Impact of useful drugs on sick people.</li> <li>Safe and unsafe use of useful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and compare the conditions in safe and unsafe use of useful drugs.</li> <li>Identify and describe common useful drugs used in the homes/clinics for family health care.</li> <li>Identify health workers/pharmacist to present talks about improving personal health without the use of useful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Be careful in handling useful drugs.</li> <li>Share knowledge and advise others on the safe uses of useful drugs.</li> <li>Encourage peers to talk to others about using useful drugs safely.</li> </ul>	<ul style="list-style-type: none"> <li>Do a poster of useful drugs and describe their uses.</li> <li>Do a poster of drugs and describe their unsafe use.</li> </ul>

## Lesson for you to plan

## Lesson 37

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Abuse and misuse of medicine

**Time:** 30 minutes

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1b:** Identify useful drugs and describe how they are used safely to improve personal health.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Recognize useful drugs and their uses.</li> <li>Different types of useful drugs.</li> <li>Impact of useful drugs on sick people.</li> <li>Safe and unsafe use of useful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and compare the conditions in safe and unsafe use of useful drugs.</li> <li>Identify and describe common useful drugs used in the homes/clinics for family health care.</li> <li>Identify health workers/pharmacist to present talks about improving personal health without the use of useful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Be careful in handling useful drugs.</li> <li>Share knowledge and advise others on the safe uses of useful drugs.</li> <li>Encourage peers to talk to others about using useful drugs safely.</li> </ul>	<ul style="list-style-type: none"> <li>Do a poster of useful drugs and describe their uses.</li> <li>Do a poster of drugs and describe their unsafe use.</li> </ul>

## Lesson for you to plan

## Lesson 38

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Chronic diseases related to taking drugs

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1c:** Describe how alcohol is harmful to health and a cause of social problems in the community.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Alcohol can cause social problems in families and communities.</li> <li>Alcohol is harmful.</li> <li>The benefits of not consuming alcohol.</li> <li>Alcohol causes social problems for individuals, families and communities.</li> <li>Differentiate between alcohol user and non alcohol user.</li> </ul>	<ul style="list-style-type: none"> <li>Select types of social issues community experiences from alcohol users.</li> <li>Identify and role play social problems caused by individuals under the influence of liquor.</li> <li>Define the terms non alcohol/alcohol user, social problems created by liquor.</li> <li>Describe the effects of alcohol on an individual's physical or psychological functions.</li> </ul>	<ul style="list-style-type: none"> <li>Co-operate with others that work in the community to curb down alcohol related issues.</li> <li>Encourage other young teenagers and peers to make sensible healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify one common social related problem that is caused by alcohol.</li> <li>Identify health problems caused by alcohol.</li> </ul>

## Lesson for you to plan

## Lesson 39

## Strand 2: Individual and community health

## Unit 1: Alcohol and substance abuse

## Lesson title: Social related problems caused by alcohol

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1c:** Describe how alcohol is harmful to health and a cause of social problems in the community.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Alcohol can cause social problems in families and communities.</li> <li>Alcohol is harmful</li> <li>The benefits of not consuming it.</li> <li>Alcohol causes social problems for individuals, families and communities.</li> <li>Differentiate between alcohol user and non alcohol user.</li> </ul>	<ul style="list-style-type: none"> <li>Select types of social issues community experiences from alcohol users.</li> <li>Identify and role play social problems caused by individuals under the influence of liquor.</li> <li>Define the terms non alcohol/alcohol user, social problems created by liquor.</li> <li>Describe the effects of alcohol on an individual's physical or psychological functions.</li> </ul>	<ul style="list-style-type: none"> <li>Co-operate with others that work in the community to curb down alcohol related issues.</li> <li>Encourage other young teenagers and peers to make sensible healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify one common social related problem that is caused by alcohol.</li> <li>Identify health problems caused by alcohol.</li> </ul>

## Lesson for you to plan

## Lesson 40

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Reasons for taking drugs by young people

**Time:** 30 minutes

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1d:** Explain why people take drugs and other harmful substances. Propose alternative solutions to their problems.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Recognize other harmful drugs in the community.</li> <li>Differentiate between other harmful substances and drugs.</li> <li>Benefits of not taking drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Organize and conduct a community survey on types of social problems caused by drugs and alcohol.</li> <li>Classify drugs and harmful substances according to how they are obtained and their effects on the user.</li> </ul>	<ul style="list-style-type: none"> <li>Care for one and other and help family members affected by heavy smoking of drugs.</li> <li>Take part in community groups and visit drug patients.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people take drugs and other harmful substances and propose alternative solutions to their problems.</li> <li>Find news articles on behaviors and illnesses that stem from consuming alcohol and discuss the health issues these bring to the families.</li> </ul>

## Lesson for you to plan

## Lesson 41

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Experiences of overcoming drug addiction

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1e:** Relate decision making process and skill to say 'NO' to take harmful drugs.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>• Making informed decisions.</li> <li>• Decision making process.</li> <li>• Knowing when to say 'NO' to harmful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret information about drugs/other harmful substances.</li> <li>• Explain decision making process.</li> <li>• Research information on the use of harmful substances such as nicotine.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate others and their friends advise on not to take drugs.</li> <li>• Be concerned for those who are addicted to drugs help them break the bad habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a coping strategy to overcome drug addiction and describe the steps of the strategy.</li> <li>• Identify one strategy that can help a person in decision making to "Say 'No' to Drugs"</li> </ul>

## Lesson for you to plan

## Lesson 42

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Cope with drug addiction

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1e:** Relate decision making process and skill to say 'NO' to take harmful drugs.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>• Making informed decisions.</li> <li>• Decision making process.</li> <li>• Knowing when to say 'NO' to harmful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret information about drugs/other harmful substances.</li> <li>• Explain decision making process.</li> <li>• Research information on the use of harmful substances such as nicotine.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate others and their friends advise on not to take drugs.</li> <li>• Be concerned for those who are addicted to drugs help them break the bad habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a coping strategy to overcome drug addiction and describe the steps of the strategy.</li> <li>• Identify one strategy that can help a person in decision making to "Say 'NO' to Drugs".</li> </ul>

## Lesson for you to plan

## Lesson 43

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

**Lesson title:** Use decision making process to say 'NO' to drugs

**Content standard 5.2.1:** Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.

**Performance standard 5.2.1e:** Relate decision making process and skill to say 'NO' to take harmful drugs.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>• Making informed decisions.</li> <li>• Decision making process.</li> <li>• Knowing when to say 'NO' to harmful drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret information about drugs/other harmful substances.</li> <li>• Explain decision making process.</li> <li>• Research information on the use of harmful substances such as nicotine.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate others and their friends advise on not to take drugs.</li> <li>• Be concerned for those who are addicted to drugs help them break the bad habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a coping strategy to overcome drug addiction and describe the steps of the strategy.</li> <li>• Identify one strategy that can help a person in decision making to “Say 'NO' to Drugs.”</li> </ul>

## Lesson for you to plan

## Lesson 44

**Strand 2:** Individual and community health

**Unit 2:** Protection against disease

**Lesson title:** Causes of common illness

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2a:** Identify the causes and cures of common diseases found in the community.



## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Causes of common diseases.</li> <li>Cures of common diseases.</li> <li>Community behavior to prevent illnesses.</li> <li>Types of common diseases found in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain different causes of common diseases in the community.</li> <li>Plan and organize health talks with school and community.</li> <li>Describe various ways for/of preventing/curing common diseases such as flue, diarrhea etc.</li> </ul>	<ul style="list-style-type: none"> <li>Care for the community.</li> <li>Make sure the sick are helped.</li> <li>Encourage all members of the community to join in a cleanathon activities.</li> </ul>	<ul style="list-style-type: none"> <li>Do a poster on causes of diseases and ways to prevent or treat diseases.</li> </ul>

## Lesson for you to plan

## Lesson 45

**Strand 2:** Individual and community health

**Unit 2:** Protection against disease

**Lesson title:** Ways to cure illness

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2a:** Identify the causes and cures of common diseases found in the community.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Causes of common diseases.</li> <li>Cures of common diseases.</li> <li>Community behavior to prevent illnesses.</li> <li>Types of common diseases found in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain different causes of common diseases in the community.</li> <li>Plan and organize health talks with school and community.</li> <li>Describe various ways for/of preventing/curing common diseases such as flue, diarrhea, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Care for the community.</li> <li>Make sure the sick are helped.</li> <li>Encourage all members of the community to join in a cleanathon activities.</li> </ul>	<ul style="list-style-type: none"> <li>Do a poster on causes of diseases and ways to prevent or treat diseases.</li> </ul>

## Lesson for you to plan

## Lesson 46

**Strand 2:** Individual and community health

**Unit 2:** Protection against disease

**Lesson title:** Germs such as bacteria and virus cause diseases

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2b:** Demonstrate ways to prevent the transmission of germs (e.g. washing hands, using tissues).

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>• Germs viruses and bacteria.</li> <li>• Ways of preventing germs transmission.</li> <li>• Basic individual, family and community cleanliness and hygiene practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe germs and other viruses/bacteria that spread illnesses.</li> <li>• Identify and explain community hygiene and cleanliness practices.</li> <li>• Research and report about health risk spots in the community.</li> <li>• Create and design personal health charts of community illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage safe healthy practices amongst friends.</li> <li>• Keep community surroundings clean at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways germs and bacteria spread disease and describe ways of preventing the spread.</li> </ul>

## Sample guided lesson 6

## Lesson 48

**Strand 2:** Individual and community health

**Unit 2:** Protection against diseases

**Lesson title:** Causes of communicable (Infectious) diseases

**Time:** 30 minutes

**Content standard 5.2.2** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard: 5.2.2c:** Explain what communicable and non-communicable diseases are and list ways to prevent catching them.

**Lesson objective:** The students can identify and describe the causes of communicable diseases.

### Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Communicable diseases are also called infectious diseases.</li> <li>Communicable diseases are spread through contact.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe communicable diseases.</li> <li>Identify ways to prevent communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Take ownership to do awareness on communicable disease.</li> <li>Willing to share information on causes and prevention of communicable disease.</li> </ul>

### Teacher's notes

- Communicable diseases are also called Infectious diseases because they are contagious and transmittable from one person to another.
- Communicable (Infectious) diseases are spread through small living organisms such as worms, insects, protozoa, fungi, bacteria and virus which can invade our bodies and cause sickness.
- Common communicable disease include malaria, diarrhea, colds and influenza and typhoid.

### Communicable diseases: Transmission and prevention

Disease	How is it caused?	How does it spread?	Sign and symptoms	How is it prevented?
Malaria	Mosquito bites and inject microbes called protozoa into bloodstream.	By Anopheles mosquitoes that usually bite at night.	Fever, headaches, vomiting.	Sleep under insecticide-treated bed nets. Try to avoid being bitten. Remove mosquito breeding places. Anti-Malaria medicine.
Diarrhea	Virus or bacteria through ingested food or water.	Flies, food and water.		Boil drinking water, wash hands after using toilet, wash hands before preparing and before eating food.
Colds and influenza	Microbes such as viruses when breathed.	Droplets in the air when people cough or sneeze.	Runny nose, cough, sore throat, headaches, temperature.	Cover mouth when coughing or sneezing. Keep five meters away from infected people.
Typhoid	Bacteria ingested through mouth with food or drink.	Food and water, flies, contact with feces.	Vomiting and diarrhea.	Good hygiene and sanitation.

**Resource materials:** “Drugs of Addiction in Papua New Guinea” Richard Jones: Health for the Pacific Series, Oxford University Press 2011. Pages 1-2-3.

## Teaching and learning activities

Parts of a lesson	Teacher's activity	Student's activity
Introduction 5 minutes	Ask students: a) To identify some diseases they know. b) Describe what can happen to someone who has that disease.	Provide oral answers
Body 20 minutes	<b>Activity 1: Group activity</b> Define communicable diseases. Identify two communicable diseases and describe how they are caused. Identify ways to prevent them.  <b>Activity 2: Group activity</b> Discuss the slogan "Prevention is better than cure" and explain what it means.	Provide oral answers
Conclusion 5 minutes	Stress to students that; Most Communicable diseases can be prevented. Remember that "Prevention is better than cure."	Provide oral answers

## Teacher's reflection/evaluation:

.....  
 .....

## Lesson for you to plan

## Lesson 48

**Strand 2:** Individual and community health

**Unit 2:** Protection against diseases

**Lesson title:** The causes of the communicable diseases

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2c:** Explain what communicable and non-communicable diseases are and list ways to prevent catching them.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Communicable diseases are transmitted through direct contact with and infected individual.</li> <li>Non-communicable diseases are medical conditions and diseases that are not caused by infectious agents</li> <li>Differentiate between communicable and non-communicable diseases.</li> <li>Prevention of communicable and non-communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe some known communicable diseases.</li> <li>Describe processes of prevention methods for communicable and non-communicable diseases.</li> <li>Discuss the importance of promoting reduction of health risks.</li> </ul>	<ul style="list-style-type: none"> <li>Be alert and hygiene conscious at all times in public places.</li> <li>Share with others knowledge and good practices that promote healthy lifestyle free of illness.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the differences between communicable and non-communicable diseases.</li> </ul>

## Lesson for you to plan

## Lesson 49

**Strand 2:** Individual and community health

**Unit 2:** Protection against diseases

**Lesson title:** The causes of the non-communicable diseases

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2c:** Explain what communicable and non-communicable diseases are and list ways to prevent catching them.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Communicable diseases are transmitted through direct contact with and infected individual.</li> <li>Non-Communicable diseases are medical conditions and diseases that are not caused by infectious agents.</li> <li>Differentiate between communicable and non-communicable diseases.</li> <li>Prevention of communicable and non-communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe some known communicable diseases.</li> <li>Describe processes of prevention methods for communicable and non-communicable diseases.</li> <li>Discuss the importance of promoting reduction of health risks.</li> </ul>	<ul style="list-style-type: none"> <li>Be alert and hygiene conscious at all times in public places.</li> <li>Share with others knowledge and good practices that promote healthy lifestyle free of illness.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the differences between communicable and non-communicable diseases.</li> </ul>

## Lesson for you to plan

## Lesson 50

**Strand: 2:** Individual and community health

**Unit 2:** Protection against diseases

**Lesson title:** Ways to fight these diseases

**Time:** 30 minutes

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2c:** Explain what communicable and non-communicable diseases are and list ways to prevent catching them.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Communicable diseases are transmitted through direct contact with and infected individual.</li> <li>Non-Communicable diseases are medical conditions and diseases that are not caused by infectious agents.</li> <li>Differentiate between communicable and non-communicable diseases.</li> <li>Prevention of communicable and non-communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe some known communicable diseases.</li> <li>Describe processes of prevention methods for communicable and non-communicable diseases.</li> <li>Discuss the importance of promoting reduction of health risks.</li> </ul>	<ul style="list-style-type: none"> <li>Be alert and hygiene conscious at all times in public places.</li> <li>Share with others knowledge and good practices that promote healthy lifestyle free of illness.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the differences between communicable and non-communicable diseases.</li> </ul>

## Lesson for you to plan

## Lesson 51

**Strand 2:** Individual and community health

**Unit 2:** Protection against diseases

**Lesson title:** Ways to prevent malaria

**Time:** 30 minutes

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2d:** Discuss how to prevent malaria/tuberculosis/diabetes and take actions to protect themselves.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Common diseases, malaria, tuberculosis, diabetes.</li> <li>Prevention strategies for malaria, tuberculosis and diabetes.</li> <li>Population infected by malaria, tuberculosis, diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe various symptoms of the 3 diseases.</li> <li>Interview health workers in the community on what causes these illnesses.</li> <li>Describe strategies for caring for those affected by these diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage community to work together to fight TB, malaria and diabetes.</li> <li>Make every day a campaign day to promote the eradication of TB, malaria and diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how other forms of sickness and diseases are caused and recommend ways to avoid their spread.</li> </ul>

## Lesson for you to plan

## Lesson 52

**Strand 2:** Individual and community health

**Unit 2:** Protection against diseases

**Lesson title:** Ways to prevent tuberculosis

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2d:** Discuss how to prevent malaria/tuberculosis/diabetes and take actions to protect themselves.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Common diseases, malaria, tuberculosis, diabetes.</li> <li>Prevention strategies for malaria, tuberculosis and diabetes.</li> <li>Population infected by malaria, tuberculosis, diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe various symptoms of the 3 diseases.</li> <li>Interview health workers in the community on what causes these illnesses.</li> <li>Describe strategies for caring for those affected by these diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage community to work together to fight TB, malaria and diabetes.</li> <li>Make every day a campaign day to promote the eradication of TB, malaria and diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how other forms of sickness and diseases are caused and recommend ways to avoid their spread.</li> </ul>

## Lesson for you to plan

## Lesson 53

**Strand 2:** Individual and community health

**Unit 2:** Protection against diseases

**Lesson title:** Ways to prevent diabetes

**Content standard 5.2.2:** Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.

**Performance standard 5.2.2d:** Discuss how to prevent malaria/tuberculosis/diabetes and take actions to protect themselves.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Common diseases, malaria, tuberculosis, diabetes.</li> <li>Prevention strategies for malaria, tuberculosis and diabetes.</li> <li>Population infected by malaria, tuberculosis, diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe various symptoms of the 3 diseases.</li> <li>Interview health workers in the community on what causes these illnesses.</li> <li>Describe strategies for caring for those affected by these diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage community to work together to fight TB, malaria and diabetes.</li> <li>Make every day a campaign day to promote the eradication of TB, malaria and diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how other forms of sickness and diseases are caused and recommend ways to avoid their spread.</li> </ul>

## Sample guided lesson 7

## Lesson 54

**Strand 2:** Individual and community health

**Unit 3:** Healthy environment

**Lesson title:** Improved toilet facilities

**Time:** 30 minutes

**Content standard 5.2.3:** Assess unsafe situations in the community and take actions to reduce harm and promote health.

**Performance standard 5.2.3a:** Survey the community for toilets and rubbish disposal and recommend ways to make them more hygienic.

**Lesson objective:** The students can learn proper ways to use toilets and identify ways to improve toilet building and caring for the facility.



## Key concepts

Knowledge	Skill	Attitudes/Values
<ul style="list-style-type: none"> <li>Toilet is a building where we use to excrete feces.</li> <li>There are two types of toilets used in PNG - pit and flush toilets.</li> <li>Importance of proper toilet places.</li> </ul>	<ul style="list-style-type: none"> <li>Identify proper places to build a toilet suitable for the community setting.</li> <li>Improve and keep toilet facilities clean.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a sense of caring for toilet facilities.</li> </ul>

## Resource materials: Toilet diagram



## Teacher's notes

### Types of toilets in PNG – Pit toilets and Flush toilets

- Pit toilets are small outdoor huts which are built for the disposal of human waste (excrete feces and urine).
- In modern buildings and houses, toilets are built indoors. Flush toilets serve as an indoor removal system for human waste. Waste water is drained out from the toilet through pipes into a sewer or septic tank through the sewage disposal.
- How to care for the toilet - refer to Appendix.

## Teaching and learning activities

Lesson parts	Teacher's activities	Student's activities
Introductions 5 minutes	Ask students questions on the use of toilets a) What is a toilet? b) What types of toilets do we have in the school? c) How do the school toilets look now?	<ul style="list-style-type: none"> <li>Responding to the teacher.</li> </ul>
Body 20 minutes	Toilet is a building where we use to excrete feces. <b>Activities</b> <ul style="list-style-type: none"> <li>Think about ways to look after the toilet.</li> <li>How can we improve toilet facilities?</li> </ul>	<ul style="list-style-type: none"> <li>Copy the notes.</li> <li>Clean the toilet area.</li> <li>Use toilet wisely.</li> <li>Request the Board of Management to purchase toilet materials.</li> </ul>
Conclusion 5 minutes	<ul style="list-style-type: none"> <li>Why is using toilet very important?</li> </ul>	<ul style="list-style-type: none"> <li>We would not walk on human feces.</li> </ul>

## Teacher's reflections/evaluation

.....

.....

## Lesson for you to plan

## Lesson 55

**Strand 2:** Individual and community health      **Unit 3:** Healthy environment

**Lesson title:** Proper rubbish disposal in the community      **Time:** 30 minutes

**Content standards 5.2.3:** Assess unsafe situations in the community and take action to reduce harm and promote health.

**Performance standard 5.2.3a:** Survey the community for toilets and rubbish pits and recommend ways to make them more hygienic.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Community toilets and rubbish pits survey.</li> <li>Community hygiene strategies.</li> <li>Community health promotion strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and negotiate with community leaders to promote safe ways to dispose rubbish.</li> <li>Describe rubbish disposal strategies.</li> <li>Organize and liaise with community to plan health risk management meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Promote healthy lifestyle activities for health.</li> <li>Encourage the public to dispose rubbish/away from community markets, schools shops, villages etc.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate the types of toilets and describe how to care for each type of toilet.</li> </ul>

## Lesson for you to plan

## Lesson 56

**Strand 2:** Individual and community health      **Unit 3:** Healthy environment

**Lesson title:** Warning labels on unsafe areas

**Content standard 5.2.3:** Assess unsafe situations in the community and take action to reduce harm and promote health.

**Performance standard 5.2.3b:** Organize sign boards and notices to warn the public about unsafe areas in the community.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Safety signs and symbols for safe environment.</li> <li>Signs for unsafe environment.</li> <li>Poisonous plants, liquids and food/fish in the home or community.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss create and design safety signs for various unsafe and safe environments.</li> <li>Identify strategies to advocate safety signs at home, schools, and communities.</li> <li>Describe and create a healthy environment kit for the home/school and community.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage all to practice safe environment behaviors in the schools, homes and communities.</li> <li>Appreciate the safety sign and ensure they are not destroyed.</li> </ul>	<ul style="list-style-type: none"> <li>Draw signs and write warning labels to warn people about an unsafe area in your school, an unsafe practice or a warning sign about a poisonous plant, liquid or animal.</li> </ul>

## Lesson for you to plan

## Lesson 57

**Strand 2:** Individual and community health      **Unit 3:** Healthy environment

**Lesson title:** Ways to reduce unsafe areas      **Time:** 30 minutes

**Content standard 5.2.3:** Assess unsafe situations in the community and take action to reduce harm and promote health.

**Performance standard 5.2.3b:** Organize sign boards and notices to warn the public about unsafe areas in the community.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Safety signs and symbols for safe environment.</li> <li>Signs for unsafe environment.</li> <li>Poisonous plants, liquids and food/fish in the home or community.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss, create and design safety signs for various unsafe and safe environments.</li> <li>Identify strategies to advocate safety signs at home, schools, and communities.</li> <li>Describe and create a healthy environment kit for the home/school and community.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage all to practice safe environment behaviors in the schools, homes and communities.</li> <li>Appreciate the safety sign and ensure they are not destroyed.</li> </ul>	<ul style="list-style-type: none"> <li>Draw signs and write warning labels to warn people about an unsafe area in your school, an unsafe practice or a warning sign about a poisonous plant, liquid or animal.</li> </ul>

## Lesson for you to plan

## Lesson 58

**Strand 2:** Individual and community health      **Unit 3:** Healthy environment

**Lesson title:** Community cleaning day

**Content standard 5.2.3:** Assess unsafe situations in the community and take action to reduce harm and promote health.

**Performance standard 5.2.3c:** Plan and organize awareness on the need to keep the community healthy, safe and clean.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Community health awareness.</li> <li>Safe clean community.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and illustrate healthy community awareness posters.</li> <li>Identify spots in the community to conduct awareness meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate having a healthy safe environment.</li> <li>Be responsible for your own rubbish in public places.</li> </ul>	<ul style="list-style-type: none"> <li>Plan an awareness of a health issue to address in the school.</li> </ul>

## Lesson for you to plan

## Lesson 59

**Strand 2:** Individual and community health

**Unit 3:** Healthy environment      **Lesson title:** Safe and clean water source

**Content standard 5.2.3:** Assess unsafe situations in the community and take action to reduce harm and promote health.

**Performance standard 5.2.3c:** Plan and organize awareness on the need to keep the community healthy, safe and clean.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Community health awareness.</li> <li>Safe clean community.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and illustrate healthy community awareness posters.</li> <li>Identify spots in the community to conduct awareness meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate having a healthy safe environment.</li> <li>Be responsible for your own rubbish in public places.</li> </ul>	<ul style="list-style-type: none"> <li>Plan an awareness of a health issue to address in the school.</li> </ul>

## Lesson for you to plan

## Lesson 60

**Strand 2:** Individual and community health    **Unit 3:** Healthy environment

**Lesson title:** Clean and safe places in the community

**Time:** 30 minutes

**Content standard 5.2.3:** Assess unsafe situations in the community and take action to reduce harm and promote health.

**Performance standard 5.2.3c:** Plan and organize awareness on the need to keep the community healthy, safe and clean.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Community health awareness.</li> <li>Safe clean community.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and illustrate healthy community awareness posters.</li> <li>Identify spots in the community to conduct awareness meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate having a healthy safe environment.</li> <li>Be responsible for your own rubbish in public places.</li> </ul>	<ul style="list-style-type: none"> <li>Plan an awareness of a health issue to address in the school.</li> </ul>

## Lesson for you to plan

## Lesson 61

**Strand 2:** Individual and community health    **Unit 3:** Healthy environment

**Lesson title:** Provide house and public bins

**Time:** 30 minutes

**Content standard 5.2.3:** Assess unsafe situations in the community and take action to reduce harm and promote health.

**Performance standard 5.2.3d:** Discuss how to keep the environment neat and clean in their home and community.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Clean environment.</li> <li>Strategies for maintaining clean homes, community and school.</li> <li>Managing waste using the 3 R processes: Reduce, Reuse and Recycle.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies and stage clean home, community and school competition.</li> <li>Write up an action plan on how to maintain cleanliness in the school and present to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage clean environment practices.</li> <li>Appreciate each other's efforts to keep the community, home/school clean.</li> </ul>	<ul style="list-style-type: none"> <li>Do a pamphlet or brochure on how to manage waste for e.g. the use of the 3 R processes:               <ul style="list-style-type: none"> <li>Reduce</li> <li>Reuse and</li> <li>Recycle</li> </ul> </li> </ul>

## Lesson for you to plan

## Lesson 62

Strand 2: Individual and community health

Unit 3: Healthy environment

Lesson title: Ways to manage waste

Time: 30 minutes

**Content standard 5.2.3:** Assess unsafe situations in the community and take action to reduce harm and promote health.

**Performance standard 5.2.3d:** Discuss how to keep the environment neat and clean in their home and community.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Clean environment.</li> <li>Strategies for maintaining clean homes, community and school.</li> <li>Managing waste using the 3 R processes: Reduce, Reuse and Recycle.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies and stage clean home, community and school competition.</li> <li>Write up an action plan on how to maintain cleanliness in the school and present to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage clean environment practices.</li> <li>Appreciate each other's efforts to keep the community, home/school clean.</li> </ul>	<ul style="list-style-type: none"> <li>Do a pamphlet or brochure on how to manage waste for e.g. the use of the 3 R processes:               <ul style="list-style-type: none"> <li>Reduce</li> <li>Reuse and</li> <li>Recycle</li> </ul> </li> </ul>

## Lesson for you to plan

## Lesson 63

Strand 2: Individual and community health

Unit 4: Health services

Lesson title: Name various NGOs

Time: 30 minutes

**Content standard 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4a:** Identify various organizations in the community such as Red Cross or other NGOs and discuss their roles in improving health.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Important global organizations involved in healthy nation activities.</li> <li>Roles of NGOs and government bodies that provide public health services.</li> </ul>	<ul style="list-style-type: none"> <li>Research and report the various organizations involved in global health services.</li> <li>Identify and describe the roles of non-government and government organizations to deliver health services.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate national and global organizations that provide health services.</li> <li>Share knowledge of healthy communities with one another.</li> </ul>	<ul style="list-style-type: none"> <li>Research about an NGO and discuss how their role has contributed in improving the health services in the community.</li> </ul>

## Lesson for you to plan

## Lesson 63

Strand 2: Individual and community health

Unit 4: Health services

Lesson title: Name various NGOs

Time: 30 minutes

**Content standard 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4a:** Identify various organizations in the community such as Red Cross or other NGOs and discuss their roles in improving health.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Important global organizations involved in healthy nation activities.</li> <li>Roles of NGOs and government bodies that provide public health services.</li> </ul>	<ul style="list-style-type: none"> <li>Research and report the various organizations involved in global health services.</li> <li>Identify and describe the roles of non-government and government organizations to deliver health services.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate national and global organizations that provide health services.</li> <li>Share knowledge of healthy communities with one another.</li> </ul>	<ul style="list-style-type: none"> <li>Research about an NGO and discuss how their role has contributed in improving the health services in the community.</li> </ul>

## Lesson for you to plan

## Lesson 64

**Strand 2:** Individual and community health      **Unit 4:** Health services

**Lesson title:** Roles of NGOs in the community

**Time:** 30 minutes

**Content standards 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4a:** Identify various organizations in the community such as Red Cross or other NGOs and discuss their roles in improving health.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Important global organizations involved in healthy nation activities.</li> <li>Roles of NGOs and government bodies that provide public health services.</li> </ul>	<ul style="list-style-type: none"> <li>Research and report the various organizations involved in global health services.</li> <li>Identify and describe the roles of non-government and government organizations to deliver health services.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate national and global organizations that provide health services.</li> <li>Share knowledge of healthy communities with one another.</li> </ul>	<ul style="list-style-type: none"> <li>Research about an NGO and discuss how their role has contributed in improving the health services in the community.</li> </ul>

## Sample guided lesson 8

## Lesson 65

**Strand 2:** Individual and community health      **Unit 4:** Health services

**Lesson title:** Immunization clinics

**Time:** 30 minutes

**Content standard (CS) 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard (PS) 5.2.4b:** Explain what immunization is and suggest ways to encourage parents with young children to attend immunization clinics.

**Lesson objective:** The student can describe what immunization clinics are and state the importance of immunization clinics.



### Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Immunization is the process whereby a person is made immune or resistant to infectious diseases, by giving him/her the vaccines.</li> <li>Benefits of immunization is to protect yourself and those around you from diseases.</li> </ul>	<ul style="list-style-type: none"> <li>List the importance of immunization clinics.</li> </ul>	<ul style="list-style-type: none"> <li>Being responsible by advising their parents to bring babies to clinics to get immunized.</li> <li>Appreciate the benefits of immunization.</li> </ul>

**Resource materials:** Junior Primary Teacher's Guide, immunization charts, pamphlets.

### Teacher's notes (Background Information)

Immunization is one of the best ways to protect yourself, your children and safeguard the health of future generations. It remains the safest and most effective way to stop the spread of many of the world's most infectious diseases.

Immunization is the process whereby a person is made immune or resistant to infectious diseases, by giving him/her the vaccines. The two most important reasons for immunization are:

1. Safest and most effect way of giving protection against the disease. (to protect yourself)
2. If enough people in the community are immunized, the infection can no longer spread from person to person and the disease dies out altogether. (To protect those around you.)

Why children need to be immunized?

Immunization prevents children from becoming ill with unpleasant and serious infectious diseases, which have a high risk of complications and long-term side effects. Until these diseases are eradicated, every child that is not immunized is at the risk of complications if they catch the actual infectious disease itself.

## Teaching and learning activities

Part of the lesson	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> <li>Tell children to sing a song.</li> <li>Ask children to check their friend's arms. What can they see?</li> <li>Introduce the lesson title and lesson objective.</li> <li>Ask children to raise hands if they've received immunization already.</li> </ul>	<ul style="list-style-type: none"> <li>Sing 'Head and shoulders'</li> <li>Check friend's immunization scars.</li> </ul>
Body 20 minutes	<ul style="list-style-type: none"> <li>Explain this to the children:               <ul style="list-style-type: none"> <li>- what immunization is and its importance.</li> </ul> </li> <li>Show the immunization chart to the children.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively.</li> <li>Children describe what is on the chart.</li> <li>Children listen.</li> <li>Possible answers: treat sick children, give vaccines to babies and young children, travel to communities giving immunizations.</li> </ul>
Conclusion 5 minutes	<p>Summarize</p> <ul style="list-style-type: none"> <li>What is immunization?</li> <li>What will happen if you don't get immunized?</li> </ul>	<ul style="list-style-type: none"> <li>Protects us from diseases.</li> <li>I will turn to get sick often.</li> </ul>

## Teacher's reflection/evaluation

.....

.....

## Lesson for you to plan

## Lesson 65

**Strand 2:** Individual and community health      **Unit 4:** Health services

**Lesson title:** Immunization clinics

**Content standard 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4b:** Explain what immunization is and suggest ways to encourage parents with young children to attend immunization clinics.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Importance of immunization.</li> <li>The impacts of immunization in an individual child's life.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss different immunization injections.</li> <li>Research and describe how immunization prevents illness in early age.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage mothers to visit immunization clinics.</li> <li>Appreciate free health services.</li> </ul>	<ul style="list-style-type: none"> <li>List the reasons for immunization programs for young children.</li> <li>Produce posters to show the importance of immunization clinics.</li> <li>State two reasons and justify why immunization clinics are important.</li> </ul>

## Lesson for you to plan

## Lesson 66

**Strand 2:** Individual and community health      **Unit 4:** Health services

**Lesson title:** Life skills: Goal setting plans for parents to attend clinics

**Content standard 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4b:** Explain what immunization is and suggest ways to encourage parents with young children to attend immunization clinics.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Importance of immunization.</li> <li>The impacts of immunization in an individual child's life.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss different immunization injections.</li> <li>Research and describe how immunization prevents illness in early age.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage mothers to visit immunization clinics.</li> <li>Appreciate free health service.</li> </ul>	<ul style="list-style-type: none"> <li>List the reasons for immunization programs for young children.</li> <li>Produce posters to show the importance of immunization clinics.</li> <li>State two reasons and justify why immunization clinics are important.</li> </ul>

## Lesson for you to plan

## Lesson 67

**Strand 2:** Individual and community health      **Unit 4:** Health services

**Lesson title:** The health products at local clinics      **Time:** 30 minutes

**Content standard 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4c:** Identify the range of health products available at the local chemist or stores under categories such as medicines, personal hygiene products, first aid items.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Health products for different age groups.</li> <li>Health products for external use for male and female.</li> <li>Types of healthcare products and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different uses of healthcare products.</li> <li>Explain how health care can be obtained.</li> <li>Describe and list names of healthcare products.</li> </ul>	<ul style="list-style-type: none"> <li>Assist others around you to use health products carefully.</li> <li>Appreciate healthcare products for personal use and community cleanliness.</li> <li>Be fair and considerate in taking actions for healthy clean environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify one traditional and one modern health product used by people in your community and describe how their purpose and how they are used.</li> </ul>

## Lesson for you to plan

## Lesson 68

**Strand 2:** Individual and community health      **Unit 4:** Health services

**Lesson title:** Personal hygiene products      **Time:** 30 minutes

**Content standard 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4c:** Identify the range of health products available at the local chemist or stores under categories such as medicines, personal hygiene products, first aid items.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Health products for different age groups.</li> <li>Health products for external use for male and female.</li> <li>Types of healthcare products and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different uses of healthcare products.</li> <li>Explain how health care can be obtained.</li> <li>Describe and list names of healthcare products.</li> </ul>	<ul style="list-style-type: none"> <li>Assist others around you to use health products carefully.</li> <li>Appreciate healthcare products for personal use and community cleanliness.</li> <li>Be fair and considerate in taking actions for healthy clean environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify one traditional and one modern health product used by people in your community and describe their purpose and how they are used.</li> </ul>

## Lesson for you to plan

## Lesson 69

**Strand 2:** Individual and community health      **Unit 4:** Health services

**Lesson title:** The role of ambulance services

**Time:** 30 minutes

**Content standard 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4d:** Explain the roles of health services such as the ambulance service, clinics, aid posts.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Health services and roles of health workers.</li> <li>Types of health services provided with fee and without fee.</li> <li>Taking ownership of individual, family and community health services.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and interview health workers in the community.</li> <li>Identify and name health services received from the government.</li> <li>Identify conditions of different types of health services.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate health services provided.</li> <li>Encourage others to take ownership of non-expansive health services.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the roles of health services such as the ambulance.</li> </ul>

## Lesson for you to plan

## Lesson 70

**Strand 2:** Individual and community health      **Unit 4:** Health services

**Lesson title:** The role of clinics and aid posts

**Time:** 30 minutes

**Content standard 5.2.4:** Identify health services and products in the community and plan ways to assist and care for the services.

**Performance standard 5.2.4d:** Explain the roles of health services such as the ambulance service, clinics, aid posts.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Health services and roles of health workers.</li> <li>Types of health services provided with fee and without fee.</li> <li>Taking ownership of individual, family and community health services.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and interview health workers in the community.</li> <li>Identify and name health services received from the government.</li> <li>Identify conditions of different types of health services.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate health services provided.</li> <li>Encourage others to take ownership of non-expansive health services.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the roles of health services such as the ambulance.</li> </ul>

## Sample guided lesson 9

## Lesson 71

**Strand 3:** Nutrition

**Unit 1:** Food and growth

**Lesson title:** Junk foods

**Time:** 30 minutes

**Content standard: 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choice.

**Performance standard 5.3.1a:** Identify junk food found in the school, canteen village stores, and market and discuss its effects.

**Lesson objective:** By the end of the lesson, the students can: discuss and list junk food. State their effect to the body and name healthy food to replace them.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>A junk food is a term for cheap food containing high levels of calories from sugar or fat with little fibre, protein, vitamins or minerals.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and list the different types of junk foods.</li> <li>Develop decisive and reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Value local food as they are rich in nutrients.</li> <li>Minimise consumption of junk foods.</li> </ul>

**Resource materials:** empty packets of junks e.g; Chocolate

**Teacher's notes**

*Encyclopedia of Junk Food and Fast Food* defines junk food as “those commercial products, including candy, bakery goods, ice cream, salty snacks and soft drinks which have little or no nutritional value but do have plenty of calories, salt and fats.” While not all foods from bakeries, stores or fast food outlets are called junks foods, most products from these places are junk foods. Fast foods are foods that are readily prepared food for direct consumption after ordering. Ken Mighty Fried Chicken (KFC), Big Rooster, fast-food outlets.

Examples of commonly known junk foods are, chewing gums, candy, salted snack foods, fried food, sugary soft drinks and cakes. Before the lesson, prepare pictures of some empty packets of junk food like, candies, drinks, sweet snacks.

**Teaching and learning activities**

Part of the lesson	Teacher's activities	Student's activities						
Introduction 5 minutes	<ul style="list-style-type: none"> <li>Ask the children to:                             <ul style="list-style-type: none"> <li>- name their favourite store food.</li> <li>- explain why they like the food.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students respond to the teacher by naming their favourite store food and providing explanations to their answers.</li> </ul>						
Body 20 minutes	<ul style="list-style-type: none"> <li>Explain junk food to the students: A junk food is a term for cheap food containing high levels of calories from sugar or fat with little fibre, protein, vitamins or minerals.</li> </ul> <p><b>Activity 1:</b> Draw a table on the board. Name a junk food and its effects then a healthy food to replace it.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Junk Food</th> <th>Bad effects</th> <th>Healthy Food</th> </tr> </thead> <tbody> <tr> <td>Stick lollies</td> <td>Decay teeth</td> <td>Peanut</td> </tr> </tbody> </table>	Junk Food	Bad effects	Healthy Food	Stick lollies	Decay teeth	Peanut	<ul style="list-style-type: none"> <li>Complete the table in their exercise books.</li> </ul>
Junk Food	Bad effects	Healthy Food						
Stick lollies	Decay teeth	Peanut						
Conclusion 5 minutes	<ul style="list-style-type: none"> <li>Teacher and student do correction together on the board.</li> <li>Recap on the main teaching points.</li> </ul>	<ul style="list-style-type: none"> <li>Read your answers out for the teacher to correct.</li> </ul>						

**Teacher's reflection/evaluation**

.....  
 .....

## Lesson for you to plan

## Lesson 72

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Effects of eating too much junk food Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different food and take action to promote healthy food choices.

**Performance standard 5.3.1a:** Identify junk foods found in the school canteen, village stores and market and discuss their effects.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Types of food for healthy growth.</li> <li>Types of food that do not promote healthy growth.</li> <li>Different types of junk food.</li> </ul>	<ul style="list-style-type: none"> <li>Display and discuss pictures of foods that haven for nutritional value for physical growth.</li> <li>Describe in your own words how to choose nutritional foods.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate foods that promote good growth.</li> <li>Share experiences from eating junk foods.</li> </ul>	<ul style="list-style-type: none"> <li>Collect empty packets of junk food or bad food and state one reason why it is bad.</li> </ul>

## Lesson for you to plan

## Lesson 73

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Making informed choices on Healthy foods to replace junk food in a daily meal

Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different food and take action to promote healthy food choices.

**Performance standard 5.3.1a:** Identify junk foods found in the school canteen, village stores and market and discuss their effects.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Types of food for healthy growth.</li> <li>Types of food that do not promote healthy growth.</li> <li>Different types of junk food.</li> </ul>	<ul style="list-style-type: none"> <li>Display and discuss pictures of foods that haven for nutritional value for physical growth.</li> <li>Describe in your own words how to choose nutritional foods.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate foods that promote good growth.</li> <li>Share experiences from eating junk foods.</li> </ul>	<ul style="list-style-type: none"> <li>Collect empty packets of junk food or bad food and state one reason why it is bad.</li> </ul>



## Lesson for you to plan

## Lesson 74

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Prepare a balanced meal

Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1b:** Prepare a balanced meal and discuss the meal requirement of people with special nutritional requirements.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Balanced Meals.</li> <li>Different foods with different levels of nutritional values.</li> <li>Healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify foods for good growth.</li> <li>Describe nutritional values of food from the garden, store etc.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge about food with high nutritional value.</li> <li>Appreciate garden foods.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and analyze local foods and group them in the categories of energy, protective and growth.</li> </ul>

## Lesson for you to plan

## Lesson 75

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Main nutrients in foods

Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1b:** Prepare a balanced meal and discuss the meal requirement of people with special nutritional requirements.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Balanced Meals.</li> <li>Different foods with different levels of nutritional values.</li> <li>Healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify foods for good growth.</li> <li>Describe nutritional values of food from the garden, store etc.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge about food with high nutritional value.</li> <li>Appreciate garden foods.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and analyze local foods and group them in the categories of energy, protective and growth.</li> </ul>

## Lesson for you to plan

## Lesson 76

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Meal requirements of people with special nutritional needs

Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1b:** Prepare a balanced meal and discuss the meal requirement of people with special nutritional requirements.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Balanced Meals.</li> <li>Different foods with different levels of nutritional values.</li> <li>Healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify foods for good growth.</li> <li>Describe nutritional values of food from the garden, store etc.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge about food with high nutritional value.</li> <li>Appreciate garden foods.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and analyze local foods and group them in the categories of energy, protective and growth.</li> </ul>

## Lesson for you to plan

## Lesson 77

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Goal setting for daily nutritional meals Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1b:** Prepare a balanced meal and discuss the meal requirement of people with special nutritional requirements.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Balanced meals.</li> <li>Different foods with different levels of nutritional values.</li> <li>Healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify foods for good growth.</li> <li>Describe nutritional values of food from the garden, store etc.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge about food with high nutritional value.</li> <li>Appreciate garden foods.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and analyze local foods and group them in the categories of energy, protective and growth.</li> </ul>

## Lesson for you to plan

## Lesson 78

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Foods that have too much sugar

Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1c:** Discuss health problems that result from bad food choices and ways to prevent them.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Effects of bad food choices.</li> <li>Health problems caused by different types of food.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies or processes of food selection.</li> <li>Describe foods that cause health problems in the body when consumed.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage friends and peers to choose food carefully.</li> <li>Share some experiences with others on different types of food.</li> </ul>	<ul style="list-style-type: none"> <li>Describe diseases caused by eating unbalanced meals.</li> </ul>

## Lesson for you to plan

## Lesson 79

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Foods that have too much fats and oils

Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1c:** Discuss health problems that result from bad food choices and ways to prevent them.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Effects of bad food choices.</li> <li>Health problems caused by different types of food.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies or processes of food selection.</li> <li>Describe foods that cause health problems in the body when consumed.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage friends and peers to choose food carefully.</li> <li>Share some experiences with others on different types of food.</li> </ul>	<ul style="list-style-type: none"> <li>Describe diseases caused by eating unbalanced meals.</li> </ul>

## Lesson for you to plan

## Lesson 80

Strand 3: Nutrition

Unit 1: Food and growth

**Lesson title:** Ways that prevent having health problems associated with junk food

**Time:** 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1c:** Discuss health problems that result from bad food choices and ways to prevent them.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Effects of bad food choices.</li> <li>Health problems caused by different types of food.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies or processes of food selection.</li> <li>Describe foods that cause health problems in the body when consumed.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage friends and peers to choose food carefully.</li> <li>Share some experiences with others on different types of food.</li> </ul>	<ul style="list-style-type: none"> <li>Describe diseases caused by eating unbalanced meals.</li> </ul>

## Lesson for you to plan

## Lesson 81

Strand 3: Nutrition

Unit 1: Food and growth

**Lesson title:** What are processed foods?

**Time:** 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1d:** Identify and analyze key components of the “Nutrition Facts” labels to the analysis of the local food collection.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Nutritional facts about selected foods.</li> <li>Differentiate between local and processed foods and their nutritional values.</li> <li>Foods with high nutritional values for growth.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret nutritional fact charts.</li> <li>Identify foods that have high nutritional values for growth.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate foods with high nutritional value.</li> <li>Share with friends nutritional knowledge about food.</li> </ul>	<ul style="list-style-type: none"> <li>List 5 items sold at the school canteen or a local trade store and describe their nutritional values and state whether they are healthy foods.</li> </ul>

## Lesson for you to plan

## Lesson 82

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Healthy and unhealthy processed foods Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1d:** Identify and analyze key components of the “Nutrition Facts” labels to the analysis of the local food collection.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Nutritional facts about selected foods.</li> <li>Differentiate between local and processed foods and their nutritional values.</li> <li>Foods with high nutritional values for growth.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret nutritional fact charts.</li> <li>Identify foods that have high nutritional values for growth.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate foods with high nutritional value.</li> <li>Share with friends nutritional knowledge about food.</li> </ul>	<ul style="list-style-type: none"> <li>List 5 items sold at the school canteen or a local trade store and describe their nutritional values and state whether they are healthy foods.</li> </ul>

## Lesson for you to plan

## Lesson 83

Strand 3: Nutrition

Unit 1: Food and growth

Lesson title: Importance of the ‘Nutritional Facts’ on food labels

Time: 30 minutes

**Content standard 5.3.1:** Assess the nutritional value of different foods and take action to promote healthy food choices.

**Performance standard 5.3.1d:** Identify and analyze key components of the “Nutrition Facts” labels to the analysis of the local food collection.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Nutritional facts about selected foods.</li> <li>Differentiate between local and processed foods and their nutritional values.</li> <li>Foods with high nutritional values for growth.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret nutritional fact charts.</li> <li>Identify foods that have high nutritional values for growth.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate foods with high nutritional value.</li> <li>Share with friends nutritional knowledge about food.</li> </ul>	<ul style="list-style-type: none"> <li>List 5 items sold at the school canteen or a local trade store and describe their nutritional values and state whether they are healthy foods.</li> </ul>

## Sample guided lesson 10

## Lesson 84

Strand 3: Nutrition

Unit 2: Food and hygiene

Lesson title: Making food products safe to eat

Time: 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2.a:** Identify how food products can be safe to eat.

**Lesson objective:** the students can discuss ways of how they can make food products safe to eat.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Types of food products.</li> <li>Ways of making food products safe to eat.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying food products.</li> <li>Discussing ways of making food products to be safe.</li> </ul>	<ul style="list-style-type: none"> <li>Practice hygienic habits.</li> <li>Being responsible.</li> </ul>

**Resource materials:** Junior Teacher Guide

## Teacher's notes

There are many types of food products produced by a variety of companies. These products need to be kept safe so that when taken, it won't cause any sickness to our body. Some of the types of food products are: baby food, baked goods, beverages, breakfast foods, canned (tinned meats, meats, sauces, spreads, jams, sea food, snack foods soup and noodles, yeast etc.. These foods when opened for eating need to be kept safe. Ensure that children are taught the right ways of keeping these foods safe.

## Teaching and learning activities

Part of the lesson	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> <li>Play 'Simon Says'</li> <li>Ask children to name any food they ate in morning.</li> <li>Introduce the lesson title and state the objective of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Children play 'Simon Says'</li> <li>Children's answer: rice, banana, kaukau, tea, milk, bread.</li> </ul>

Part of the lesson	Teacher's activities	Student's activities
Body 20 minutes	<p><b>Activity 1:</b> Show the children different types of food product pictures or empty packets of these products (empty box of tea bag, biscuit, coffee, rice, chicken)</p> <p><b>Activity 2:</b> How do the packets help to preserve the foods inside?</p> <ul style="list-style-type: none"> <li>Ask children to discuss in pairs how each one could be kept safe.                             <ul style="list-style-type: none"> <li>Pack biscuits in a tight container</li> <li>Put sugar, coffee, milk in empty peanut butter jars.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Children name them as you show them.                             <ul style="list-style-type: none"> <li>tea bag, milk, coffee, biscuit.</li> </ul> </li> <li>Discuss in pairs.</li> </ul>
Conclusion 5 minutes	<ul style="list-style-type: none"> <li>Ask two pairs to present.</li> </ul>	<ul style="list-style-type: none"> <li>Children present.                             <ul style="list-style-type: none"> <li>eg: Biscuits are put in an air tight container so they don't get cold.</li> <li>Baby food product should be heated before feeding the baby.</li> </ul> </li> </ul>

**Teacher's reflection/evaluation**

.....

.....

**Lesson for you to plan**

**Lesson 85**

**Strand 3:** Nutrition

**Unit 2:** Food and hygiene

**Lesson title:** The appropriate package for a food product

**Time:** 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2a:** Identify how food products can be safe.

**Key concepts**

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Various food products.</li> <li>Safe food storing strategies to keep food safe for consumption.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and select food products for safe consumption.</li> <li>Explain why food must be kept safe before consumption.</li> </ul>	<ul style="list-style-type: none"> <li>Be concerned for others as well as family and help them understand food care.</li> </ul>	<ul style="list-style-type: none"> <li>Produce a poster with different methods of storing and caring for baby food products.</li> </ul>

## Lesson for you to plan

## Lesson 86

Strand 3: Nutrition

Unit 2: Food and hygiene

Lesson title: Foods that go bad quickly

Time: 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2b:** Demonstrate ways to keep food safe to eat.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Food Safety in the homes and elsewhere.</li> <li>Strategies for food storage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe good food storage strategies.</li> <li>Discuss and explain to others the importance of keeping food.</li> </ul>	<ul style="list-style-type: none"> <li>Care for food in homes and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe three common practices of keeping food safe in the home.</li> </ul>

## Lesson for you to plan

## Lesson 87

Strand 3: Nutrition

Unit 2: Food and hygiene

Lesson title: Foods that can stay longer

Time: 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2b:** Demonstrate ways to keep food safe to eat.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Food safety in the homes and elsewhere.</li> <li>Strategies for food storage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe good food storage strategies.</li> <li>Discuss and explain to others the importance of keeping food.</li> </ul>	<ul style="list-style-type: none"> <li>Care for food in homes and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe three common practices of keeping food safe in the home.</li> </ul>



## Lesson for you to plan

## Lesson 88

Strand 3: Nutrition

Unit 2: Food and hygiene

Lesson title: Foods that go bad quickly

Time: 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2b:** Demonstrate ways to keep food safe to eat.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Food safety in the homes and elsewhere.</li> <li>Strategies for food storage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe good food storage strategies.</li> <li>Discuss and explain to others the importance of keeping food.</li> </ul>	<ul style="list-style-type: none"> <li>Care for food in homes and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe three common practices of keeping food safe in the home.</li> </ul>

## Lesson for you to plan

## Lesson 89

Strand 3: Nutrition

Unit 2: Food and hygiene

Lesson title: Signs that tell that food is not safe to eat

Time: 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2c:** Describe the effects of eating food products that are bad/stale.

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Stale food products.</li> <li>Effects of consuming stale foods.</li> </ul>	<ul style="list-style-type: none"> <li>Fix and explain characteristic of stale food.</li> <li>Describe the effects of stale food after consuming it.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and make awareness to family and others about safe consumption of food.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss why it is important to keep food safe and discuss the effects of eating unsafe food.</li> </ul>

## Lesson for you to plan

## Lesson 90

Strand 3: Nutrition

Unit 2: Food and hygiene

Lesson title: What can be done to prevent food from going bad?

Time: 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2c:** Describe the effects of eating food products that are bad/stale.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Stale food products.</li> <li>Effects of consuming stale foods.</li> </ul>	<ul style="list-style-type: none"> <li>Fix and explain characteristic of stale food.</li> <li>Describe the effects of stale food after consuming it.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and make awareness to family and others about safe consumption of food.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss why it is important to keep food safe and discuss the effects of eating unsafe food.</li> </ul>

## Lesson for you to plan

## Lesson 91

Strand 3: Nutrition

Unit 2: Food and hygiene

Lesson title: Effects of eating unsafe food Time: 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2c:** Describe the effects of eating food products that are bad/stale.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Stale food products.</li> <li>Effects of consuming stale foods.</li> </ul>	<ul style="list-style-type: none"> <li>Fix and explain characteristic of stale food.</li> <li>Describe the effects of stale food after consuming it.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and make awareness to family and others about safe consumption of food.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss why it is important to keep food safe and discuss the effects of eating unsafe food.</li> </ul>

## Lesson for you to plan

## Lesson 92

Strand 3: Nutrition

Unit 2: Food and hygiene

Lesson title: The expiry dates on food products

Time: 30 minutes

**Content standard 5.3.2:** Describe the ways and reasons of keeping food products safe to eat.

**Performance standard 5.3.2c:** Describe the effects of eating food products that are bad/stale.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Stale food products.</li> <li>Effects of consuming stale foods.</li> </ul>	<ul style="list-style-type: none"> <li>Fix and explain characteristic of stale food.</li> <li>Describe the effects of stale food after consuming it.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and make awareness to family and others about safe consumption of food.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss why it is important to keep food safe and discuss the effects of eating unsafe food.</li> </ul>

## Sample guided lesson 11

## Lesson 93

Strand 4: Safety and first aid

Unit 1: Safety

Lesson title: Let's keep ourselves safe when using pedestrian

Time: 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance Standard 5.4.1a:** Identify ways to stay safe when crossing streets, riding a bicycle or playing games.

**Lesson objective(s):** The students can describe some safe ways when crossing the road.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Pedestrian ways.</li> <li>Safe side of pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>Apply ways of pedestrian.</li> <li>Avoid accidents.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Positive response.</li> </ul>

## Teacher's notes

A pedestrian is a person moving on foot, whether walking or running.

<p><b>a) Definition of pedestrian crossing</b></p> <p>A pedestrian crossing or crosswalk is a place designated for pedestrians to cross a road. Crosswalks are designed to keep pedestrians together where they can be seen by motorists, and where they can cross most safely across the flow of vehicle traffic.</p> <p>Pedestrians of all ages are at risk of injury or death from traffic crashes, but some people are at higher risk. Males pedestrians are more likely to die or be injured in a motor vehicle crash than females.</p>	<p><b>b) Ways of keeping safe</b></p> <p>Explain that pedestrians have to wait on the pavement until all the traffic coming from both directions has stopped - only then is it safe to cross.</p> <p>Explain that if there is an island in the middle of the road, your child should treat each half of the crossing as a separate crossing.</p>
--	--

## Teaching and learning activities

Part of the lesson	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> <li>Outline the lesson topic</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively</li> </ul>
Body 20 minutes	<ul style="list-style-type: none"> <li>Pedestrian is someone walking on foot rather than on vehicle/riding. e.g. bush trackers</li> </ul> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>What do you think about pedestrian walking on foot are they going to get accidents on road?</li> <li>List some ways pedestrians enjoy?</li> </ol>	<ul style="list-style-type: none"> <li>Copy the meaning in the book.</li> <li>Students responding with answers.</li> <li>Enjoy the activity.</li> </ul>
Conclusion 5 minutes	<ul style="list-style-type: none"> <li>Teacher summarizes the lesson by recapping the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Student in pairs imagine crossing the pedestrian as a car is approaching them.</li> </ul>

## Teacher's reflection/evaluation

.....

.....

## Lesson for you to plan

## Lesson 94

Strand 4: Safety and first aid

Unit 1: Safety

Lesson title: Safety on wheels; esp. bicycle, motorbike Time: 30 minutes

**Content standards 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance standard 5.4.1a:** Identify ways to stay safe when crossing streets, riding a bicycle, or playing.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Safety in moving across and along the road.</li> <li>Safe road and traffic rules.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and describe transport that is safe.</li> <li>Identify safety road crossing rules.</li> </ul>	<ul style="list-style-type: none"> <li>Be careful of self and other person' safety when using the roads at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Write safety rules and precautions when on the Road, at sea, on the plane, etc.</li> <li>Produce a poster with pedestrian signs and state meaning of the signs used.</li> </ul>

## Lesson for you to plan

## Lesson 95

Strand 4: Safety and first aid

Unit 1: Safety

Lesson title: Life skill; Demonstrate effective communication to avoid playing on the road

Time: 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance standard 5.4.1a:** Identify ways to stay safe when crossing streets, riding a bicycle, or playing.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Safety in moving across and along the road.</li> <li>Safe road and traffic rules.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and describe transport that is safe.</li> <li>Identify safety road crossing rules.</li> </ul>	<ul style="list-style-type: none"> <li>Be careful of self and other person' safety when using the roads at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Write safety rules and precautions when on the Road, at sea, on the plane, etc.</li> <li>Produce a poster with pedestrian signs and state meaning of the signs used.</li> </ul>

## Lesson for you to plan

## Lesson 97

Strand 4: Safety and first aid

Unit 1: Safety

**Lesson title:** Warning signs and signals used by ambulance, police or others

**Time:** 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance standard 5.4.1b:** Display personal safety rules in different situations such as warning signs and signals.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Personal safety rules.</li> <li>Warning signs and signals for safety.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the current safety rules for crossing and moving along roads and how they can be improved.</li> <li>Identify signs and signals of road safety.</li> <li>Describe how safety road signs help road users.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate safe road signs and signals.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest healthy and safe practice at home /school.</li> </ul>

## Lesson for you to plan

## Lesson 98

Strand 4: Safety and first aid

Unit 1: Safety

**Lesson title:** Fire safety - inside and outside the building

**Time:** 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance standard 5.4.1c:** Describe safety hazards, including those related to fire, water, and disasters. eg; floods, earthquake, volcano, landslide, tsunami,

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Safety hazards from natural disasters.</li> <li>Unsafe emergency situations during natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify safety strategies for emergency disaster situations.</li> <li>Identify and describe appropriate safety procedures for fire, water another disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge about safety for various situations in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a safety strategy for a hazard.</li> </ul>

## Lesson for you to plan

## Lesson 99

Strand 4: Safety and first aid

Unit 1: Safety

Lesson title: Water safety in different environments

Time: 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance standard 5.4.1c:** Describe safety hazards, including those related to fire, water, and disasters. eg; floods, earthquake, volcano, landslide, tsunami.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Safety hazards from natural disasters.</li> <li>Unsafe emergency situations during natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify safety strategies for emergency disaster situations.</li> <li>Identify and describe appropriate safety procedures for fire, water and other disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge about safety for various situations in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a safety strategy for a hazard.</li> </ul>

## Lesson for you to plan

## Lesson 100

Strand 4: Safety and first aid

Unit 1: Safety

Lesson title: Applying survival swimming skills

Time: 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance standard 5.4.1c:** Describe safety hazards, including those related to fire, water, and disasters. eg; floods, earthquake, volcano, landslide, tsunami.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Safety hazards from natural disasters.</li> <li>Unsafe emergency situations during natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify safety strategies for emergency disaster situations.</li> <li>Identify and describe appropriate safety procedures for fire, water another disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge about safety for various situations in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a safety strategy for a hazard.</li> </ul>

## Lesson for you to plan

## Lesson 101

Strand 4: Safety and first aid

Unit 1: Safety

**Lesson title:** Applying safety procedures in unsafe natural disasters such as floods

**Time:** 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community

**Performance standard 5.4.1c:** Describe safety hazards, including those related to fire, water, and disasters. eg; floods, earthquake, volcano, landslide, tsunami,

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Safety hazards from natural disasters.</li> <li>Unsafe emergency situations during natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify safety strategies for emergency disaster situations.</li> <li>Identify and describe appropriate safety procedures for fire, water and another disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Share knowledge about safety for various situations in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a safety strategy for a hazard.</li> </ul>

## Lesson for you to plan

## Lesson 102

Strand 4: Safety and first aid

Unit 1: Safety

**Lesson title:** Safety plan to avoid danger

**Time:** 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance standard 5.4.1d:** Explain the importance of following safety instructions and wearing safety gears.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Importance and use of safety gear.</li> <li>Recognize instructions for safety in various situations including emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how safety gears are used to assist in emergency situations.</li> <li>Discuss and draw up a safety plan on how and what to do around a danger spot.</li> </ul>	<ul style="list-style-type: none"> <li>Be concerned for the safety of others and self when involved in unsafe situations.</li> </ul>	<ul style="list-style-type: none"> <li>Describe an emergency drill for an emergency situation.</li> </ul>



## Lesson for you to plan

## Lesson 103

Strand 4: Safety and first aid

Unit 1: Safety

Lesson title: The importance of wearing safety gears

Time: 30 minutes

**Content standard 5.4.1:** Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.

**Performance standard 5.4.1d:** Explain the importance of following safety instructions and wearing safety gears.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Importance and use of safety gear.</li> <li>Recognize instructions for safety in various situations including emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how safety gears are used to assist in emergency situations.</li> <li>Discuss and draw up a safety plan on how and what to do around a danger spot.</li> </ul>	<ul style="list-style-type: none"> <li>Be concerned for the safety of others and self when involved in unsafe situations.</li> </ul>	<ul style="list-style-type: none"> <li>Describe an emergency drill for an emergency situation.</li> </ul>

## Sample guided lesson 12

## Lesson 104

Strand 4: Safety and first aid

Unit 1: Safety

Lesson title: Unconsciousness and fainting

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risks in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2a:** Apply basic first aid to accidents at school.

Lesson objective(s): The students can be able to:

- define unconsciousness
- demonstrate basic first aid to a person who is unconscious and fainting.

## Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Unconsciousness is when a person suddenly becomes unable to respond to stimuli and appears to be asleep.</li> <li>Know the basic first aid procedures on unconscious and fainting casualties.</li> </ul>	<ul style="list-style-type: none"> <li>Assess and analyzing the kind of emergency (unconscious and fainting).</li> <li>Demonstrate the first aid procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Being alert and ready to respond to emergencies.</li> <li>Eagerness to help others with love and care.</li> </ul>

## Teacher's notes

Unconsciousness is when a person suddenly becomes unable to respond to stimuli and appears to be asleep. A person maybe unconscious for a few seconds or longer. People who are unconsciousness don't respond to loud sounds or shaking. They may even stop breathing or their pulse may become faint.

Unconsciousness can occur due to illness or injury or complications from drug use or alcohol abuse.

A person may become temporarily unconsciousness (faint) when sudden changes occur within the body. Common causes of temporary unconsciousness include;

- Low blood sugar
- Low blood pressure
- Dehydration
- Problems with the heart.

## Administering first aid

If you see a person who has become unconscious, take these steps:

- Check whether the person is breathing. If they are not breathing call for help. If they are breathing, position the person on the back.
- Raise the person's legs at least 12 inches above the ground.
- Loosen any restrictive clothing or belts. If the person doesn't regain consciousness within one minute, call for help.
- Check the person's airway to make sure there's no obstruction.
- Check again to see if the person is breathing, coughing, or moving. These are signs of positive circulation. If the signs are absent, perform cardiopulmonary resuscitation until help arrives.

## Teaching and learning activities

Parts of the lesson	Teacher's activities	Student's activities
Introduction 6 minutes	<ul style="list-style-type: none"> <li>Drill the students on the definition of unconscious and fainting and explain what is to be demonstrated on the procedures written on each flash cards.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and copy notes</li> </ul>
Body 19 minutes	<ul style="list-style-type: none"> <li>Divide students into the number of steps/ procedures to be followed.</li> <li>Allow students to demonstrate the procedures and rotate in their groups.               <ol style="list-style-type: none"> <li>Check airway, breathing and pulse.</li> <li>Loosen clothing around the neck, chest and waist and ensure that plenty of fresh air is available.</li> <li>Lay child in the recovery position – preferably with the lower part of the body slightly raised above the head. This will ensure that vomit or saliva does not flow into the lungs. Do not provide pillows and keep the head flexed slightly backwards.</li> <li>Cover with a blanket and stay with the child until medical help arrives. Never leave an unconscious child unattended.</li> <li>If consciousness returns, speak reassuringly to the child, moisten his/her lips and prevent him from hurting himself/ herself. Do not attempt to give a drink to an unconscious child.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Move into groups according to the number of procedures and practice what is written on each flash card.</li> <li>Turn and flip the flash card to another until they complete all the procedures.</li> </ul>
Conclusion 5 minutes	<ul style="list-style-type: none"> <li>Give time for students to copy all the procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Copy procedures written form all the flash cards.</li> </ul>

## Teacher's reflection/evaluation

.....

.....

## Lesson for you to plan

## Lesson 105

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Basic first aid for bleeding

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2a:** Apply basic first aid to accidents at school.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Procedures of basic first aid.</li> <li>Types of accidents at school.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify materials used in applying first aid.</li> <li>Discuss and demonstrate application of first aid through role plays.</li> </ul>	<ul style="list-style-type: none"> <li>Show a caring attitude when attending to an injured person.</li> </ul>	<ul style="list-style-type: none"> <li>Role play in pairs how first aid is applied to an unconscious person.</li> </ul>

## Lesson for you to plan

## Lesson 106

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Basic first aid for bone fractures

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2a:** Apply basic first aid to accidents at school.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Procedures of basic first aid.</li> <li>Types of accidents at school</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify materials used in applying first aid.</li> <li>Discuss and demonstrate application of first aid through role plays.</li> </ul>	<ul style="list-style-type: none"> <li>Show a caring attitude when attending to an injured person.</li> </ul>	<ul style="list-style-type: none"> <li>Role play in pairs how first aid is applied to an unconscious person.</li> </ul>

## Lesson for you to plan

## Lesson 107

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Basic first aid for snake bite

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2a:** Apply basic first aid to accidents at school.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Procedures of basic first aid.</li> <li>Types of accidents at school.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify materials used in applying first aid.</li> <li>Discuss and demonstrate application of first aid through role plays.</li> </ul>	<ul style="list-style-type: none"> <li>Show a caring attitude when attending to an injured person.</li> </ul>	<ul style="list-style-type: none"> <li>Role play in pairs how first aid is applied to an unconscious person.</li> </ul>

## Lesson for you to plan

## Lesson 108

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Treatment for dog bite

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2a:** Apply basic first aid to accidents at school.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Procedures of basic first aid.</li> <li>Types of accidents at school.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify materials used in applying first aid.</li> <li>Discuss and demonstrate application of first aid through role plays.</li> </ul>	<ul style="list-style-type: none"> <li>Show a caring attitude when attending to an injured person.</li> </ul>	<ul style="list-style-type: none"> <li>Role play in pairs how first aid is applied to an unconscious person.</li> </ul>

## Lesson for you to plan

## Lesson 109

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Basic first aid for choking

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2a:** Apply basic first aid to accidents at school.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Procedures of basic first aid.</li> <li>Types of accidents at school.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify materials used in applying first aid.</li> <li>Discuss and demonstrate application of first aid through role plays.</li> </ul>	<ul style="list-style-type: none"> <li>Show a caring attitude when attending to an injured person.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play in pairs how first aid is applied to an unconscious person.</li> </ul>

## Lesson for you to plan

## Lesson 110

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: First aid procedures in drowning

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2b:** Apply basic first aid procedures in unsafe situations such as marine environment.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Basic first aid procedures on common marine injuries.</li> <li>Unsafe situations in marine environment.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify unsafe situations in marine environment.</li> <li>Demonstrate first aid procedures on persons stung by jelly fish.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the marine environment but also make awareness to others about unsafe situations that can be encountered.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a basic first aid treatment for a bite related to a marine/land animal.</li> </ul>

## Lesson for you to plan

## Lesson 111

Strand 4: Safety and first aid

Unit 2: First aid

**Lesson title:** Use basic first aid treatment for bites related to marine animals.

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2b:** Apply basic first aid procedures in unsafe situations such as marine environment.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Basic first aid procedures on common marine injuries.</li> <li>Unsafe situations in marine environment.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify unsafe situations in marine environment.</li> <li>Demonstrate first aid procedures on persons stung by jelly fish.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the marine environment but also make awareness to others about unsafe situations that can be encountered.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a basic first aid treatment for a bite related to a marine/land animal.</li> </ul>

## Lesson for you to plan

## Lesson 112

Strand 4: Safety and first aid

Unit 2: First aid

**Lesson title:** Use basic first aid treatment for bites to related marine plants

**Time:** 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.

**Performance standard 5.4.2b:** Apply basic first aid procedures in unsafe situations such as marine environment.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>Basic first aid procedures on common marine injuries.</li> <li>Unsafe situations in marine environment.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify unsafe situations in marine environment.</li> <li>Demonstrate first aid procedures on persons stung by jelly fish.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the marine environment but also make awareness to others about unsafe situations that can be encountered.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a basic first aid treatment for a bite related to a marine/land animal.</li> </ul>

## Sample guided lesson 13

## Lesson 113

Strand 4: Safety and first aid

Unit 2: First aid

**Lesson title:** Treatment for eye

**Time:** 30 minutes

**Content standard (CS) 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behaviour.

**Performance standard (PS) 5.4.2c:** Apply basic first aid to care and manage the injuries.

**Lesson objective(s):** The students can apply basic first aid and care to minor injuries that happen at school.

### Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>Ways of managing eye wounds.</li> <li>Ways of managing a foreign object in the eye.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic first aid skills.</li> <li>Identifying ways of managing foreign object.</li> </ul>	<ul style="list-style-type: none"> <li>Take care of the eye.</li> <li>Personal responsibility.</li> <li>Appreciate your good eyesight.</li> </ul>

### Resource materials:

Junior Health trs Syllabus, Basic First Aid in PNG, by Andrew Solien, page 24- 25.

### Teacher's notes

The human eye is an organ which reacts to light and pressure. It is a very sensitive organ that allows humans to see. Care must be given for our eyes which enables us to see the beauties of this world. Many times, when we work we encounter problems or injuries. Some of these injuries could be minor while others could be permanent.

If a foreign object enters your eye, it is wiser to visit an eye clinic or an urgent care centre for advice. More injury to your eye could be caused if you attempt to remove the object yourself or if you rub your eye. If possible, try loosely taping a paper cup or eye shield over your eyes for protection then seek help.

### Teaching and learning activities

Part of the lesson	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> <li>Start the lesson by asking all the students to do the following:               <ol style="list-style-type: none"> <li>Close their eyes</li> <li>Show different items (at least 5) to the class and tell them to name the item (do not describe the item)</li> <li>Open their eyes and confirm.</li> </ol> </li> <li>Introduce the lesson title and lesson objective.</li> </ul>	<ul style="list-style-type: none"> <li>Follow teachers instructions.</li> </ul>
Body 20 minutes	<ul style="list-style-type: none"> <li>Explain the treatment of minor injuries to the eyes.</li> <li>Students in pairs check the eyes of their partner and describe what is seen.</li> </ul> <p>Activity 1: Fli in the eye Activity 2: An object in the eye Activity 3: An object cut the eye and bleeding.</p>	<ul style="list-style-type: none"> <li>For each activity the student will explain how to manage the problem.</li> </ul>
Conclusion 5 minutes	<ul style="list-style-type: none"> <li>Emphasis to the students that the eye is the delicate part of the body which needs special care as it is useful to our lives.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly say how they will care for the eye if there is a foreign object in the eye.</li> </ul>



## Lesson for you to plan

## Lesson 114

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Treatment for head injury

Time: 30 minutes

**Content standard (CS) 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behaviour.

**Performance standard (PS) 5.4.2c:** Apply basic first aid to care and manage the injuries.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>First aid for various types of injuries.</li> <li>Care and manage injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe first aid procedure performed for various injuries to parts of the body.</li> <li>Explain care of common injuries Describe how to manage common injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage friends and others to be aware of safety when engaged in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a basic first aid care to treat and manage a minor injury.</li> </ul>

## Lesson for you to plan

## Lesson 115

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Treatment for mouth injury

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behaviour.

**Performance standard 5.4.2.c:** Apply basic first aid to care and manage the injuries.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>First aid for various types of injuries.</li> <li>Care and manage injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe first aid procedure performed for various injuries to parts of the body.</li> <li>Explain care of common injuries describe how to manage common injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage friends and others to be aware of safety when engaged in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a basic first aid care to treat and manage a minor injury.</li> </ul>

## Lesson for you to plan

## Lesson 116

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Treatment for toothache

Time: 30 minutes

**Content standard (CS) 5.4.2** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behaviour.

**Performance standard (PS) 5.4.2c:** Apply basic first aid to care and manage the injuries.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>First aid for various types of injuries.</li> <li>Care and manage injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe first aid procedure performed for various injuries to parts of the body.</li> <li>Explain care of common injuries.</li> <li>Describe how to manage common injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage friends and others to be aware of safety when engaged in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a basic first aid care to treat and manage a minor injury.</li> </ul>

## Lesson for you to plan

## Lesson 117

Strand 4: Safety and first aid

Unit 2: First aid

Lesson title: Treatment for nose injury

Time: 30 minutes

**Content standard 5.4.2:** Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behaviour.

**Performance standard 5.4.2.c:** Apply basic first aid to care and manage the injuries.

## Key concepts

Knowledge	Skills	Attitudes/Values	Assessment tasks
<ul style="list-style-type: none"> <li>First aid for various types of injuries.</li> <li>Care and manage injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe first aid procedure performed for various injuries to parts of the body.</li> <li>Explain care of common injuries.</li> <li>Describe how to manage common injuries..</li> </ul>	<ul style="list-style-type: none"> <li>Encourage friends and others to be aware of safety when engaged in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a basic first aid care to treat and manage a minor injury.</li> </ul>

# Assessment and reporting

Assessment and reporting is an integral part of curriculum. Assessment is the process of identifying, gathering and interpreting information about students' learning. It is administered to provide information on student's achievement and progress. It directs teachers teaching and how students learn. Ongoing classroom assessment is done to:

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

In Standards Based Curriculum (SBC) assessment is focused on achieving benchmarks and is also designed to measure and promote standards for a range of purposes.

## Benchmarks

The standards based curriculum introduces benchmarks, a form of assessment which is established to qualify student attainments in the subject. Benchmarks are derived from the curriculum content standards highlighting the key set of knowledge, skills, values and attitudes a learner must achieve at the end of a level of schooling in numeracy, literacy, scientific and life skills.

The Health subject has benchmarks that determine how much the students will achieve when they complete Grades 3, 4 and 5 Primary level. This ensures the students to be able to use the knowledge, skills and attitudes they have acquired in the Grades 3, 4 and 5 Primary and guarantee their partway of learning the aspects of health education as they progress onto the next level of schooling.

## Types of assessment strategies and methods

Teachers are encouraged to use varieties of assessment methods when assessing students learning. SBC specifically promotes three types of assessment. These are assessment:

- **for** learning
- **as** and **in** learning and
- **of** learning.

## Assessment as or in learning

Assessment **as** or **in** learning is conducted when teachers interact with students and assess their participation in the learning activities. Teachers must be prepared for assessment **as** or **in** learning in all learning situations and use this approach where applicable.

### **Assessment for learning**

Assessment **for** learning occurs during the course of teaching. It is an on-going assessment also known as formative assessment. It is used to inform teachers on how much and how well teaching and learning program has been taught. This assessment approach assists teachers to identify students' strengths and weaknesses in the content learned. For example: In a week's teaching of the unit," the assessment task on identifying the secondary changes of growth and development revealed that most students lack the knowledge on identifying and describing the different stages of growth and development. This evidence will enable the teacher to plan effective remedial lessons and re-teach them to improve on the weak areas.

### **Assessment of learning**

Summative assessment takes place at the end of a unit of study in a term, year or a program. It is used to provide information on student achievements and on the effectiveness of the content. For example: The teacher may want to evaluate his or her teaching in term 1 on growth and development and questions the students on what they learnt about growth and development in term1? The teacher can then use the students' responses to plan for revision on particular content areas in preparation for the new content to be learned.

### **Assessment strategies**

Assessment strategies are used by teachers to conduct or deliver the assessment tasks planned for their students. There are many options for teachers to choose to develop assessment strategies. The few listed below are recommended for teachers to use to assess the students. These include:

- oral presentations
- observation
- role plays
- written test
- group work
- practical activities.

### **Oral presentations**

Teachers plan assessable tasks for individual students or groups to do oral presentations. They can be done in various ways such as peer teaching, group or class presentations. For example, a topic on lifestyle diseases can be given to the students to carry out a research with guided questions. A set of criteria can be provided to guide students and used for assessing students accurately.

### **Observation**

To observe is to look and listen attentively to a student in order to make an assessment of and about what they know, understand and can do. Whilst in the process of observation teachers can ask questions on how the student/s can work as a group or an individual to complete a given task.

### **Role plays**

Role plays are also used as assessment strategies to cater for students with different abilities and talents. Students demonstrate the knowledge, skills, attitudes and values in a form of role plays which enable them to find learning more meaningful and enjoyable.

### **Test**

Test is an assessment strategy used in relation to students' performances of learning formatively or summatively on the content of the learning the students are undertaking or have undertaken in a unit.

### **Group work**

Teachers are encouraged to organize assessable tasks to target group work. This strategy will encourage fast, average and slow learners to discuss ideas and learn from each other in groups. Ensure that every student in the group is given a task and contributes in the group to complete that task.

### **Practical activities**

Practical activities may include for example, planning and preparing a nutritious meal or applying First Aid procedures. Teachers are encouraged to design appropriate checklists to use to guide them as well as students to demonstrate the assigned practical activity. By doing so, interactive learning is evident and as such students give constructive feedback on each other's performances.

### **Assessment tasks**

Assessment tasks are learning activities created from the performance standards. These are especially written and specifically designed and planned before conducting any assessment. This particular activity has key knowledge skills, attitudes and values that must be achieved at the end of performing the assessable activities.

Teachers are the best assessors of students and must ensure that all assessment tasks are:

- clearly stated for students to interpret
- linked to the content standards
- balanced, comprehensive, reliable and fair
- engages the learner.

### Grade 5 assessment tasks overview

Assessment is vital in teaching and learning of the content for Grade 5 students. Teachers are encouraged to develop their assessment overviews for each term or year.

The suggested assessment tasks are written from the content standards and listed performance standards to guide the teachers to develop their own tasks. They are given as examples or you may want to adopt the proposed assessment tasks shown below.

**Table 1.1a: This assessment task has been taken out from the Grades 3, 4 and 5 Syllabus which will be used as a unit assessment.**

Strand	Unit	Content standard	Assessment task
1. Growth and Development	1. My Body	<b>5.1.1:</b> Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.	1. Identify the secondary changes of growth and development and recommend ways to improve their own developmental changes.
	2. Relationship	<b>5.1.2:</b> Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.	1. Identify situations in the home, classrooms, schools and communities that encourage positive attitudes and good behaviours.
	3. Culture, Values and Moral	<b>5.1.3:</b> Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.	1. Identify factors that influences the individual person's identity. 2. Describe the difference between moral behaviour and positive attitude. 3. Explain the benefits of having positive relationships with family and friends.
	4. My career interests	<b>5.1.4:</b> Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.	1. Identify and describe two types of health jobs they know that exists in their homes, schools and communities. 2. Identify factors that influence the decisions of people doing these two jobs.

<b>2. Individual and Community Health</b>	1. Alcohol and substance abuse	<b>5.2.1:</b> Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.	<ol style="list-style-type: none"> <li>1. Identify illegal drugs such as marijuana/alcohol and describe their effects on personal health.</li> <li>2. Explain why people take drugs and other harmful substances and propose alternative solutions to their problems.</li> </ol>
	2. Protection against Disease	<b>5.2.2:</b> Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.	<ol style="list-style-type: none"> <li>1. Explain the differences between communicable and non-communicable diseases.</li> <li>2. Describe how other forms of sickness and diseases are caused and recommend ways to avoid spreading them.</li> </ol>
	3. Healthy Environment	<b>5.2.3:</b> Assess unsafe situations in the community and take action to reduce harm and promote health.	<ol style="list-style-type: none"> <li>1. Do a simple sign board about an unsafe situation at school or at home.</li> <li>2. Plan an awareness of an issue to address in the school.</li> </ol>
	4. Health Service	<b>5.2.4:</b> Identify health services and products in the community and plan ways to assist and care for the services.	<ol style="list-style-type: none"> <li>1. List the reasons for immunization programs for young children.</li> <li>2. Explain the roles of health services such as the ambulance.</li> </ol>
<b>3. Nutrition</b>	1. Food and Growth	<b>5.3.1:</b> Assess the nutritional value of different foods and take action to promote healthy food choices.	<ol style="list-style-type: none"> <li>1. Collect and analyze local foods and group them in the categories of energy, protective and growth.</li> <li>2. Describe diseases caused by eating unbalanced meals.</li> </ol>
	2. Food and Hygiene	<b>5.3.2:</b> Describe the food groups, including recommended portions to eat from each food group.	<ol style="list-style-type: none"> <li>1. Describe diseases that are caused by not eating balanced meals.</li> </ol>
<b>4. Safety and First Aid</b>	1. Safety	<b>5.4.1:</b> Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.	<ol style="list-style-type: none"> <li>1. Identify emergency situations and explain how to reduce risks.</li> </ol>
	2. First Aid	<b>5.4.2:</b> Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behaviour.	<ol style="list-style-type: none"> <li>1. Write safety rules and precautions when on the Road, at sea, on the plane, etc.</li> <li>2. Suggest healthy and safe practices at home and school.</li> </ol>

This assessment task can be used for short term assessment.

**Table 1.1b: Proposed expanded assessment tasks - Grade 5**

Term 1				
Week	Strand	Unit	Content standard	Assessment tasks
1	Orientation			
2	1. Growth and development	My Body	<b>5.1.1:</b> Explore and identify secondary changes at puberty that are associated with growth and development stages and discuss ways to address the related changes.	1. Identify the secondary changes of growth and development and recommend ways to improve their own developmental changes.
3				
4				
5		Relationship	<b>5.1.2:</b> Develop strategies to manage the influence of individuals and groups on attitudes and behaviors.	1. Identify situations in the home, classrooms, schools and community that encourage positive attitudes and good behaviors.
6				
7				
8		Culture, Values and Morals	<b>5.1.3:</b> Demonstrate an understanding of the importance of personal values, attitudes and other influences that identify them as individuals.	1. Identify factors that influences the individual person's identity. 2. Describe the difference between moral behavior and positive attitude. 3. Explain the benefits of having positive relationships with family. and friends.
9				
10		Term one assessment week		



Term 2				
Week	Strand	Unit	Content standard	Assessment tasks
1	Revision of term one			
2	1. Growth and development	My Career Interests	<b>5.1.4:</b> Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.	<ol style="list-style-type: none"> <li>1. Identify and describe two types of health jobs they know that exists in their homes, school and communities.</li> <li>2. Identify factors that influence the decisions of people doing these two jobs.</li> </ol>
3				
4				
5	2. Individual and Community Health	Alcohol and substance abuse	<b>5.2.1:</b> Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.	<ol style="list-style-type: none"> <li>1. Identify illegal drugs such as marijuana/ alcohol and describe their effects on personal health.</li> <li>2. Explain why people take drugs and other harmful substances and propose alternative solutions to their problems.</li> </ol>
6				
7				
8		Protection against Disease	<b>5.2.2:</b> Explore and identify causes of common illnesses and take action to promote behavior that reduces health risks.	<ol style="list-style-type: none"> <li>1. Explain the differences between communicable and non-communicable diseases.</li> <li>2. Describe how other forms of sickness and diseases are caused and recommend ways to avoid spreading them.</li> </ol>
9				
10	Term two assessment week			

Term 3				
Week	Strand	Unit	Content standard	Assessment tasks
1	Revision of term two			
2	2. Individual and Community Health	Healthy Environment	<b>5.2.3:</b> Assess unsafe situations in the community and take action to reduce harm and promote health.	1. Do a simple sign board about an unsafe situation at school/ or at home.  2. Plan an awareness of an issue to address in the school.
3				
4				
5		Health Services	<b>5.2.4:</b> Identify health services and products in the community and plan ways to assist and care for the services.	1. List the reasons for immunization programs for young children.  2. Explain the roles of health services such as the ambulance.
6				
7				
8	3. Nutrition	Food and Growth	<b>5.3.1:</b> Assess the nutritional value of different foods and take action to promote healthy food choices	1. Collect and analyze local foods and group them in the categories of energy, protective and growth.  2. Describe diseases caused by eating unbalanced meals.
9				
10				

Term 4				
Week	Strand	Unit	Content standard	Assessment tasks
1	Revision of term three			
2	3. Nutrition	Food hygiene	<b>5.3.2:</b> Describe the food groups, including recommended portions to eat from each food group.	1. Describe diseases that are caused by not eating balanced meals.
3				
4	4. Safety and First Aid	Safety	<b>5.4.1:</b> Demonstrate and evaluate strategies to deal with unsafe and emergency situations in the community.	1. Identify emergency situations and explain how to reduce risks.
5				
6		First Aid	<b>5.4.2:</b> Demonstrate how to provide care and manage risk in responding to unsafe or risky situations and behavior.	1. Write safety rules and precautions when on the road, at sea, on the plane, etc.  2. Suggest healthy and safe practice at home/school.
7				
8				
9				
10				
10	Term four assessment week			

## Sample assessment task plans

These sample assessment tasks are given as examples for teachers to either use or adjust to suit the learning needs of the students.

### Sample assessment task 1

**Strand 2:** Individual and community health

**Unit 1:** Alcohol and substance abuse

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
<b>5.1.3:</b> Evaluate the impact of harmful substances on young people and take actions to encourage healthy choices.	<b>5.1.1d:</b> Explain why people take drugs and other harmful substances and propose alternative solutions to their problems.	Do a mini research and state reasons on the use of harmful drugs and suggest ways to minimize use.	<ol style="list-style-type: none"> <li>1. Reasons on the use of harmful drugs.</li> <li>2. Suggested ways to minimize the use of harmful drugs.</li> <li>3. Sound knowledge, skills, attitudes and values on the information gathered.</li> <li>4. Sources of information to support findings.</li> <li>5. Creativity.</li> </ol>	Work sample	Comments on the work sample

### Guided questions

1. What are harmful drugs?
2. Why do people take and use harmful drugs?
3. What are some possible ways to minimize the use of harmful drugs in our communities? List down three or more.
4. In your own words, describe your understanding on your findings and how it is important to your health and as a member in the school and the community at large.
5. Who has assisted you to gather your information? Where have you sourced your information? How did you gather your information to answer the above questions?

## Sample assessment task plan 2

Strand 3: Nutrition

Unit 1: Food and growth

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
<b>5.2.1:</b> Assess the nutritional value of different foods and take action to promote healthy food choices.	<b>5.2.1b:</b> Demonstrate and prepare a balanced meal and write a report to explain why it is important.	In groups plan and prepare a balanced meal and explain how it helps the body.	<ol style="list-style-type: none"> <li>1. Correct steps in preparing the balance meal.</li> <li>2. Correct type of food from the four groups of food.</li> <li>3. Correct description of the benefits of eating balanced meals.</li> <li>4. Group organization and behavior.</li> <li>5. Individual effort and participation.</li> <li>6. Creativity.</li> </ol>	Practical group activity.	Checklist for individual student performance record and group activity.

**Note:** This task will require time and resources. Ensure that prior preparations and ways to source income to purchase food or other things are done smoothly and transparently. Safety and care in handling equipment and hot objects are paramount in this practical activity.

## Sample assessment task plan 3

Strand 1: Growth and development

Unit 4: My career interests

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
<p><b>5.1.4:</b> Demonstrate an understanding that setting goals can further develop an individual's interest and ability to perform a particular activity or job.</p>	<p><b>5.1.4d:</b> Identify and describe jobs in the health sector that are linked to their interest and abilities.</p>	<p>Identify and describe the jobs in the health sector or in other related sectors to health linked to their interest and abilities.</p>	<ol style="list-style-type: none"> <li>1. Correct descriptions of jobs in the health sector or other related organizations.</li> <li>2. Description and reasons on the choice of job interest.</li> <li>3. Photos or illustrations to support findings.</li> <li>4. Creativity.</li> <li>5. Neatness.</li> </ol>	<p>Work sample</p>	<p>Commenting on students work sample produced.</p>

**Work sample**

Name:

Class:

Date:

Marks: /15

1. Health sector or other related organizations descriptions

Names of jobs	Descriptions of the jobs
1.	
2.	
3.	

2. My interests and reasons

.....

.....

.....

.....

.....

3. Photos or illustrations

## Reporting and recording

The reporting and recording of students' achievements in the classroom affirms both the teacher and students' achievements in teaching and learning. Reporting is communicating students' achievements to their parents and guardians, teachers, and others. Formal reporting through written reports or interviews are done to inform parents and guardians of their children's learning progress and other related areas such as student behaviours.

Evidence of students' learning and behaviour can be accessed from the students' portfolios and in teacher's personal records or files. Teachers must ensure that the student has demonstrated and achieved the content standards independently on a number of occasions.

### Recording and reporting strategies

The types of strategies teachers may want to use in recording student achievements must be precise and informative.

Some of the strategies suggested include:

Checklists of various kinds-(individual, group and class)

Journals

Anecdotal Notes

### Samples of recording and reporting templates

Keeping informed records of student performances on formal recording tools is very important both for the student, guardians, parents and teachers of the next grade level. Some recording tools are shown below as samples for teachers to use apart from those already in use. These are:

#### Sample: Anecdotal notes – Class Grid 5A

- record the dates of assessment tasks.
- write comments on the performance observed as per the criteria given.
- one box is for a student.
- this same grid can be used for a term depending on the type and number of assessment tasks prepared.



## Class 5A Anecdotal Notes- Group 1

May- 5.1.1	June	July	August	September	October
<b>Kuma</b> 29/05/17 AT 1 Performed C1 &2 satisfactorily					
<b>Areare</b> 29/05/17 AT 1 Performed C1 satisfactorily but C1 was incomplete					
<b>Konial</b> 29/05/17 AT 1 Performed C2 satisfactorily but did not attempt C1					

## Sample of individual checklist for several assessment tasks in a term for a strand

<b>Strand:</b> Growth and development <b>CS: 5.1.1</b> <b>Assessment task:</b> Explore secondary changes at puberty and discuss ways to address the related changes.		<b>Marking code keys:</b> <b>C:</b> Competent <b>PC:</b> Partly Competent  <b>NC:</b> Not Competent		
Class List (Total number of students on roll)	1. Identify secondary changes of growth and development	2. Recommend ways to improve own developmental changes	3. Apply knowledge, skills, values and attitudes in real life situations	
1. Mathew				
2. Ruth				
3. Kila				
4. Shalom				
5. July				

## A General Weekly Health Checklist for General Hygiene

Key: Clean:



Untidy:



Needs improvement:



Week:

No.	Names	Body	Hair	Teeth	Clothes	Finger nails	Comments
1	Paul		✓	✓	✓	X	Long nails
2	Saso		X	X	X	X	Broken home
3	Aiva						
4	Junior						
5	Pam						

### Evaluation

Assessment information can also be used by teachers to evaluate the effectiveness and the quality of health lessons taught throughout the year.

Assessment information serves three purposes:

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

There are several ways to conduct evaluation; teachers are encouraged to utilize appropriate methods to do their evaluations.

# Resources

1. Resources recommended in this Teacher Guide are documents issued by the National Department of Education (NDOE), community resources and materials published by other organizations and commercial companies.
2. NDOE 1986 A Philosophy of Education for Papua New Guinea, Ministerial Committee Report (P. Matane, chair), NDOE, Waigani
3. 2000 Primary Education Handbook (second edition), NDOE, Waigani.
4. Baker, C. 1996 Foundations of bilingual education and bilingualism (second edition), Multilingual Matters, Sydney

# Glossary

Health subject has words specific to the content of growth and development, nutrition, Individual and community health and safety and first aid. The words are taken from the subject content of learning for Grade 5 Primary. The definitions are given here to assist with meanings to help students as the need arises. The list is expandable according to the students' needs.

Word	Definition
<b>Asthma</b>	A disease of the respiratory system, sometimes caused by allergies, with symptoms including coughing, sudden difficulty in breathing, and a tight feeling in the chest.
<b>Balance meals</b>	A meal (breakfast, lunch, dinner) which consists of equal amount of food from the four food groups.
<b>Betelnut</b>	A nut of a palm tree that people in the tropics chew with mustard and lime.
<b>Body features</b>	A part of the body that contributes to its distinct character, especially the eyes, nose, or mouth.
<b>Career</b>	Somebody's progress in a chosen job or during that person's working life.
<b>Chronic disease</b>	Describes an illness or medical condition that lasts over a long period and sometimes causes a long-term change in the body.
<b>Courteous</b>	Polite in a way that shows consideration of others or good manners.
<b>Decision making</b>	The process of making choices or reaching conclusions, especially on an important political or business matters.
<b>Diet</b>	A controlled intake of food and drink designed for weight loss, for health or religious reasons, or to control or improve a medical condition.
<b>Earthquake</b>	A violent shaking of the Earth's crust that may cause destruction to buildings as results from the sudden release of tectonic stress along a fault line or from volcanic activity.
<b>Emergency drills</b>	An unexpected and sudden event that must be dealt with urgently.
<b>Emotions</b>	A strong feeling about somebody or something.
<b>Family values</b>	Group of people living together and functioning as a single household, usually consisting of parents and their children and share same importance of usefulness.
<b>First aid</b>	Emergency medical treatment for somebody who is ill or injured, given before more thorough medical attention can be obtained.
<b>Floaters</b>	Somebody or something that is floating.
<b>Food groups</b>	Grouping of food into categories especially the four food groups (High energy, energy, and protein, protective.
<b>Food poisoning</b>	Severe infection of the slippery tissue of the stomach and intestines caused by eating food contaminated with toxic substances or with microorganisms that generate toxins.
<b>Gum</b>	The firm flesh that surrounds the roots of the teeth.
<b>Grinding teeth</b>	The teeth that breaks up the solid food before swallowing .
<b>Habits</b>	An action or pattern of behaviour that is repeated so often that it becomes typical of somebody, although he or she may be unaware of it.

Word	Definition
<b>Health record</b>	Keeping written documentation of the history of someone's health history.
<b>Herbs</b>	A overpowering plant used fresh or dried for seasoning, for its medicinal properties, or in perfumes.
<b>Hygiene</b>	The practice or principles of cleanliness.
<b>Injuries</b>	An instance of physical damage to a body part e.g. a serious back injury.
<b>Life jacket</b>	A sleeveless jacket made of light material or filled with air, used to keep somebody afloat in water.
<b>Molar teeth</b>	A large back tooth in humans and other mammals, used for chewing and grinding. Human beings have twelve molars.
<b>Morals</b>	Relating to issues of right and wrong and how individual people should behave.
<b>Nutrients</b>	A substance that provides nourishment, e.g. the minerals that a plant takes from the soil or the constituents in food that keep a human body healthy and help it to grow.
<b>Nutritional meals</b>	Food, or the minerals, vitamins, and other nourishing substances that food contains in a breakfast, lunch or dinner.
<b>Natural disasters</b>	A disaster caused by natural forces rather than by human action, e.g. an earthquake.
<b>Negotiation Skills</b>	The reaching of an agreement through discussion and compromise.
<b>Oral health</b>	Relating to or belonging to the mouth. Eg tooth brushing, tooth medicine.
<b>Polite</b>	Showing or possessing good manners or common courtesy.
<b>Personality</b>	The somebody's attitudes and interests, behavioural patterns, emotional responses, social roles, and other individual traits that endure over long periods of time.
<b>Positive behaviour</b>	Confident, optimistic, and focusing on good things rather than bad.
<b>Physical changes</b>	Relating to the different stages of body growth.
<b>Physical character</b>	Relating to the body physical differences in behaviour and appearance of a person.
<b>Quality food</b>	Food which is of high standard or good grade.
<b>Regular meals</b>	Occurring in a fixed, unvarying, or predictable pattern, with equal amounts of time or space between each meal.
<b>responsibility</b>	The state, fact, or position of being accountable to somebody or for something.
<b>Roles</b>	The part played by somebody in a given social context, with any characteristic or expected pattern of behaviour that it entails.
<b>Role model</b>	A worthy person who is a good example for other people.
<b>Safety signs</b>	Protection from, or not being exposed to, the risk of harm or injury.
<b>Seat belts</b>	A strong strap or harness designed to keep the user securely in a seat in a vehicle or aircraft.
<b>Storage</b>	Space which is used to store things,
<b>Teeth</b>	A hard whitish bony object inside a human or vertebrate animal's mouth, used for biting and chewing food.

Word	Definition
<b>Unconsciousness</b>	Unable to see, hear, or otherwise sense what is going on, usually temporarily and often as a result of an accident or injury.
<b>Utensils</b>	A tool or things , especially one used in a kitchen.
<b>Values</b>	The worth, importance, or usefulness of something to somebody.
<b>Volcano drill</b>	An emergency exercise conducted in preparation to respond to volcanic eruption.
<b>Warning labels</b>	A written piece of advice on poisonous or dangerous items that persons must be careful of or to handle with care.

# Appendix

## Background information

### Strand 1: Growth and development

### Unit 1: My body

Human Development and Sexual Health classes help students learn about the physical and emotional changes that will happen to them over the next few years. For some students, this will be their first exposure to the topic. Therefore, there may be some children who do not know basic information and may be anxious about having to learn it.

Students may have different expectations about what will be discussed in these classes. It is important for them to understand what the word 'puberty' means and why it is important to discuss this topic.

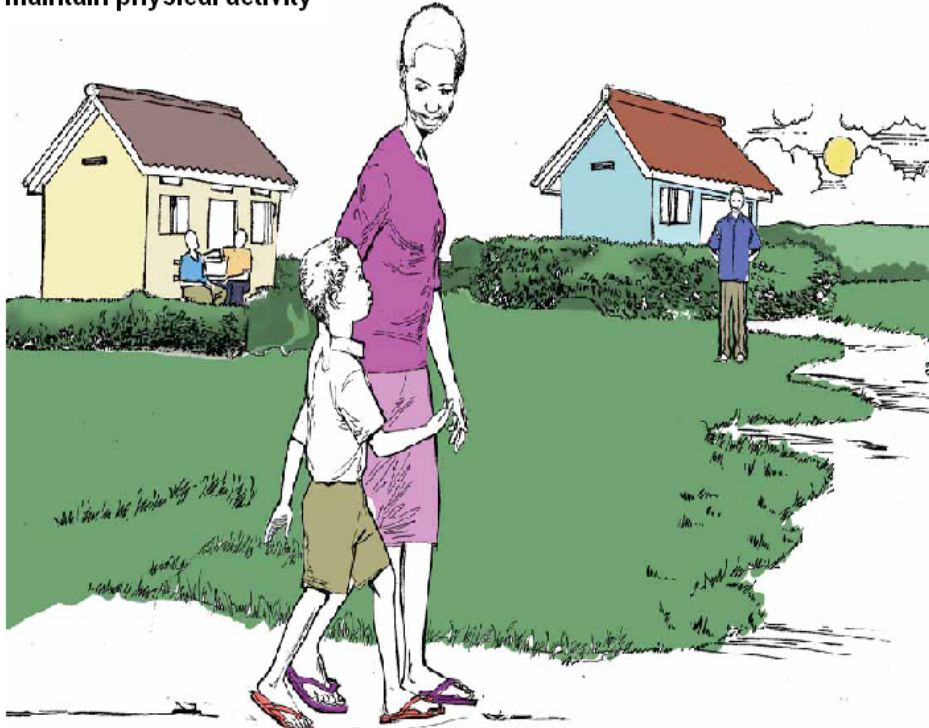
Teaching about puberty includes teaching about human sexuality. This does not mean just teaching about how bodies change and function. Human sexuality includes the following aspects: biological (sexual and reproductive anatomy), psychological (mental health and self-esteem), social (relationships and individual identity), spiritual (values and beliefs), and behavioural (how we express our sexuality).

### Key questions and answers

1. Why do you think we need to learn about puberty in school?"
  - It is important for children to learn about puberty at this age because it will help them understand the changes that are or will be occurring, both within themselves and their peer group.
  - Some students are going through puberty at a younger age than 20 years ago
2. What are some of the appropriate words used during the puberty lessons?
  - Be sure to use the more neutral words suggested. Avoid using words like penis or vagina as the words may be offensive, and sharing of childhood words may lead to embarrassment or ridicule.
  - Being familiar with language that they can use in public is important to enhance students' sense of self. Because language is such a powerful tool, it also helps them to develop greater confidence and empowerment.
3. What are the stages of growth in human beings
  - "During pregnancy – You start from a little dot this big (place a dot on the board). This cell grows and multiplies in size many times over nine months until the baby is ready to be born."
  - "Infancy – From the time of birth, the baby will grow quickly and often triples its birth weight in the first year of life."
  - "Puberty – Height, weight, and body shape change rapidly as children go through puberty."

**Strand 2: Individual and community health****Unit 2: Protection against disease**

**A woman takes a walk to maintain physical activity**

**Maintaining physical activity**

- i. Exercise regularly and continue daily activity
- ii. Explain that it is important to maintain physical activity to:
  - Improve blood circulation,
  - Stimulate appetite and improve one's mood,
  - Burn fat to reduce chances of becoming overweight,
  - Prevent stiffness of joints and muscle aches and wasting,
  - Maintain and improve muscle tissue thickness.
- iii. Ask the students to describe the kind of exercise shown in the picture..
- iv. Discuss with the students the kinds of exercises that they think they could easily do:
  - Taking short daily walks,
  - Simple regular movements of the arms and legs for at least 10-15 minutes.



Keeping Health Records for every person is very important. A health record book is a must for a baby. This health record book has to be taken to the clinic every month when checking their weight and growth and as well as their wellness of growth. Keeping a consistent record helps to indicate the growth rates and weights of a child and If they are not well fed than their weight decreases.

## Weigh children every month

The infographic illustrates three stages of a child's growth, each with a corresponding weight chart and dietary recommendation:

- Stage 1 (Yellow background):** A healthy, well-nourished child. The chart shows a steady upward trend in weight. Recommendation: **Eating all foods 4 times a day**.
- Stage 2 (Blue background):** A child who is slightly thinner. The chart shows a slower rate of weight gain. Recommendation: **Needs more high energy and body building food 4-6 times a day**.
- Stage 3 (Green background):** A severely malnourished child. The chart shows a downward trend in weight. Recommendation: **Needs lots of high energy and body building food 5-6 times a day**.

**Know if they are growing well**

**Four Food Groups**

The four food groups are a simple way of putting the different nutrients into main groups that will encourage people to include a variety of food in their diet to meet their body nutrient needs.

**Group 1: Staple (Energy)**

Foods that contain a large amount of complex carbohydrate provide the main basis of meals. Staple foods include; sweet potato, taro, rice, flour, banana, sago, cassava, hard biscuit, potato etc. Provide energy to the body for its daily process and for doing work.

**Group 2: High Energy**

Food that contain a large amount of fat or sugar. such as butter, cooking oil, margarine, peanut butter, coconut cream, pork fat, sugar cane, sugar, jam, honey. They are high in energy and provide the body about twice the energy provided by staple foods.

**Group 3: Protein (Body Building)**

The main food in this group are meat, fish, milk, egg, bush animals, pork, canned meat, chicken, peanut, beans, peas, pandanus and other nuts. Helps the body build itself and replace new tissues and other building blocks of the body.

**Group 4: Vegetables and fruits (Protective food)**

The most common vegetables eaten in PNG are, dark green leaves (ferns, tulip, watercress, aibika, pumpkin leaves), tomatoes, cabbage, carrot, pitpit, capsicum, corn.

The most common fruits in PNG are; mango, ripe banana, pineapple, guava, pawpaw, oranges, mandarin, passion fruit, apple, rambutan, etc. They are rich sources of vitamins and minerals. For example, mango is rich in vitamin A and C. Provide more minerals and vitamins that are essential for the general health of the body such as the immune system and also involve in many of the body processes.

**Water**

Water is not a food group, but it is necessary for life because it helps the body digest, absorb and transport nutrients and regulates body temperature. People should drink at least 8 glasses (1.5 liters) of water a day and even more when it is hot or they are doing heavy physical work and sweating or suffering from diarrhoea, vomiting or fever. People can also get water by drinking soups or fruit juices. Water for drinking, taking medicines or making juices should always be boiled or treated with chlorine tablet to make it safe.

Other food include soft drinks, sweets, and chocolate.



The four food groups chart have been recommended to be used in schools by the National Department of Health Papua new Guinea. Choose food from the four food groups for each meal.

**Food hygiene and safety is one of the main ways of preventing infection**



### Preventing food infections and spoilage

Practice food hygiene and safety

#### i. Explain that food hygiene and safety is one of the main ways of preventing infection

- Food can be a source of infection if it is not properly handled, prepared and kept.
- Most infections that arise out of poor food hygiene and safety practices are associated with diarrhoea and vomiting. These reduce intake and absorption of food, thus compromising nutritional status.

#### ii. Discuss vital food hygiene and safety practices in the picture:

- Wash hands thoroughly before handling, preparing and eating food.
- Keep food and drinking water covered and stored away from insects, flies, rats and other animals.
- Wash fruits and vegetables with clean water before eating, cooking or serving.
- Use clean, safe water for food preparation.
- Wash the food preparation area and eating and cooking utensils, and keep them clean.
- Keep cooked food away from contact with raw food.

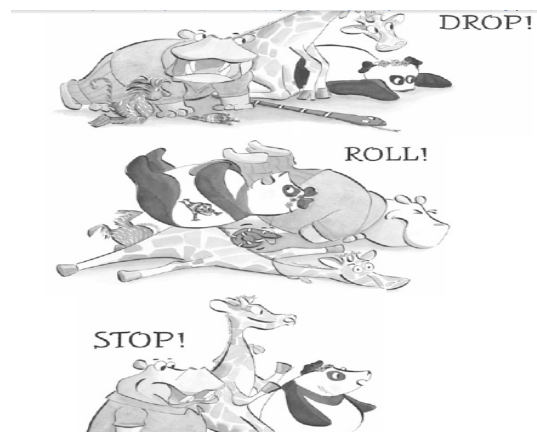
#### iii. Emphasize that the following should be avoided:

- Eating moldy, spoilt or rotten food.
- Raw eggs or foods that contain raw eggs.
- Raw fish.
- Meat that is not well cooked.
- Juices made with water that has not been previously boiled.

**Strand 4: Safety and first aid****Unit 1: Safety****Fire safety facts**

1. Fire is fast! In less than 30 seconds a flame can completely get out of control and turn into a major fire. It takes only minutes for thick black smoke to fill a house.
2. Fire is hot! A fire's heat can kill. Room temperature in a fire can be 100 degrees at floor level and rise to 600 degrees level. Inhaling this super-hot air will burn your lungs.
3. Fire is dark! Fire starts bright but quickly smoke and complete darkness comes. If you wake up to fire you may be blinded, disoriented and unable to find your way around the home you have lived for years.
4. Fire is deadly! Smoke and toxic gases kill more people than flames do. Fire uses up the oxygen you need and produces smoke and poisonous gas that kill.

When your clothes are on fire

**Strand 4: Safety and first aid****Unit 2: First aid****How fire lights the house**

1. Never leave candles burning alone in a room.
2. Never put anything over or touching a light bulb.
3. Never open the gas knob before lighting the match.
4. Never light fire the plastics or flammable materials.

Fire is a serious hazard in homes. Most houses in PNG are made of wood and bush materials. Many people use kerosene lamps and candles and cook on open fires. Everyone must be careful with lit lamps and fires. Never put the wrong fuel in kerosene lamps or stoves, and never leave

a naked flame in the house when people are asleep. Don't let anyone smoke in the house. If you have an open fire in the house, it is a good idea to keep a covered bucket of water supply.

Be careful with polyester clothes and foam mattresses. They burn and melt quickly and the smoke they produce is very poisonous. It is also dangerous to you and the environment to burn plastics on open fire.

### **Fire safety drills**

1. Warn others. Shout "FIRE!" to wake everybody up and get help.
2. Get yourself and others out of the house as quickly as possible.
3. Stay low to breathe clean air.
4. Don't try to save possessions.
5. If you have a chance of putting fire out, act quickly.
6. Once you and your family are out, stay out. Don't go back inside the burning house.

If a person's clothes catches fire, stop them moving, push them down to the ground, wrap them in a woolen coat or blanket if possible, and roll them over to put the flames out.

## Life skills

Three main life skills will be reinforced throughout the learning period of Grades 3-5 in the Primary level.

### Interpersonal communication

Positive relationships support the development of healthy attitudes and behaviours. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Interpersonal communication helps to enhance and maintain a sense of self and develop and maintain relationships with others. Skills needed for interpersonal communication include assertiveness, sharing feelings, empathy, evaluating, interpreting, and listening.

The three most important skills needed within each of the following settings: family, school, work, and community.

### Decision making

Managing health behaviours requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviours fosters a sense of control and promotes the acceptance of personal responsibility.

### Decision-making model

This decision-making model provides a process people can use in solving problems or making decisions. It is applicable to most situations in life, including sexual situations.

#### The steps in the process:

- 1. Define the decision to make or the problem to solve.** State exactly what the situation is about or what the problem is about and a decision needs to be made.
- 2. Consider all alternatives.** List all the possible ways to resolve the problem, all the possible decisions that could be made. Eliminate those alternatives you know you would never seriously consider, if you are clear about the reasons for eliminating them. You may need to gather more facts or consult with others to be sure you haven't overlooked any options.
- 3. Consider the consequences of each alternative.** List all the possible outcomes – positive and negative – or reasons for and against each alternative or each course of action that could be taken. Make sure you have correct and full information by this point.
- 4. Consider personal and family values.** Values include beliefs about how we should act or behave and the personal and family rules we

live by and believe are important – for example, beliefs about honesty, loyalty, or whether it's all right to smoke or drink. Most of our values come from the up-bringing we receive at home. Others come from our friends and society. Consider whether each alternative is consistent with your personal and family values.

5. **Consider the impact on other people.** Our decisions affect many people who are important to us – parents, siblings, friends, others. Think about the effect of each alternative on these people.
6. **Choose one alternative.** After carefully weighing each alternative, choose the one that seems most appropriate, based on your knowledge, values, morals, religious upbringing, present and future goals, and the effect of the decision on the people who matter to you. Does the decision feel good to you? If yes, continue. If no, think about why not and then consider the other alternatives again.
7. **Implement the decision.** Do what is necessary for the decision to be carried out as you want it to be. You may have to set up a step-by-step program with a timetable to make sure things get done. Or you may need to re-evaluate as you implement your decision and new information or consequences emerge.

### Goal setting

The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviours.

### Put your plans into motion

Fear is often a cause of failing to meet our goals. If we face the fear or issue we stand a much better chance of conquering that fear and accomplish our goal. Goal setting in any area such as career, education, family, exercise, arts and recreation you will be on course for success.



**Life skills:** Practical knowledge, skills and behaviours which in conjunction with cultural rooted knowledge, attitudes and values empower an individual to live happy, healthy and productive life in his or her community and beyond.

Components	Elements	Pointers	Benchmark (statements)
Communication and interpersonal skills	Interpersonal communication skills	<ul style="list-style-type: none"> <li>Students express verbally by using the correct forms of language i.e. respect and consideration for others, acceptable vocabulary.</li> <li>Students use appropriate gestures or signs to respond to situations.</li> <li>Students respond appropriately to a variety of different audiences.</li> <li>Use verbal and non-verbal features appropriately when participating in different situations.</li> </ul>	Enable children to interact verbally/nonverbally with others through active listening and by expressing feelings and feedback constructively.
	Empathy	<ul style="list-style-type: none"> <li>Students express themselves in what they are and who they are in comparison to others; show consideration for others.</li> <li>Students use a wide range of language and non-language features to allow children to express and compare themselves.</li> </ul>	Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's response, if appropriate, in light of this understanding.
	Negotiation/ Advocacy skills	<ul style="list-style-type: none"> <li>Students are prepared to listen, share and arrive at consensus.</li> <li>Learn to take turns during discussions to help or support each other by persuading them to part in discussion and activities.</li> <li>Students participate in groups to use a variety of communication strategies to negotiate e.g. seeking clarification, agreeing to decisions.</li> <li>Further develop the same skills and use or practice in the wider community.</li> </ul>	Enable children to champion ideas while actively working with others. They use these skills to influence and persuade others to investigate/ consider different ideas, strategies, solutions and values and share ideas openly.

Components	Elements	Pointers	Benchmark (statements)
Communication and interpersonal skills	Cooperation and Teamwork	<ul style="list-style-type: none"> <li>Students to work together as a team in whatever circumstances ie sports/group work.</li> <li>Students develop and understand various roles played in groups in society.</li> </ul>	Enable children to respect each other's ideas, abilities, values, contributions and different styles when working together. They use these skills to influence and persuade others to investigate/consider different.
	Refusal Skills	<ul style="list-style-type: none"> <li>Students are prepared to assert one's opinion using a variety of strategies.</li> <li>Students are prepared to assert one's opinion.</li> </ul>	Enable children to deal effectively with conflict they encounter in their daily lives, firmly, decisively and confidently.
Decision Making and Critical Thinking Skills	Decision Making	<ul style="list-style-type: none"> <li>Students can determine what the issue is.</li> <li>Students can gather relevant information using a variety of sources and mediums.</li> <li>Students can think through the information they have gathered.</li> <li>Students can identify the options and consequences of alternate decisions and select or chose appropriately.</li> </ul>	Enable children to develop decision making skills by gathering, evaluating and analysing information and determining solutions to problems.
	Problem Solving	<ul style="list-style-type: none"> <li>Students can determine what information is required.</li> <li>Students can gather information using a variety of sources and mediums.</li> <li>Students can think through the information they have gathered.</li> <li>Students can identify the options and consequences of alternate decisions and select or chose appropriately.</li> </ul>	Enable children to develop decision making skills by gathering, evaluating and analysing information and determining solutions to problems.
	Critical Thinking	<ul style="list-style-type: none"> <li>Students can recognise the influence of external factors such as the media, peers, the community, the church.</li> <li>Students have the capacity to question and think things through.</li> <li>Students can make an informed choice for action.</li> </ul>	Enable children to develop critical skills in analysing influential factors and how they impact on their lives.

Components	Elements	Pointers	Benchmark (statements)
Coping and Self-management skills	Self-awareness	<ul style="list-style-type: none"> <li>• Students can identify their strengths, weaknesses and potentials.</li> <li>• Students know their rights and responsibilities and take appropriate actions in situations.</li> <li>• Students can express their thoughts and feelings in a constructive manner E.g. Resolve a conflict amongst peers.</li> <li>• Students know they are valued, recognise and appreciate their uniqueness.</li> <li>• Students are assertive with their strengths and acknowledge their weaknesses by following a leader as part of a team.</li> <li>• Distinguish the difference between rights and responsibilities.</li> </ul>	Enable children to understand, accept who they are and have a healthy self-image. They use this understanding to organise themselves, set goals and plan their learning to meet everyday challenges.
	Skills for managing feelings	<ul style="list-style-type: none"> <li>• Students acknowledge their strong emotions/feelings such as anxiety, frustrations, loss and anger.</li> <li>• Students initiate and identify ways to manage their feelings in a culturally relevant manner.</li> <li>• Students share and discuss their feelings openly with trust-worthy people.</li> <li>• Students identify and utilize the different support services available to cope with situations such as trauma, abuse, loss, etc.</li> <li>• Students use a range of strategies to cope with demands/expectations placed on them from their parents, schools, peers and external pressures.</li> <li>• Students identify and utilize the different support services available to cope with critical situations such as trauma, abuse, loss, etc.</li> </ul>	Children use a range of strategies to recognize and cope with their feelings. They know when, where and how to get help. They can use this to maximize their behaviours and to regulate their learning. They demonstrate resilience in the face of difficulties.

Components	Elements	Pointers	Benchmark (statements)
Coping and Self-management skills	Skills for managing stress	<ul style="list-style-type: none"> <li>• Students identify sources of stress.</li> <li>• Students decide to take actions with regards to that stressful situation to avoid it.</li> <li>• Students recognise that recreational activities, spiritual and pastoral counselling can help manage stress.</li> <li>• Students recognise the importance of prioritizing tasks within a given time.</li> <li>• Students develop positive thinking and make informed choices.</li> </ul>	Students use a range of strategies to cope with demands and expectations placed on them by their parents, schools, peers and external pressures.
Livelihood skills	Traditional knowledge and skills (recognizing diversity rooted in identity)	<ul style="list-style-type: none"> <li>• Students can identify the key traditional values of their society.</li> <li>• Students can demonstrate their knowledge of traditional skills.</li> <li>• Students can identify key cultural traditions and how they use them in their daily lives.</li> <li>• Students can identify key cultural values and how these values affect how they learn in classrooms.</li> <li>• Compare traditional with modern cultural beliefs and practices.</li> <li>• Utilize modern technology to enhance performance of traditional cultural performance.</li> </ul>	Enable children to appreciate and understand their values, knowledge and skills learnt from previous generations and to be able to use these as a basis for survival in their own changing environment.

Components	Elements	Pointers	Benchmark (statements)
Contextual or Issue based Life skills	Health	<ul style="list-style-type: none"> <li>• Describe characteristics of well-being E.g. clean, happy, safe, secure, pain-free, sociable.</li> <li>• Identify behaviours that can threaten their well-being E.g. smoking, excessive sweets, poor nutrition, lack of physical activities, disruptive, uncooperative, sexually inappropriate actions.</li> <li>• Confide in appropriate and trustworthy persons when they feel threatened, basic information about nutrition, sanitation, hygiene and sexual education.</li> <li>• Describe the pertinent/relevant/ related features of elements that threaten their well-being E.g. HIV,STI, poor nutrition, substance abuse etc.</li> <li>• Explain the benefits of practices that promote good health.</li> <li>• Demonstrate good decision-making skills that enhance well-being.</li> </ul>	To enable students to acquire specific and practical knowledge and needed skills which are appropriate and relevant for their competent use in their daily lives: recognize and appreciate the elements and importance of well-being; make informed decisions for healthy actions and behaviours; apply skills to manage pressures/ challenges/ threats that impact on their well-being (such as substance abuse, all forms of-physical, verbal sexual abuse, sexuality, relationships, violence, nutrition; advocate good health.
	Gender awareness	<ul style="list-style-type: none"> <li>• Students use non-stereotyping and respectful verbal and non-verbal communication skills.</li> <li>• Students actively listen to each other and participate fully in mixed gender groups and share leadership roles.</li> <li>• Students identify stereotypes while appreciating complementary of all in traditional and modern societies.</li> <li>• Students take part in the activities in the classroom traditionally regarded as the role of other gender E.g. cleaning up of the classroom or technology.</li> <li>• Students accept and appreciate other person's ideas beyond who and what they are.</li> <li>• Students encourage the full participation of all citizens in society.</li> </ul>	Enable children to relate to genders by recognizing their own roles while at the same time appreciating the differences between the genders. It involves being open-minded and accepting full participation in all situations.

Components	Elements	Pointers	Benchmark (statements)
<p style="text-align: center;"><b>Contextual or Issue based Life skills</b></p>	<p style="text-align: center;">Civic Education/ Governance (content taught in Social Science - PD to enhance through the application of skill)</p>	<ul style="list-style-type: none"> <li>• Able to recite the and sing the national anthem.</li> <li>• Respect for and observe the flag raising ceremony, show respect for their school and classmates.</li> <li>• Maintain a clean environment in the classroom, whole school and beyond.</li> <li>• Be able to converse in a language of another cultural group.</li> <li>• Participation in public speaking on peace themes.</li> <li>• Organise and participate in campaigns towards a clean and healthy environment in school and outside.</li> <li>• Public display of pride in being a citizen of their country in various ways.</li> <li>• Observe and show support of multiracialism through participation in cultural activities of other cultural groups.</li> <li>• Show understanding of the basic principles of human rights.</li> <li>• Students observe the rules and regulations of their school and society.</li> </ul>	<p>The creation of awareness in children of their duties to their countries, and knowledge of the process of governance. To take pride in being a citizen of their country and to learn to behave in a manner that helps promote civic duties, a love for a clean and healthy country, maintenance of peace, observation of law and order and the rights of other people.</p>

Components	Elements	Pointers	Benchmark (statements)
Contextual or Issue based Life skills	Environment (content taught in Science and Social Science - Skills application in PD)	<ul style="list-style-type: none"> <li>• Students investigate, develop and apply local knowledge and understanding in managing and conserving the flora, fauna, land and water in the local context.</li> <li>• Students investigate the causes of air, water and land pollution; extinction of species; identify preventive measures that can be used in the local context.</li> <li>• Students identify or investigate into alternate strategies to manage and conserve fauna, flora, land and water and apply waste management and recycling procedures.</li> <li>• Students identify value and apply local/traditional protection laws, government policies and recognize international conventions.</li> </ul>	Enable children to acquire and apply knowledge demonstrating an understanding of the environment (flora/fauna/water/air/land). Developing an awareness and respect to manage and conserve, ensuring sustainable use of resources through balanced traditional and modern practices.
	Entrepreneurial & Financial Management Skills	<ul style="list-style-type: none"> <li>• Explain and demonstrate efficient &amp; effective resource utilization.</li> <li>• Explain and demonstrate efficient &amp; effective marketing strategies.</li> <li>• Explain and demonstrate risk-taking skills.</li> <li>• Assess risks.</li> </ul>	Enable children to utilize resources efficiently and effectively by producing marketable commodities /services and to take risks in the business environment so as to generate maximum profit.
Contextual or Issue based Life skills	Sports & Physical Education	<ul style="list-style-type: none"> <li>• Students appreciate participating in activities whether they win or lose.</li> <li>• Students understand the rules of the activity.</li> <li>• Develop skills.</li> <li>• Develop skills in teamwork.</li> <li>• Students appreciate that participating in activities will require fitness training.</li> <li>• Students should appreciate that developing more complex skills will require continuous participation and training.</li> </ul>	Children to be able to appreciate/take part in physical activities including traditional games and develop their skills by knowing the rules, teamwork and individual skills, fitness training and good sportsmanship during school years and beyond.

# Reference

NDOE ( 2004) OBC Lower Primary Syllabus and Teacher Guides

NDOE (1999) Reproductive and Sexual Health (Supplementary Text)

NDOE (1995) Set of Health pupil's books: Take Care, Me and You, My Skin, Germs: Our Unseen Enemies, Safe-Healthy Homes, Me and Others, Malaria, Growing Well, Safe-Healthy Communities, Good Advice for Growth, My Head, Deadly Habits

NDO (1994) Drug Booklets: You are special, Stop for Life, What about me?, Betelnuts and Drugs, alcohol and Smoking.

NDOE,UNICEF (2001) Reaching the Community through Schools - HIV/AIDS awareness.

NDOE,NDOH,WHO (2003) Health-Promoting Schools Training for Teachers - Trainer's Manual

NDOE,NDOH, WHO (2003) Health-Promoting Schools Training for Teachers - Participants Activity Guide & Reading Materials 2002'

NDOE,NDOH, (1996)) Health-Promoting Schools -Teacher's Guide-Towards Health-Promoting Schools

NDOE (1986) Grade 8 Guidance Syllabus & Teacher Guide





**'FREE ISSUE NOT FOR SALE'**