

# **Personal Development**

## **Lower Secondary Teacher Guide**



Papua New Guinea  
Department of Education

Issued free to schools by the Department of Education

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## **Acknowledgments**

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## Secretary's message

This teacher guide is to be used by teachers when implementing the lower secondary Personal Development syllabus (Grades 9 and 10) throughout Papua New Guinea. The Personal Development syllabus identifies the learning outcomes and assessment requirements. The teacher guide gives more information about what to teach and practical ideas about ways of implementing the syllabus.

The Personal Development Lower Secondary Teacher Guide compliments and contributes to integral human development as it suggests activities based on the students' physical environments, societies and cultures. The guide links to the *National Education Plan's* vision by providing teaching and learning strategies and ideas for preparing literate, skilled and healthy citizens through concentrating on the growth and development of each individual's personal viability and character formation.

This teacher guide encourages students to undertake a broad range of activities that can be used in everyday life. These will assist students to achieve their full potential and lead productive lives as members of the local, national and international community.

I commend and approve this Personal Development teacher guide for use in all schools with grades 9 and 10 students throughout Papua New Guinea.



**DR JOSEPH PAGELIO**  
Secretary for Education

## Introduction

The purpose of this teacher guide is to help you implement the Personal Development syllabus. It is designed to stimulate you to create exciting and meaningful teaching programs and lessons by enabling you to choose relevant and purposeful activities and teaching strategies. It will encourage you to research and look for new and challenging ways of facilitating students' learning.

*The teacher guide and the syllabus must be used side by side.* The syllabus states the learning outcomes for the subject and each unit, and outlines the content and skills that students will learn, and the assessment requirements.

The teacher guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. Although the syllabus provides the assessment tasks at the end of each unit, the outcomes approach requires you to consider the assessment requirements early in your planning. This is reflected in the teacher guide.

This teacher guide provides examples of teaching and learning strategies for Personal Development, sample programs for each unit, elaboration of suggested activities and content, detailed information on how to mark assessment tasks and the resources needed to teach Personal Development. The section on recording and reporting shows you how to record students' marks and how to report against the broad learning outcomes.

## Teaching and learning

### How students learn

What I hear I forget.

What I hear and see I remember a little.

What I hear, see and discuss I begin to understand.

What I hear, see, discuss and do, I acquire knowledge and skill.

What I teach to another, I master.

*(Active Learning Credo statement by Silberman, 1996)*

In support of this are the findings that we remember:

- 20% of what we hear
- 40% if what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.

### A student-centred approach to learning

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of these. All students learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn.

### Teaching and learning strategies

To assist and encourage students to learn, you perform certain tasks. These are referred to as teaching strategies. You need to engage students directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas.

Teaching strategies include:

- group work
- role play/drama
- skills practice
- research/inquiry
- class discussions/debates
- problem-solving activities
- teacher talk, instructions, explanations, lectures or reading aloud
- directed question and answer sessions
- audio-visual presentations
- text books or worksheets
- directed assignments
- demonstration and modelling

- guest speakers
- field work
- classroom displays.

### **Using groups as a teaching and learning strategy**

Using groups is an important strategy in Personal Development as students learn from each other, not just from the teacher. Group work encourages students to participate in achieving a shared goal and collaborative learning. In deciding whether to use groups or not, you need to consider:

- your intended outcomes
- the extent to which the outcomes can be achieved by a group
- the lesson content
- the time allocated for the completion of the task
- the classroom setting
- available materials and resources
- the structure of the group based on gender, ability, cultural background and student preferences.

Groups work well when:

- the group decides upon their goal, timelines and tasks
- students realise that success depends on the achievement of the whole group, not individuals
- the task is broken into subtasks which must be finished to successfully complete the overall task
- the whole class is involved in the activity
- everyone has a role to play, e.g.. field trips
- membership of small groups is changed regularly to provide a variety of learning experiences for all students.

Strategies for organising and managing groups:

- mixed-ability groups – the more able learners in the group can help the others to master the work so that the teacher need not teach some parts
- same-ability groups – the teacher can leave the groups of faster learners to get on with the work on their own. She/he can give extra help to individual learners in the slower groups
- using group leaders/monitors – some teachers appoint faster, more able learners as group leaders or monitors who can help slower learners.

## **Developing skills**

### **Principles and procedures**

Students need to develop skills to help them learn. Skills development should happen as a part of a student's learning experience and the learning and practicing of skills needs to occur in the context of the units being taught.

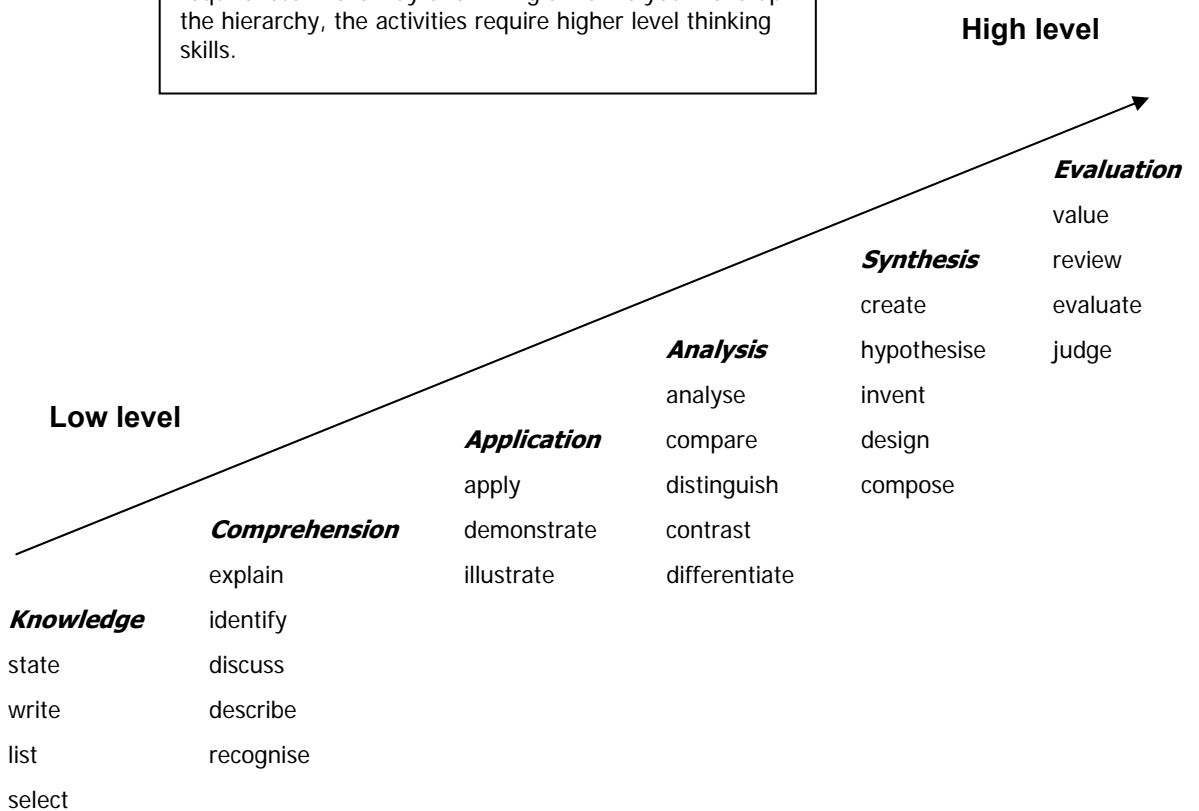
Skills learning tend to be most effective when:

- students go from the known to the unknown
- students understand why it is necessary to gain mastery of specific skills
- skills are developed sequentially at increasing levels of difficulty
- students identify the components of the skill
- the whole skill and the components of the skills are demonstrated
- there are frequent opportunities for practice and immediate feedback
- students are encouraged to record and diagnose their performance
- the skills being taught are varied in terms of amount and type, according to the needs of students
- the skill is used in a range of contexts.

To teach skills effectively you need to include learning activities that span the range from teacher-directed to student-centred learning, use groups of different sizes ranging from the whole class to small groups and use a range of teaching strategies which use high order skills as your students progress.

### Bloom's taxonomy of skills

Bloom's Taxonomy is a way to classify skills, activities or questions as they progress in difficulty. The lower levels require less in the way of thinking skills. As you move up the hierarchy, the activities require higher level thinking skills.





## Language skills for Personal Development

Students need to learn how to speak and listen, read and write, view and observe. Students learn language skills through, for example:

- discussions
- debates
- oral and written reports
- interviewing opportunities
- role-playing.

Providing opportunities for students to listen is very important especially in the Personal Development. Guest speakers, radio or television are listening resources. When students have listening experiences as a regular part of classroom activities, their ability to listen and their comprehension will improve.

### Place of vernacular in lower secondary

Maintenance of the student's language is something that continues at lower secondary as stated in the Department of Education's Language policy in all schools. At times it will be appropriate to use vernacular, Motu Tok Pisin to explain concepts or ideas. Vernacular can be used to describe and illustrate those things that do not have English translations or Tok Pisin. For example, it would be appropriate to use the vernacular, Motu or Tok Pisin when discussing issues or finding information from the community.

## Writing skills

Students must be able to choose the right word to get the message across and be able to put words together in a way that makes sense to the reader. The ability to write well and use appropriate vocabulary takes a lot of practice and writing skills and techniques should be emphasised in Personal Development.

## Thinking and questioning skills

Personal Development assists students to analyse and think critically about information they come across. By processing information rather than rote learning, students are more likely to understand and retain what they have learnt. Students must be involved in the process of thinking instead of simply accepting the end products of someone else's thoughts. The ability to think critically can be taught effectively by asking the types of questions listed below:

- what do you notice/see/find?
- what difference do you ...?
- what similarities do you ...?
- which ones belong together? why?
- why don't these belong to this group ...?

- what could have happened if ...?
- what would ... be like if ...?
- how would you ...?
- what explanation would you give for ...?
- is this always so?
- does evidence of ... change the original explanation?
- how can this be tested/checked?
- suppose ... what would happen?
- what makes you think this would happen?
- what would be needed for that to happen?
- is there a different explanation?
- if ... happened, what would happen next?

### **Conflict resolution skills**

Resolving conflict involves analysing conflict situations in an objective and systematic way and being able to suggest a range of non-violent solutions. Students learn a number of skills to resolve conflict where they:

- recognise the need to resolve conflict
- determine the issue to be resolved
- be aware of the value stances of the people involved
- prepare activities which will help students develop skills in resolving conflict
- encourage students to express their feelings about the problem or issue.
- use questioning techniques to encourage students to analyse their own position and the positions of others in the conflict
- encourage students to listen attentively to opposing opinions or points of view
- monitor activities and restructure them if they do not appear to be contributing to the successful resolution of the conflict
- work towards achieving a joint solution to the conflict.

### **Teaching and learning strategies for Personal Development**

Here are teaching and learning strategies which can be used to make learning more meaningful and interesting in Personal Development. You should vary your lessons by using different teaching strategies, making sure that the ones you use for the lesson are suitable for your lesson outcomes. Many of these strategies work together, for example developing *consequence charts* during *class discussions* helps students make realistic *decisions*.

### **Analysing values**

Values analysis involves the gathering, analysing, organisation and appraisal of facts in order to understand value positions held by individuals,

groups or organisations. The process of values analysing can assist students to:

- identify values involved in an issue, situation or problem
- distinguish facts from interpretations of facts or opinions
- identify different kinds of bias in statements
- identify values implicit in laws or rules and their manner of enforcement
- give reasons based on evidence, for either accepting or rejecting particular values
- predict outcomes from given value positions.

## Brainstorming

This is a technique in which a class or group meets in order to record all the information already known on a topic, to develop new ideas or to stimulate creative thinking. Participants 'let the ideas come into their heads', write them down, sort them and decide which require further research. Brainstorming is a useful way of determining and activating prior knowledge of a topic. This strategy could be used when collating ideas about HIV/AIDS or drug use or any other social issues.

## Consequence charts

A consequence chart is used to record what students believe to be the likely consequences of a decision or action. Charts can take different forms and enable students to explore cause and effect relationships, alternative consequences or the likely consequences of alternative actions or decisions. They are useful when discussing the process to maintain fitness levels.

## Clarifying values

Clarifying values is a reflective and sharing process in which values-related issues are discussed, or where values-related issues arise out of activities or situations in the classroom or the school. Questions assist students to become aware of their personal value positions regarding these issues and to explore the validity of these positions within a non-threatening environment. The process of values clarifying can assist students to:

- understand their own and others' values
- work through what may be confused values
- change or maintain their values in the light of new experiences
- enhance communication and personal relationships.

## Classroom displays

A classroom display provides a way of focusing on the current unit. It stimulates learning, provides a record of learning as well as encouraging students to interact and to respond to learning.

## Charts

Helping students to learn to chart, that is, to organise information in various groupings under different headings, quite valuable. It not only helps them to make sense out of a previously unrelated mass of data, but it is a crucial step in the process of developing a store of concepts to use in making sense of their experiences. Charts are a powerful organising tool and of considerable help in getting students to think about data. They can be used when discussing projects to minimise social issues.

## Diagrams

Diagrams are employed by teachers in a variety of situations. They can be used to illustrate outlines and features of an object or process. They can show something complex like how the HIV virus affects the immune system and its stages in of development. The best diagrams are clear, with all the necessary details, and labels to identify features and explain processes.

## Flow charts

A flow chart is a diagram showing a series of step-by-step operations which make up a particular process. The main elements of the process are shown in picture form and are linked by arrows to indicate how one operation leads to the next. A flow chart can also be used to show stages in the development of a relationship between people.

## Cultural activities

Through participation in cultural activities, students are exposed to a variety of activities that give them insight into their own culture or that of others. Programming should take into account local cultural events as well as national events.

## Decision making

Decision making is the process of choosing from two or more alternatives. Decisions are best made after gathering information about the situation/event, considering the formation of possible alternatives before choosing between alternatives. Part of the process is the analysis and evaluation of the possible outcomes of the decision.

- Be aware of problems/situations in the class/community which require decisions to be made.
- Prepare role-plays or simulations when decision-making is involved.
- Be prepared to allow students to make decisions with unexpected outcomes.
- Use texts in media, literature, films, computer programs that involve making decisions.

## Evaluation

Evaluation involves weighing options, consequences and evidence in decision-making contexts in order to make decisions and take action in just, caring and effective ways. The evaluation process often requires us to make decisions between values which are in apparent or real conflict.

## Discussions

Discussions provide opportunities to express ideas and feelings and listen to others, to look at issues from other perspectives. However it is not practical with more than 20 people. If class discussions are going to be used in a large class, the class should be divided into two or more groups.

## Debates

Debates are formalised discussions in which opposing points of view are advanced. These allow students to take a position on an issue and justify that position, perceive other points of view and analyse relative strengths of arguments. There are several debating formats which can be utilised in Personal Development.

- A round robin provides opportunity for each student to state a point of view and a supporting argument.
- Divide class members into two groups according to their chosen point of view. Each side alternately puts forward a persuading statement.
- Students adopt a point-of-view and develop supporting arguments. They present their arguments in a persuasive manner and counteract arguments in response to opposition.

## Guest speaker or visitor

A guest speaker or visitor is a person who is invited to share his/her knowledge and skills with the students. This may be a teacher from another class, a parent, a member of the local community or a representative from a group, organisation or institution.

## Interviews

An interview involves asking someone questions in order to find out more information about a subject. In this way, students can learn about things and peoples' opinions first hand. There are usually many people that can be interviewed in Personal Development: health workers, community leaders, sports people. Students can invite them to the classroom or meet them during fieldwork. To conduct an interview successfully students need to:

- prepare their questions beforehand
- make sure questions are simple and to the point and that they require more than a single word answer

- make sure they tell the interviewee their purpose and thank them at the end
- listen carefully to answers
- take notes if possible.

## Investigating issues

Issues can be drawn from any field e.g. health, community, beliefs, culture. Something becomes an issue when there are different, often opposing views, most of which are based on reason. Different opinions about an issue may be due to:

- conflicting value stances
- use of power
- humanitarian ethics
- benefits gained by different groups e.g. religious groups

It is recommended that opportunities are provided for students to:

- discuss ideas, feelings and questions about activities regarded as right or wrong, good or bad
- examine the personal and community factors involved in defining beliefs about what is right or wrong, good or bad
- analyse how different contexts and situations influence personal values, attitudes, beliefs and behaviours
- critically analyse how groups justify particular actions and behaviours.

Here are some examples of possible discussion questions.

- What would happen if ...?
- What is 'good' and 'bad' about ..., 'right' and 'wrong' about ..., 'fair' and 'unfair' about ..., 'just' and 'unjust' about ... ?
- What are the rights and responsibilities of.. , duties and obligations of?
- What are the laws and rules about, the sanctions and punishments for ...?
- What should those with authority and power do about ...?

## Jigsaw groups

Jigsaw groups are a method of organising students so that the whole class can conduct an in-depth study of a topic or issue within a relatively short period of time. Topics are analysed and broken down into discrete research tasks or activities. These tasks form the pieces of an information 'jigsaw'. A group of students is allocated one of the jigsaw tasks to investigate. Each expert jigsaw group then reports the results of its findings back to the other groups, thus gradually building up a detailed and complete 'picture' of the topic. This could be done when discussing advantages and disadvantages of having large families in an urban setting or other issues such as rape.

## **Mind maps/concept maps**

A mind or concept map is a way of recording information. It allows students to organise their ideas either as a class, small group or individually. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts, assisting in the further research of a topic.

## **Moral dilemmas**

A moral dilemma depicts an apparent conflict between two or more courses of right action. The dilemma situation may be real or imaginary and should always be discussed in a supportive atmosphere. Moral dilemmas may be drawn from a range of student experiences, current social issues, stories or important events. The dilemma may be set in a past, present or future context – or a combination of these.

## **Open-ended stories**

Open-ended stories are usually employed as a moral dilemma strategy. They may be used effectively with problems which may not necessarily involve moral dilemmas, e.g. to tell someone about an aspect of their behaviour that is worrying; to investigate something puzzling; to research role models.

## **Photographs and pictures**

Photographs and pictures are visual texts. They can be used to develop numerous skills, e.g. observing, classifying, grouping, comparing and contrasting. Photographs allow for reinvestigation of first-hand experiences at a later date. They also clarify and stimulate further inquiry. Students can take/use photographs as a means of gathering and recording information. Computer technology enables photographs to be stored and reproduced in various ways.

## **Presentations**

Presentations are used to share information obtained through individual and group research and study. Presentations can be spoken, written or multimedia. They give students experience in organising, planning and presenting information and material to a particular audience and are therefore valuable experiences for both the presenter and the audience.

## **Problem solving**

A particularly relevant teaching and learning strategy for Personal Development topics is problem solving. Students can be involved in identifying and working towards solutions to problems. The classroom, school grounds, community and home all contain problems which are appropriate starting points for investigation by students.

The purpose of learning through the application of problem solving skills is to link conceptual understandings with practical experiences. It is important that students be given opportunities to apply problem solving techniques to a range of issues.

The teacher's role is to:

- assist students identify problems that are relevant and solvable
- organise learning that develops skills in problem solving
- choose learning activities which encourage responsible actions

## Reflective learning

Reflection is the act of thinking about what has been learnt. It often involves putting learning into a new context, looking at the experiences in a new light, interpreting what has been said or done for different applications or a new situation. Teachers need to provide time both during and at the end of any learning experience for students to contemplate the content and processes in which they have engaged. This time needs to allow for individual, small group and whole class reflection. As a result of reflective learning students may develop flexibility and creativity.

## Research

One of the best ways to learn in Personal Development is to think of the questions you want answered or what you want to know and inquire about the things which interest you. This means doing your own research to find the answers. The same applies to your students.

There are a number of steps involved in doing research and the best results are achieved if students do things in the right order and ask the following questions.

### *Defining*

- What do I want to find out?
- What is my purpose?
- What are the key words and ideas of this task?
- What do I need to do it?

### *Locating*

- Where can I find the information I need
- What do I already know?
- What do I still need to find out?

### *Selecting*

- What information do I really need?
- What can I leave out?
- How relevant is the information I have found?
- How reliable is the information I have found?
- How will I record all the information?



### *Organising*

- How can I best use this information?
- Do I need to use all the information?
- How can I best combine information from different sources?

### *Presenting*

- How can I present this information?
- With whom will I share this information?
- How does the audience affect my presentation?

### *Assessing*

- What did I learn from all this?
- Did I achieve what I set out to achieve?
- How did I go with each step of the information process?
- How did I go with presenting my information?
- Where do I go from here?

## **Simulation**

Simulation means assuming roles according to specified rules and procedures. These can be role-plays or games. Simulation can also involve making working models to show how a process actually works.

## **Survey**

A survey is a method of gathering information for a specific purpose. It may take various forms, e.g. values questionnaire, interview.

- Determine the purpose of the survey – what information do we need to obtain?
- Consider the form of survey most appropriate to gather the information needed on a topic/issue/problem.
- Be aware that if questions are used, they should be carefully formed to elicit the required information. Personal Development students should frame precise questions, perhaps discovering that responses to broad questions often confuse rather than clarify the purpose of the investigation.
- The need to trial a questionnaire could be explored.
- Supervision, safety and student protection issues, need to be considered and discussed e.g. when surveying adults. Students should not survey adults other than their immediate family without teacher or parental supervision.

Decide with students:

- the purpose of the survey
- who/what will be surveyed

- how the information will be gathered, e.g. by questioning, observing, individually by students, in jigsaw groups etc
- when and where the information will be obtained, e.g. at home from parents, on an excursion, at recess in the playground, or in the classroom
- the collation and final format and presentation of the data.

### **Task cards**

Task cards are teacher-defined activities or pieces of research work presented in a written form and assigned to individual students or groups. They are a method of directing student learning. Teachers can devise task cards to direct activities on an aspect of a topic.

### **Using the internet for investigations**

The Internet encompasses a number of facilities such as the World Wide Web (www), which is a useful source of information on many topics. Specific skills are required to access information on the Internet and more importantly to critically evaluate and validate such information.

### **Values education**

No educational activity is value free. You have a responsibility to impart to your students' Papua New Guinea values, and moral, ethical, democratic, and educational values, such as:

- respect
- respect for life
- respect for reasoning
- fairness
- concern for the welfare of others
- respect for diversity
- peaceful resolution of conflict
- justice
- responsibility
- freedom
- honesty
- integrity
- ecological sustainability.

The word 'values' can have different meanings for different people but basically our Papua New Guinea values are the principles or ideals that guide our decisions and actions. We express our values in the way we think and act. Our values have developed as a result of all the influences which have affected us and guide our behaviour.

Particular values are essential to living with others. A range of values are essential to the rights and responsibilities of citizenship and these need to be developed through social education programs.

The basic principle underlying social responsibility is that freedom in a democratic society carries with it certain obligations and responsibilities for individual members. Social responsibility is a very important idea and ideal, because it suggests a direction in which we should be directing our thinking and our actions if we want to build a fair, just and accountable Papua New Guinea society.

### **Values reinforcement**

Values reinforcement involves you emphasising specific values within the class and school context. Such values should be consistently reinforced within the total school community. The process of values reinforcement can assist students to:

- acquire a set of standards for developing personal values
- understand and live by desirable community standards
- become more effective learners
- become more effective citizens.

Many strategies can be used to reinforce values, but both static and dynamic models are extremely important.

Static models include such things as the school motto, personal conduct codes and rules for fair play in games.

Dynamic models include people, with whom children may interact, e.g. parents, relatives, friends, teachers, special visitors, community service workers, club leaders and sporting personalities.

## Assessing Personal Development

Assessment is an important part of teaching and learning. It is used to:

- evaluate and improve teaching and learning,
- report achievement
- provide feedback to students on their progress.

Assessment in Personal Development measures students' achievements of the learning outcomes described in the syllabus. It is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities.

### Assessment *for* learning

Assessment *for* learning and assessment *of* learning are two important concepts in outcomes based education. Assessment *for* learning is often called formative assessment, and is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback which will help your student learn better. It also helps you plan your program to make student learning and your teaching more effective.

### Assessment *of* learning

Assessment *of* learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

## Assessing Personal Development units

In the Personal Development syllabus, the unit learning outcomes, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria and performance standards for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help teachers with the marking process and ensure that assessment is consistent across schools.

Students must complete the assessment tasks for the unit. You will expand each task and provide clear guidelines to students for how the task will be completed and how the criteria will be applied.

When you set a task make sure that:

- the requirements of the task are made as clear as possible to the students

- the assessment criteria and performance standards are provided to students so that they know what it is that they have to do
- any sources or stimulus material used are clear and appropriate to the task
- instructions are clear and concise
- the language level is appropriate for the grade
- it is fair to all students regardless of gender and cultural
- materials and equipment needed are available to students
- adequate time is allowed for completion of the task.

### **Feedback**

When you assess the task remember that feedback will help the student understand why he/she received the result and how to do better next time.

Feedback should be:

- constructive so that students feel encouraged and motivated to improve
- timely so that students can use it for subsequent learning
- prompt so that students can remember what they did and thought at the time
- focused on achievement, not effort – the work should be assessed, not the student
- specific to the learning outcomes so that assessment is clearly linked to learning.

Feedback can be:

- informal or indirect – such as verbal feedback in the classroom to the whole class, or person to person
- formal or direct – in writing, such as checklists or written commentary to individual student either in written or verbal form
- formative – given during the topic with the purpose of helping the student know how to improve
- summative – given at the end of the unit with the purpose of letting the students know what they have achieved.

## **Tests**

A test is a formal and structured assessment of student achievement and progress which the teacher administers to the class.

Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities.

Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student

progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance.

There are many different types of tests. Tests should be designed to find out about student knowledge of content and about the development of thinking processes and skills. Open questions provide more detailed information about student skills than a question to which there is only one answer.

## **Principles of designing classroom tests**

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore:

- students need to understand the purpose and value of the test
- the test must assess intended outcomes
- clear directions must be given for each section of the test
- the questions should vary from simple to complex
- marks should be awarded for each section
- the question types (true/false, fill-in-the-blank, multiple choice, essay, matching) should be varied.

Tests should:

- be easy to read (and leave space between questions to facilitate reading and writing)
- reflect an appropriate reading level
- involve a variety of tasks
- make allowance for students with special needs
- give students some choice in the questions they select
- vary the levels of questions to include gathering, processing and applying information
- provide sufficient time for all students to finish.

## **Who assesses?**

### **Teacher assessment**

Assessment is a continuous process. You should:

- always ask questions that are relevant to the outcomes and content
- use frequent formative tests or quizzes
- check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz
- constantly mark/check the students' written exercises, class tests, homework activities
- use appropriate assessment methods to assess the tasks.

## Frequency of assessment

You should schedule the specified assessment tasks to fit in with the teaching of the content of the unit that is being assessed. Some assessment tasks might be programmed to be undertaken early in the unit, others at the end of the term. You should take care not to overload classes with assessment tasks at the end of the term.

## Judging student performance

Student achievement is recorded and reported against standards. You must use the performance standards provided in each unit of this teacher guide when making a decision about the achievement of your students in relation to the unit outcomes. The performance standards describe the level at which the student has to be working to achieve a particular standard or mark.

Students should always have access to a copy of assessment criteria and the performance standards so that they know what it is they have to know and be able to do to get a good mark in a particular task. The performance standards will help you in your marking and will help your student improve their performance in the future. They are a useful when providing feedback to students as they explain what it is the student needs to do to improve.

### Moderation

To ensure that you are interpreting the performance standards correctly when assessing your students, it is important to undertake subject moderation of student work within your school and with teachers of nearby schools.

To moderate student work, a common assessment task must be used and a marking scheme developed so that all students complete the same task under the same conditions, and all teachers use the same marking scheme. Teachers can then compare (moderate) the students' work and come to a common understanding of the performance standards and the requirements for a particular level of achievement.

Moderation enables you to be sure that your understanding of the required standards for levels of achievement is similar to the understanding of other teachers and that you are assessing students at the appropriate level.

## Self assessment and peer assessment

Self and peer assessment helps students to understand more about how to learn. Students should be provided with opportunities to assess their own learning (self assessment) and the learning of others (peer assessment) according to set criteria.

Self and peer assessment:

- continues the learning cycle by making assessment part of learning
- shows students their strengths and areas where they need to improve
- engages students actively in the assessment process
- enables students to be responsible for their learning

- helps to build self-esteem through a realistic view of their abilities
- helps students understand the assessment criteria and performance standards.

## Managing assessment tasks for Personal Development

Usually the marking of assessment tasks is done by the teacher.

To reduce the amount of work it is necessary to develop a strategic approach to assessment and develop efficiencies in marking. In Personal Development there are a number of assessment tasks that may be new to teachers and students. Below are suggestions on how to manage some of these tasks to minimise marking or presentation time.

### Develop efficiency in marking

*Clarify assessment criteria:* Plan the assessment task carefully, and ensure that all students are informed of the criteria before they begin. Discuss the assignment and its criteria in class, giving examples of what is required. Distribute a written copy of the instructions and the criteria, or put them on the board. Making the assessment criteria explicit, speeds marking and simplifies feedback.

*Supply guidelines on what is required for the task:* This reduces the amount of time wasted evaluating student work that is irrelevant.

*Use attachment sheets such as marking guides:* An assignment attachment sheet, which is returned with the assessed work, rates aspects of the task with a brief comment. Such a system enables each student's work to be marked systematically and quickly. This strategy can be applied to essays, reports, posters and presentations.

*Assess in class:* Use class time to carry out and to assess tasks. Oral presentations, posters, and multiple choice tests marked by the teacher in class enable instant developmental evaluation and feedback. On the spot assessment of projects or practical work take less time to mark, and are useful because they give immediate feedback to students on their progress.

*Feedback to the whole class:* Feedback to the whole class can cut down on the amount of individual feedback required. On returning assessed work, emphasise the criteria for judging the work, discuss the characteristics of good and bad answers, and highlight common strengths and weaknesses.

*Set group work alternatives:* Assess one report per group. The student's mark is the group mark, but may include a component based on the contribution of the individual. A strategy for allocating an individual mark is each member of the group uses criteria to evaluate the relative contributions of individuals, with the marks averaged for the individual.

*Set clear deadlines:* Set aside a time for marking. Be careful about extending this period through the allowing students to hand in late work.

### Shift the responsibility

*Introduce self and peer assessment:* Develop in students the skills to evaluate their own work and that of their peers. Help the students, use the assessment criteria and performance standards or marking guides. Self and



peer assessment increases the amount of feedback students get. It can supplement teacher assessment.

### **Treat each task differently**

Every piece of work need not be evaluated to the same degree; a mark need not be the outcome in every case; and every piece of student work need not contribute to the final grade. Assessment is designed to enhance the teaching and learning experience for the teacher and the learner, not just to give students marks.

### **Use observation sheets and spotlighting**

You might record student achievement while observing your students by using observation sheets. The most common observation sheets are individual student checklists and whole class grids. They can be used for particular tasks such as oral presentations in Unit 9.2 or particular outcomes such as 9.4.1.

Spotlighting uses individual student checklists. This method can be used to focus on a few selected aspects of student performance or outcomes, for example a field trip to the local environment in Unit 9.1. It is best to focus on five to six students at a time, systematically working through the class over time. Focused questioning is a technique often used in conjunction with spotlighting. With focused questioning you can gain a deeper awareness as to whether or not students understand the concept being taught.

### **Reports**

Reports are an authentic form of assessment. They encourage students to develop observation and recording skills, and require organisational skills in both collecting and analysing information and communicating information clearly.

Reports in Personal Development can be oral, written or in graphic form or a mixture of these. Duration of reports vary according to the task. Reporting in groups is a common strategy used in big classes however each student should be allowed a turn at reporting during the year.

### **Managing individual and group presentations**

Group and individual oral presentations and report backs can be very time consuming both in their use of valuable lesson time and in marking. Too often these presentations are repetitive and boring and the rest of the class is not required to be actively involved in listening and responding to the presentations.

The best approach is to allocate or allow students to choose from a variety of topics; to develop clear criteria for presentations; and to require the rest of the class (audience) to take notes, identify key points or write a summary to enhance their learning. Make sure individuals and groups have access to a fair share of adequate resources to complete the task.

For individual presentations select two or three students to present at the beginning of each lesson over several weeks rather than using 4–5 lessons in a row just listening to speeches.

A number of strategies can be used to manage group presentations.

- Assign each group a different topic or part of a topic to avoid repetition (e.g. the jigsaw approach)
- If the activity is essential learning then give all groups the same topic but ask each group to report back on one aspect of the topic only. Don't allocate the report back section until all groups have completed the task. For example groups pin their work sheets on the wall and you highlight one item on each sheet and ask the group to describe or explain that item.
- Rather than reporting back, all groups display their work and then students are required to read and answer questions on work from groups other than their own.
- If group work is a regular activity make sure all students have a turn at reporting back, and at different group roles.

Discuss the criteria for the presentation with the whole class before the activity to make sure everyone is clear about what they have to do. This includes specifying the relative importance of the content as well as presentation skills such as speaking clearly and engaging the audience.

For both individual and group presentations limit speeches to 2–3 minutes and don't allow students to go over time. Organising and presenting material in a limited time is an important skill for students to develop.

Peer assessment is an ideal strategy for marking group and individual presentations, provided you use the task criteria to develop clear marking guides or checklists. Peer assessment is also a way of ensuring that the audience is actively listening to the presentation.

## Planning and programming units

The main purpose of planning and programming is to help you to arrange the presentation of the unit in an organised manner. This will help you to know what to teach and when to teach it. It is strongly recommended that you plan with the other teachers who teach the same grade. By planning together, you will *all* have better lessons and make better use of your limited resources.

### Points to consider when programming

- Which unit learning outcomes are students working towards?
- What is the purpose of this unit/topic/learning experience?
- Which learning experiences will assist students to develop their knowledge and understandings, skills, and values and attitudes in the subject?
- What are the indicators of student learning that you would expect to observe?
- How can the learning experiences be sequenced?
- How do the learning experiences in the unit relate to students' existing knowledge and skills?
- How are individual learning needs to be catered for?
- What are the literacy demands of this unit/learning experience?
- What authentic links can be made with the content of other subjects?
- How can school events and practices be incorporated into the program?
- Do the assessment methods address the unit learning outcomes and enhance the learning?
- How can the assessment be part of the teaching and learning program?
- Which options and projects can be done to make best use of the school's resources?
- How can a balanced program be developed?

## The planning process

In this teacher guide, ideas for programming and organising each unit have been provided. These have been arranged in steps to help you teach the unit. The steps follow the thinking processes involved in the outcomes approach.

### Step 1 – Interpreting the unit learning outcomes

The first step is to read the unit description in the syllabus and then study the unit learning outcomes to determine what students will know and be able to do by the end of the unit.

You need to look at the action verb, concept and context of each learning outcome. This will help you see what skills and knowledge are embedded in the outcome. Remember the unit learning outcomes link to the broad learning outcomes.

This teacher guide gives you a brief description of the main requirements of each learning outcome.

## **Step 2 – Planning for assessment**

It is necessary to study the assessment requirements of the unit early in your planning to ensure that you teach the content and skills students need to achieve the unit learning outcomes.

The assessment tasks are described in the syllabus. They indicate what specific knowledge and skills students will need to demonstrate that they have achieved the unit learning outcomes.

You will have to decide when to schedule the assessment tasks to allow yourself time to teach the required content and time for students to develop the necessary skills. You will also need time to mark the task and provide feedback. Practical tasks may, for example, be broken into a series of stages that are marked over several weeks as students progress with making their product. It is not appropriate to leave all the assessment until the end of the unit.

This teacher guide provides the performance standards and/or marking guides which you must use when you are marking the tasks. This is to ensure consistency with marks awarded to students in all schools in Papua New Guinea. However you must develop clear and detailed instructions for completing the task yourself and ensure all students know exactly what they have to do.

## **Step 3 – Programming a learning sequence**

This step requires you to develop a program outlining a sequence of topics and the amount of time spent on each topic.

You may follow the topics in the order they are listed in the syllabus or you may cover the topics through integrated activities or a thematic approach. If the unit involves a project for example, you may plan to teach some theory at appropriate stages during the project, rather than teaching all the theory before the students start the project.

To develop your program you need to study the topics listed in the syllabus and to think about the learning activities that will best provide students with the opportunity to learn the content and practice the appropriate skills, and how long the activities will take.

You will have to think about some major activities that last several weeks and smaller activities that may be completed in a single lesson.

Once you have completed your unit plan you will have to consider each topic in more detail. For example, if you have allocated two weeks for a topic that means you have six lessons available (three lessons per week). You will have to develop a plan for each topic that includes in more detail what you will cover in each lesson. Your topic plan must include a sequence of student activities and teaching points that contribute to the overall achievement of the unit outcomes. Your topic plan should include what you think your students will do in each lesson, but you must remember that the individual lessons must flow logically, one from the previous and must be adjusted according to how students are progressing through the topic. You

may develop outcomes for the topic and for each lesson, but these must be related to the unit outcomes.

This teacher guide provides a sample program for each unit. It does not provide individual lesson plans.

#### **Step 4 – Elaboration of content and activities**

Once you have mapped out your program for the term you must then develop more detailed plans for each topic in the unit. All units require students to be actively engaged in learning, not just copying from the board. Make sure you develop a range of activities that suit all learning needs – some reading and writing, some speaking and listening, some observing and doing.

Browse through the text books and teaching resources you have access to and list chapters, pages or items that you will use for each topic in your program. The text books should also provide you with ideas for activities related to the topic. You may have to collect or develop some resources for yourself.

Once you have sorted out your ideas and information you can then develop your more detailed weekly program and daily lesson plans.

This teacher guide gives examples in each unit of some activities you might like to use to ensure active learning. It also gives background information on some of the content.

## Personal Development requirements

Personal Development is one of the three compulsory subjects in Grades 9 and 10, along with English and Mathematics. Like all subjects, Personal Development is allocated 5 periods per week.

In each term, a Personal Development unit is taught alongside a Sport and Fitness unit. The content of the Personal Development unit is prescribed, but schools can choose which sport or fitness activity they wish to offer in each term.

There are four core Personal Development 30 period units in Grade 9. All schools must teach the unit 'Who am I?' first. Schools can then choose the order in which they teach the other three Grade 9 units.

There are three core units in Grade 10. The Grade 10 units can be taught in any order. Sports Administration is an option unit in Grade 10 that runs for 20 periods. If a school chooses this unit, it would be offered for one period a week for two terms along side a sport unit that also runs for one period a week for two terms.

Teaching sport and fitness does not involve sending students outside to play a game. The sport and fitness units must be structured to teach students skills and rules and to allow students to practice and apply these.

Grade	Length (period)	Term	Unit	Resources
9	30	1	9.1 Who am I?	Rules, space and equipment for selected activity e.g. balls, nets, bats
	20		Sport and Fitness unit	
	30	Any term	9.2 Fitness and Me	Fitness testing equipment
	20		Sport and Fitness unit	
	30	Any term	9.3 Health	First aid supplies
	20		Sport and Fitness unit	
	30	Any term	9.4 The PNG Way	
	20		Sport and Fitness unit	
10	30	Any term	10.1 Reproductive and Sexual Health	HIV/AIDS and STI materials, contraceptive examples
	20		Sport and Fitness unit	
	30	Any term	10.2 Family and Relationships	
	20		Sport and Fitness unit	
	30	Any term	10.3 Universal Values	
	20		Sport and Fitness unit	
	20		Option: Sports Administration	

Text books that deal with health, fitness, and family and other relationships are useful but teachers must ensure that they are not passing on outdated information and/or data. The Health Department and other government departments, NGOs and sporting bodies are useful sources of information as are the daily newspapers.

## Personal Development units

### 9.1 Who Am I?

#### Step 1 – Interpreting the unit learning outcomes

Study the learning outcomes to determine what students will know and be able to do by the end of the unit.

These unit learning outcomes link to the broad learning outcomes 1, 3, 4 and 6.

**Outcome 9.1.1:** identify factors that determine self concept and self esteem

This outcome requires you to teach about self concept and self esteem and to provide opportunities for students to explore these concepts in relation to themselves.

**Outcome 9.1.2:** explain how their values and attitudes can contribute towards a positive community

This outcome requires you to teach about values and attitudes and the effect they can have on others, and to provide opportunities for students to explore how their values and attitudes can affect a community positively or negatively.

**Outcome 9.1.3:** demonstrate skills for establishing and maintaining positive relationships

This outcome requires you to teach the skills needed to establish and maintain positive relationships and to provide opportunities for students to show by example that they understand and can apply these skills perhaps in role play or group work.

#### Step 2 – Planning for assessment

Study the assessment requirements of the unit. These will tell you what specific knowledge and skills students will need to demonstrate they have achieved the learning outcomes.

Assessment task one is a presentation where students write or speak about themselves explaining what makes them unique, what is important to them, and people who are important to them. Students will need:

- to demonstrate speaking and writing skills
- build on their understanding of themselves
- demonstrate an understanding of other people and the importance of other people to them.

For assessment task two students keep a journal or diary of first term in Grade 9 where they record their reflections and personal experiences.

Students will need to:

- note down or describe their experiences in the first term of grade 9
- reflect on them
- explain how their experiences affect them.

During the course of the unit you will have to make sure students have notebook or paper in which they can write their diary or journal. Some time can be given during class to do this task.

The performance standards for marking these assessment tasks are at the end of the unit.

### Step 3 – Planning a learning sequence

#### Sample program based on order of topics listed in the syllabus

Week	PD Topic/s	Activities	Assessment	Sport and fitness topics or activities
1– 2	Exploration of self	<b>Activity 1</b> Ice breaker (A–Z) <b>Activity 2</b> Develop a poster “ This is Me “ <b>Activity 3</b> Create a string lifeline	During week 1 or 2, students are given assessment task two and the performance standards. This task is due at the end of week 8	Basic rules
3 – 4	Esteem of self and others and influences	<b>Activity 1</b> Small group exploration of esteem of self and others <b>Activity 2</b> What makes a person? <b>Activity 3</b> Affirmations	Students are given assessment task one and performance standards beginning of week 3 and a few lessons to work on the task in weeks 3 and 4. Complete assessment task one by end of week 4	Skills development practice
5	Relationships	<b>Activity 1</b> What is a relationship? <b>Activity 2</b> My relationships		Team work and fair play
6–7	Skills in relationships	<b>Activity 1</b> Talking to each other <b>Activity 2</b> Communication styles <b>Activity 3</b> Leadership <b>Activity 4</b> Group work <b>Activity 5</b> Listening		Sports ethics
8 – 9	Problem solving skills in relation to me and my relationship	<b>Activity 1</b> IDEAL (problem solving models) <b>Activity 2</b> POOCH (problem solving model)	Assessment task 2 due	Playing the game
10	Assertive communication	<b>Activity 1</b> Communication styles (role play)		



Notice that students are required to do both personal development lessons and physical education lessons. This means that you have to plan for both and make sure your students know when the Sport and Fitness lessons are and come prepared.

Once you have completed your unit plan you will have to consider each topic in more detail. For example, if you have allocated two weeks for a topic that means you have six lessons available (three lessons per week). You will have to develop a plan for each topic that includes in more detail what you will cover in each lesson. Your topic plan must include a sequence of student activities and teaching points that contribute to the overall achievement of the unit outcomes. Your topic plan should include what you think your students will do in each lesson, but you must remember that the individual lessons must flow logically, one from the previous and must be adjusted according to how students are progressing through the topic. You may develop outcomes for the topic and for each lesson, but these must be related to the unit outcomes.

## **Step 4 – Elaboration of content and activities**

In this unit students learn about themselves, relationships, interpersonal skills and communication skills.

### **Topic 1: Exploration of self**

#### *Activity 1 Ice breaker*

Students in pairs are given a piece of paper and they list A–Z. For each letter of the alphabet, they write a word about their personal characteristics beginning with that letter, e.g. ‘A for Active’ ‘B for Beautiful’.

#### *Activity 2 Poster “This is me“*

Students write, draw or paste any images or words on paper that depict their character, personality and interests. When complete students share with the rest of the class.

#### *Activity 3 Create a string lifeline*

Each student is given a piece of string a metre long. Students tie a knot in the middle. The ‘knot’ represents *today*. Students remember their past events and record each event on a separate piece of paper. Attach or stick past events along the string in order to the left of the knot, and attach or stick future dreams or what they would like to be/do to the right of the knot.

### **Topic 2: Esteem of self and others and influences**

#### *Activity 1 Small group exploration of self esteem*

Students work in groups of 3 or 4 and explore the following questions:

- How do I feel about myself?
- What influences what I feel?
- How does the community influence me?
- How do I earn respect?
- What expectations do my friends, family and community have on me?

Students will hear about others as they work in their group.

### *Activity 2 What makes a person?*

This activity looks at the factors that make a person unique. Physical appearance is only one aspect of being a person.

- Organise students in small groups of 2–4.
- Students draw an outline of a person on a piece of paper. This is not an art contest, the outline can be rough. The students then write around the figure as many words that they can think of that contribute to making a person unique. Some examples could be athletic talents, academic ability, morals, sensitivity, values, beliefs, ethnicity, culture, personality, sense of humour, inner strengths, musical ability or interests.
- Students form a circle and report back to the class. Note similarities and differences between each group.

### *Activity 3 What makes a person?*

Organise students in small groups to discuss:

- What influences young people to feel good about themselves?
- What influences young people to feel not so good about themselves?
- What do they have control of in their lives?
- What don't they have control of in their lives?
- Are there gender differences and if so why?

### *Activity 4 Affirmation*

Discuss the importance of affirmations with the class and give them the following three strategies which can be used to boost self esteem and suggest they use them. Students consider the value of these affirmations and personalise them.

Boost your self-esteem by taking these 3 steps.

1. Use affirmations to boost your self-esteem. On a piece of paper or small card write a statement such as "I like and accept myself just the way I am", "I am the master of my destiny", "I am somebody, I love myself, I believe in myself". Carry the card with you. Repeat the statement several times during the day, especially at night before going to bed and after getting up in the morning. Whenever you say the affirmation, allow yourself to experience positive feelings about your statement.
2. Associate with positive, supportive people. When you are surrounded by negative people who constantly put you and your ideas down, your self-esteem is lowered. On the other hand, when you are accepted and encouraged, you feel better about yourself and feel you are in the best possible environment which raises your self-esteem.
3. Make a list of your past successes. This list doesn't necessarily have to consist of monumental accomplishments. It can include your minor victories like learning to fish, getting into lower secondary, participating in a cultural event. Read this list often. While reviewing it, close your eyes and recreate the feelings of satisfaction and joy you experienced when you first attained each success.

### Topic 3: Relationships

#### *Activity 1 What is a relationship?*

Students will explore through this activity what a relationship is, what relationships they have and the characteristics they value in a close relationship.

The circles concept is a useful tool for understanding different types of relationships and clarifying appropriate behaviour for different relationships, and the personal space or distance between us and people we know who fit into each of the categories.

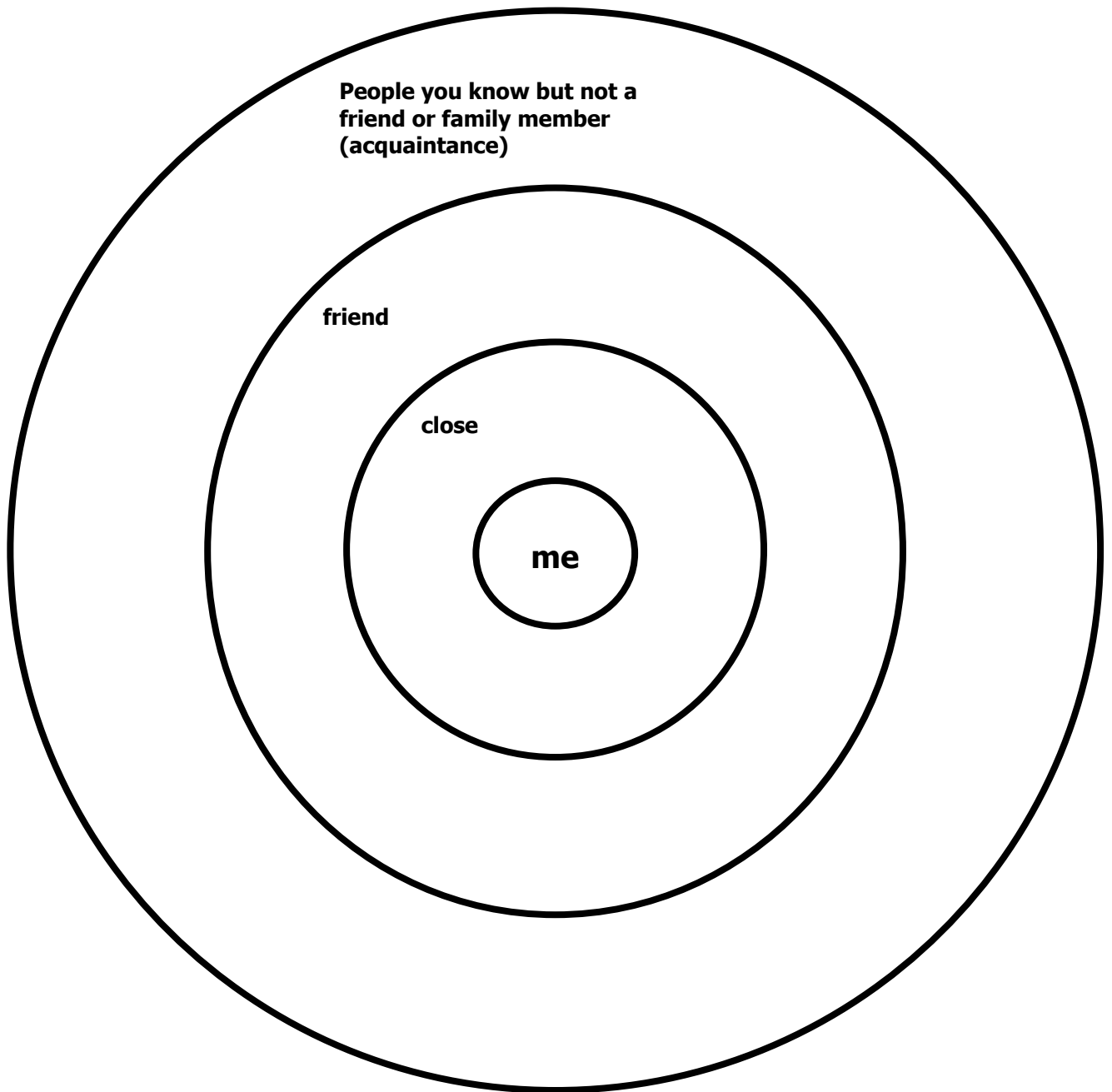
#### Procedure

- In small groups, students consider what a relationship is and report back to the group.
- Students each take a copy of the *Relationships circle sheet* and write the names of 3 people they know that would fit into each circle.
  - Acquaintance: people they know but are not friends with. They may shake their hands or wave to them e.g. person working at the local trade store.
  - Friend: people they enjoy being with, choose to spend time with, may hug briefly or give a quick kiss, e.g. extended group of friends.
  - Close: people they love and share personal feelings with who they may hug closely and kiss. This group may include family members as well as close friends.
  - ‘Me’ circle represents the privacy of our own body. The only person we let into our ‘me’ circle is someone we choose to have an intimate sexual relationship with.
- Students then think about and write on their *Relationships circle sheet* the physical contact that they believe is appropriate for each of these groups of people.
- Using the *Qualities of close relationships sheet* students (on their own) fill in the qualities they value in a close relationship (these are close friends or family, not sexual relationships).
- They then reflect in their journal as to why some people are friends but not in their close circle.
- An alternative to this part of the session is to list qualities of a close relationship and have students rank them in order of importance, initially on their own. The list could include such things as being faithful, communication, freedom, good looks, humour, honesty, love, money, respect, trust, privacy, safety and fun.
- Students get into a small group of 3–4 and discuss what they thought was appropriate physical contact with people in the different circles and why.
- They then compile a list of qualities they all agree are important to a close relationship.
- Students come back to the large group and discuss whether close friendships are important to them and why. Each group shares what they thought was appropriate physical contact with each of the circle groups.

- Then try to come up with a list that the whole class agrees to about qualities of a close relationship. The exercise of realising that others value different things in a relationship is important and will provide an opportunity for discussion such as:
  - What do these words actually mean in practice in a relationship?
  - What might be the effect of two people developing a relationship where each person considers different qualities as most important?
  - Do people move in and out of your close circle and if so why?
  - What skills will help a person cope with changing friendships without being hurt or hurting the other person?
- Students then record in their journal:
  - some personal reflections about friendships such as the qualities they value in a close relationship and think about their own strengths and weaknesses. Do they have the qualities that they would like their close friends to have?
  - what family members or school friends value in friendships (students will have to ask family or friends this question)
  - how they feel when they have a good friend?
- This could lead into a goal setting exercise where students consider their strengths and weaknesses in relationships. They develop a simple action plan to work towards improving their relationship skills. Students could use the POOCH model presented in Activity 7.

<b>Qualities of close relationships sheet</b>	
<b>Qualities I value in a close relationship</b>	<b>Qualities the whole class agrees are important</b>

### Relationship circles



### *Activity 2 My relationships*

Relationships go through different stages. Often young people feel quite isolated or confused in relationships as they change. Friendships change over time. This activity provides students with the opportunity to think about how to initiate and survive a relationship that changes.

#### Procedure

- Organise students into small groups and talk about the:
  - ways in which relationships begin
  - feelings a person might experience
  - relationships they know of such as family or friends.
- Get students formed into a large group and share their discussions. Were there any obvious differences in ways relationships begin between boys and girls?
- Give students the *Relationship statements* worksheet and ask them to complete each statement
- Get students to discuss each statement in small groups then share with the whole class.
- Give each group three sheets of butcher's paper and ask them to write one of the following statements on each of the sheets:
  - how to initiate a friendship
  - how to survive when a friendship changes
  - how to end a relationship that is not working out.Members of each group then write any comments they want to on each of their groups' sheets.
- Select one of the following scenarios for each group:
  - A friend has never had a close friendship and wants advice on how to form a relationship.
  - A friend has decided that they want to end the relationship they are in, but they have never done that before and have no idea how to go about it.
  - A friend has just been told that another friend no longer wants to be their friend and they are upset. How can you help them?
- Get each group to use the information from the butchers paper sheets to prepare a presentation (could be a drawing, role play, a story or just an explanation) that they will share with the class.
- Summarise by asking students to write personal reflections in their journal about the above three questions and encourage them to talk to family and friends about experiences of changing relationships and break ups.

### **Relationship statements worksheet**

*Complete the following statements.*

A good friendship makes me feel.....

The most important thing in a friendship for me is.....

The thing that annoys me the most in a friendship is.....

A bad friendship makes me feel.....

Having a close friendship is good because.....

If I end the friendship, I.....

#### **Topic 4: Skills in relationships**

##### *Activity 1 Talking to each other*

###### **Purpose**

Students get the opportunity, in a safe environment, to ask their peers questions about relationships, gender, health, family and culture. For this activity to work well students need to have developed a sense of trust and respect for themselves, you and most importantly for each other.

This activity has two parts. You may prefer to do Part 1 on a different day to Part 2 (depending on the group and if you want to read the questions before they are answered).

###### **Part 1**

- Arrange students in pairs.
- Ask students to write questions they would like to ask, indicating whether it is directed to boys, girls or either. Each question is written on a separate piece of paper. Remind students, no questions should be personal or in any way show a lack of respect.
- You can help students get started with sample questions such as:
  - What would you think if someone told you they liked you?
  - How could a girl show a boy she likes him?
  - What things do you look for in a relationship?

###### **Part 2**

- Choose how to structure the class, for example:
  - one large class discussion
  - small groups of 3 with all groups discussing each question (questions read out or written on the board) then sharing with the whole class.
- Answer all of the questions and discuss with students what they did and did not like about the activity and what they found interesting. They may like to repeat it later in the program with a different focus for the questions.

##### *Activity 2 Communication styles*

Conflict, decision making and differences of opinion are normal in relationships. This activity provides students with the opportunity to explore different styles of communication. People have choices about how they interact and communicate with other. Understanding what the choices are and what affect they may have will help students shape relationships the way they would like them to be.

- Ask students to read the Assertive, Aggressive and Passive Communication worksheet next page.

- Work through each communication style explaining the behaviour that demonstrates it, what the behaviour implies, the reasons why someone might behave that way and the possible risks or costs.
- Demonstrate an example of each style using a scenario, e.g.

You have heard that a student in your class really likes you and wants to be your boyfriend/girlfriend. You think they are OK, but you are not interested in having a boyfriend/ girlfriend. At lunch that person comes up to you and asks you if you would like to go with them and a group of their friends to watch a basketball game on Saturday afternoon. What do you say?

**Aggressive:**

No way, I wouldn't go out with you!

**Passive:**

Sure, OK I will meet you there.

**Assertive:**

Yes I would like to go with you and your friends to the game, but I'm not really interested in having a boyfriend/ girlfriend at the moment.

- Working on their own, students think up other scenarios and write down aggressive, passive and assertive ways of responding.
- Arrange students into small groups of two or three.
- Ask the group to select a scenario or make one up to role-play by acting out the situation and demonstrating an aggressive, passive and assertive response.
- Get students to think about whether it is always appropriate or necessary to use assertion. Are there times when aggression or responding in a passive way is appropriate? Are there other options?
- Ask students to discuss what might influence how they choose to respond in a variety of situations. They may consider things such as:
  - how important the issue is to them in comparison to the other person
  - the situation
  - what the relationship is between them and the other person, i.e. friend, parent, principal or teacher, and does this make a difference?



<b>Assertive, aggressive and passive communication worksheet</b>			
	<b>Aggressive</b>	<b>Passive</b>	<b>Assertive</b>
<b>Behaviour</b>	Stands up for own rights but ignores others Does not listen to others	Ignores own rights and allows others to dominate Does not state own feelings or needs	Stands up for own rights and recognises rights of others Expresses own needs and feelings Listens to others
<b>Implication</b>	My feelings and needs are important Your feelings and needs are not important	<i>Your feelings and needs are important</i> My feelings and needs are not important	My feelings and needs are important but so are yours so perhaps we can come to a solution where we are both happy
<b>Reasons why someone may act this way</b>	To manipulate others To demonstrate power Lack of confidence Afraid they won't get what they want To get attention	To avoid conflict Lack of confidence Fear of others reaction Think it is being polite	Mutual respect Feel in control Positive self esteem Honest to self and others Help achieve goals
<b>Risks/costs</b>	Conflict Loss of respect of others Loss of self respect Possible violence Stress	Loss of self esteem Allows others in a relationship to take control Feel hurt or frustrated	Not liked for expressing own feelings Changes to relationships Feel in control Positive relationship Positive self esteem

### **Topic 5: Problem solving skills in relation to me and my relationships**

Teacher introduces two problem solving models, *POOCH* and *IDEAL* and works through each with the whole class on a common problem.

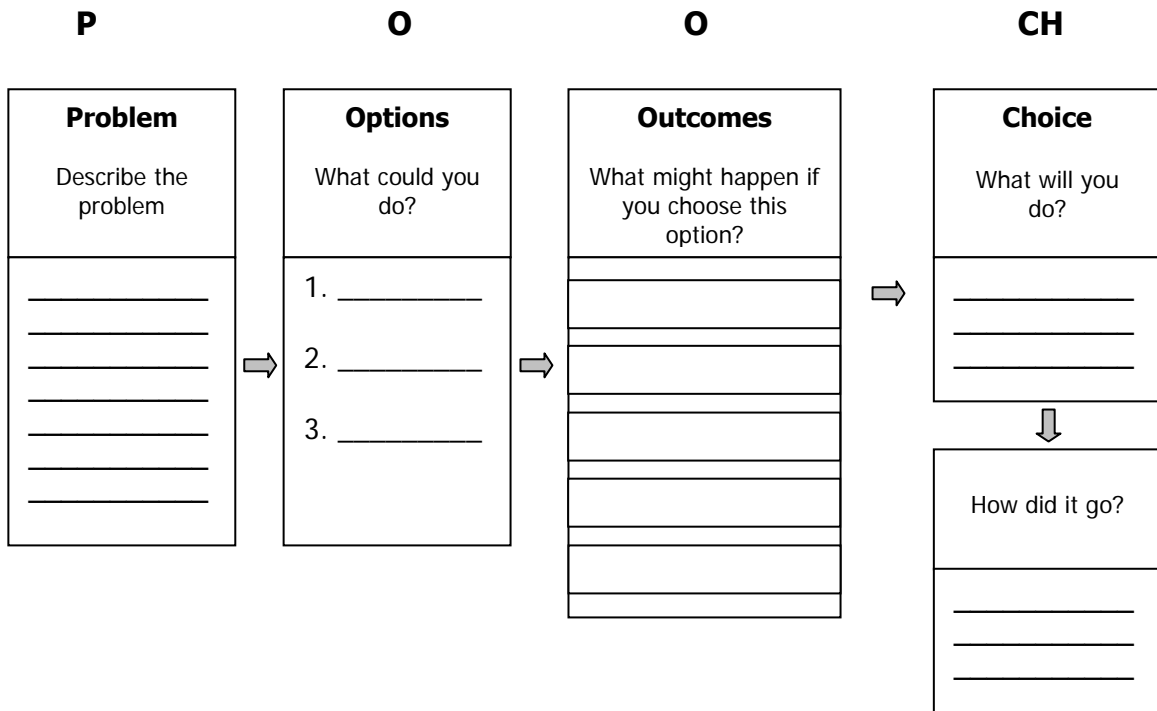
#### *IDEAL method of solving problems*

- Identify the problem
- Describe the possible solutions or alternatives
- Evaluate your ideas
- Act out your plan
- Learn from your experience

*IDEAL* is an ideal way to work out what options are in any situation and predict possible consequences

Students practice using each model to work through some relevant problems for themselves.

**POOCH problem solving model**



**Topic 6: Assertive communication**

*Activity 1 Communication styles (role play) – assertive, aggressive and passive scenarios*

Students apply knowledge learnt about assertive behaviour in week 7.

Role play the following scenarios to develop assertive skills

1. You are walking home after school and one of your friends suggests you go to the local trade store to buy a new biro. You know you are expected home and your family will be worried if you are late. Your friend is very insistent.
2. You are at a birthday party having a great time, when your brother arrives to take you home. He has come an hour earlier than you had expected him. You want to stay at the party for a while longer.
3. You are at the beach with a group of friends and your new friend offers you a cigarette. You don't like cigarettes and didn't know that he smoked, but you are worried that if you say no he will not want to be a friend to you.
4. You have been going out with someone for a couple of weeks and really like this person. So far you have only gone out in a group and at the moment that is how you like it. After having a great afternoon swimming at the beach you are asked back to this person's house. You know no one else is home. It's getting late you should really be going home.
5. You are playing basketball with a friend after school using your new ball at the school courts. You got it for your birthday three weeks ago and have only used it a couple of times. You and your friend have been selected in the school team for inter-school basketball championships in a month's time. On your way home your friend asks you if he could

borrow your ball for a few days. Remember your father said he would not buy one should you lose or damage the ball.

6. You have planned to go out with a group of friends to a sports event. The group has not yet decided which event to go to. You really have no preference. All the suggestions are okay by you.
7. You are at a party and someone who seems to be quite drunk is insisting that you have a drink. You don't want one, but reasoning with them does not seem to work.

### Marking guide and performance standards

You must use this marking guide when assessing the assessment tasks. Students should have access to a copy of them.

<b>9.1 Performance standards for assessment task 1</b>		<b>20 marks</b>				
<b>Students write or speak about themselves explaining what makes them unique, what is important to them and people that are important to them.</b>						
<b>Criteria</b>		5	4	3	2	1
Explain how factors influence individual self concept <b>5 marks</b>	<ul style="list-style-type: none"> <li>identifies factors that influence individual self concept</li> <li>describes how they influence self concept</li> </ul>					
		5	4	3	2	1
Describe values and give examples of personal values <b>5 marks</b>	<ul style="list-style-type: none"> <li>clearly describe the meaning of values</li> <li>gives examples of positive personal values</li> <li>gives examples of negative personal values</li> </ul>					
		5	4	3	2	1
Use examples to show how a person's values and attitudes can influence a community <b>5 marks</b>	<ul style="list-style-type: none"> <li>uses relevant examples of values and attitudes</li> <li>clearly explains how the community is influenced</li> </ul>					
		5	4	3	2	1
<b>5 marks</b>	<ul style="list-style-type: none"> <li>information is relevant,</li> <li>information is accurate</li> <li>information is presented clearly</li> <li>coherent organisation of ideas</li> </ul>					
<b>Total marks</b>						

<b>Performance standards for assessment task 2</b>					<b>40 marks</b>
<b>Journal or diary of first term in Grade 9</b>					
<b>Criteria</b>	<b>Very High Achievement</b>	<b>High achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>	
Maintain a journal or diary for a specified period  10 marks	Regularly enters reflections in journal or diary at least three times a week for six weeks of the term  9 – 10 marks	Regularly maintains a journal or diary each week for six weeks of the term  7 – 8 marks	Spasmodically enters reflections in the journal or diary throughout six weeks of the term  5 – 6 marks	Little or no effort to maintain a journal  0 – 4 marks	
Identify experiences which have a personal impact  15 marks	Identifies a diverse range of experiences which have a personal impact  14 – 15 marks	Identifies one or two range of experiences which have a personal impact  11 – 13 marks	Identifies experiences which have a personal impact  7 – 10 marks	Little or no experiences identified  0 – 6 marks	
Reflect on experiences and their effect  15 marks	Reflections reveal detailed analysis of experiences and their effects  14 – 15 marks	Reflections reveal strong analysis of experiences and their effects  11 – 13 marks	Reflections reveal some analysis of experiences and their effects  7 – 10 marks	Few reflections or descriptions of experiences and their effects  0 – 6 marks	

## 9.2 Fitness and Me

### Step 1 – Interpreting the unit learning outcomes

Remember these unit learning outcomes link to the broad learning outcomes 1, 2 and 3.

**Outcome 9.2.1:** describe the major body systems and explain their functions during physical activity

This outcome requires you to teach:

- major body systems
- functions of major body systems

and to provide opportunities for students to see how the body systems work in action.

**Outcome 9.2.2:** assess personal physical fitness and explain its relevance to health

This outcome requires you to teach:

- what physical fitness is
- how it can be assessed
- how physical fitness relates to health

and to provide opportunities for students to relate these concepts to their health and fitness.

### Step 2 – Planning for assessment

Assessment task one requires students to describe in words and illustrate with diagrams how the skeletal system and muscular system work together to enable movement. Students are given an example such as lifting a weight or kicking a ball.

Students will need:

- information about skeletal and muscular systems
- to understand the how these systems enable movement
- opportunities to apply these understanding to physical actions.

For assessment task two students explore the effects of exercise on the cardio-respiratory system by, for example, by exercising aerobically for a period of 5 minutes (skipping, fast walking, running) and comparing physiological functions such as heart rate, breathing rate, perspiration rate before and after the exercise. Students will need:

- information about the cardio-respiratory system
- to understand the effect of exercise on the cardio-respiratory system

- opportunities to observe the effects of exercise on their cardio-respiratory system.

During the course of the unit you will have to make sure students are taught how to monitor the effects of exercise on the cardio-respiratory system and the effects life style has on fitness.

### Step 3 – Planning a learning sequence

Sample program based on order of topics listed in the syllabus

Week	Topic/s	Activities	Assessment	Sport and fitness topics/ activities
1 – 2	Anatomy and physiology in relation to fitness	<b>Activity 1</b> Human body systems and their functions <b>Activity 2</b> Four major body systems and their functions during physical activities <b>Activity 3</b> Caring for the body		Basic rules
3 – 4	Fitness	<b>Activity 1</b> Health related fitness <b>Activity 2</b> Health fitness test <b>Activity 3</b> Sport related fitness <b>Activity 4</b> Training methods	Assessment task 1	Skills development and practice
5 – 6	Prevention and care of sports injuries	<b>Activity 1</b> Prevention of sports injuries <b>Activity 2</b> Causes of sports injuries <b>Activity 3</b> Treatment of injuries <b>Activity 4</b> Common injuries <b>Activity 5</b> First aid		Team work and fair play
7 – 10	Skills developed	<b>Activity 1</b> Communication skills <b>Activity 2</b> Analytical skills <b>Activity 3</b> Fitness testing	Assessment task 2	Sports ethics  Playing the game

### Step 4 – Elaboration of content and activities

#### Topic 1: Anatomy and physiology in relation to fitness

##### *Activity 1: Human body systems and their functions*

Present students with the diagram of the human body systems.

- Give an overview of the human body.
- Ask individuals to name the ten systems of the human body and briefly outline their main functions. Also name the main body parts involved in each system.

*Activity 2: Four major body systems and their functions during physical activity.*

Identify the four major body systems from the diagram provided (skeletal, muscular, respiratory and circulatory systems). Give ample time for students to learn about and explain each body system carefully.

**Skeletal system**

- Provide a diagram of the skeletal system showing the major bones in the body.
- Highlight the five functions of the skeletal system. Joints and ligaments play a vital part in the skeletal system. Explain their functions.
- Ligaments – join one bone to another
- Joints – the part where two bones are joined that allows for movement. Students can:
  - name the type of joints
  - explain its functions.
  - mention its significance to movement and exercise.

**Muscular system**

- Provide a diagram of the muscular system showing the major skeletal muscles.
- List the three main functions of the muscular system.
- Name the three types of muscle tissues (smooth, cardiac and skeletal). Skeletal muscles are attached to the bones by tendons that are like strong non-stick cards.

**Skeletal muscles and movements**

- Explain how muscles work or produce movement (work in pairs)
  - one muscle contracts and while its opposite relaxes. e.g. elbow joint, when you bend your arm to touch your shoulder with your hand, the bicep muscle (at the front of the upper arm) contracts and shortens while the triceps (at the back of the upper arm) relax and lengthen.
- Ask students to work in pairs or more and try out other movements and name muscles involved in the movement.
- Skeletal muscle and exercise
  - regular exercising and training gives the muscles strength, endurance and improves flexibility. The muscle actually increases in size and strength.

**Respiratory system**

- Display the diagram of the respiratory system.
- List the three main functions of the respiratory system.
- Name the major organ involved. Explain its functions and the breathing mechanics – inspiration and expiration (use with a diagram if possible to help understanding).

- Explain the characteristics of the respiratory system during exercise (breathing rate and oxygen intake).

#### Circulatory system

- Name the major parts of this system (heart, blood and blood vessels).
- Give detail of the different parts and their functions:
  - heart (diagram)
  - blood ( blood cells, red, white and platelets)
  - blood vessels (types, arteries, capillaries and veins).
- Circulation of blood
  - provide diagram to aid the explanation
  - points to consider – oxygenated blood and deoxygenated blood
  - pulmonary blood and systemic circulation
  - explain how this helps during physical activity or exercise.

#### *Activity 3: Caring for the body*

- Design balanced meals or a diet for breakfast, lunch and dinner.
- Focus questions on rest and liquid intake:
  - What is rest?
  - Why is it important?
  - When or how often can you rest?
  - What is the importance of taking liquid into our body systems?
  - Why is water considered more vital than other forms of liquid?

#### Exercises

- List some effects of exercise on the main human systems.
- Name good or positive effects and bad or negative effects.
- Suggest points/ideas to alleviate the negative effects.
- Name some common diseases that are related to the four main systems that hinder normal body movements.
  - state how they can be prevented?
  - design an exercise plan for one of your choices of disease that will help in the prevention of the disease. Ask students to work individually, in pairs or in groups.

### **Topic 2: Fitness**

#### *Activity 1 Health related fitness*

The components of health related fitness are:

- cardiovascular endurance
  - ability to exercise body continuously over long periods relates to fitness of heart, lungs and blood vessels
- flexibility
  - range of motion of a joint and muscle groups around the joint



- muscular endurance
  - ability to use muscle many times without becoming tired.
- body composition (body fatness).
  - amount of muscles, bones and fat in the body. Too much fat (over 30%) causes health risk.
- Brainstorm ideas with the class about the benefits of being physically fit:
  - feel good (not tired all the time)
  - be strong (able to do physical work)
  - enjoy recreational activities
  - stay healthy (reduce risk of health problems related to lack of exercise)
  - sleep better
  - increased energy for learning.

#### *Activity 2 Health fitness test*

- Warm up – select stretching and warm up activities.
- Practical tests
  - one kilometre or two kilometre run (cardiovascular endurance)
  - students run a longer distance each time, running for longer periods thus building up endurance and making the exercise an endurance activity.
- Sit and reach (flexibility)
  - use a sit-and-reach box, yard stick or measuring tape. If using a yardstick or measuring tape, a piece of masking tape can be put on the floor. Students sit perpendicular to it with their legs extended, knees straight, heels 15–20 cm apart and just touching the inside edge of the tape.

Students place a yardstick or measuring tape between their legs, with the 30 cm mark on the inside edge of the tape. A partner holds their knee straight. Place one hand on top of the other with all fingers matching. Reach forward with both hands as far as possible and touch the stick. Record the score to the nearest cm. The score is the best of three tries.

- Sit-ups (muscular endurance)
  - Student lies on the back with knee flexed and feet flat on the floor. Heels are between 25 and 40cms inches from the buttocks. The arms are crossed on the chest with the hands on opposite shoulders. A partner holds the feet to keep them in contact with the ground. The student curls to the sitting position. Maintain arm contact with the chest. Keep the chin tucked on the chest. The sit-up is completed when the elbows touch the thighs. The student returns to the down position in which the mid-back contacts the surface of the mat. The score is the completed number of sit-ups in 60 seconds.
- Pinch test (body composition)
  - Students pinch their bodies in 3 places to feel the amount of fat beneath the skin. The three places are on the back of the upper-arm above the elbow, on the hip and on the front of the thigh.

Tell students to try to determine for themselves whether they have a lot of fat, some fat or a little fat. This is subjective and does not translate into a score. It does however raise awareness levels. You can do an accurate skin fold measurement with calipers.

- Cool down – 5 minutes (select stretching and cool down activities)

*Teaching tips*

Students can work in pairs and take turns testing and recording each others scores. Scores will be compared by students but emphasise that scores are baseline measure and individual improvement is the goal.

These tests can be redone periodically throughout the year and students can chart their progress.

<b>Sample of score sheet</b>			
<b>Name:</b> _____		<b>Class:</b> _____	
<b>Activity</b>	<b>Run</b>	<b>Sit and reach</b>	<b>Sit-ups</b>
Test 1 Date:			
Test 2 Date:			
Test 3 Date:			
Test 4 Date:			
Test 5 Date:			

*Activity 3: Sport related fitness*

- Fitness components consist of:
  - endurance – muscular and cardiovascular
  - speed
  - power
  - flexibility
  - strength
  - agility
  - balance
  - reaction time
  - coordination.
- Define each term above.
- Relate its importance to fitness in sports.
- Discuss different fitness requirements for different sports.

- Consider these statements to help define fitness:
  - Jason is fit, he runs marathons.
  - Daniel trains with weights, he must be fit.
  - Phil is a gymnast, he should be very fit.
  - Steve is in the rowing team, he must be fit.
- Are they all fit in the same way? (use fitness components to answer the questions)
- Select the sport of your choice and list the fitness components (in order of importance), that are required in your sport. Briefly explain your selection.

#### Fitness components and test samples

- Muscular strength
  - pull ups
  - push ups
  - bench press (if weights available)
- Muscular power
  - vertical jump
  - standing broad jump
  - basketball throw.
- Muscular endurance
  - sit up test
  - bench jump test (60 seconds)
  - push up test (30 seconds)
- Aerobic power
  - the 1.6km run
  - the 12 minute run
  - a step test
  - the shuttle run (back and forward)
- Anaerobic power/ speed
  - the steps climb
  - 40m sprint
  - 10 second peak power
  - recovery period
- Anaerobic endurance
  - 400m run
  - 60 seconds sprint test
- Flexibility
  - sit and reach
  - shoulder hypertension
  - trunk hypertension
- Agility
  - agility tests

#### *Activity 4 Training methods*

Four methods can be used to improve performance in various components of fitness.

- Continuous training
- Interval training
  - short intervals
  - long intervals
- Weight training
  - isotonic
  - isometric
  - isokinetic
- Circuit training

After deciding on a training method, it is important to follow certain principles to ensure training time and efforts are rewarded. The five key principles are:

- specificity
- progressive overload
- frequency
- intensity
- duration.

Ask students to select a training method and design a training program of any sport of their choice ensuring that the training principles are present.

### **Topic 3: Prevention and care of sports injuries**

#### *Activity 1 Prevention of sports injuries*

- Sporting injuries can be significantly reduced in their number, as well as severity of damage by ensuring that precautions and safety rules are followed. Some basic rules are as follows:
  - perform warm-up before any activity
  - perform warm down after activity
  - stretch correctly to increase flexibility
  - increase your strength if your sport demands it (football, rugby, soccer)
  - make sure you have a reasonable level of fitness before you undertake strenuous activity
  - use the correct size and type of equipment for your sport. (i.e., helmet for cricket, running shoes for running,)
  - take plenty of fluids, especially on hot days
  - eat a well balanced diet
  - do not over train. Have a specific training program and stick to it. Remember, prevention is better than cure.
- Select a sport and follow the above steps carefully. Students do the activities in class together (practical session). Example: Soccer

- warm up
- stretch
- equipment (balls, cone, whistles)
- water to drink during exercise.
- Ask students to choose another sport and design a similar activity as the teacher's activity.

**Activity 2 Causes of sports injuries**

Common causes of sports injuries fall into two categories – external and internal.

- External – when force is applied on a victim from outside
  - body contact – scrum or tackle
  - hit by an object – racquet, stick and ball
  - vehicular accident –car, boat
  - environmental – hit a wall, fall on a hard track, weather conditions.
- Internal – when stress develops within the victim causes injuries
  - instant injury – sudden tear of muscles, sprained joint.
  - overuse – inflammation of tendons, muscles, joints or bones resulting from long periods of overuse, e.g. inflammation of the Achilles tendon due to long distance running.

Injuries are classified in two groups based on their cause:

- acute – one sudden injury
- chronic – long term overuse

Choose a sport and determine the types of injury that could be sustained by playing it. Use the following points:

- category
- how it eventuated
- classify the cause.

**Activity 3 Treatment of injuries**

In the assessment and treatment of sports injuries, there are a couple of checklists/methods that can be followed. Assessment must be carried out before applying treatment to the injury sustained.

Assessment method using a checklist	
<p>TOTAPS</p> <p>T – Talk O – Observe T – Touch A – Active movements P – Passive movements S – Skills</p>	<p>DRABC</p> <p>D – danger R – response A – airways B – breathing C – circulation</p>

**Treatment of common injuries**

The RICER method should always be used for soft tissue injuries but can also effective for hard tissue injuries.

R – rest  
I – ice  
C – compression  
E – elevation  
R – referral

- Other common treatment procedures are:
  - CPR – cardio-pulmonary resuscitation (to revive heartbeat and pulse)
  - EAR – expired air resuscitation (to revive pulse) – mouth to mouth
  - ECC – external cardiac compression (to revive heartbeat)
- Think of a hypothetical injury situation where the treatment steps could be applied. In groups of 2 to 4 students, do the assessment steps followed by an explanation of the treatments. Teacher emphasises main points.

**Activity 4 Common injuries**

- Injuries that are sustained often by an athlete are as follows:
  - muscle injury – tear, swelling, pain, reduced range of movement
  - joints dislocation
  - tendon strain or tear
  - ligaments – sprain
  - bone fracture (simple, compound, complicated, greenstick, avulsion, stress, bruise)
  - skin– abrasion, laceration, blister
- Ask students to name the body part involved when injuries are sustained.
- Provide examples of situations where injuries have been sustained and ask students to analyse the accordingly.
- List some examples of common injuries.

**Activity 5 First Aid**

First Aid is the initial help given to a casualty before medical personal arrive to:

- preserve life
- protect the unconscious
- prevent the injury from getting worse
- promote recovery
- seek medical assistance.

Group work – In groups of four to five:

- select a common injury.
- suggest a situation as to how the injury was sustained
- Assign a role/responsibilities to each member of the group
  - 1 – casualty
  - 1 – narrator (explaining the situation)
  - 2 – first aiders applying the first aid
  - 1 – helper or messenger
- Act out the situation and emphasise assessment and the correct treatment procedure.

This can be given as a research assignment for the next presentation and demonstration lesson.

#### **Topic 4: Skills developed**

##### *Activity 1 Communication skills*

- View a video tape or DVD on one of the topics covered (1 – 3) such as sports injury or knee injury.
- Provide guidelines to help students focus, take notes and respond positively.
- Students present their findings as a review of the tape or DVD using a variety of information presentation methods such as flow charts or diagrams to illustrate how well they have grasped the concept taught.

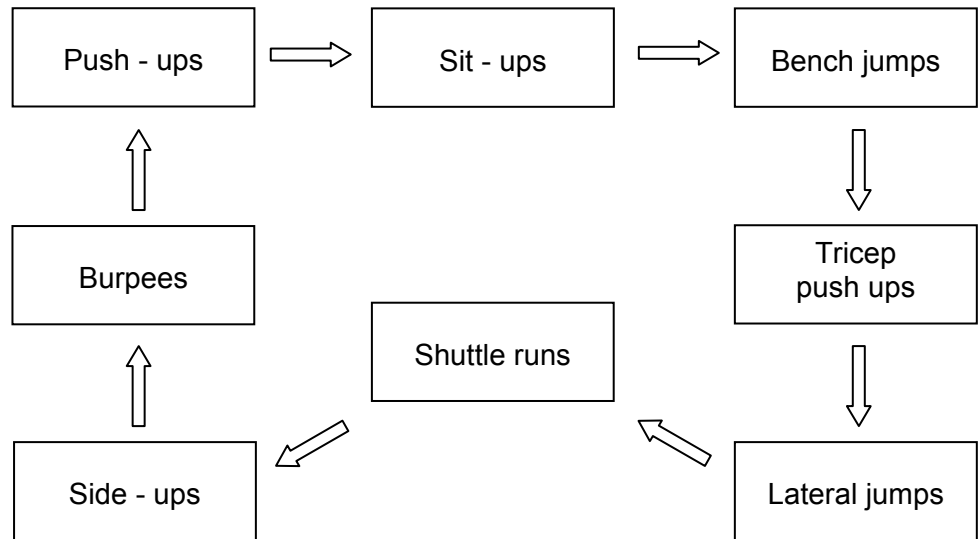
##### *Activity 2 Analytical skills (analysis)*

- From the notes collected and presented either individually, in a group or as a class, analyse the cause and effect of activity 1.
- Make a summary of the analysis and present to the rest of the class.
- Should the topic chosen or given in activity 1 require more research and elaboration, allow for such to happen.

##### *Activity 3 Fitness Testing*

###### Circuit Training

Group students into pairs and work through the stations in the circuit. Record each others' results honestly within the given time.



Note: You can design your own circuit. Include all components of fitness activity. This may take more than one week (3 lessons) but could be combined with Sports and Fitness activities and lessons.

### Performance standards

You must use these performance standards when marking the assessment tasks. Students should have access to a copy of them.

**9.2 Performance standards for assessment task 1** **20 marks**  
**Describe in words and illustrate with diagrams how the skeletal system and muscular system work together to enable movement such as lifting a weight or kicking a ball.**

Criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory	Low achievement
Accurately name the bones and muscles involved within the task  <b>10 marks</b>	All bones and muscles accurately named on the diagram  9 – 10 marks	Most bones and muscles accurately named on the diagram  7 – 8 marks	Some bones and muscles named accurately on the diagram  5 – 6 marks	Few or no bones and muscles named on the diagram  0 – 4 marks
Explain the action of the bones and muscles correctly within the task  <b>10 marks</b>	All actions described correctly with explanatory diagrams  9 – 10 marks	Most actions described correctly with explanatory diagrams  7 – 8 marks	Some actions described correctly with explanatory diagrams  5 – 6 marks	Few actions described correctly with explanatory diagrams  0 – 4 marks



<b>9.2 Performance standards for assessment task 2</b>		<b>40 marks</b>		
<b>Effects of exercise on cardio-respiratory system</b>				
<b>Criteria</b>	<b>Standards</b>			
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>
Accurately record results of fitness tests  <b>15 marks</b>	Results of fitness tests organised systematically and recorded accurately  14 – 15 marks	Results of fitness tests organised and recorded accurately  11 – 13 marks	Some results of fitness tests organised and recorded  7 – 10 marks	Few or no results of fitness tests recorded  0 – 6 marks
Analyse the results in relation to personal lifestyle  <b>25 marks</b>	Accurate and comprehensive analysis of results in relation to personal lifestyle  22 – 25 marks	Accurate analysis of results in relation to personal lifestyle  18 – 21 marks	Some results analysed in relation to personal lifestyle  12 – 17 marks	Little or no analysis of results in relation to personal lifestyle  0 – 11 marks

## 9.3 Health

### Step 1 – Interpreting the unit learning outcomes

Remember the unit learning outcomes link to the broad learning outcomes 1, 2 and 3.

**Outcome 9.3.1:** identify relevant health and hygiene issues in their community

This outcome requires you to teach about:

- health and hygiene
- causes of poor health and hygiene

and to provide opportunities for students to explore health and hygiene information, ideas and concepts in their local communities.

**Outcome 9.3.2:** describe ways to deal with sexual health safely during adolescence including avoiding HIV /AIDS

This outcome requires you to teach:

- about sexual health issues in relation to adolescence
- understanding of potential risks of sexual activity
- students to explore ways of avoiding risks

and to provide opportunities for students to develop confidence in relation to their own sexual health status.

**Outcome 9.3.3:** explain and demonstrate strategies in dealing with a relevant health issue safely

This outcome requires you to teach:

- a range of options about how to stay safe
- skills to minimise risks e.g. contracting HIV

and to provide opportunities for students to practice the knowledge and skills needed to deal with health issues safely.

### Step 2 – Planning for assessment

Assessment task one requires students to select three health and hygiene issues that are relevant to their community and illustrate ways they are managed or how management of these health and hygiene issues can be improved. Students will need to

- study health and hygiene issues relevant to their communities
- research and learn about managing health and hygiene issues

and present them appropriately for example as a poster, flow chart, diagram or pamphlet.

Assessment task two requires students, in groups, to write and perform a short play on health issues such as HIV/AIDS, drugs use or sexual relationships.

The play might deal with issues such as:

- ways to manage sexual relationships safely
- pressures to engage in harmful practices
- strategies to minimise harm.

Students will need to:

- learn about HIV/AIDS or drug issues
- learn about the pressures on young people related to HIV, sex and drugs
- build skills to avoid risks.

The performance standards for marking these assessment tasks are at the end of the unit.

### Step 3 – Planning a learning sequence

#### Sample program based on the order of topics listed in the syllabus

Week	Topic/s	Activities	Assessment	Sport and fitness topics/activities
1 – 2	Preventive health care	<b>Activity 1</b> Practical personal cleanliness. <b>Activity 2</b> Poster. Identify what causes diabetes, heart diseases high blood pressure and prevention.		Basic skills
3	Communicable and non-communicable diseases	<b>Activity 1</b> On a chart identify types of communicable diseases, how they are transmitted, and present ways of prevention <b>Activity 2</b> On a poster identify types of non-communicable diseases, how to prevent them and present healthy practices to reduce risks of contracting them	Assessment task one	Skills development and practice
4	First aid and safety	<b>Activity 1</b> Identify the importance of First Aid, research on basic First Aid procedures <b>Activity 2</b> Research on common injuries and their treatment		Skills development and practice
5	Drug and substance abuse	<b>Activity 1</b> Define and identify types of drugs <b>Activity 2</b> Substance abuse and its effects.		Team work and fair play
6 – 7	Puberty and sexual health	<b>Activity 1</b> Guest Speakers <b>Activity 2</b> Gender – Qualities.		Sports ethics
8-10	HIV/AIDS	<b>Activity 1</b> Facts about HIV/AIDS <b>Activity 2</b> Transmission of HIV <b>Activity 3</b> Illustrate condom use <b>Activity 4</b> Responsible behaviour: protected sex (condom use)	Assessment task two	Playing the game

## Step 4 – Elaboration of content and activities

### Topic1: Preventative health care

#### *Activity 1 Practical personal cleanliness*

If appropriate and a need is identified in your class, discuss and demonstrate methods of maintaining personal body cleanliness and discuss issues of personal cleanliness. Other aspects of personal hygiene could also be discussed, e.g. what to do if there is no running water.

#### *Activity 2 Poster*

- In groups, research causes of diabetes, heart diseases and high blood pressure and what can be done to prevent them.
- Groups report on their findings, using their posters, including the number of deaths that occurred due to these diseases in, for example the local area, Papua New Guinea, the Pacific, the world. The report should also include measures that can be employed to prevent these diseases.
- Present the work to the class.

### Topic 2: Communicable and non-communicable diseases

*Activity 1 On a chart Identify types of communicable diseases, how they are transmitted, and present ways of prevention.*

Communicable diseases		
Type of disease	Ways of transmission	Preventive measures

*Activity 2 On a poster identify types of non-communicable diseases, how to prevent them and present healthy practices to reduce risks of contracting them.*

Non-communicable diseases		
Type of disease	Ways of transmission	Preventive measures

**Topic 3. First Aid and safety**

*Activity 1 Identify the importance of First Aid. Research on basic First Aid procedures.*

- Why is First Aid important?
- Look up the DRABC strategy and present this on a poster. Present research orally.
- Have First Aid personnel demonstrate practical First Aid skills as reinforcement.

Activity 2

- In groups choose and research an example of a common injury in the home, schools or community and how it is treated. Relate this activity to safety in the school, home and community

**Topic 4. Drug and substance abuse**

*Activity 1 Define and identify types of drugs*

- Define drugs.
- Identify types of drugs.
- Identify uses of drugs and their advantages and disadvantages.

*Activity 2 Substance abuse and its effects.*

- Explain what substance abuse is.
- Choose one example of substance abuse. What are the side effects of this substance? What lesson can be learnt from studying this substance abuse?
- List ways to help avoid the use of these substances.
- Present findings to the class.

**Topic 5. Puberty and Sexual Health**

*Activity 1 Guest speaker*

- Organise for a guest speaker to give a talk on physical, psychological, and socio-cultural changes adolescents experience during puberty. Guest speakers can be a health worker, nurse, doctor or another teacher.
- A worksheet can be prepared by the teacher in relation to the topic. Students fill in the worksheet and discuss in class.

*Activity 2 Gender – Qualities*

- Write Male, Female on the board or a large sheet of paper. Prepare a list of qualities for students to pick and write or place under the gender they think have these qualities. This is an activity that helps identify the general impression that students have on gender issues.

This is a lead up to the next activities.

In groups identify and discuss the following:

- society's expectations of males and females
- are these expectations fair?
- expectations of females and males (gender) with regard to:
  - sexuality and sexual behaviour
  - courtship and dating
  - delaying sexual activity
  - risks of being sexually active
  - adolescent pregnancy
  - sexually transmitted infection.
- Select groups to present their work.

### **Topic 6: HIV/AIDS**

#### *Activity 1 Facts about HIV/AIDS*

Purpose: To distinguish between facts and misinformation about HIV and AIDS.

- Hand out 3 small pieces of paper to each student and ask them to write on each one some statement they have heard about HIV or AIDS (this need not be something they agree with).
- Collect in the small pieces of paper and deal them out at random.
- Divide the students into two roughly equal groups.
- Distribute a large sheet of paper to each group with headings 'AGREE', 'DISAGREE' and 'DON'T KNOW' on it. Ask students to sort their small pieces of paper into each of these columns, reaching agreement on where each statement should be placed.
- When they have done this (about 20 minutes probably), both groups should be asked to justify their decisions to the class as a whole. Students must be prepared to say why they made the choices they did.
- Facilitate a discussion of the scientific, medical and social issues raised by the statements and where they are placed under the headings.

#### *Activity 2 Transmission of HIV*

Purpose: To assess levels of awareness of how HIV is transmitted and to encourage students to think about a variety of transmission routes.

- Put up 'STRONGLY AGREE' and 'STRONGLY DISAGREE' sheets on the wall at opposite ends of the room.
- Explain to the class as a whole that you will read out a series of statements, one at a time. Each student is to think about whether they agree or disagree with it, and move to the appropriate side of the room. It is all right to stay in the middle if they are uncertain.
- Read the first statement. Once everyone has moved to their chosen place, ask students to choose one person near them and discuss why they are standing where they are.
- Now ask students to choose one person standing as far away from them as possible, and to discuss the statement with them, explaining why each has chosen to be where they are.
- Repeat the procedure with as many statements as time allows.

- Re-assemble as a class and, going round the class, ask each student to identify one piece of information they are confused or unclear about. Ask students to clarify the issues involved and intervene yourself where necessary.

### *Activity 3 Illustrate condom use*

Purpose: To consolidate awareness about the correct use of condoms. Some of the techniques associated with condom use will be clarified, and a series of resources will have been produced which can be used with other classes, or left to provoke discussion and debate.

- Explain that students will be producing leaflets or posters on how to use a condom correctly. You are going to show them and they are going to take notes.
- Demonstrate condom use on an appropriate vegetable
- Ask each student, or small groups of 3 or 4 students, to design a poster or leaflet showing people of their age how to use a condom.
- Discuss the finished posters or leaflets and put them up as a classroom display.

### *Activity 4 Responsible behaviour – protected sex or use of condoms*

Some, perhaps even many, of your students may already be sexually active when they begin to learn about HIV/AIDS in Personal Development. Others will need to know how to protect themselves when they become sexually active at a future date. Using a condom every time one has sexual intercourse is a very effective way to avoid infection with HIV and STIs. Teaching students about condoms does not mean encouraging them to have sex. Young people come across information about condoms through a wide variety of sources (friends, media, posters, condoms displayed in shops, etc.), and need to know the facts about them and become skilled in using a condom correctly.

Someone may be very positive about condom use but may have a partner who does not like condoms and does not want to use them. The purpose of this activity is to help students learn how to deal with a partner who is negative about condom use.

#### Option A

- Distribute the activity sheet to each student in the class and ask them to work individually or in pairs to complete the sheet.
- Read out the “Arguments against” and give the three responses to the argument. Students choose what they consider to be the best response and write down the letter of the response.
- Split the students into small groups and let the students make a group decision on the best response (one sheet per group is needed).

#### Option B

- Ask for a response to each argument. It is best if one student makes the argument and another reads out their chosen response. For example, the first student would say, “They spoil the mood”, and the other would respond, “Hey, condoms may even be fun”.



Arguments against	Responses	Answer
1. You think I have a disease.	<ul style="list-style-type: none"> <li>a) I don't want either of us to take a chance of getting HIV.</li> <li>b) You know many people infected with HIV have no symptoms at all.</li> <li>c) We probably don't have a disease, but isn't it better to be sure?</li> </ul>	
2. But condoms don't work.	<ul style="list-style-type: none"> <li>a) They're OK if we use them the right way.</li> <li>b) Will you try condoms a few times and see?</li> <li>c) They are the best protection available.</li> </ul>	
3. They spoil the mood.	<ul style="list-style-type: none"> <li>a) It won't be so bad after we get used to them.</li> <li>b) Hey, condoms may even be fun.</li> <li>c) We can use them together.</li> </ul>	
4. They don't feel good.	<ul style="list-style-type: none"> <li>a) It will be OK once we're used to them.</li> <li>b) Will you try condoms a few times and see?</li> <li>c) But it would make me feel more relaxed if I felt safe.</li> </ul>	
5. They make me feel cheap and dirty.	<ul style="list-style-type: none"> <li>a) But we know condoms can protect us.</li> <li>b) I know you don't like the idea but condoms are so important now.</li> <li>c) Anyone can get HIV, even people like us.</li> </ul>	
6. I'm already using pills for birth control.	<ul style="list-style-type: none"> <li>a) We'll have to use condoms as well; the pill doesn't protect us from infections.</li> <li>b) That doesn't help against HIV and STIs.</li> <li>c) Too bad – no condom, no sex.</li> </ul>	
7. I'd be embarrassed to buy one.	<ul style="list-style-type: none"> <li>a) It won't be so awkward after the first time.</li> <li>b) I'll buy them, so we'll have them next time.</li> <li>c) Embarrassment never killed anyone.</li> </ul>	
8. I don't have one with me.	<ul style="list-style-type: none"> <li>a) I'll get one for next time, but today, no sex.</li> <li>b) Sorry – no condom, no sex.</li> <li>c) I don't want either of us to take a chance of getting AIDS.</li> </ul>	
9. It's against my religion.	<ul style="list-style-type: none"> <li>a) Sorry – no condom, no sex.</li> <li>b) There are all kinds of things we can do without having sex.</li> <li>c) Well, maybe we're not ready for sex.</li> </ul>	
10. They cost too much.	<ul style="list-style-type: none"> <li>a) Sorry, I really care about my health and yours.</li> <li>b) I can help you pay for them.</li> <li>c) Let's not have sex until we can work this out.</li> </ul>	

**Performance standards**

You must use these performance standards when marking the assessment tasks. Students should have access to a copy of them.

<b>9.3 Performance standards for assessment task 1</b>					<b>20 marks</b>
<b>Illustration of health or hygiene issues and management</b>					
<b>Criteria</b>	<b>Standards</b>				
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>	
Demonstrate knowledge about a range of personal and community health and hygiene issues  <b>5 marks</b>	Describes and explains in detail features of several personal and community health and hygiene issues  4 – 5 marks	Demonstrates essential understanding a range of personal and community health and hygiene issues  3 marks	Demonstrates partial but limited understanding of personal and community health and hygiene issues  2 marks	Demonstrates little or no understanding of personal and community health and hygiene issues  1 mark	
Explain how healthy practices can be maintained at home  <b>5 marks</b>	Identifies a diverse range of healthy practices and explains how they can be used at home  4 – 5 marks	Identifies a range of healthy practices and explains how they can be used at home  3 marks	Identifies some healthy practices that can be used at home  2 marks	Few or no healthy practices identified  1 mark	
Develop practical strategies to deal with health or hygiene issues  <b>10 marks</b>	Detailed description of a range of practical strategies that communities/ individuals can use  9 – 10 marks	Description of a range of practical strategies that communities/ individuals can use  7 – 8 marks	Some practical strategies described  5 – 6 marks	Little or no practical strategies described  0 – 4 marks	

**9.3 Performance standards for assessment task 2**

**40 marks**

**In groups, write and perform a short play on a health issues such as HIV/AIDS, drugs use or sexual relationships.**

Criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory	Low achievement
Identify a range of behaviours that contribute to sexual health risks  <b>10 marks</b>	Wide range of behaviours that contribute to sexual health risks identified  9 – 10 marks	Range of behaviours that contribute to sexual health risks identified  7 – 8 marks	Some behaviours that contribute to sexual health risks identified  5 – 6 marks	Little or no behaviours identified  0 – 4 marks
Describe and explain the effects of social and family pressure  <b>10 marks</b>	Describes in detail and explains a wide range of effects of social and family pressure  9 – 10 marks	Describes and explains effects of social and family pressure  7 – 8 marks	Describes effects of social and family pressure  5 – 6 marks	Describe few if any effects of social and family pressure  0 – 4 marks
Demonstrate appropriate strategies to reduce risk  <b>20 marks</b>	Demonstrate a range of appropriate strategies to reduce risks 18 – 20 marks	Demonstrate a range of strategies to reduce risks 14 – 17 marks	Demonstrate some strategies to reduce risks 10 – 13 marks	Demonstrate few or no strategies to reduce risks 0 – 9 marks

## 9.4 The PNG Way

### Step 1 – Interpreting the unit learning outcomes

These unit learning outcomes link to the broad learning outcomes 1, 3, 5 and 6.

**Outcome 9.4.1:** describe the traditional beliefs and practices that create Papua New Guinea identity

This outcome requires you to discuss traditional Papua New Guinea beliefs and practices and to provide opportunities for students to consider how traditional beliefs and practices shape Papua New Guinea identity.

**Outcome 9.4.2:** analyse common traditional beliefs and practices that are good or harmful to Papua New Guinea identity in the changing world

This outcome requires you to teach

- the impact of traditional beliefs and practices on Papua New Guinea identity
- influences of changing world on Papua New Guinea identity

and to provide opportunities for students to explore the impact on them of traditional beliefs and practices and the changing world.

**Outcome 9.4.3:** analyse conflict solving processes and demonstrate skills to solve conflicts

This outcome requires you to teach a range of conflict solving strategies and to provide opportunities for students to demonstrate skills in solving conflicts.

**Outcome 9.4.4:** compare and contrast traditional spiritual practices with current spiritual practices

This outcome requires you to teach

- about traditional and current spiritual practices
- skills to compare and contrast

and to provide opportunities for students to apply skills and knowledge in spiritual practices.

### Step 2 – Planning for assessment

Assessment task one is short report, a newspaper article or letter to the editor on the effect of traditional beliefs and practices on the country's identity.

Students will need to:

- learn about traditional beliefs and practices
- explore Papua New Guinea identity
- research the effects of traditional beliefs and practices on Papua New Guinea identity.

Assessment task two is a role play where students demonstrate appropriate processes and skills in solving conflicts in a variety of situations. Students will need to:

- learn skills of solving conflicts
- have opportunities to practice in a range of ways.

Assessment task three is a test or quiz on the similarities and differences between traditional and current religious beliefs and practices. Students will need to:

- learn about traditional religious beliefs and practices
- learn about current religious beliefs and practices
- compare and contrast traditional and current religious beliefs and practices.

Teachers will need to construct a test around the factual information above that they have covered in the topic. Sample test questions are at the end of the unit.

The performance standards for marking these assessment tasks are at the end of the unit.

### Step 3 – Planning a learning sequence

#### Sample program based on order of topics listed in the syllabus

Week	Topic/s	Activities	Assessment	Sports and fitness topics
1	Papua New Guinean identity	<b>Activity 1</b> Aspects of Papua New Guinea identity <b>Activity 2</b> Students explore their identity		Basic rules
2–3	Papua New Guinea traditions	<b>Activity 1</b> Social contracts <b>Activity 2</b> Big men <b>Activity 3</b> Ceremonies <b>Activity 4</b> Beliefs		Skills development and practice
4	Papua New Guinea Way in the future	<b>Activity 1</b> Discussion	Assessment task one	Team work and fair play
5	Community conflict resolution	<b>Activity 1</b> Survey <b>Activity 2</b> Guest speaker		Team work and fair play
6	Restore peace and harmony	<b>Activity 1</b> Conflict resolution <b>Activity 2</b> Poster/task cards	Assessment task two	Sports ethics
7	Conflict resolution skills	<b>Activity 1</b> Play ball exercise <b>Activity 2</b> Rights and responsibilities		Sports ethics
8–10	Spiritual world and beliefs	<b>Activity 1</b> Definitions <b>Activity 2</b> Stories <b>Activity 3</b> Research	Assessment task 3 Test or quiz	Playing

## Step 4: Elaboration of content and activities

### Topic 1: Papua New Guinean identity

#### *Activity 1 Aspects of Papua New Guinea identity*

Explain the term identity and use the school environment as a starting point. As students of their particular school what factors can they identify that gives them their identity?

For example: (flow chart)

Student ⇒ class ⇒ grade ⇒ school ⇒ community ⇒ province ⇒ country

- Students list factors that give them their identity as a class, then as a grade, then as a school, then as a community. Students then get into provincial/village groups and list the factors that give them their identity as a province and finally as a country.

#### *Activity 2 Students explore their identity*

In this activity students work individually. Explain to the students that they are to identify factors that help give them their identity as a family, a clan, a tribe, a village, a province and finally a country. The land, culture and spirituality are factors that give them their identity and make them unique. Students are encouraged to do a flow chart on this activity.

You should help students see that ownership of their identity as an individual in their family, clan village/ suburb should help give them ownership of their identity as a Papua New Guinean.

### Topic 2: Papua New Guinea tradition

#### *Activity 1 Social contracts*

Explain to students the term social contract. Social contract is an agreement that is understood by the community that everyone has an obligation to others' well being in the society, for example, when there is a feast everyone contributes to the preparation of the feast.

Group students in their province/village groups and do the following:

- list activities that reflect social contracts
- list advantages and disadvantages of social contracts
- identify common social contracts in PNG.

#### *Activity 2 Big men*

Students give their definition of the term "big men" Then explain that the *big men* concept is a Papua New Guinea concept that is prevalent in the traditional society and is still today (and it is also common in other parts of the world such as some African countries).

- Students look at newspaper articles, and find articles in present or past newspapers that reflect the *big men* concept?

- Research in their own communities and identify where this concept is prevalent.
- Research in the school environment if this concept exists in those in leadership positions.
- Discuss – is this concept an asset to the development of the nation as a whole? If so why? if not why? Hold a class debate on the question.

#### *Activity 3 Ceremonies*

- Students get/share information on the following activities that occur in their villages:
  - bride price
  - feasts
  - funeral and mourning
  - traditional dance,
  - festivals
  - rituals and initiations.
- Students get into their village/provincial groups and compile their findings.
- The groups then report their findings to the class.
- Other students make summary notes of what is being presented.

#### *Activity 4 Beliefs*

- Explain the term belief in a traditional context.
- What is belief?
- Students do research on types of beliefs and practices in their communities in relation to their everyday living. For example before a gardener plants he/she would undergo some rituals before the planting takes place.
- Students report their findings.

### **Topic 3: PNG way in the future**

#### *Activity 1 Discussion*

Discussion will be facilitated by teacher using a guided discovery question handout.

- Review the previous topics on beliefs, identity and traditions.
- Distribute handouts to be used in the discussion. Guided questions include:
  - Identify and list some beliefs used in traditional PNG.
  - Do these beliefs or traditions still exist today? Give examples.
  - Are these beliefs fitting to today's changing world? If so, how are they suited to today's setting? If not, explain why.
- Explain what can be done to modify the traditions to suit today's changing world.

- What are some of our traditions that can be carried into the future to uphold our identity as Papua New Guineans?
- summary of students' write-up of all that is discussed put on chart for display.

#### **Topic 4: Community conflict resolution**

##### *Activity 1 Questionnaire*

- Teacher and students prepare a questionnaire for students to use to interview their village elders on how they managed conflicts in the past: was it through, for example mediation, consensus, force?
- Students undertake the interviews using the prepared questions.
- Organise the students into groups to report their findings.
- Main points are recorded and displayed in class.

##### *Activity 2 Guest speaker*

Invite an elder from the village or settlement to talk about how conflicts were resolved in the past:

- students listen and ask questions
- discuss information given as a class.

#### **Topic 5: Restore peace and harmony**

##### *Activity 1 Conflict resolution skills*

- Review previous notes on conflict resolution.
- Investigate how conflict was managed in the past compared to today.
- Identify and compare the similarities of conflict management in the past and the current court system.

##### *Activity 2 Poster/task cards – The court system*

- Groups are allocated tasks to work on one type of court system such as village courts.
- Prepare posters in groups as indicated by task cards.
- Research and display the information in class

#### **Topic 6: Conflict resolution skills**

##### *Activity 1 Play a competitive game and discuss issues*

Students complete a competitive game such as play ball and gather as a class to discuss conflict resolution skills used when playing the game and in other situations:

- negotiation
- managing anger
- listening
- respecting different views.



### *Activity 2 Rights and responsibilities*

- Review the play ball games and discussion and use those ideas to explain rights and responsibilities:
  - rights – things that can be done or powers which a person has in society
  - responsibilities – things that someone is in control of or has a duty to look after.
- Students make a list of rights they have in the school, family, community and country.
- Discuss the examples given by individual students and write summary notes from the class.

## **Topic 7: The spiritual world and beliefs**

### *Activity 1 Stories*

- Explain the terms culture, beliefs and spirituality.
- Students write stories from their own area relating to myths, ancestral spirits and witchcraft.
- Several students share their stories in class.

### *Activity 2 Research*

- Research on the five major religions of the world:
  - Buddhism
  - Christianity
  - Hinduism
  - Judaism
  - Islam
- Research questions:
  - who founded the religions?
  - what do these religions hold as important to basic human rights?
  - list the common values that run across these religions
  - compare these common values to those of Papua New Guinea traditional values.
- Present findings and display in class.

## **Performance standards**

You must use these performance standards when marking the assessment tasks. Students should have access to a copy of them.

<b>9.4 Performance standards for assessment task 1</b>					<b>20 marks</b>
<b>Effect of traditional beliefs and practices on identity</b>					
<b>Criteria</b>	<b>Standards</b>				
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>	
Show evidence of knowledge and understanding of a range of traditional beliefs and practices <b>10 marks</b>	Detailed description of a wide range of traditional beliefs and practices 9 – 10 marks	Detailed description of a range of traditional beliefs and practices 7 – 8 marks	Description of some traditional beliefs and practices 5 – 6 marks	Little or no description of traditional beliefs and practices 0 – 4 marks	
Analyse both positive and negative impact that a range of traditional beliefs and practices have on the country's identity <b>10 marks</b>	Identify and explain in detail the effects of a range of positive and negative traditional beliefs and practices on Papua New Guinea identity 9 – 10 marks	Identify and explain positive and negative effects of traditional beliefs and practices on Papua New Guinea identity 7 – 8 marks	Identify positive and negative effects of traditional beliefs and practices on Papua New Guinea identity 5 – 6 marks	Shows little understanding of positive and negative effects of traditional beliefs and practices on Papua New Guinea identity 0 – 4 marks	

<b>9.4 Performance standards for assessment task 2</b>					<b>20 marks</b>
<b>Demonstrate appropriate processes and skills in solving conflicts in a variety of situations through role play.</b>					
<b>Criteria</b>	<b>Standards</b>				
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>	
Demonstrate knowledge of conflict resolution skills <b>10 marks</b>	Describes and explains in writing (script for role play) a range of appropriate and effective examples of conflict resolution skills for different situations 9 – 10 marks	Describes and explains in writing (script for role play) appropriate examples of conflict resolution skills for different situations 7 – 8 marks	Explains in writing (script for role play) some examples of conflict resolution skills 5 – 6 marks	Little evidence of knowledge of conflict resolution skills 0 – 4 marks	
Identify and use appropriate conflict resolution skills in a range of role play situations (peer assessment) <b>10 marks</b>	Shows by example effective conflict resolution skills in a range of situations relevant to young people in PNG 9 – 10 marks	Shows by example useful conflict resolution skills in situations relevant to young people in PNG 7 – 8 marks	Shows by example some conflict resolution skills 5 – 6 marks	Little evidence of skills in solving conflicts 0 – 4 marks	

<b>Sample test 9.4: Assessment task 3</b>		<b>20 marks</b>
Similarities and differences between traditional and current religious beliefs and practices.		
<b>Questions</b>	<b>Marking Guide</b>	
<p>Question 1 There are common principles that different religions promote in their teachings. Which one of the following is not a common principle?</p> <p>a) Promote peace b) Becoming wealthy c) Healthy living d) Humbleness</p>	<p>'B' is the correct answer (1 mark)</p>	
<p>Question 2 Name four common world religions</p>	<p>1. Christianity 2. Islam 3. Hinduism 4. Buddhism 5. Shintoism 6. Judaism</p> <p>Any four of the above is correct. (4 marks)</p>	
<p>Question 3 In some traditional societies, sorcery was believed to be a form of religion. Explain briefly how sorcery was seen as such. (5 marks)</p>	<p>Explanation should contain answers such as;</p> <ul style="list-style-type: none"> <li>- Causes death to enemy tribe/village/family</li> <li>- Cure diseases</li> <li>- Childless woman who then had children</li> <li>- Man marrying woman he desires or vice versa</li> <li>- Make man/woman become invisible in enemy territories</li> </ul> <p>Any other explanations that addressed the need of an individual/tribe/village through using sorcery. People had faith and belief that the sorcery would work.</p>	
<p>Question 4 Choose a traditional religious practice (pasin tumbuna) in your area. Describe the process and purpose of practice. (10 marks)</p>	<p>Correct choice of traditional religious practice. (2 marks)</p> <p>Description of the process (4 marks) (praying/talking/whistling to the death/mountain/caves/trees/animals)</p> <p>Description of the purpose (4 marks) (for peace, revenge, warfare, marriage, initiations, hunting, trade expeditions, birth and safety.)</p>	

## 10.1 Reproductive and Sexual Health

### Step 1: Interpreting the unit learning outcomes.

These unit learning outcomes link to the broad learning outcomes 1, 2, 3, 5 and 6.

**Outcome 10.1.1:** explain the functions of the male and female reproductive anatomy with respect to conception and pregnancy

This outcome requires you to teach

- functions of male and female reproductive system
- conception and pregnancy

and to provide opportunities for students to understand how this knowledge relates to them.

**Outcome 10.1.2:** explain the relationship between family size and family welfare

This outcome requires you to teach the impact of family size on family welfare such as resources and relationships and to provide opportunities for students to consider these concepts for themselves now and in the future

**Outcome 10.1.3:** compare and contrast the effectiveness of a range of decision making skills and conflict resolution skills in regard to sexual issues

This outcome requires you to teach

- decision making processes
- conflict resolution skills
- sexual health issues related to young people

and to provide opportunities for students to practice decision making and conflict resolution skills in relation to sexual health issues that will be useful to them now and in the future.

### Step 2: Planning for assessment

Assessment task one is a short answer test where students answer questions about:

- the impact of family size on their future
- how family size can be managed
- forms of contraception available
- male and female reproductive systems
- sexual intercourse
- conception.

You will need to construct a test on the factual information of the unit topics. See sample questions at the end of the unit.

Assessment task two requires students to make a written or oral presentation such as a speech, simulated radio broadcast, poster or pamphlet describing the most common ways that HIV/AIDS is transmitted and how young people can reduce the risk of contracting the disease.

Students will need to:

- learn about HIV transmission
- learn about the difference between HIV and AIDS
- research ways to reduce the risks of contracting the disease.

The performance standards for assessment task two are at the end of the unit.

### Step 3: Planning a learning sequence

#### Unit 10.1: Sample program based on order of topics listed in syllabus

Week	Topic/s	Activities	Assessment	Sports and fitness topics/ activities
1	Reproductive systems	<b>Activity 1</b> Structure of male and female reproductive organs		Basic rules
2	Sexual relationships	<b>Activity 1</b> Agony aunt letters <b>Activity 2</b> Discussion		Basic rules
3-4	Family planning and contraception	<b>Activity 1</b> Consequence charts <b>Activity 2</b> Guest speaker <b>Activity 3</b> Research <b>Activity 4</b> Discussion	Assessment task 1 in week 4 (Test)	Skills development and practice
5-6	Sexually transmitted infections (STIs)	<b>Activity 1</b> Radio broadcast <b>Activity 2</b> Guest speaker <b>Activity 3</b> Discussion		Team work and fair play
7-8	HIV/AIDS	<b>Activity 1</b> Radio broadcast/or guest speaker <b>Activity 2</b> Posters/pamphlets <b>Activity 3</b> Research and discussion	Assessment task 2 in week 8	Sports ethics
9 – 10	Assertiveness, negotiation and decision making	<b>Activity 1</b> Being assertive about sex <b>Activity 2</b> Negotiation activities		Playing the game

## **Step 4 – Elaboration of content activities**

In this unit students will learn about themselves, relationships, interpersonal skills and communication skills

### **Topic 1: Reproductive systems**

#### *Activity 1*

Distribute handouts on the structure of male and female reproductive organs. Students study the structures individually and test each other with a partner. Students are tested through labelling parts of the male and female reproductive system.

### **Topic 2: Sexual relationships**

#### *Activity 1 Write “life-line” letters*

- Each student writes a letter to “life-line” where they outline a pretend problem and ask for advice. The letters are not signed. The problems are to do with:
  - what are my rights and responsibilities in sexual relationships?
  - how do I deal with sexual feelings?
  - how do I know when I am sexually ready?
  - sexual intercourse, fertilisation and conception
  - negotiation and sexual activity?
  - dealing with pressure for sexual activity (peer).
- The letters are posted in a box then each member of the class is given one of the letters to answer. The letters and the answers are checked by you, the teacher, and if the letter and advice is appropriate, the letters and their answers are displayed in the class. The letters and answers can form the basis for discussion for Activity 2.

#### *Activity 2 Discussion*

- Teacher facilitates the discussion where the students are seated in a horse shoe shape
- Questions raised in the letters are discussed for 3–5 minutes.
- If other questions are raised then discussions continue while students take notes.
- Write summary of discussions

### **Topic 3: Family planning and contraception**

#### *Activity 1 Consequence charts*

Divide class into four groups (or eight groups if the class is big). Each group creates one consequence chart on the consequences of having large or small families for:

- money
- housing

- transport
- school fees
- gardening
- providing food for the family
- visiting the village.

Chart 1 Large family – urban area

Chart 2 Large family – rural area

Chart 3 Small family – urban area

Chart 4 Small family – urban area.

#### *Activity 2 Guest speaker*

Teacher arrange for a health worker or other teachers to speak to the students about family planning and methods of contraception. Students take notes while listening to the speaker and ask questions.

#### *Activity 3 Research*

Students do extra work to find more information on the topic from the library or reference books

#### *Activity 4 Discussion*

Teacher will arrange for a discussion to stress the points given by the speaker

### **Topic 4: Sexually transmitted infections (STIs)**

*Activity 1 Listen to radio broadcast on STIs if available (substitute with another activity if not available)*

#### *Activity 2 Guest speaker*

Teacher should arrange for a nurse, medical worker or a teacher to give the talk. Teachers that have access to the internet or the people mentioned in activity 1 can use this avenue.

#### *Activity 3 Discussion*

Discussion on main points:

- types of diseases
- how they are transmitted
- how to avoid or prevent themselves getting STIs
- health centres available to get help.

### **Topic 5: HIV/AIDS**

#### *Activity 1 Sex and HIV*

Purpose: To dispel embarrassment and to come up with words and phrases the class will be happy to use to talk about sex.

This exercise may work best if you arrange the class in small groups of single sex. It may help students to overcome embarrassment and agree on words which are clear, easily understood and non-offensive when talking about sex.

- Divide the whole class into smaller groups of 3 or 4.
- Give each group a pen and a large sheet of paper.
- Ask the small groups to brainstorm on words about sex for a few minutes, writing down phrases and words they know, and any feelings or thoughts which the word brings up.
- Back in the class; discuss how the brainstorm made participants feel. Compare lists of words. Do not insist on a contribution from everyone, as some may find it difficult to overcome their initial embarrassment.
- Compare notes. The aim is to find words or phrases which are clear, easily understood, and non-offensive for future class use when talking about sex.

#### *Activity 2 Basic information about HIV, AIDS and STIs*

Purpose: The activity presents basic information in respect of the knowledge skills and attitudes students will need to acquire in order to protect themselves from HIV, AIDS and STIs. Subject matter relates to how HIV and STIs are transmitted and how they are not transmitted, methods that provide protection from HIV and STIs, the difference between HIV and AIDS and a variety of sources of help.

#### **Methods for taking this activity**

Use the *Statements about HIV/AIDS* sheet as a test to reinforce what students have already learned about the ways in which HIV can and cannot be transmitted. Hand out the *Statements about HIV/AIDS* sheet to the students (or read out the facts) and

- ask students to write true or false next to the questions individually, or with a partner. OR
- split the class into small groups and give five questions to each group. The group with the most correct answers is the winner. OR
- Form two teams with captains for each team. They could be boys against girls. The captains give the answer after consulting with their team. One team answers the even numbered questions, and the other the odd numbers. The teacher keeps score on the blackboard.
- Give the students the correct answers, with reasons (see below).



### Statements about HIV/AIDS

HIV, the virus that causes AIDS, can be spread by shaking hands

HIV, the virus that causes AIDS, can be passed on to another person during sex

Pregnant women can transmit the AIDS virus to their unborn child

A person can contract HIV by donating blood

It is possible to get HIV from a toilet seat

HIV, the virus that causes AIDS, is spread by kissing

HIV, the virus that causes AIDS, is carried in the blood.

Drug users can pass on HIV to other drug users if they share needles

Only men can become infected by HIV, the virus that causes AIDS

You should avoid touching a person with AIDS

It is risky to use the same water fountain as a person who has AIDS

If you are strong and healthy you can't get HIV

You can tell by looking at someone whether that person has the AIDS virus.

You are safe from HIV if you cut your skin with a knife used by someone else who cut themselves

You are safe from HIV if you use the same condom more than once

The risk of getting HIV/STD increases if you have many sexual partners

It is OK to share bedclothes and dishes with someone who has HIV/AIDS

It is OK to share razors with someone who has AIDS

Young people are not at risk from HIV, the AIDS virus

During menstruation the risk of getting HIV through unprotected sex is higher

### *Answers*

1. *False* HIV cannot survive in the air and so shaking hands does not spread it.
2. *True* The most common way for HIV to spread is through unprotected sexual intercourse with a partner who is HIV infected.
3. *True* The AIDS virus can pass from a mother's blood to her baby's blood while it is developing in the mother or when the baby is being delivered.
4. *False* Professionals who collect blood use new, clean needles to take blood from donors. There is no danger in donating blood. Do not give blood if you have HIV or have participated in risky behaviour.
5. *False* HIV does not live in air, nor is it transmitted through the skin (unless there are breaks in the skin).
6. *False* There have been no known cases of HIV being transmitted by kissing. Whilst it is true that the virus has been found in saliva, there are no reported cases of family members becoming infected by kissing, hugging and sharing eating utensils while caring for persons with AIDS. It

might be possible if both partners had open sores in the mouth and have been “deep kissing”.

7. *True* If the blood of someone who has HIV is transmitted to another person who does not have HIV, there is a high risk of that person contracting HIV. This happens mostly when people inject drugs re-using unclean (not sterilized) needles and syringes and sharp instruments for tattooing, ear and nose piercing, circumcision, etc.
8. *True* There are many cases of HIV being transmitted by drug users who share unsterilised needles and syringes to inject drugs.
9. *False* Although it was reported that more men than women had AIDS when this disease first came to light, women are now being infected with HIV at the same rate as men. Furthermore, women are biologically more vulnerable to HIV infection than men.
10. *False* The AIDS virus does not live in air and cannot be passed from skin to skin (unless there are breaks in the skin).
11. *False* HIV cannot be transmitted through swimming, bathing or drinking from water fountains.
12. *False* Anyone can get HIV/AIDS.
13. *False* A person can be infected with HIV, not be aware of it, and look perfectly healthy. During this time a person with HIV can pass it on to others.
14. *False* If cutting or piercing instruments are not sterilized before re-use, the blood left on these instruments, when shared by others, can transmit HIV.
15. *False* Re-used condoms may carry HIV, are more likely to break, and are more difficult to put on properly. Condoms should never be re-used.
16. *True* The more sexual partners you have, the more chance of being exposed to someone with HIV.
17. *True* There have been no cases of transmission by these methods, even in people who care for people with AIDS.
18. *False* Since these instruments may have blood left on the, it is possible that they could transmit HIV to another person. Although the risk of infection is extremely low, it is advisable not to share toothbrushes.
19. *False* Although there are not many young people with AIDS, it should be remembered that HIV might remain in the body for up to 10 years or more without signs or symptoms. Therefore, a person who is infected at age 15 might not get AIDS until the age of 25.
20. *True* Since HIV is contained in blood, the menstrual blood of an HIV infected woman will contain HIV that can be transmitted through any open sores or mucous membranes of her partner. More seriously, a woman who is menstruating is likely to be at a higher risk for HIV through sexual intercourse.

### *Activity 3 Being assertive and sex*

- Purpose: This exercise will help to enable young people to find ways of saying if, when and how they want to have sex when someone is encouraging them to do so.
- Ask the class to split into small groups of 3 or 5. Give each group pen and paper.

- Each group should then brainstorm phrases and sentences which people use when trying to persuade a partner to have sex. Each group should aim to have about ten statements. Allow 10–15 minutes for this.
- Ask the group to break into pairs. Each pair needs to nominate 'A' and 'B' partners.
- 'A' partners should start off by being the person who wants sex, and should read the first of their ten statements. Partner 'B' should then reply giving a reason why they do not want sex.
- Partner 'A' continues until all the statements have been read, and partner 'B' has responded to them. This takes between 15–20 minutes.
- When all the statements have been read, the partners exchange roles.
- Ask the group to come back together and ask them how it felt when responding to the 'persuading' statements.
- Useful questions to pose might include:
  - Was it difficult to think of responses?
  - How did it feel to be refusing all the time?
  - Are there other ways to challenge someone effectively?
- Some 'pairs' may be happy to act out their roles in front of the rest of the class, although no one should be forced to do so. This encourages further discussion.



<b>10.1: Assessment task 1: Sample test continued</b>	
Questions	Marking guide
<p>Question 5 Label the parts of male and female reproductive organs as numbered on the diagram</p> <p>Male                      female</p> <p>penis                      1. ovaries testes                      2. uterus urethra                      3. urethra scrotum                      4. vagina vas deferens                      5. fallopian tube seminal vesicle                      6. cervix</p>	<p>Parts must be labelled correctly on the numbered diagram to get full marks</p> <p style="text-align: right;">(12 marks)</p>

### Performance standards

You must use these performance standards when marking the assessment task. Students should have access to a copy of them.

<b>10 .1 Performance standards for assessment task 2</b>				<b>30 marks</b>
<b>Written or oral presentation describing the most common ways that HIV/AIDS is transmitted and how young people can reduce the risk of contracting the disease.</b>				
Criteria	Very High Achievement	High Achievement	Satisfactory	Low achievement
<p>Demonstrate knowledge of risks to themselves of HIV/AIDS</p> <p style="text-align: right;"><b>10 marks</b></p>	<p>Describes a range of situations where they could be at risk of HIV/AIDS and gives detailed explanations of why they would be at risk</p> <p style="text-align: center;">9 – 10 marks</p>	<p>Describes situations where they could be at risk of HIV/AIDS and explains why they would be at risk</p> <p style="text-align: center;">7 – 8 marks</p>	<p>Identifies some situations where they could be at risk of HIV/AIDS</p> <p style="text-align: center;">5 – 6 marks</p>	<p>Can not identify situations where they could be at risk of HIV/AIDS</p> <p style="text-align: center;">0 – 4 marks</p>
<p>Identify strategies which they can use to minimise risks to themselves in a range of situations</p> <p style="text-align: right;"><b>20 marks</b></p>	<p>Identifies a range of appropriate strategies they can use to effectively minimise risks in a variety of situations</p> <p style="text-align: center;">18 – 20 marks</p>	<p>Identifies appropriate strategies they can use to minimise risks in variety of situations</p> <p style="text-align: center;">14 – 17 marks</p>	<p>Identifies some strategies they can use to minimise risks</p> <p style="text-align: center;">10 –13 marks</p>	<p>Can not identify strategies they can use to minimise risks</p> <p style="text-align: center;">0 – 9 marks</p>

## 10.2 Family and Relationships

### Step 1: Interpreting the unit learning outcomes

These unit learning outcomes link to the broad learning outcomes 1, 3 and 4.

**Outcome 10.2.1:** explain the importance of peaceful and healthy family values

This outcome requires you to teach

- definition of values
- accepted community understanding of family values
- impact of peaceful and healthy family values on individuals and family

and to provide opportunities for students to be aware of their families' values.

**Outcome 10.2.2:** identify characteristics of positive peer groups that contribute to class and school spirit

This outcome requires you to teach

- characteristics of peer groups
- analysis of positive and negative characteristics
- impact of the characteristics on individuals, classes and schools

and to provide opportunities for students to consider their own peer group characteristics and the impact that they have on others.

### Step 2: Planning for assessment

Assessment task one requires students, in groups, to write and perform a short play on families, family relationships and family issues.

The play might deal with issues such as:

- changing roles of people within a family
- ways families confront social or health issues
- changing family values.

Students will need to:

- learn about family dynamics such as relationships between family members
- consider roles and responsibilities of family members and how they may change over time
- learn about values that families hold and how they change over time.

Students keep a journal for assessment task two where they demonstrate and describe, through journal reflections, the impact of positive contributions to relationships at school

Students will need to:

- explore relationships, qualities of relationships, what makes a positive relationship
- learn about how positive relationships impact on the community (including school).

### Step 3: Planning a learning sequence

Sample program based on order of topics in the syllabus

Week	Topic/s	Activities	Assessment	Sport and fitness topics/ activities
1– 2	Family	<b>Activity 1</b> Rights and responsibilities <b>Activity 2</b> Respect		Basic rules
3 – 4	Value to community	<b>Activity 1</b> Ice breaker <b>Activity 2</b> Value of community	Assessment task one due at the end of week 3	Skills development and practice
5–6	Peer pressure	<b>Activity 1</b> Role play		Team work and fair play
7–10	Groups young people belong to	<b>Activity 1</b> Logo <b>Activity 2</b> Leadership and community work	Assessment task two due at the end of week 8	Sports ethics Playing the game

### Step 4: Elaboration of content and activities

#### Topic 1: Family

It is very important that we are secure in ourselves; that we understand ourselves in order to relate to our family and friends. We understand how to respond in the family so that there is peace and harmony.

#### *Activity 1 Rights and responsibilities*

Every individual have the right to basic human needs, education, food, medicine, life. All these needs also come with responsibilities. For example, a teacher has the right to his/her salary at the end of two weeks but he/she also has the responsibility to do his or her job well.

- Students list their rights and responsibilities in their family in groups

My rights	My responsibilities
Education	To do well in studies

- Select students to present to the whole class

*Activity 2 Respect*

Respect is a value that helps keep family together and in tune with each others rights and responsibilities.

- Students list actions that reflect/show respect in the family between parents, siblings and relatives.

Action	Family member
I sit and listen	When dad gives me advice

- 2. Select students to present to rest of the class.

**Topic 2 Value to community**

In this topic, you teach what a community is and teach the positive values that gives a good healthy and harmonious community. These values include respect for oneself, property and other persons in the community.

*Activity 1 Ice Breaker*

- Put students into groups of 14 students.
- Give them 7 pieces of 1x1 metre timber per group.
- Give 7 scarves or lappas to a group.
- Each group is to form two lines facing each other.
- Each pair in the group holds on to the piece of timber and a blindfolded member will crawl on the timber from one end to the other. As he/she reaches the end, he/she holds on to the timber and the next person moves to the front and crawls on the timber until all have had their turn.
- After the game is over, stress the importance of team effort in relation to the value of community and the individual. Get students to identify factors that held the group together.

*Activity 2 Value of community*

- What are some factors that make your school a valuable community resource?
- How are communities different?
- How can students build positive relationship with others in their community?
- List some role models that are valued by the family, the community and the country. Start from village, school, province, country and world.



### Topic 3: Peer pressure

#### *Activity 1 Role play*

Students discuss and give personal examples of experiencing peer pressure. Peer pressure can be both positive and negative. This role play activity will help the students to develop positive healthy peer pressure attitudes.

Role-play involves taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people.

- Explain to the whole class that the role-plays will be about both positive and negative peer pressure situations and events, so that they begin from a common understanding of the situation.
- Cast shy students with students who are competent and relaxed. Acceptance of the role-play by some will give others more confidence.
- Avoid placing students in their usual life role as this can be self-defeating and will limit possible experiences for the students.
- Be prepared to intervene where necessary.
- Stop the drama after main behaviours and points have been observed.
- Debrief role-play participants. This is an essential step as it helps players out of their roles. They must be disassociated from the role, both in their own eyes and the eyes of other students.

Give each group some examples of positive peer pressure situations and some examples of negative peer pressure situations.

- Groups develop the situations and create a short play with members of the group taking it in turns to act (role playing) the “good” person and the “bad person.”
- Students present their role play.
- Other students write down the values depicted in the role play.

Class could create a peer support group in the school. This is a very effective way of students managing pressure.

### Topic 4: Groups young people belong

Teach the importance of positive self image and its contribution to having a positive healthy community.

*Activity 1 Logo*

- Put students into groups of six. The group chose a leader and secretary
- In this group, the students design a logo for their group. The questions that will help the design of an appropriate logo are as follows:
  - what name should our group be known as this name should reflect our talents and values?
  - how can we show respect to this group (ground rules)?
  - how can this group be of service to its group members, class, school and community?

*Activity 2 Leadership and community work*

Students in their respective groups can create their group badge based on their logo that they can wear to give them their identity in the group. The students in their group do the following.

- Research and find out areas in the community or school that would need their service.
- Meet and discuss what can be done.
- Collect material according to the nature of the work.
- Divide tasks to each group member.
- Meet and choose a date to work.
- Meet with people whose places the group will visit and set agreement.
- Undertake practical work.
- Evaluate – time, amount of work, resources needed if task is completed.
- Each student writes a brief report. One person report to class.

**Performance standards**

You must use these performance standards when marking the assessment task. Students should have access to a copy of them.

<b>10.2 Performance standards for assessment task 1</b>					<b>30 marks</b>
<b>In groups, write and perform a short play on families, family relationships and family issues.</b>					
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>	
<p>Illustrate why and how roles within families have changed</p> <p><b>10 marks</b></p>	<p>Detailed description of roles within families today compared to that of the past with detailed explanation of reasons for changes of roles</p> <p>9 – 10 marks</p>	<p>Description of roles within families today compared to that of the past with explanation of reasons for changes of roles</p> <p>7 – 8 marks</p>	<p>Some explanation of change of roles within families today compared to that of the past</p> <p>5 – 6 marks</p>	<p>Little or no explanation of change of roles within families</p> <p>0 – 4 marks</p>	
<p>Compare and contrast changing values over time</p> <p><b>10 marks</b></p>	<p>Detailed description of similarities and differences of a range of family values today with those of the past</p> <p>9 – 10 marks</p>	<p>Description of similarities and differences of family values today with those of the past</p> <p>7 – 8 marks</p>	<p>Description of some similarities and differences of family values today with those of the past</p> <p>5 – 6 marks</p>	<p>Little or no description of family values</p> <p>0 – 4 marks</p>	
<p>Evaluate the effect of peaceful and healthy family values on the community and nation</p> <p><b>10 marks</b></p>	<p>Comprehensive analysis of the effect of family values on the community and nation</p> <p>9 – 10 marks</p>	<p>Analysis of the effect of family values on the community and nation</p> <p>7 – 8 marks</p>	<p>Some discussion of the effect of family values on the community and nation</p> <p>5 – 6 marks</p>	<p>Little or no understanding of the effect of family values on the community and nation</p> <p>0 – 4 marks</p>	

<b>10.2 Performance standards for assessment task 2</b>					<b>30 marks</b>
<b>Journal</b>					
<b>Criteria</b>	<b>Standard</b>				
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>	
<p>Describe using personal examples how positive behaviours can improve school relationships</p> <p>15 marks</p>	<p>Detailed description of a range of positive behaviours and their impact on school relationships</p> <p>14 – 15 marks</p>	<p>Description of a range of positive behaviours and their impact on school relationships</p> <p>11 – 13 marks</p>	<p>Description of some positive behaviours and their impact on school relationships</p> <p>7 – 10 marks</p>	<p>Little or no description of positive behaviours</p> <p>0 – 6 marks</p>	
<p>Demonstrate positive contributions to groups (class, sports) and school.</p> <p>15 marks</p>	<p>Makes a highly effective contribution to groups such as leadership, cooperation supporting and listening.</p> <p>14 – 15 marks</p>	<p>Makes a constructive contribution to groups such as cooperation, supporting and listening.</p> <p>11 – 13 marks</p>	<p>Makes contribution to groups such as cooperation supporting and listening.</p> <p>7 – 10 marks</p>	<p>Makes a limited contribution to groups.</p> <p>0 – 6 marks</p>	

## 10.3 Universal Values

### Step 1: Interpreting the unit learning outcomes

These unit learning outcomes link to the broad learning outcomes 1, 3, 4 and 5.

**Outcome 10.3.1:** describe and explain how universal values are applicable to Papua New Guinean and the world

This outcome requires you to teach:

- about the concept of universal values
- how are these values maintained and practiced?
- universal values common throughout the world

and to provide opportunities for students to explore the meaning of universal values in PNG

**Outcome 10.3.2:** identify a range of role models and their common characteristics

This outcome requires you to teach:

- the meaning of role models
- role models that demonstrate positive attitudes and behaviours

and to provide opportunities for students to identify people that may become role models.

**Outcome 10.3.3:** clarify personal values and recognise factors that influence them

This outcome requires you to teach students about personal values and the factors that influence personal values such as family, religion, experiences and culture. You must provide opportunities for students to clarify their own values.

### Step 2: Planning for assessment

Assessment task one is a research assignment where students research and compile two short stories of role models, (one national and one international) that reflect how the role models display universal values in their career and life. Students will need time and relevant resources to find out about respected people.

Assessment task two is also a research assignment where students compare and contrast values of Papua New Guinea culture with that of another country. Students will need to select and research aspects of Papua New Guinea cultural values and cultural values of another country such as religion, sports, ceremonies, family, community or politics.

### Step 3: Planning a learning sequence

#### Sample program

Week	Topic/s	Activities	Assessment	Sports and fitness topics/activities
1 – 2	Universal values	<b>Activity 1</b> Research: Collect information on values upheld by various groups/individuals.	Give students assessment task one	Basic rules
3 – 4	Influences of universal values	<b>Activity 1</b> Collect information via newspaper, TV, and analyse. <b>Activity 2</b> Role play		Skills development and practice
5 – 6	Role models	<b>Activity 1</b> Role models.		Team work and fair play
7 – 8	Role Models	<b>Activity 1</b> Define role models <b>Activity 2</b> Role models – home/village/community <b>Activity 3</b> Role models – country/world	Assessment task two	Sports ethics
9 – 10	Role Models	<b>Activity 1</b> My shield/my plate <b>Activity 2.</b> Personal values/ role models	Collect assessment task one	Playing the game

### Step 4 Elaboration of content and activities

#### Topic 1: Universal Values

##### *Activity 1 Research.*

- Collect information on values upheld by various groups/individuals. Students define the term universal values. This definition is then displayed on the wall for referral and reinforcement.
- Students are then put into groups of seven students per group. Each group is given a topic to work on and report back on to the class. Religions/groups for groups to research:
  - Group 1 – Christians
  - Group 2 – Hinduism
  - Group 3 – Muslim
  - Group 4 – Judaism
  - Group 5 – Humanitarians
  - Group 6 – Family members, friends, classmates
  - Group 7 – Interview elders from the village near the school and collect traditional values.

- All groups investigate:
  - values held by the groups/religions researched
  - beliefs of the groups/religions
  - characteristics of the groups/religions (e.g. dress)
  - places of worship
  - holy books
  - other points of interest.
- Information found can form the basis of wall charts which compare and contrast universal values.

### **Topic 2 Influence of universal values.**

*Activity 1 Collect and analyse information from newspapers, radio or TV which shows the impact of not maintaining universal values.*

- Teacher teaches skills on reading and analysing articles.
- Students find and analyse articles that show where universal values are not maintained and the impact on the society.
- Students present their findings to the class in groups.
- The class can together sum up the topic.

*Activity 2 Role plays which reflect the impact of not maintaining universal values on societies, communities, families.*

### **Topic 3: Role Models**

*Activity 1 Define a role model*

- Brainstorm in groups what makes a good role model and a poor role model. Groups come up with examples of role models in their school, community or interest groups e.g. sports persons.
- List qualities that their role model displays that make them stand out.
- Each group makes a poster about the role model.
- Write a piece on the role model, if they are students in the school, for the school magazine.
- Display findings in the class notice board.

*Activity 2 Role model at home/village/community*

Teacher explains to the students that this is individual work. They will need to work on their own. This activity requires that they go back into their own family to start identifying role models in their homes. It could be mum or dad or another relative or friend of the family.

Students:

- Identify the role model
- list factors/values that make this person a role model
- write why you chose this individual
- talk about your role model with other students.

*Activity Role model – country or world*

Group research – the group chooses an individual and:

- names the individual
- lists qualities that makes this individual a role model
- finds out how this individual came to be where he /she is
- compares the qualities that contribute towards making this individual a role model to those who are local role models. Are there any similarities or differences?
- identifies what common factors these role models hold?

**Topic 4: Role models continue**

*Activity 1 My shield*

You explain the shield activity helps the students to get to know about themselves, what they value and are good at. It also helps them set personal goals. They can then clarify their personal values and the factors that influence them.

- Each student draws a shield
- Students divide their shield into six equal parts. In each part:
  - draw plant or animal that represents them
  - name one person she/he admire most
  - describe what she/he wants to be in the future?
  - Lists what he/she like people to say about him/her after he/she is dead?
  - describe what he/she would like to change about him/herself?
  - describe what is she/he good at?

*Activity 2 Personal value/role model*

Stress that positive self image empowers an individual to progress and achieve a goal. Their personal image can either make or break them. Students are to focus on what they are good at, their goals and what they hope to achieve.

Students:

- design a personal logo which reflects personal goals
- list ways that they can achieve their goals
- work towards achieving their goal
- present their personal logo to the teacher.
- evaluate this logo every three weeks so that they achieve their goal.

**Performance standards**

You must use these performance standards when marking the assessment task. Students should have access to a copy of them.

<b>10.3 Performance standards for assessment task 1 30 marks</b>				
<b>Research assignment – Research and compile two short stories of role models (one national and one international) that reflect how they display universal values in their careers and lives.</b>				
<b>Criteria</b>	<b>Standards</b>			
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>
Collect, analyse, organise and, present information  <b>15 marks</b>	Relevant detailed information about role models collected organised and presented systematically 14 – 15 marks	Relevant information about two role models presented systematically 11 – 13 marks	Information about two role models collected and presented 7 – 10 marks	Little or no information about two role models presented 0 – 6 marks
Describe role models and their common characteristics  <b>15 marks</b>	Detailed description of role models and explanation of characteristics common to role models 14 – 15 marks	Description of role models and explanation of some characteristics common to role models 11 – 13 marks	Accurate description of characteristics common to role models 7 – 10 marks	Little or no description of characteristics common to role models 0 – 6 marks
Justify the choice of the role models  <b>15 marks</b>	Detailed explanation of reasons for choice of role models 14 – 15 marks	Explanation of reasons for choice of role models 11 – 13 marks	Description of reasons for choice of role models 7 – 10 marks	Little or no description of choice of role models 0 – 6 marks

<b>10.3 Performance standards for assessment task 2 30 marks</b>				
<b>Research assignment – Compare and contrast values of PNG culture with that of another country.</b>				
<b>Criteria</b>	<b>Standards</b>			
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory</b>	<b>Low achievement</b>
Identify cultural values of Papua New Guinea and another country  <b>10 marks</b>	Accurately and clearly identify a range of cultural values from Papua New Guinea and another country 9 – 10 marks	Identify a range of cultural values from Papua New Guinea and another country 7 – 8 marks	Identify some cultural values from Papua New Guinea and another country 5 – 6 marks	Little or no cultural values from Papua New Guinea and another country identified 0 – 4 marks
Describe similarities and differences between cultural values of Papua New Guinea and another country  <b>20 marks</b>	Clearly describes and explains similarities and differences between cultural values of Papua New Guinea and another country 18 – 20 marks	Describes in detail similarities and differences between cultural values of Papua New Guinea and another country 14 – 17 marks	Describes some similarities and a difference between cultural values of Papua New Guinea and another country 10 – 13 marks	Little or no explanation of similarities and differences between cultural values of Papua New Guinea and another country 0 – 9 marks



## Sports and Fitness

## Sports and Fitness Framework

### *Important note to teachers*

Schools will choose the sports or fitness activities they wish to offer in their school during the school year. Some schools may focus on different sports and fitness activities for each of the four terms in grade 9 and the three terms in grade 10. Others may wish to repeat some of the sport or fitness activities to enable students to develop skills to a higher level.

Whichever options schools choose, the four outcomes in the framework apply to these chosen sports or fitness activities. Therefore, the development of specific knowledge and skills of the sports or fitness activities chosen must lead to achieving these four outcomes at the end of Grade 10.

There are generic assessment tasks prescribed, one in Grade 9 and in Grade 10. These assessment tasks will be based on the sports or fitness activity schools choose per term. Assessment task one is for both Grade 9 and 10 each term. Assessment task two is only for Grade 10 and this is based on fitness testing.

Schools and Personal Development teachers must ensure they understand the requirements of the sport and fitness framework before developing and teaching term programs.

Schools that choose to teach Sports Administration as one of the units in the first or second half of terms 1, 2 or 3 in Grade 10 should follow the four planning and programming steps. The sports administration unit is a five week unit.

Teachers must also develop the performance standards for the assessment tasks and provide other requirements such as marking guides, criteria and task instructions if necessary.

### **Step 1: Interpreting the unit learning outcomes**

These unit learning outcomes link to the broad learning outcomes 1, 3 and 6.

**Outcome a:** Select and perform basic skills in an appropriate situation

This outcome requires you to teach basic sports or fitness skills in the chosen sports or fitness activities, and to provide opportunities for students to practice these skills in a team or activity context.

**Outcome b:** Identify strategies to improve fitness over time

This outcome requires you to teach fitness requirements for the fitness activities or sports chosen and to provide opportunities for students to improve their fitness levels in chosen sports.

**Outcome c:** Demonstrate team work and fair play

This outcome requires you to teach skills in team work and fair play and to provide opportunities for students to apply the skills in games or fitness activities.

**Outcome d:** Demonstrate understanding of the rules and requirements of the sports and fitness activities

This outcome requires you to teach the rules of the sport and about other requirements such as equipment, safety, ground or field, and to provide opportunities for students to apply the rules in a game situation.

## Step 2: Planning for assessment

Assessment task one requires students to participate in the selected sport or fitness activity each term. Use a checklist when assessing the students in the chosen sport or activity. Some checklists are provided in Appendix 1, e.g. soccer, touch and table tennis. You are to develop checklists for other sports that your students undertake.

Assessment task two (Grade 10 only) is a fitness test. Students demonstrate a series of fitness activities such as aerobic capacity, strength, flexibility, speed and assessment of personal fitness levels.

This task is seeking evidence that students understand the concept of fitness and can apply this to improve their fitness over time.

### Performance standards

You must use these performance standards when marking the assessment tasks. Students should have access to a copy of them.

#### Assessment task one – Participate in sport or fitness activity

(40 marks grade 9 or 20 marks for grade 10)

Award marks for each criteria and levels of standards according to the total marks for each grade

Criteria	Standards			
	Very High Achievement	High Achievement	Satisfactory	Low achievement
Apply the skills in the sport appropriate to the game or fitness activity	Show high degree of balance, control and mastery of a range of complex skills in a chosen sport	Show high degree of balance, control and mastery of a range of basic skills in a chosen sport	Show some degree of balance, control and mastery of a range of basic skills in a chosen sport	Show low degree of balance, control and mastery of a range of basic skills in a chosen sport
Demonstrate fair play behaviours in a full game	Demonstrates excellent cooperation, sportsmanship and support	Demonstrates very good cooperation, sportsmanship and support	Demonstrates acceptable cooperation, sportsmanship and support	Demonstrates little or no cooperation, sportsmanship and support
Demonstrate understanding of the rules of the game	Follows all rules while participating in the game	Follows most of the rules while participating in the game	Follows some of the rules while participating in the game	Little or no demonstration of the rules while participating in the game

See checklists for sports in Appendix 1.

<b>Sports and fitness Grade 10. Assessment task 2 – Fitness testing</b>				
<b>20 marks</b>				
<b>Criteria</b>	<b>Standards</b>			
	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory Achievement</b>	<b>Low achievement</b>
Demonstrate an increased level of fitness  <b>10 marks</b>	Improvement in a range of fitness components 8 – 10 marks	Improvement in two fitness components 5 – 7 marks	Improvement in one of the fitness components 3 – 4 marks	No improvement in fitness components 0 – 2 marks
Record and analyse the results of their fitness test  <b>10 marks</b>	Accurately record and discuss their fitness results in detail 8 – 10 marks	Accurately record and discuss their fitness results 5 – 7 marks	Record and discuss their fitness results 3 – 4 marks	Little or no record and discussion of fitness results 0 – 2 marks

### Step 3: Planning a learning sequence

#### Sample program

Develop a sports and fitness program with increasing levels of skills difficulty. You will have to think about the best way to teach the fitness skills and techniques to all students. Make sure you develop a range of practice activities to suit all learning needs, from the beginner to the advanced.

<b>Week</b>	<b>Topic/s</b>	<b>Activities</b>	<b>Assessment</b>
1– 10	Sport and fitness activities	Basic rules Skills development Practice Team work and fair play Sports ethics Playing the game Competition between houses/classes	Complete assessment task one  Grade 10 Complete assessment task two

### Step 4: Elaboration of content and activities

The elaboration of content and activities contains ideas on how to teach sport and fitness programs and all other necessary information required to teach different types of sport and fitness activities, samples of activities, programs, training schedules (proformas), a sample unit, performance standards, warm up and stretches Teachers are to read and understand these samples and use them to achieve the four outcomes for their chosen sports or fitness activities.

The purpose of the sport and fitness program is to develop in students a willingness and capacity to engage in lifelong physical activity. Students are more likely to participate in physical activity if they find it enjoyable, perceive themselves as competent and are socially supported. Teachers need to consider these factors when designing programs and selecting teaching and learning activities.

Students participate in a wide range of physical activities in order to develop health-related and skill-related fitness and explore its contribution to enjoyment and performance. Schools have flexibility in their selection of activities; however, a variety is encouraged to maximise students' enjoyment and the breadth of their experiences.

In the sports and fitness program, students learn about:

- the sport or fitness activity
- skill development
- skills application
- team work and fair play
- fitness

and participate in physical activities, team games and sports.

Students develop movement skills through a range of experiences such as:

- aquatics activities such as water safety skills, water games and sports
- track and field activities
- games from categories such as target, striking/fielding, invasion and net/court
- aerobics/fitness
- outdoor education.

Students:

- use movement skills to participate in physical activities, games and sports, e.g. running, jumping, leaping, twisting, pivoting, changing direction
- combine movement skills to participate in team games or sports
- demonstrate skills in striking, kicking, throwing, catching, trapping, fielding and propelling balls
- demonstrate locomotor and non-locomotor skills in gymnastics, aerobics and dance sequences, e.g. rolling, leaping, jumping, skipping, sliding, balancing, turning and twisting.

## Sample sport and fitness units

Unit	Description
<b>Netball/basketball games</b>	Students engage in a range of physical activities designed to enhance the skills that contribute to performance in court games such as netball and basketball. Students play court games.
<b>Target games</b>	Students engage in a range of physical activities designed to enhance the skills that can be applied in target games. Target games include golf, croquet, lawn bowls and archery. Students design and participate in target games using alternative equipment, e.g. Frisbee. Students play target games.
<b>Water sports</b>	Students develop skills to keep themselves and others safe when enjoying water environments. Through the water safety activities they will develop health-related fitness. Students swim, dive and play water sports such as water polo.
<b>Strike, catch and throw</b>	Students engage in a range of physical activities designed to enhance the skills that can be applied in striking/fielding games. Students play striking/fielding games such as baseball, T-ball, softball, rounders and cricket.
<b>Invasion games</b>	Students participate in small-sided, full-sided and modified games to develop offensive skills, defensive skills and team play that can be applied in a variety of invasion game contexts. Invasion games include touch, tag, soccer, hockey, basketball, netball, water polo and frisbee.
<b>Passing games</b>	Students participate in a range of small-sided, modified and full-sided activities to develop individual and team skills used in passing games such as tag and touch.
<b>Aerobics</b>	Sport aerobics involves the performance of complex, high intensity and continuous movement patterns to music. Aerobic dance steps are combined with arm movements to produce sequences. Students develop routines in pairs or small groups.
<b>Sport in PNG</b>	<p>Students research the ways in which physical activity and sport contribute to Papua New Guinea life and culture and identify popular leisure and recreational activities in PNG.</p> <p>Students research and participate in traditional physical activities and/or sports activities.</p> <p>Students identify local, provincial, national and international sporting associations and events that allow opportunities for participation and representation at a range of levels and explore opportunities in the physical activity and recreation area that provide prospects for part-time, casual and full-time employment</p>
<b>Track and Field</b>	Students engage in a range of physical activities designed to enhance the skills that can be applied in athletics or track and field events. Track and field events includes jumps (high jump, long jump, triple) running (short distance 100m, 200m etc and long distance 800m, 1500m, etc), throwing (discuss, shot put, javelin, etc). Students engage in well developed training programs and participate in these events using appropriate equipment.

<b>Football</b>	Students participate in a range of football games in small-sided, modified and full-sided games to develop individual and team skills used in football games such as league, union, Aussie rules, soccer and touch. Necessary skills such as passing, kicking, defence, offence are developed and applied through participation in modified or full-sided games.
<b>Gymnastics</b>	Students engage in a range of sports and physical activities designed to enhance the skills that contribute to performance in gymnastics such as on the floor and bar. Students develop the necessary skills to participate in the activities assisted by well developed and structured fitness training programs.
<b>Table games</b>	Students develop the skills in participating in table games such as table tennis, ping pong, snooker and billiards. They engage in a range of these activities in order to apply the skills acquired. Students are encouraged to develop their skills through extra training/practice programs.
<b>Flexibility and stretch</b>	Students participate in a range of activities in order to acquire skills in flexibility and stretching such as Yoga, judo, tai chi, taekwado, kickboxing, etc. Students develop these skills by continuously adhering to schedules and practice.

## How do I teach a Sport and Fitness program?

### Skills development

Your role as a sport and fitness teacher is to develop in your students:

- movement skills
- physical fitness
- game and competition strategies
- interest and motivation.

The information that follows is a set of guidelines to assist you.

#### Setting outcomes

Setting your lesson outcomes is really important. For example:

- Football – every player can kick with both feet.
- Hockey – every player can take on a defender and dribble around them.
- Basketball – every player can dribble with both hands and pivot on either foot.

You then plan training sessions (usually a double period) that incorporate drills to ensure your outcomes are met. For example:

- Cricket – to improve the forward defence:
  - draw a circle on the pitch and throw to it so the ball consistently bounces in the right spot for the batter to play forward
  - next have the bowlers bowl at the spot so the batters get realistic forward defence practice.

- Softball – to improve the speed of the throw:
  - explain and demonstrate the correct technique
  - have players throw into the ground in front of a rebound wall so that the ball rebounds and can be caught
  - then, in pairs, have players throw for distance and finally throw to beat a runner.

Include in your plan of each lesson the skill(s) to be focused on, the drills to be used, the timing of each section, the fitness work and the equipment needed.

**Lesson format**

The following lesson format is based on training sessions followed by sports coaches and is strongly recommended for school sports as it ensures that all aspects requiring development are covered and the likelihood of injury is minimised. This format is based on a one hour training or playing session. You will have to adapt the time to suit your lesson – shorten it if you have a single lesson and lengthen it if your lesson is a double period. Have your lesson planned and written down and set out the equipment before the warm up.

- Warm up – 5–10 minutes
- Skill work – 5 – 15 minutes: individual and group work
- Games play – 10– 20 minutes: offensive and defensive tactics (where appropriate); set plays
- Fitness work – 10 minutes: aerobic and anaerobic capacity training
- Cool down – 5 minutes: continuous recovery; static stretches as per warm up
- Clean up.

This proforma may be used to plan each lesson.

<b>LESSON PLAN</b>	
<b>Date:</b>	
<b>Lesson outcome/s:</b>	
1. Warm up	3. Games play
2. Skill drills	4. Fitness work
	5. Cool down
Don't forget / Comments / injuries:	



## Warm ups

Every sport or fitness lesson should begin with an organised, whole class warm up. The warm up signifies the start of the formal training session and is essential to prevent injury, improve flexibility and prepare students for the more intense drills in the session. All warm ups should follow a set format:

- a continuous activity until sweating
- stretches (see the static stretches that follow)
- three-quarter pace efforts
- ball work.

Following are two sample warm ups.

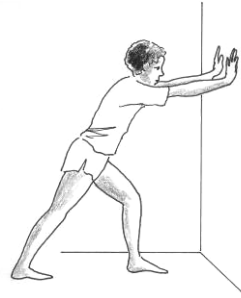
Warm up 1	Warm up 2
<p><i>Continuous activity:</i> jog 200 metres, 10 sit ups, jog 200 metres, 10 step ups , jog 200 metres</p>	<p><i>Continuous activity:</i> jog (cross country) for 1 kilometre or 6 minutes at low intensity until sweating.</p>
<p><i>Static stretches</i> Calf stretch Seated hamstring stretch Quad stretch Groin stretch Gluteal stretch Double leg. hip roll Rear shoulder stretch Front shoulder stretch</p>	<p><i>Static stretches</i> Calf stretch Seated hamstring stretch Lying quad stretch Single leg. hip roll Hip stretch Full stretch Rear shoulder stretch</p>
<p><i>Stride throughs</i> 40 metre high knee lift three times Walk back recovery after each</p>	<p><i>Stride throughs</i> Stride the length of the oval, or sideline to sideline five times Walk back recovery after each</p>
<p><i>Ball work</i> Throw and catch (start close, move apart). Toe touch retrieve: In pairs player A feeds the ball in a random direction. B retrieves returns a pass to A and then runs to touch A's toe. A then feeds the ball again etc. After 10 feeds A and B swap roles.</p>	<p><i>Ball work</i> Form two circles: first group to make 4 laps passing the ball wins</p>

### Static stretches

Remember: Students should never bounce or jerk in a stretched position, nor should they move quickly to a stretched position. Stretches should be held for 20 seconds.



Calf stretch



Calf stretch



Seated hamstring stretch



Lying quad stretch



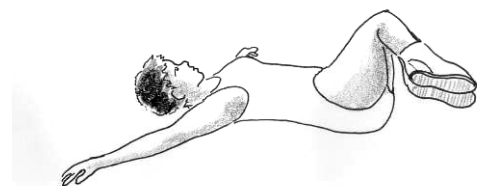
Quad stretch



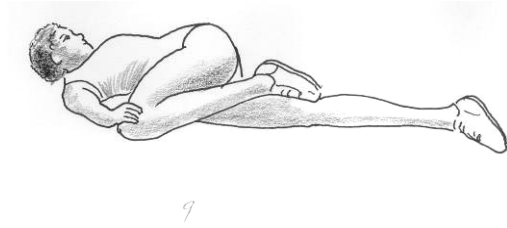
Quad stretch



Gluteal stretch



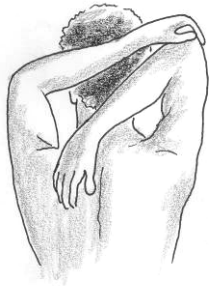
Double le.g. hip roll



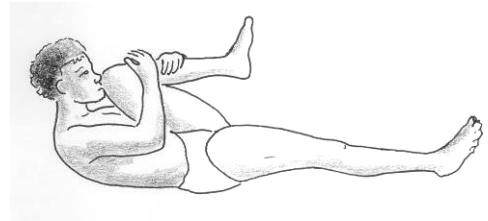
Single leg. hip roll



Rear shoulder stretch



Front shoulder stretch



Hip stretch

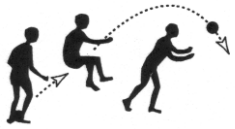
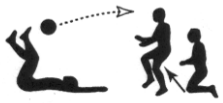
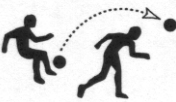
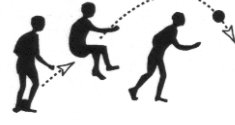




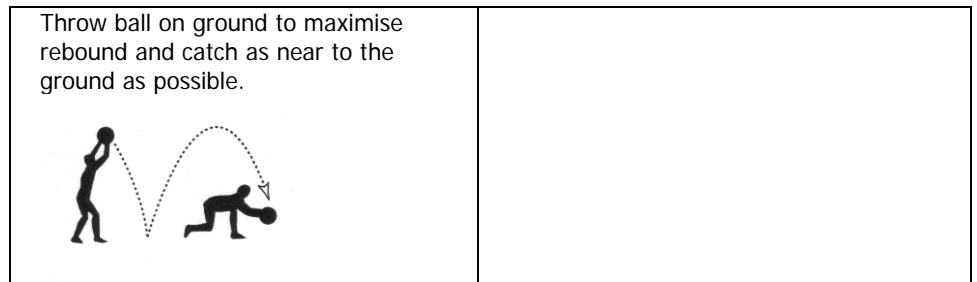
Groin stretch



Cat stretch

**Ball work**

Individual activities	Partner activities
<p>Grip ball between feet. Throw it up and attempt to catch it.</p> 	<p>Performer throws ball to partner – low or high; partner catches and throws to return the ball.                      B has back to A. As A throws the ball they shout TURN. B turns and attempts to catch the ball – at first with two hands, then either right or left hand.                      Throw ball over head with feet or hands to partner who 'jumps' to feet from a kneeling position to catch.</p> 
<p>Throw ball behind and turn to catch it. Throw ball about 2 metres – dart to catch it before it touches the ground.</p> 	<p>Performer rolls ball under straight legs which are raised. Then throws to partner – second time rolls through legs twice – etc.</p>
<p>Grip ball between feet. Throw it up and attempt to catch it with right and then left hand only.</p> 	<p>Throw the ball underarm, attempting to hit partner's feet. Practise catching the ball fingers down.</p>
<p>Throw ball up and quickly sit and catch.</p> 	<p>A attempts to knock down either of B's skittles. B collects and rolls or throws the ball at A's skittles. Points are scored for each skittle hit. Distances are adjusted by the coach so that players can reach the ball almost 100 per cent of the time. (Distances between skittles and players are adjusted by the coach to suit the skill/fitness levels of performers.)</p>
<p>Push ball in a wide circle around body from sitting or kneeling position.</p> 	



## Skills coaching techniques

To teach new skills or drills:

- gain all players' attention – whistle, wait, scan, speak
- position the players – backs to sun/distractions
- name the drill or skill
- demonstrate, highlight two or three points, demonstrate again
- players do it
- use positive feedback, for example: 'That was much better, now rotate your hips more.' Not: 'That hit the fence on the full, do it properly.'

## Progressive skill development

The following is a model for the progressive development of skills, from the basic skill through to inclusion of the skill in a game situation. The key to skill development is to make sure the key focus is the skill. Gradually introduce conditions that expose players to more pressure.

For example:

- basic skill – examples: pairs chest pass (basketball); pairs push pass (hockey); forward defence to thrown ball (cricket)
- basic skill with variables – speed, height, direction – examples: pass to a moving player (netball); forward defence to bowled ball (cricket).
- introduce opposition – opponent
- functional practices – small part of the game example: free pass from the side (rugby or hockey)
- conditioned games – modify the rules to force the use of specific skills – examples: bunt only game (softball); must dribble around an opponent before passing (soccer); using chest passes only (basketball)
- games/tactical play with freeze frames – example: small number per side game where players must freeze on the whistle; you can then discuss positions or point out alternatives.

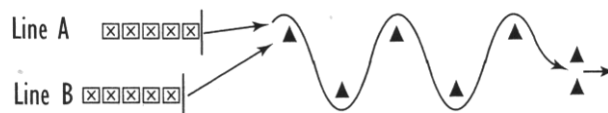
## Training drills

It is important to remember that while each sport may have one or two unique training drills, in most cases training drills can be adapted to a number of sports. The following are examples of training drills that can be used in a range of sports.

**Agility drills**

- *Agility sprints* – Players complete a series of short sprints starting from different body positions. The distance should be sport specific, for example, one-third in netball, 25 yard line in hockey, centre square in football, half court in basketball, pitch in cricket etc. Body positions include prone, supine, kneeling (back, front), front support, sitting, standing (front, back). Better players can be handicapped to maintain motivation.
- *Beach flags* – Divide players into groups of six. Each group begins lying face down toes towards finish line; 15 metres away place five markers. On GO the six players get up, turn and sprint to collect a marker. The player who misses out is eliminated. A marker is removed after each round. If, for example, you have six groups of six, the first two eliminated from each group can play off in a loser’s final so that they complete a suitable number of sprints.
- *Weave runs* – Players are paired off according to speed and one from each pair is put in each line. Line A faces a line of cones (see Figure 1) while line B is 5 metres back. Each player in line A wears a tail made from a rope or woven from a local fibre. On GO the first player in line A weaves through the cones chased by the first player in line B who tries to grab their tail. On the next GO the second player in each line goes etc. After 3 sprints players change lines.

Figure 1



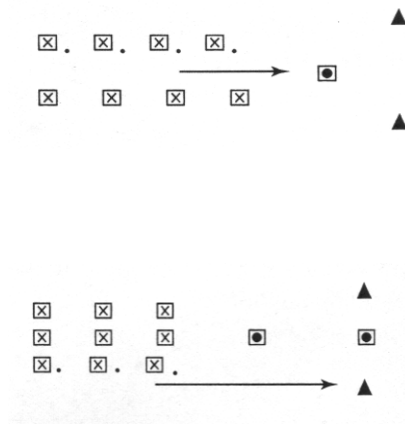
**Ball drills**

*Bull in the ring* – One player is circled by the rest. The players in the circle randomly pass the ball to each other. If the centre player (bull) touches the ball they take the place of the player that allowed the interception.



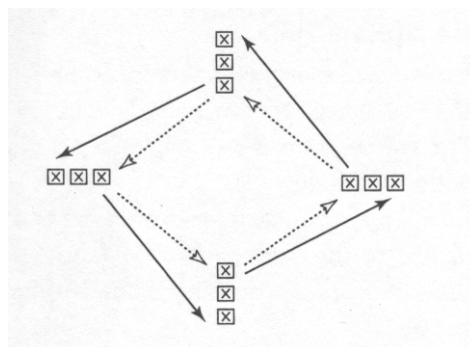
*2-on-1 or 3-on-2* – Two forwards begin with the ball and take on one defender. If the defender clears the ball they score 1 point. If the attackers score they score a point. After all pairs have attacked the defender in turn, a

new defender is chosen. Scoring can be a goal, passing between cones or crossing a designated line.



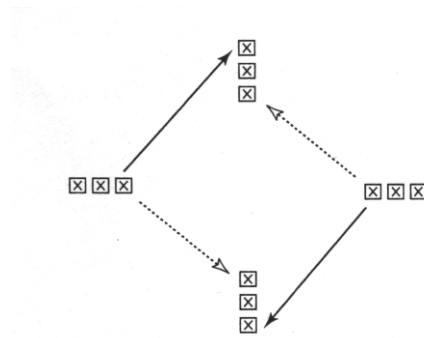
*Pass and follow or pass and cut* – For both these drills players form four lines about 5 metres apart. For pass and follow, players pass right to the front person and follow to the back of that line using 1 or 2 balls or the time taken to complete a set number of passes as the measure.

For pass and cut players pass right but run left to the back of the left line.



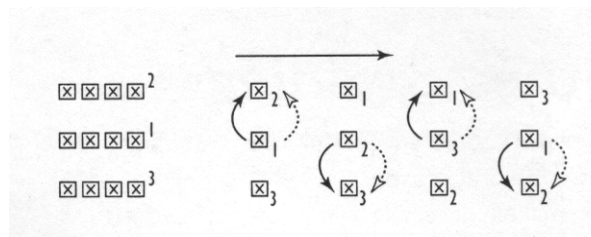
Pass and follow

Pass and cut



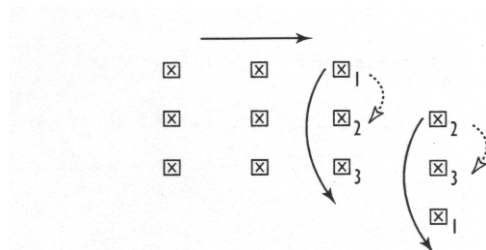
*Weaves and wraps* – In a three person weave the ball begins with the middle person who passes either left or right and runs behind the person who received the pass. The person receiving the pass runs to the middle, passes to the third player and runs behind the third player. The third player runs to the middle and passes to the first etc.

Three person weave



In a wrap the ball begins on the outside. The first player passes to the middle and runs behind both players to the outside. The middle person passes to the third player and runs behind to the outside etc.

Three person wrap

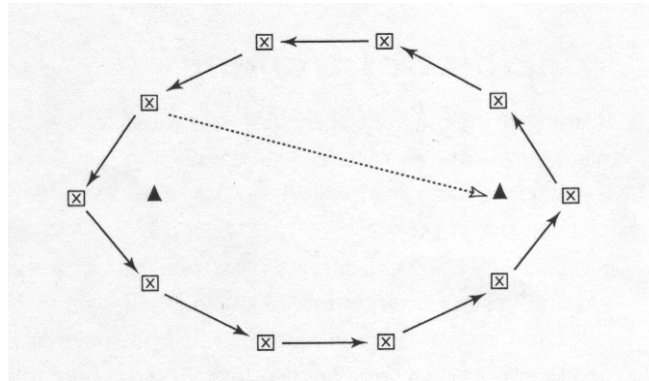


*Circuits* – Circuits can be timed, chased, pairs competition, teams competition or slowest goes first. The idea is to include as many skills of the sport as possible all linked by running. For example, in soccer weave dribble, pass to target, collect, sprint dribble, trap, ball juggle, wall pass, trap and shoot.

*Round the stumps / bases* – Set up two sets of stumps or two softball tees or two stacks of bags as targets. Players form a giant circle around the targets and begin a slow jog. When a player fields the ball they take a shot at the target. The ball is retrieved by the player diagonally opposite who takes a



shot etc. A hit is worth 1 point and players keep jogging and shooting to reach a specific score.



## Fitness training

For players to be successful fitness training is essential for several reasons; it makes players faster, stronger, less tired, gives them confidence and prevents injuries.

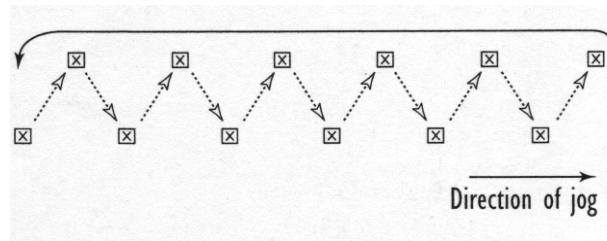
Training principles are the rules you must follow to make sure your program is successful:

- overload – gradually increase the workload over the term
- specificity – work efforts must be related to the game requirements: for example, if the game is played on a small court sprints must be short or if it is played on a large field sprints should reflect this
- variety – change drills, exercises or venue to maintain motivation.

*Indian file* – Players begin jogging in single file either around an oval or preferably cross country. Each time the coach calls GO the back person sprints to the head of the line then resumes jogging. Once players can cope with this, players jog leaving a 1 metre gap between each player. On GO the back person weaves in and out of players to reach the front.

*Double Indian file* – Players form two Indian files separated by 5 metres. On GO the back player on each line races to the front. The winner scores a point for their file. Variations include:

- the back player in each file weaves in and out of their line to the front
- on GO the front player in each line sprints to the back
- the two files are staggered (see diagram below) and the back player has a ball; on GO the ball is passed criss-cross from person to person up the two lines; when it reaches the front person they sprint to the back and the process is repeated.



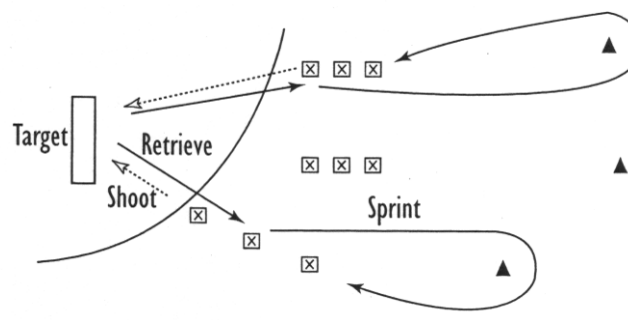
*Walk backs* – Most team sports are based on short work periods followed by longer rest periods. Work periods are usually sprints or strides and rests are jogs or walks. For walk backs the work distance should be specific to your sport, such as two-thirds of the court for netball, half the field for hockey / soccer, half the court for basketball, goal square to centre square for football, base to base for softball, cricket pitch for cricket etc.

Players sprint or stride the work distance and walk/ jog back to the start. The number of repetitions can be gradually increased over the season.

*Relays* – There are many types of relays but to improve fitness there must be only three or four players in each team. Little skill is required by the activity but there is plenty of running and in each race each player must have two or three turns. Useful relays include the following:

- obstacle relays – over, under and around objects
- dribble relays – running in possession of the ball
- dribble and pass relays
- sprint relays
- target relays – where each team is trying to shoot/pass/spike at the target to reach a designated score, for example 10. On GO the first player in each team shoots, retrieves, hands to the next player then runs around a marker cone or branches 20 metres behind their team.

**Target relays**



**Modified games**

*Threes* – Boundaries are established using the normal field markings or a section of the field/court. Play is continuous with the normal interruptions for free passes, rule violations or out of play specific to the particular sport.

To score a point a team must string together 3 passes without the opposition touching the ball. If the ball is intercepted the opposition tries to score with 3

passes etc. So, if a team managed 12 continuous passes they have scored 4 points. All passes must be over 5 metres in length and play continues until one team scores 10 points.

*Mat ball* – Traditionally this game is played with a gym mat at each end but a circle of cones or branches is just as effective, or you could use the key areas on a basketball court, or the D areas on hockey/netball fields, or the goal squares on a football field. Each team has a forward / goal scorer who is placed in their designated scoring area. To score the team must pass the ball to the forward who must catch it in the designated area.

Rules:

- generally this is a no contact game
- maximum of 3 seconds possession
- players can only take two steps with the ball
- all passes must be over 5 metres in length
- defending as in basketball
- if a defender enters a forward's area a goal is scored
- if a forward comes out of the designated area the nearest defender gets a free pass
- after a score the nearest defender takes a free pass.

### Conditioned games

These are games such as mat ball or threes with imposed artificial rules to force players to use specific skills. Examples of these artificial conditions are:

- only passes with the non dominant hand or foot are acceptable
- only one arm passes are acceptable
- only bounce passes are acceptable
- players must dribble before passing
- players must pivot before passing
- no tackling is allowed.

Only one condition is used at a time and conditions might be changed every 10 minutes. Any breach of a condition results in a free pass to the opposition.

## Sample unit – Grade 9: Invasion games

(2 periods per week)

In this unit students develop attacking and defending strategies and techniques in a range of invasion games. Invasion games share tactical problems, movements and skills, and students will sample different modified movement activities from the same category in order to understand similarities between games.

<b>Sample weekly program for invasion games unit</b>		<b>Assessment</b> The assessment task can be broken down into smaller steps which can be done throughout the unit. Focus on a specific component, for example, offensive skills can be assessed in week 2, defensive skills in week 4 and team play in week 5. Using this method, variations can be progressively added to the activity to emphasise a specific aspect, e.g. when assessing offensive skills the defender numbers can be increased, the grid size reduced, and passing replaced with rolling, bouncing, kicking.
Weeks 1–2: Full-sided activities	Progressions 1–3	
Weeks 3–4: Small-sided activities	Progressions 1–3	
Weeks 5–6: Full-sided activities	Modified full-sided game	
Weeks 7–8: Invasion games	Play a range of invasion games, e.g. basketball, touch, rugby league, rugby, soccer	
Weeks 9–10 : Invasion games	Play a range of invasion games, e.g. basketball, touch, rugby league, rugby, soccer	

### Elaboration of content and activities

Full-sided activities – begin with two sides of equal size, in a chosen game, commence with a minimum of rules or a modified form of the game.

- Progression 1.1: Teams have the objective to 'pass the ball to someone over the line'. Allow students to pass forward, run in possession, kick the ball. Include restrictions of no contact, and if a player is touched they must stop and pass.
- Progression 1.2: First pass must go backwards
- Progression 1.3: First, second and third pass must go backwards

Small-sided approach – begin with small groups, e.g. 2 v 2, 2 v 3, 3 v 4

Grid activities may be most appropriate.

- Progression 2.1: In grid students pass the ball as often as possible in a given time frame. They can run with the ball and defenders can only play the ball in the air.
- Progression 2.2: Students cannot run with the ball or return pass to the person they received it from.

- Progression 2.3: Attacking team eliminates the defending team by tagging (not throwing) them with the ball. Attacking team cannot run with the ball.

The activities described in these approaches can be modified to increase demand and complexity and also emphasise specific invasion game skills and/or concepts.

Adaptations and variations include:

- play on different sized courts/fields, e.g. short and wide, long and thin
- play with more than one goal or scoring area at each end
- change the size and nature of goal or scoring areas. Play with a range of implements, e.g. different sized or shaped ball, frisbee
- modify rules to emphasise specific skills, e.g. roll the ball rather than pass
- play with more than one ball
- designate roles or areas for players
- introduce time restrictions, handicaps or bonus scoring system.

<b>Sample assessment checklist Soccer</b>		
<b>Students can</b>	Yes	No
receive the ball and control it with appropriate parts of the body with an efficient use of time and space		
deceive opponent with changes of direction of ball		
deceive opponent with body feints and fakes		
execute passes with preferred and non-preferred foot		
use the head to pass the ball		
chip and cross with placement		
move into space to support teammates. (overlapping)		
counter attack quickly		
avoid "offside trap"		
work as part of a defensive unit		
delay attack until support is given		
apply an effective and legal tackle		
finish attacking opportunities		
convert a penalty		
take opportunities quickly		
create scoring opportunity from a free kick		

### Criteria for assessing performance

Students will be assessed on their ability to:

- apply the skills in the sport appropriate to the game or fitness activity (invasion games –offensive and defensive skills)
- demonstrate fair play behaviours in a full game
- demonstrate understanding of the rules of the game.

Invasion games performance standards			40 marks
Offensive skills (10 marks)	These include:		<ul style="list-style-type: none"> <li>• progressing in the required direction</li> <li>• using and creating space</li> <li>• principles of attack</li> </ul>
Very high achievement	High achievement	Satisfactory Achievement	Low achievement
Passes and receives with a high degree of accuracy and consistency and uses a variety of techniques to achieve success. Maintains possession in pressure situations and can progress the ball using a variety of approaches against organised and intense defence. Finds, uses and creates space for themselves and others. Is able to create scoring opportunities from unlikely circumstances  ( 9–10 marks)	Passes and receives successfully in most game situations and occasionally improvises. Maintains possession in all game situations and has the skill to progress the ball through organised opposition defences. Displays the ability to find and use space. Contributes significantly to team attack in all areas of the field or court.  (7–8 marks)	Passes successfully to the target on most occasions and receives successfully when under little or no pressure. Maintains possession in most situations and can progress the ball through simple opposition defences. Displays the ability to find space to receive a pass but limited ability to create space for supporting players. Contributes regularly to attacking play.  (5–6 marks)	Passes with limited accuracy and power and receives good passes successfully when not under pressure. Maintains possession in simple and predictable situations and can progress the ball in small stages down the court or field. Takes some advantage of the available space but cannot create or find space effectively. Only makes contact with the ball in essential circumstances.  (0–4 marks)

<b>Defensive skills (10 marks)</b>	<b>These include:</b>		
	<ul style="list-style-type: none"> <li>• <b>marking/covering</b></li> <li>• <b>intercepting</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>anticipation</b></li> <li>• <b>effort and recovery</b></li> <li>• <b>principles of defence</b></li> </ul>	
<b>Very high achievement</b>	<b>High achievement</b>	<b>Satisfactory Achievement</b>	<b>Low achievement</b>
<p>Can operate effectively individually or as part of a team to shut down the opposition attack in most game situations. Can anticipate well and force opposition errors. Regularly intercepts and dispossesses the opposition. Takes initiative on occasions when opposition appears likely to score.</p> <p>( 9–10 marks)</p>	<p>Moves positively in defence and shows awareness of other team members to restrict opposition attack in most game situations. Can anticipate some opposition plays resulting in intercepts and changes of possession. Can use different defensive patterns depending on circumstances.</p> <p>(7–8 marks)</p>	<p>Can position themselves to restrict opposition attack in simple situations but rarely anticipates an opposition movement. Intercepts successfully when in correct position and can dispossess unaware players. Makes some effort in defence and on transition.</p> <p>(5–6 marks)</p>	<p>Positioning provides simple opposition offensive opportunities. Rarely intercepts or dispossesses opposition player. Makes contact with the attack only when necessary and remains stationary for lengthy periods. Displays limited ability to anticipate opposition and adapt to transitional phases in the game.</p> <p>(0–4 marks)</p>

<b>Team play and understanding of rules (20 marks)</b>	<b>These include:</b>		
	<ul style="list-style-type: none"> <li>• <b>communication</b></li> <li>• <b>encouragement</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>strategies and tactics</b></li> <li>• <b>patterns of play</b></li> <li>• <b>rules</b></li> </ul>	
<b>Very high achievement</b>	<b>High achievement</b>	<b>Satisfactory Achievement</b>	<b>Low achievement</b>
<p>Constantly involved and enthusiastic. Always positive and encourages teammates. Displays an excellent knowledge of the game. Can design and use creative and effective tactics and strategies in attack and defence to improve team performance.</p> <p>(18–20 marks)</p>	<p>Regularly involved and enthusiastic. Always positive and encourages teammates. Displays a good knowledge of the game. Can use tactics and strategies in attack and defence to improve team performance.</p> <p>(14–17 marks)</p>	<p>Sometimes involved, enthusiastic and cooperative. Provides some support to teammates. Understands the game, knows and respects the rules but limited understanding of complex strategies and tactics.</p> <p>(10–13 marks)</p>	<p>Limited involvement in game and rarely communicates or provides positive support and encouragement for team members. Limited knowledge and application of strategies, tactics and rules.</p> <p>(0–9 marks)</p>

## Recording and reporting

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 10 Assessment, Examination and Certification Handbook*.

### Recording and reporting student achievement

When recording and reporting student achievement you must record the achievement of the students in each unit and then, at the end of the year make a final judgment about the overall achievement, or progress towards achievement, of the broad learning outcomes.

To help you do this, broad descriptions of the levels of achievement of the broad learning outcomes are provided in the Broad Learning Outcome Performance Standards. When reporting to parents, the school will determine the method of recording and reporting. In an outcomes based system, student results should be reported as levels of achievement rather than marks.

Remember that the final school-based mark will be statistically moderated using the external exam results. The students overall level of achievement may change.

### Levels of achievement

The level of achievement of the broad learning outcomes is determined by the students' performance in the assessment tasks. Marks are given for each assessment task with a total of 100 marks for each 10 week unit, or 50 marks for each five week unit. The marks show the student's level of achievement in the unit, and therefore **progress** towards achievement of the broad learning outcomes.

There are four levels of achievement:

- Very high achievement
- High achievement
- Satisfactory achievement
- Low achievement

**A very high achievement** means overall, that the student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**A high achievement** means overall that the student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.



**A satisfactory achievement** means overall that the student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**A low achievement** means overall that the student has a basic knowledge and some understanding of the content and has achieved limited or very limited level of competence in the processes and skills.

**Below the minimum standard** means overall that the student has provided insufficient evidence to demonstrate achievement of the learning outcomes.

<b>Total Marks</b>	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory Achievement</b>	<b>Low Achievement</b>	<b>Below minimum standard</b>
700	630 – 700	490 – 629	350 – 489	200 – 349	0 – 199
600	540 – 600	420 – 539	300 – 419	120 – 299	0 – 119
500	450 – 500	350 – 449	250 – 349	100 – 249	0 – 99
400	360 – 400	280 – 359	200 – 279	80 – 199	0 – 79
300	270 – 300	210 – 269	150 – 209	60 – 149	0 – 59
200	180 – 200	140 – 199	100 – 139	40 – 99	0 – 39
100	90 – 100	70 – 89	50 – 69	20 – 49	0 – 19
50	45 – 50	35 – 44	25 – 34	10 – 24	0 – 9

## Sample format for recording assessment task results over two years

Grade 9				
Unit	Assessment tasks and marks	Student marks	Marks for sport and fitness units	Student marks
9.1	<b>Task 1</b> Presentation 30 marks <b>Task 2</b> Journal or diary 30 marks	/60	Term 1 Task 1 40 marks	/40
9.2	<b>Task 1</b> How the skeletal system and muscular system work 20 marks <b>Task 2</b> Effects of exercise on the cardio-respiratory system 40 marks	/60	Term 2 Task 1 40 marks	/40
9.3	<b>Task 1</b> A short play on health related issues 40 marks <b>Task 2</b> Health issues and their management community 20 marks	/60	Term 3 Task 1 40 marks	/40
9.4	<b>Task 1</b> Solving conflicts 20 marks <b>Task 2</b> Short report, newspaper article or letter 20 marks <b>Task 3</b> Short test or quiz 20 marks	/60	Term 4 Task 1 40 marks	/40
<b>Total for Personal Development units</b> 240 marks		/240	Total for sport and fitness units 160 marks	/160
<b>Total for Grade 9</b>			<b>400 marks</b>	

Grade 10				
Unit	Assessment tasks and marks	Student marks	Marks for sport and fitness units	Student marks
10.1	<b>Task 1</b> Short answer test 20 marks <b>Task 2</b> Written or oral presentation on HIV/AIDS 40 marks	/60	Term 1 Task 1 20 marks  Task 2 20 marks	/40
10.2	<b>Task 1</b> A short play on families 30 marks <b>Task 2</b> Journal 30 marks	/60	Term 2 Task 1 20 marks  Task 2 20 marks	/40
10.3	<b>Task 1</b> Research assignment 30 marks <b>Task 2</b> Written task on values 30 marks	/60	Term 3 Task 1 20 marks  Task 2 20 marks	/40
<b>Total for Personal Development units</b> 180 marks		/180	Total for sport and fitness units 120 marks	/120
<b>Total for terms 1, 2 and 3</b>			<b>300 marks</b>	

## Broad learning outcomes and levels of achievement

Levels of achievement in Grade 9 and Grade 10 are recorded and reported against the broad learning outcomes. There are six broad learning outcomes in Personal Development. The performance standards for the levels of achievement are described in the following table.

<b>Broad Learning Outcome Performance Standards</b>					
<b>Broad Learning Outcome</b>	<b>Very High Achievement</b>	<b>High Achievement</b>	<b>Satisfactory Achievement</b>	<b>Low Achievement</b>	<b>Below minimum standard</b>
<b>1. Demonstrate an understanding of and apply knowledge and skills for healthy, physical, social, emotional and spiritual living</b>	Demonstrate extensive knowledge, understanding and application of knowledge and skills for healthy, physical, social, emotional and spiritual living	Demonstrate sound knowledge and understanding of and application of knowledge and skills for healthy, physical, social, emotional and spiritual living	Demonstrate some knowledge and understanding of and application of knowledge and skills for healthy, physical, social, emotional and spiritual living	Display limited demonstration and understanding of knowledge and skills for healthy, physical, social, emotional and spiritual living	Has failed to meet the minimum standard required
<b>2. Develop knowledge and skills to understand and manage issues and safety including HIV and AIDS</b>	Well developed knowledge and skills to understand and manage issues and safety including HIV and AIDS	Demonstrate sound knowledge and skills to understand and manage issues and safety including HIV and AIDS developed	Show some knowledge and skills to understand and manage issues and safety including HIV and AIDS developed	Display limited knowledge and skills to understand and manage issues and safety including HIV and AIDS.	Has failed to meet the minimum standard required
<b>3. Demonstrate an understanding of a range of physical activities and participate in them to improve fitness</b>	Demonstrate extensive knowledge and understanding of a wide range of physical activities and participate in them to improve fitness	Demonstrate sound knowledge and understanding of a range of physical activities and participate in them to improve fitness	Demonstrate knowledge and understanding of some physical activities and participate in them to improve fitness	Identify one or two physical activities and participate in them for leisure	Has failed to meet the minimum standard required
<b>4. Clarify personal values, attitudes, beliefs and behaviour and recognise factors that influence them</b>	Clarify in detail personal values, attitudes, beliefs, and behaviour and an extensive understanding of factors that influence them	Clarify in detail personal values, attitudes, beliefs and behaviour and recognise factors that influence them	Some clarification of personal values, attitudes, beliefs and behaviour and recognise factors that influence them	Little clarification of personal values, attitudes, beliefs and behaviour or understanding of factors that influence them	Has failed to meet the minimum standard required
<b>5. Demonstrate an understanding of issues related to gender, ethnicity, culture and universal values</b>	Demonstrate extensive knowledge and understanding of a wide range of issues related to gender, ethnicity, culture and universal values	Demonstrate sound knowledge and understanding of range of issues related to gender, ethnicity, culture and universal values	Demonstrate some knowledge of issues related to gender, ethnicity, culture and universal values	Identify one or two issues related to gender, ethnicity, culture and universal values	Has failed to meet the minimum standard required
<b>6. Demonstrate an understanding of the process and skills of conflict resolution in a variety of situations</b>	Demonstrate extensive knowledge and understanding of a number of conflict resolution processes and skills in a variety of situations	Demonstrate sound knowledge and understanding of conflict resolution processes and skills in a variety of situations	Demonstrate some knowledge of conflict resolution process and skills in a variety of situations	Identify some conflict resolution process and skills with help	Has failed to meet the minimum standard required

**Steps for awarding final student level of achievement**

- Assess unit tasks using unit performance standards and assessment criteria.
- Record results for each task in each unit.
- Add marks to achieve a unit result and a term result.
- Add term marks to get a year result.
- Determine the overall achievement using the achievement level grid.
- Report results using the broad learning outcome performance standards.

**Example of reporting using the Broad Learning Outcomes performance descriptors**

*Student: **Sumale***

*Subject: **Personal development***

*School-based assessment: **High achievement***

***This means Sumale can:***

Demonstrate sound knowledge and understanding of processes and skills for conflict resolution in a variety of situations.

Demonstrate sound knowledge and skills to understand and manage issues and safety including HIV and AIDS developed

Demonstrate sound knowledge and understanding of a range of physical activities and participate in them to improve fitness

Clarify in detail personal values, attitudes, beliefs and behaviour and recognize factors that influence them

Demonstrate sound knowledge and understanding of range of issues related to gender, ethnicity, culture and universal values

Demonstrate sound knowledge and understanding of conflict resolution processes and skills in a variety of situations

## Resources

Learning becomes more interesting and meaningful when you use a variety of resources and materials in your teaching. There are local people in the community – health professionals, parents, village leaders, people with special skills and knowledge, local workers, business people, government officers and many more who can be invited to talk to students. Visiting places with students also makes learning more interesting.

You should be always trying to adapt, improvise, make or write material that will be useful for lessons in any subject. Collections of newspapers, magazines, pamphlets, brochures, old gazettes, posters can be very useful. There are many resources in schools which can be useful for more than one subject. One of the biggest resources is other teachers, especially teachers with local area knowledge.

### Selecting and using resources

Selecting and using appropriate resources to communicate information is a very important part of your task. Resources can help students learn more effectively by:

- helping to gain and maintain interest in a lesson
- encouraging mental involvement and the use of different senses while learning
- making learning more meaningful by linking in with previous knowledge
- helping in the recall of information
- making explanations of difficult concepts and skills clearer
- encouraging independent learning.

### Types of resources

#### Print materials

- Text books, reference books
- Magazines
- project kits
- Simulation games
- diagrams, maps, charts, graphs
- Posters
- Worksheets, information sheets
- Pamphlets, brochures

#### Audio visual material

- Television and radio broadcasts
- Video, film, film strips
- Audio recordings

- Slides, sound slide sets
- Computer software, interactive video
- Overhead transparencies

**Materials**

- Pictures, photographs
- Chalk/whiteboard, felt boards,
- Newspapers
- Personal items
- Equipment

**Natural and human resources**

- Services – police, fire stations, hospitals, aid posts
- Local workers, business people, government officers
- Community elders
- Teachers
- Parents.

It is important to relate people to topics being taught. For example use a range of people such as a village mother with a large family, an employee of a business, a person who has contracted HIV and is happy to talk to students.

Use people who make good role models, for example a businesswoman rather than a businessman. It is important for students to know about people who are a success in non-traditional roles.

It is important to take students outside the school to expose them to the 'real world'. There is usually something in every topic which can be done outside.

**General guidelines for selecting and using resources**

The effectiveness of the resource very much depends on whether it is suitable for the knowledge or skill to be learned and the attitude of the students. Classroom organisation is the key to using resources successfully. You need to:

- Prepare thoroughly. Make sure that you are familiar with the resource so that you use it with confidence and assurance. If equipment is involved, check that it is in working order, make sure that you know how to operate it and that it is available when required.
- Use the resource at the right place and time in the lesson. The resource should fit in with the flow and sequence of the lesson. It should serve a definite teaching purpose.
- Should the resource be radio, film, video or television, introduce the program by outlining the content. You might also set some questions to guide listening or viewing. Follow-up after using the resource by discussing and drawing appropriate conclusions.

## Using the internet for classroom activities

### *Planning*

- Where appropriate, incorporate computer sessions as part of planned learning experiences.
- Be aware that computers can be time consuming and may require additional teacher support at unexpected times
- Consider methods of troubleshooting, e.g. having students with computer expertise designated as computer assistants.
- Design activities that provide the opportunity for students to access, compare and evaluate information from different sources.
- Check protocols, procedures and policies of your school and system regarding the use of the Internet.

### *Managing*

- Ensure that all students have the opportunity to explore and familiarise themselves with the technologies, navigation tools, and texts on the internet. It is likely that students will have varying degrees of expertise in searching for information and navigating the internet. Students will also have varying experiences and familiarity with the way texts are presented on the internet.
- Ensure that all students have an understanding of how to access the internet and how to perform basic functions.
- Students with more experience in using the internet may have information that will benefit the whole class. Provide opportunities for students to share their experiences, interests, information and understandings. As well as planning lessons to instruct students in these skills, pairing students, and peer tutoring on the computer can enable more experienced students to assist other students.
- Ensure that students critically analyse information gathered on the Internet just as they would for any other text. They should be aware that material posted on the World Wide Web is not necessarily subject to the conventional editorial checks and processes generally applied to print-based publications. When evaluating information students might consider:
  - the intended audience of the site
  - bias in the presentation of information, or in the information itself including commercial or political motives
  - accuracy of information
  - balanced points of view
  - currency of information, including publishing dates
  - authority of source or author (institution, private individual)
  - ownership of the website (corporate, small business, government authority, academic)
  - cultural or gender stereotyping.
  - Ensure that software and hardware (computer, modem) are maintained in good working order
  - Ensure that all students are given equal opportunities to use the computer.

*Assessing student work containing material from the internet*

- Students can download large quantities of information from the internet. By itself this information provides very little evidence of student effort or student achievement. Students must make judgments about the validity and safety of information when working from the World Wide Web. They must consider the purpose of the text, identify bias and consider the validity of arguments presented and the nature and quality of the evidence provided.
- When assessing student work that includes material drawn from the internet, therefore, it is important to recognise how students have accessed the particular information, what value they place on it and how they have used it for the particular topic being studied in class. It is useful to look for evidence of critical evaluation, and the development of students' capacities to access, manipulate, create, restore and retrieve information.



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## Glossaries

### Assessment glossary

Syllabus outcomes, criteria and performance standards, and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the syllabus and teacher guide documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, and employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analysis/evaluate) (analyse/evaluation)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into

<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## Personal Development Glossary

<b>Assertiveness</b>	A skill where a person is able to stand up for their own rights without putting down the person they are communicating with. For example, an assertive person can state feelings, ask a favour, deal with criticisms and disagree in a positive way.
<b>Aggressive behaviour</b>	A type of behaviour where someone wants to be right or win at all costs. Aggressive people never consider the rights or feelings of others in the group. Aggressive people use criticisms, threats put-downs, rumours or shouting down other people to get what they want.
<b>Adulthood</b>	A stage in life when a person is physically mature and more in control of his or her life, being responsible for their own choices and actions. They should be in a position to set their own goals and works towards the goals.
<b>Adolescence</b>	Time of life when a child goes through the physical, emotional and social changes to become an adult.
<b>Abusive</b>	Using unkind, cruel or rude language or actions
<b>AIDS</b>	Acquired Immune Deficiency Syndrome, a group of diseases that can occur after a virus, the Human Immunodeficiency Virus (HIV) enters a person's body. There is currently no cure for AIDS.
<b>Addiction</b>	A dependence on something such as marijuana, alcohol, tobacco or some other substances.

<b>Accountability</b>	To be liable, responsible and answerable to anything that belongs to a group of people or community.
<b>Aerobic</b>	Literally "with oxygen". Commonly used to describe an exercise intensity where muscles can use oxygen to convert glucose and fat into energy. Aerobic training is carried out at a comfortable pace to ensure that the muscles have sufficient oxygen available.
<b>Aerobic exercise</b>	Brisk physical activity that requires the heart and lungs to work harder to meet the body's increased oxygen demand. Aerobic exercise promotes the circulation of oxygen through the blood.
<b>Anaerobic</b>	Literally "without oxygen". A high-intensity energy system where the muscles lack sufficient oxygen to successfully burn fuel, resulting in the production of lactic acid. Anaerobic exercise is very intense and can only be sustained for short periods of time.
<b>Blended family</b>	Formed when an adult with children forms a family with another adult with children.
<b>Beliefs</b>	A way of life based on certain values and attitudes from a particular culture or cultural group.
<b>Bullying</b>	Maltreatment or harassment
<b>Cancer</b>	A disease caused by the multiplication of an abnormal cell. The cells continue to multiply, forming a ball of cells called a tumour that grows rapidly, invading and damaging vital organs.
<b>Customs</b>	An established way of living which is typical for a particular group of people, for example, bride price or feast.
<b>Ceremony</b>	A formal celebration that is always performed in the same way such as a wedding.
<b>Conception</b>	When the sperm fertilises the egg and a new being starts to form
<b>Counselling</b>	Is the activity of giving people advice as part of your job. For example, a school councillor gives advice to students who need it.
<b>Culture</b>	A culture is made up of all the ways of believing and acting that belong to a certain group of people including customs, ideas, beliefs, values and tools.
<b>Diet</b>	The food a person usually eats. Can also mean to select or limit food to improve health or lose weight.
<b>Disability</b>	When normal human activity is affected by the loss of a body part or body function.
<b>Discrimination</b>	Treating a person differently because they belong to another group.
<b>Domestic violence</b>	Violence that occurs within families – for example, one adult against another, mother against father, a parent against children or adult children against younger children
<b>Drugs</b>	Any substance that affects living things. Drugs can be used to prevent or treat disease. It can also cause disorders in the brain or body.
<b>Depression</b>	Is a mental state in which the person feels extremely unhappy and has no enthusiasm for anything
<b>Exercise</b>	Activity that requires physical or mental exertion, especially when performed to develop or maintain fitness

<b>Extended family</b>	A large family group that includes children, parents, grandparents, aunts, uncles, cousins and other relatives.
<b>Gastroenteritis</b>	A sickness of the stomach and intestines. It is usually due to infection by viruses or bacteria or to food poisoning and toxins and causes vomiting and diarrhoea.
<b>Gambling</b>	Is the act or habit of betting money, for example, in card games, horse racing or on poker machines.
<b>Humiliation</b>	Is the feeling of embarrassment by having lost your pride and seems to be helpless and stupid
<b>Harassment</b>	Is the behaviour which is intended to trouble or annoy someone, for example, repeated attacks on them or attempts to cause them problems.
<b>Human Immune Virus (HIV)</b>	Human immunodeficiency virus, a virus that can be passed from an infected person to another person by sexual intercourse, by sharing drug injecting equipment – needles on syringes, or by an HIV positive mother infecting her born or unborn baby.
<b>Interact</b>	To act on each other. To do things that affect each other.
<b>Immune system</b>	The parts of the body which help to fight infection to keep us healthy, such as antibodies and white blood cells.
<b>Immunisation</b>	A way of preventing sickness by giving a person an injection. Most immunisations are given to children, so parents must take their children to the clinic to get them immunised. Immunisations are recorded in a little book which parents should keep in a safe place so that they know which sicknesses their children are protected against.
<b>Isotonic exercise</b>	Exercise in which opposing muscles contract and there is controlled movement (tension is constant while the lengths of the muscles change); the classic isotonic exercise is lifting free weights
<b>Isometric exercise</b>	Muscle-building exercises (or a system of muscle-building exercises) involving muscular contractions against resistance without movement (the muscles contracts but the length of the muscle does not change)
<b>Isokinetic exercise</b>	Exercise performed with a specialised apparatus that provides variable resistance to a movement, so that no matter how much effort is exerted, the movement takes place at a constant speed. Such exercise is used to test and improve muscular strength and endurance, especially after injury.
<b>Locomotor skills</b>	Movements that move the body from one spot to another such as hopping, jumping, walking or running.
<b>Leisure</b>	A time free of work or duty when we can choose to do things for fun, enjoyment and relaxation.
<b>Marijuana</b>	A drug made up of dried leaves, flowers and stems of a cannabis plant. It is grown in Papua New Guinea and is illegal to take.
<b>Menarche</b>	The time at which the period begins in a girl. Menarche may occur at any time between the ages of 10 and 18.
<b>Metabolism</b>	All the changes that take place in the cells of a living organism that enable it to grow and function. Metabolism involves the breaking down of some substances and the building up of other substances.
<b>Motor skill</b>	Depends on physical ability and thinking ability.

<b>Motor skill learning</b>	Reorganisation of basic movement skills resulting in a permanent change in large muscle group behaviour, this change being brought about as a result of practice.
<b>Non-locomotor</b>	Movements performed by parts of a body while the body is stationary such as bending, twisting, stretching, turning or hanging.
<b>Nuclear family</b>	A family consisting only of parents and their children, not including aunts, uncles, cousins and other family members.
<b>National identity</b>	The pride, respect and love that we have for our country that we show through our actions to other countries.
<b>Ovulation</b>	A scientific term which means adult female producing eggs from the ovary.
<b>Passive smoking</b>	When someone breathes in smoke from another person smoking.
<b>Polygamous</b>	A custom in some societies where people are allowed to get married to more than one person at the same time.
<b>Polyandry</b>	A custom in some societies where a woman can be married to more than one man at the same time
<b>Prejudice</b>	Meaning pre-judgment is the formation of an opinion or feeling without sufficient knowledge, thought or reason.
<b>Puberty</b>	Time of rapid physical growth and development, particularly of the reproductive system.
<b>Pubic hair</b>	Short, curly hair around sexual organs which grows during puberty.
<b>Physiological</b>	Something that relates to the way that person's or animal's body functions.
<b>Promiscuity</b>	Where a person has many sexual partners.
<b>Rituals</b>	One or more ceremonies or customary acts which are done in the same way, for example initiation and mass procession.
<b>Social pressure</b>	The pressure that you get from the things that are happening around you, the way people relate to each other and the impact this has on your situations.
<b>Self esteem</b>	If you have a positive self esteem, you feel that you are a good worthwhile person, and for that reason you behave confidently.
<b>Sexuality</b>	A person's sexuality is the ability to experience sexual feelings.
<b>Sculling</b>	Moving a boat through water using a scull which is a small oar which is held by one person.
<b>Single parent family</b>	A family which is made up of only the father or the mother and the children, for example, a single mother raises her children on her own.
<b>Sexual responsibilities</b>	Our responsibilities in responding or reacting to different situations related to sex.
<b>Sexual Transmitted Illnesses or Diseases (STI) or (STD)</b>	Any venereal disease that is transmitted through sexual intercourse. Most are caused by bacteria and can be cured by antibiotics if the person gets treatment early enough, for example gonorrhoea and syphilis.

<b>Submissive behaviour</b>	A behaviour where a person avoids situations or makes decisions by pretending that a difficult situation does not matter. They follow other peoples' decisions about an issue instead of talking control of it.
<b>Siblings</b>	Siblings are brothers and sisters
<b>Spouse</b>	Someone's spouse is the person they are married to.
<b>Stereotype</b>	Expecting people to behave in a certain way because they belong to a particular group. An example of a stereotypical statement would be, "All Tolai men are expected to carry a basket."
<b>Transparency</b>	A statement or situation that is easily understood or recognised by all.
<b>Traits</b>	A trait is a special feature of a person. Cultural traits are learned while physical traits are inherited. People look and act differently because of their different traits.
<b>Traditions</b>	A custom or belief that people in a particular group or society have practised or held for a long time
<b>Taboos</b>	A social custom that certain words, subjects or actions must be avoided because people think they are embarrassing or offensive.
<b>Tolerance</b>	The quality of allowing other people to have their own attitude or belief or to behave in a particular way, even if you do not agree with it or approve.
<b>Values</b>	Values are the ideas, beliefs and ways of acting that are important to people. You learn some values from your culture or the groups you are part of.
<b>Vandalism</b>	Is the deliberate destruction of something useful or beautiful, especially public property, example, graffiti.
<b>Voice box breaks</b>	A stage when male voices sound deeper than the normal sound.
<b>Wet dreams</b>	A flow of semen from the erect penis that sometimes occurs while a boy or a man is asleep. This is a normal thing to happen.

# Appendix 1

## Checklists – Skills

<b>Soccer</b>		
<b>Students can</b>	<b>Yes</b>	<b>No</b>
receive the ball and control it with appropriate parts of the body with an efficient use of time and space..		
deceive opponent with changes of direction of ball.		
deceive opponent with body feints and fakes		
execute passes with preferred and non-preferred foot.		
use the head to pass the ball.		
chip and cross with placement.		
move into space to support teammates. (overlapping)		
counter attack quickly		
avoid "offside trap"		
work as part of a defensive unit		
delay attack until support is given		
apply an effective and legal tackle		
finish attacking opportunities		
convert a penalty		
take opportunities quickly		
create scoring opportunity from a free kick		

<b>Volleyball</b>		
<b>Students can</b>	<b>Yes</b>	<b>No</b>
serve consistently with power and placement		
pass consistently and with sound technique		
Set effectively with sound technique from a variety of passes		
spike IN consistently		
select and execute appropriate attack option down the line cross court dump off the block		
Effective movement in response to the position of the set		
Position to block appropriate to where the ball will cross the net		
put the ball into a position for the next contact to be a set		
apply rules correctly		
maintain physical and mental performance for the duration of the game.		



<b>Touch</b>		
<b>Students can</b>	<b>Yes</b>	<b>No</b>
pass with precision in a variety of situations		
identify and pass to an appropriate receiver		
disguise or fake pass		
recognise when not to pass		
draw opponents		
catch the ball in a variety of situations.		
control the ball at speed		
time the run		
run into gaps		
re-align		
make correct decisions and implements effective evasive techniques in game situations.		
evade off either foot		
remain balanced whilst evading		
maintain physical and mental performance for the duration of the game.		
take opportunities quickly		
create scoring opportunity from a free kick		
apply the rules to team's advantage		
read the game, follow team plans and adapt play to suit game situations.		
apply the team's attacking plan		
make correct disposal decisions		
follow and implement defensive policies.		
use speed to benefit of the team		
create scoring opportunities through speed		
improve skill proficiency		
use speed defensively		

<b>Table tennis</b>		
<b>Students can</b>	<b>Yes</b>	<b>No</b>
use topspin through forehand and backhand strokes		
backspin through forehand and backhand strokes		
gain advantage to win the point through variation and deception		
perform a legal serve		
vary speed, direction and spin of serve		
return a variety of serves to own advantage		
use effective footwork to remain balanced		
employ appropriate shot selection – attacks and defends where appropriate		
adopt correct playing position for singles and doubles		
make correct decisions and implements effective evasive techniques in game situations.		
evade off either foot		
remain balanced whilst evading		
maintain physical and mental performance for the duration of the game.		
correctly apply rules in singles and doubles		
serve with variation and deception to create an advantage to win the point		
rally opponents(s) out of position using a variety of appropriate shots		
set up an attack and select the correct ball to smash		
improve skill proficiency		

<b>Self-defence</b>		
<b>Students can</b>	<b>Yes</b>	<b>No</b>
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• demonstrate warm up as appropriate for self defence:</li> <li>• warm up, stretches and cool down, and body conditioning</li> <li>• break falls.</li> </ul>		
<p><b>Apply basic skills of defence and attack</b></p> <ul style="list-style-type: none"> <li>• use stances and movements</li> <li>• apply straight and joint locks</li> <li>• demonstrate defensive striking</li> <li>• demonstrate throws</li> <li>• identify vulnerable targets.</li> </ul>		
<p><b>Self defence applications</b></p> <ul style="list-style-type: none"> <li>• Apply effective self defence skills as appropriate:</li> <li>• resistance attacks</li> <li>• ground attacks</li> <li>• weapon attacks</li> <li>• multiple attacks.</li> </ul>		
<p><b>Skills improvement</b></p> <ul style="list-style-type: none"> <li>• identify, and take action, in an area for improvement</li> <li>• select and execute appropriate practice activities.</li> </ul>		

<b>Netball</b>		
<b>Students can</b>	<b>Yes</b>	<b>No</b>
<p><b><i>Passing</i></b></p> <ul style="list-style-type: none"> <li>• consistently select the appropriate pass and use successfully in game situations</li> <li>• correctly time release.</li> <li>• pass under pressure.</li> </ul>		
<p><b><i>Catching</i></b></p> <ul style="list-style-type: none"> <li>• anticipate ball placement and control variety of passes</li> <li>• use 1 and 2 hands with application of 'safe hands'.</li> </ul>		
<p><b><i>Movement</i></b></p> <ul style="list-style-type: none"> <li>• land safely and effectively in a variety of game situations</li> <li>• play 'on the run' – land, pivot, and balance</li> <li>• apply correct footwork and rules.</li> </ul>		
<p><b><i>Attacking</i></b></p> <ul style="list-style-type: none"> <li>• select the appropriate moves, applying effective techniques and timing in different situations</li> <li>• correctly time leading to space</li> <li>• initiate the lead and re-offer for the next pass</li> </ul>		
<p><b><i>Defending</i></b></p> <ul style="list-style-type: none"> <li>• apply defensive rules appropriately in a one on one situation</li> <li>• demonstrate effective use of defensive techniques to force passing errors by opponent</li> <li>• demonstrate effective defensive techniques, to cause errors in passing, reducing passing options of opponent</li> <li>• recover and defend next move.</li> </ul>		
<p><b><i>Reading the play and interceptions</i></b></p> <ul style="list-style-type: none"> <li>• read the play, and demonstrate good timing to intercept or deflect passes</li> <li>• recover, land, and pass.</li> </ul>		
<p><b><i>Specialist Skills/ Court Systems</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate the effective use of specialist skills and tactics, and the application of court systems, in two positions</li> <li>• Shooting, including rebounding</li> <li>• Centre court</li> <li>• Defence, including rebounding.</li> </ul>		
<p><b><i>Improve skill proficiency</i></b></p> <ul style="list-style-type: none"> <li>• identify, and take action, in an area for skill improvement.</li> <li>• select and execute appropriate practice activities.</li> </ul>		

<b>Base-ball</b>		
Students can	Yes	No
<p><b>Batting</b></p> <ul style="list-style-type: none"> <li>• demonstrate correct grip and path to the ball;</li> <li>• select appropriate pitches/bowls to hit;</li> <li>• advance runner;</li> <li>• sacrifice fly, move runners over, and hit and run;</li> <li>• hit with consistency, power and have bat control.</li> </ul>		
<p><b>Base running</b></p> <ul style="list-style-type: none"> <li>• demonstrate leads of 1st, 2nd, and 3rd bases;</li> <li>• read and respond to signals given by coach;</li> <li>• react and advance in game situations;</li> <li>• demonstrate fundamentals of sliding.</li> </ul>		
<p><b>Pitching</b></p> <ul style="list-style-type: none"> <li>• demonstrate grips on fastball, curveball and change-up</li> <li>• demonstrate correct mechanics on delivery from wind up and set positions</li> <li>• throw strikes</li> <li>• back up bases.</li> </ul>		
<p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• demonstrate correct stance with and without runners on;</li> <li>• catch and frame pitches</li> <li>• give and receive signs</li> <li>• throw to bases</li> <li>• block balls in the dirt.</li> </ul>		
<p><b>Infield</b></p> <ul style="list-style-type: none"> <li>• field fly and ground balls;</li> <li>• get in a good fielding position for a quick release and accurate throw;</li> <li>• receive ball to make a force or tag play.</li> </ul>		
<p><b>Outfield</b></p> <ul style="list-style-type: none"> <li>• anticipate and move quickly to field a fly or ground ball;</li> <li>• release the ball quickly, on a line to the cut-off or base;</li> <li>• back up other fielders or bases;</li> <li>• adjust fielding position according to hitters tendencies or game situations;</li> <li>• use a variety of team strategies;</li> <li>• maintain skills level in pressure situations.</li> </ul>		
<p><b>Skills improvement</b></p> <ul style="list-style-type: none"> <li>• identify and take action, in an area for skill improvement.</li> <li>• manage practice time effectively.</li> </ul>		

<b>Rugby League</b>		
<b>Students can</b>	<b>Yes</b>	<b>No</b>
<p><b>Passing</b></p> <ul style="list-style-type: none"> <li>• pass with precision in a variety of situations.</li> <li>• identify and pass to an appropriate receiver</li> <li>• disguise or fake pass</li> <li>• recognise when not to pass</li> <li>• draw opponents</li> <li>• brace for a tackle while passing</li> </ul>		
<p><b>Receiving</b></p> <ul style="list-style-type: none"> <li>• catch the ball in a variety of situations</li> <li>• control the ball at speed</li> <li>• time the run</li> <li>• run into gaps</li> <li>• re-align</li> </ul>		
<p><b>Tackling</b></p> <ul style="list-style-type: none"> <li>• tackle effectively, safely using the correct technique.</li> <li>• tackles effected with a new contact point</li> <li>• correct feet positioning and locking on with arms</li> <li>• ability to tackle from right, left, front on and behind</li> </ul>		
<p><b>Kicking</b></p> <ul style="list-style-type: none"> <li>• kick the ball effectively in a variety of situations.</li> <li>• torpedo for distance and touchline kicking,</li> <li>• punt kick for ball to run along after striking the ground</li> <li>• "Bomb" for height</li> <li>• grubber to advance attack</li> </ul>		
<p><b>Offensive play</b></p> <ul style="list-style-type: none"> <li>• use correct technique in moving the ball forwards.</li> <li>• use correct technique and body balance in side-step, spin, turn and change of pace</li> <li>• draw opposition to create space</li> <li>• play the ball quickly and legally with minimal movements and a low action</li> <li>• demonstrate overall speed of play to apply pressure to opposition</li> <li>• look for and provide support</li> <li>• demonstrate ball security</li> </ul>		
<p><b>Defensive Play</b></p> <ul style="list-style-type: none"> <li>• follow and implement defensive policies.</li> <li>• deny opposition space and time</li> <li>• take up correct position in defence formation</li> <li>• mark an opponent using wrap/switch and winger policies</li> <li>• Ability to make correct defensive decisions</li> </ul>		
<p><b>Scrum play</b></p> <ul style="list-style-type: none"> <li>• Function effectively within a scrum.</li> <li>• Correct head, arm and foot positioning</li> <li>• Back flat and parallel to the ground</li> </ul>		
<p><b>Skills improvement</b></p> <ul style="list-style-type: none"> <li>• identify, and take action, in an area for skill improvement</li> <li>• select and execute appropriate practice activities</li> </ul>		

<b>Softball or rounders</b>		
<b>Students can</b>	<b>Yes</b>	<b>No</b>
<p><b>Offence: Batting</b></p> <ul style="list-style-type: none"> <li>• hit with consistency, power and placement</li> <li>• direct hits to maximise runner's scoring position</li> <li>• identify and respond to signals</li> </ul>		
<p><b>Offence: Base running</b></p> <ul style="list-style-type: none"> <li>• respond to signals in a game situation</li> <li>• advance quickly, reading opponents' game errors</li> <li>• run bases path with speed</li> <li>• slide</li> <li>• correctly apply rules</li> </ul>		
<b>Students should play in two of the following positions</b>		
<p><b>Defence: Outfielding</b></p> <ul style="list-style-type: none"> <li>• release ball, using fast, low, accurate throw to relay, cut off, or to base</li> <li>• anticipate and move quickly to field ball</li> <li>• adjust position according to batters' strengths and weaknesses in game situation</li> <li>• use correct ready position</li> <li>• field fly balls and ground balls</li> <li>• back up other fielders and base players</li> </ul>		
<p><b>Defence: Infield</b></p> <ul style="list-style-type: none"> <li>• receive ball and make force or tag play</li> <li>• make quick release of ball, using fast and accurate throw to bases</li> <li>• adjust position according to batters' strengths and weaknesses and game situation</li> <li>• field fly and ground balls</li> <li>• back up other fielders and base players</li> </ul>		
<p><b>Defence: Pitcher</b></p> <ul style="list-style-type: none"> <li>• work with catcher to vary height and width according to batters' strength/weaknesses and count</li> <li>• deliver a legal pitch</li> <li>• throw strikes</li> <li>• pitch with speed (fastpitch only)</li> <li>• field, throw to base, and back up other team players</li> </ul>		
<p><b>Defence: Catcher</b></p> <ul style="list-style-type: none"> <li>• ability to work with catcher to vary height and width according to batters' strength/weaknesses and count</li> <li>• ability to call and direct play</li> <li>• ability to throw to bases</li> <li>• ability to tag</li> <li>• block pitch when necessary</li> </ul>		
<p><b>Skills Improvement</b></p> <ul style="list-style-type: none"> <li>• action to improve skill proficiency</li> <li>• ability to identify, and take action, in an area for skill improvement</li> <li>• ability to select and execute appropriate practice activities</li> </ul>		