

# **Personal Development**

## **Lower Secondary Syllabus**



Papua New Guinea  
Department of Education

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

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## Secretary's message

Personal Development is a new subject at Lower Secondary and comprises components of subjects such as Physical Education, Religious Education, Health, Guidance and Personal Development. It gives teachers the opportunity to teach elements of each in the classroom.

Personal Development focuses on enabling all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives to promote and improve their lifestyles. It takes into account how Papua New Guinea looks at, and takes pride in our culture and value systems and encourages students to act morally and ethically. Personal Development challenges all students to maximize their individual talents, to appreciate the spiritual part of their lives and to take an effective and responsible part in society.

This syllabus is to be used by teachers to teach Lower Secondary students (Grades 9 and 10) throughout Papua New Guinea. It builds upon concepts, skills and attitudes from Upper Primary and links to concepts, skills and attitudes in Upper Secondary. It provides a sound foundation for further learning.

The Lower Secondary Personal Development Syllabus contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision which is that secondary education enables students to achieve their individual potential to lead productive lives as members of the local, national and international community, by undertaking broad range of subjects and work related activities that can be used in everyday life.

The syllabus addresses a wide range of personal, social and community health issues such as reproductive health, growth in population, nutrition, physical activity, safety, HIV/ AIDS, drugs and alcohol, moral ethics and behaviour, freedom and rights of the individual, and peer pressure. It encourages students to confront personal issues and deal with them responsibly.

Cooperation and consultation among stakeholders such as school, parents and community will ensure that issues are addressed within the parameters of our communities and society. All students should be encouraged to participate in all activities to enable them to reach their full potential in all aspects of their lives and to realize the importance of being respected and responsible citizens.

Personal Development is a required subject to be taught together with Mathematics and English. I commend and approve this syllabus as the official curriculum for Personal Development to be used in all schools with Grade 9 and 10 students throughout Papua New Guinea.

**DR. JOSEPH PAGELIO**  
Secretary for Education

## Introduction

The National Curriculum Statement states that education in Papua New Guinea is outcomes based. All Lower Secondary syllabuses use an outcomes based approach. The Personal Development Syllabus has been designed using learning outcomes which identify the knowledge, skills, attitudes and values that all students achieve and demonstrate by the end of Grade 10. It selects the essential knowledge and skills from syllabuses teachers have used in the past, and incorporates these with new concepts and ideas in Personal Development to ensure that the syllabus provides relevant skills and knowledge for students. Personal Development is part of the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt in Primary School.

<b>Upper Primary Personal Development Strands</b>	<b>Lower Secondary Personal Development Strands</b>	<b>Lower Secondary Personal Development Units</b>
Relationships Movement and physical activity Our culture, lifestyle and values Health of individuals and populations Living and working together	Relationships and character development Healthy living Spirituality	Who am I? Fitness and Me Health The PNG Way Reproductive and Sexual Health Family and Relationships Universal Values Sport and Fitness

Assessment is an important component of teaching for learning and is integrated into the teaching and learning activities of Personal Development. Continuous assessment in Personal Development provides feedback to students and the teacher on students' progress towards achievement of the learning outcomes. It helps students improve their standards of achievement by knowing what they need to do well and where they need to improve. In Personal Development, teachers will gather evidence from students' work during the course of the term and use those continuous assessments to improve their teaching and students' learning.

Personal Development is an important subject as it deals with the individual and their interaction with others. The individual is the centre of learning in terms of personal health, fitness, how the individual relates to others and their community, development of positive values and attitudes and making choices and decisions on social, political, economical, physical and spiritual issues that affect them.

The Personal Development Syllabus has been designed to be relevant by providing topics that include knowledge, skills and values that are useful for all students. The syllabus is flexible as optional units are provided to allow students to participate in areas of interest in sport and fitness. Units have academic and practical components, with all units emphasising the development of life skills. School developed units can be written to suit local community needs and can be taught as part of the syllabus.

This syllabus is consistent with the Upper Primary Personal Development subject and has a strong link in terms of content with the Upper Primary learning outcomes. The knowledge, skills, attitudes and values acquired in Personal Development at Upper Primary are basic but progressively built on in Grade 9 and 10. Students who move on to Grades 11 and 12 continue to develop the knowledge, skills, attitudes and values from the lower levels. Personal Development content links with other subjects like Social Science and Science but has a different focus. This subject is relevant and useful for students leaving formal schooling at Grade 10 as well as those who continue into higher institutions.

The three strands which support the Personal Development Syllabus are relationships and character development, healthy living, and spirituality. These strands provide the flavour for Personal Development and elements of them are included in the units.

Personal Development is to be timetabled for five periods per week in Grades 9 and 10.

## Rationale

Papua New Guinea, like many countries in the world today, is facing challenges associated with rapid social, economic, political and technological change. The education system is an avenue where such challenges can be addressed enabling young people to develop appropriate knowledge, skills, values and attitudes to manage these issues. Personal Development at Lower Secondary will assist students to respect themselves and others, and their roles in their family and the community.

Personal development will contribute significantly to physical and spiritual development of students for them to be empowered to function positively in relationships with their peer group, family, and the community. Personal Development will assist students to develop values, ethics and maintain healthy habits, and be physically fit and spiritually aware so they can contribute in a positive way to the society in which they choose to live. Students explore factors that have an influence on them and their community and think critically about issues and decisions they need to make. Personal Development encourages students to realise their full potential and take a positive approach to managing their lives.

Students in Grades 9 and 10 are faced with many issues that they must be aware of and decisions they need to make for peaceful, healthy and meaningful living. Personal Development provides a foundation in assertive communication, decision making and conflict resolution skills that young people can and will use throughout their life in a wide range of situations. Students must contribute through a commitment to take responsibility and act responsibly through self learning and a commitment to learning for life. The skills, understanding and values developed, sets the foundation for a wide range of pathways for life.

## Curriculum principles

The national curriculum principles should influence what students learn and how teachers teach. These principles are related to Our Way of Life, Integral Human Development and Teaching and Learning. (NCS, 2002, p. 22)

### Our way of life

#### Cultural relevance

Cultural relevance focuses on the richness and diversity of Papua New Guinean cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary and future realities. Our traditional life is based on a holistic perspective that integrates the past, present and future. Papua New Guineans are the original inhabitants of Papua New Guinea and live in sophisticated, organised and self-sufficient societies. Our customs and traditions constitute a cultural mosaic: rich and diverse, including different cultural groups. Our customs and traditions are unique. Personal Development enables students to:

- demonstrate an understanding and appreciation of the values, customs and traditions of Papua New Guinea
- demonstrate an understanding of and appreciation for unique Papua New Guinean cultural and spiritual systems
- demonstrate a recognition of the importance of the relationship between Papua New Guinea and the natural world
- describe the evolution of human rights and freedoms as they relate to the people of Papua New Guinea.

#### Maintenance of vernacular language

The Department of Education's *Language Policy in all Schools* states that at the secondary level, lessons will be conducted in English, but teachers can use opportunities to further develop the students oral and written vernacular (or lingua franca) skills, for example when a concept is better explained using the vernacular or lingua franca. Students must be encouraged to learn and use English, but secondary schools should not discourage free communication in vernacular languages that the students speak in and out of the school grounds.

#### Cultural diversity

Papua New Guinea is fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes and Melanesian values. As a multicultural society, we must protect, promote and respect our many cultures and languages. There are many people from our own ethnic groupings and from other countries with their own cultures, living and working together in Papua New Guinea. We must ensure that we promote and share our cultures while maintaining our Melanesian cultural roots.

#### Ethics, morals and values



Papua New Guinea is striving to create a society in line with democratic, liberal traditions. The citizens of Papua New Guinea should recognise appropriate social relationships based on sound human and religious ethics, morals and values. These are required for interaction with families, villages, wantoks and other economic groups and people from other provinces and nations. The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialisation also requires an awareness of the interdependence of individuals, societies and nations in the modern world. It requires involvement with family, church, school, community and the world beyond.

Personal Development will place emphasis on:

- teaching ethics, morals and values
- learning outcomes based on social skills and character building to develop positive ways of living
- the integration of subjects to enable students to experience real-life situations.

## **Integral human development**

### **Facilitating integral human development**

The Personal Development Syllabus aims to promote integral human development which is described in the National Curriculum Statement on page 21 as:

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

Personal Development looks at the development of the whole person: their social, spiritual, physical and intellectual development. Personal Development is based on an awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems and contribute to the common good of society. It presumes the goodness and dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline and a sense of responsibility for self and others.

Papua New Guinea is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to become an integrated person and to work with others to create a better community.

The process of integral human development is embodied in the Personal Development Syllabus, which helps individuals to:

- identify their basic human needs
- analyse situations in terms of these needs

- see these needs in the context of spiritual and social values of the community
- take responsible action in co-operation with others.

The success of the Personal Development Syllabus requires the integrated involvement of all the agents of education such as the home, church, school and community. Within the Personal Development Syllabus, teachers must integrate knowledge, skills and attitudes to allow students to achieve the desired outcomes of integral human development.

### **Nation building and national unity**

Papua New Guinea is a young nation. There is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. The Personal Development Syllabus enables students to understand how Papua New Guinea societies work and how they can be a useful part of these societies. Students should learn that they have a place in Papua New Guinea and that Papua New Guinea has a place in the world as a whole. They will become more able to help Papua New Guinea develop a national identity as one nation if they learn to:

- work together with tolerance
- respect one another, their traditional ways and resolve problems peacefully
- respect and act in the spirit of the National Constitution
- recognise their capabilities and develop their own talents
- participate in the development of the national community.

### **Citizenship**

The Personal Development Syllabuses provide students with the opportunity to learn about:

- problems associated with inhumane treatment, forced labour and the need for the freedom of employment
- the importance of the freedom of conscience, of expression and of information
- freedom of movement and protection of privacy
- how benefits and services can be equally distributed
- how to take part in nation building
- the need and importance of equal participation by women in all areas of life
- maximising their participation in every aspect of national development.

The students will use this knowledge in many different ways as useful, active and law abiding citizens.

### **Catering for diversity**

#### **Gender**

All Lower Secondary syllabuses are designed to cater for the educational needs and interests of both girls and boys. The Department of Education Gender Equity in Education Policy (2003) recommends that no student in the

education system of Papua New Guinea will be disadvantaged on the basis of gender. The policy aims to prepare students for satisfying lives beyond school where:

- equal, non-violent relationships exist between females and male
- rights to personal respect and safety are reflected in everyday life
- positive cultural values and individual differences are acknowledged and respected.

To implement the policy, teachers have a responsibility to use and promote gender equity practices in their classrooms and within the wider community. This means they:

- use teaching and learning strategies that meet the needs and rights of all female and male students
- use gender inclusive language, content, methodology and assessment
- skill male and female students to participate fully in work, both paid and unpaid
- respect positive cultural values and challenge unfair cultural practices
- respect the contributions of men and women to society
- promote positive attitudes and behaviours of social responsibility, empathy and sensitivity.

In Papua New Guinea, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females, but a willingness to challenge traditional roles where they may be harmful to either girls or boys. In Personal Development students will be given equal opportunities to participate in all class and assessment activities regardless of their gender. Personal Development will enable students to develop positive attitudes towards sensitive cultural issues about gender.

In gender sensitive classrooms:

- there is a safe, challenging learning environment which is socially and culturally supportive
- boys and girls have the right to equal power
- students take turns in being the leader and reporter
- students share and participate in activities involving different students
- students show respect for other students and their contributions.

### **Students with special needs**

Many students have special needs. This includes students who are gifted and those who are disadvantaged. Gifted students should be given opportunities to extend their learning. Students with physical or intellectual impairments and emotional or learning difficulties need special support in the classroom. Teachers have a responsibility to ensure that the learning needs of these students are met. All students are individuals and all have the right to quality education in order to reach their full potential.

## Teaching and learning

Personal Development is a subject which is best taught through students participating in group activities, and teaching and learning must reflect this.

### Student-centred learning

The Personal Development Syllabus uses a student-centred approach as a vehicle to guide and facilitate students' learning. A student-centred approach provides students with the opportunity to practice and develop critical and creative thinking, problem solving, decision-making as well as a range of practical skills and knowledge.

A student-centred approach means that teaching and learning approaches need to be flexible to cater for the individual differences and learning should be relevant and meaningful to the experiences and needs of the students. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve the Personal Development learning outcomes. Students learn best through active involvement in their learning through observation, reflection, communicating with each other and taking opportunities to be creative thinkers.

In Personal Development students are encouraged to think critically about what they are learning and to take responsibility for their learning. They learn to teach each other and to learn from each other: to work cooperatively and to work individually. They know that learning has a serious purpose. They enjoy being involved in a wide range of activities and developing a wide variety of skills and techniques. Students learn how to communicate well with others, how to work things out for themselves and how to get the information they need. They become confident and assertive through being given the opportunity to practise their interpersonal skills a wide range of safe situations.

### Inclusive curriculum

All students are individuals and all have the right to quality education in order to reach their full potential. An inclusive curriculum uses content, language and teaching methods that take account of all students. All Lower Secondary syllabuses value the experiences and knowledge of all students, regardless of gender, ability, geographic location, religious and cultural background, or socio-economic status.

Teachers must ensure that the teaching, learning and assessment activities are inclusive of all students when interpreting and implementing syllabus learning outcomes. The following statements identify important requirements of an inclusive curriculum.

- All students have fair access to resources such as time spent with teacher, space in the classroom, books and equipment, outside space.
- All students have equal opportunity to participate fully in teaching, learning and assessment activities.
- The curriculum includes and addresses the needs and interests of all students; girls as well as boys, gifted students, students with disabilities and students from different cultural and religious backgrounds.

- The experiences and knowledge of all students are valued by teachers and are reflected in classroom practice.
- Teaching and learning methods cater for different learning styles by allowing students opportunities to learn in different ways.
- Teachers use a variety of assessment methods that give students opportunities to demonstrate achievement of learning outcomes.
- Teachers have a responsibility to ensure that the curriculum they teach, and the classroom practices they use, give all students the opportunity to reach their full potential.

### **Relevance**

The Personal Development Syllabus should be relevant to the social, spiritual and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development. A relevant Personal Development Syllabus will prepare students for productive community living; integrate academic and practical education; and will provide ways to paid and unpaid employment.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of Grade 10 may need to find work in the informal economy. These students, however, will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need the personal skills and knowledge emphasised in Personal Development.

The Personal Development Syllabus will enable teachers to support students' learning by encouraging teaching in real-life contexts. This means relating the skills and knowledge of subjects to real life situations. People from the community could be brought into the classroom to help teach a topic and support students.

### **Language development across the curriculum**

Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. Personal Development has different language requirements such as vocabulary and language features which must be explicitly taught in relevant contexts across the curriculum.

### **Lifelong learning**

Personal Development is an important part of a student's education but the development of personal and interpersonal skills, and the maintenance of health and fitness continues throughout life. The experiences that students have in Personal Development are critical in encouraging them to continue building these skills throughout their lives. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The curriculum should build on what students already know.

### **Integration**

Relevant and meaningful teaching and learning experiences for lower secondary students can best be provided by integrating subjects so that they apply to real life situations. Simulated real life situations which integrate a number of subjects can provide a practical and flexible way of teaching relevant life skills.

### **Safety**

The Department of Education requires all teachers to have a duty of care. All students have a duty to act responsibly and safely at all times. Teachers and students must follow safety instructions and procedures at all times.

The school must observe all safety requirements as instructed by the Secretary for Education.

## Content overview

### Broad learning outcomes

The Personal Development broad learning outcomes are statements that identify the knowledge, skills, attitudes and values all students should achieve or demonstrate at the end of Grade 10. The broad learning outcomes for Personal Development are listed below:

Students can:

1. demonstrate an understanding of and apply knowledge and skills for healthy, physical, social, emotional and spiritual living
2. develop knowledge and skills to understand and manage issues and safety including HIV and AIDS
3. demonstrate an understanding of a range of physical activities and participate in them to improve fitness
4. clarify personal values, attitudes, beliefs and behaviour and recognize factors that influence them
5. demonstrate an understanding of issues related to gender, ethnicity, culture and universal values
6. demonstrate an understanding of the process and skills of conflict resolution in a variety of situations.

### Strands

The strands describe the dimensions of the subject. They are broad, organising structures that define ways of approaching learning in Personal Development. They incorporate cross-curriculum learning and skills and are 'woven' through the units within Personal Development.

The strands for Personal Development are relationships and character development, healthy living and spirituality.

### Relationships and character development

This strand enables students to acquire knowledge, skills, attitudes and values to help them to become responsible and respectable citizens in their communities. Students learn to make wise choices and decisions for themselves in relation to others. Students learn the importance of relationships in their everyday living. They will also learn to build and develop appropriate ethical and moral behaviours and attitudes that will enable them to contribute positively and live harmoniously in their communities.

### **Healthy living**

This strand deals with the physical and health aspects of the individual. Students acquire appropriate knowledge, skills, attitudes and values in order to be physically fit to live a healthy life. Health issues such as HIV/AIDS, STIs, growth and development, nutrition, hygiene, sexual health, drugs and drug abuse, reproductive systems, conception and pregnancy are studied in this strand. Students also study and develop skills in various sports for fitness and leisure to maintain healthy lifestyles.

### **Spirituality**

This strand covers spiritual aspects of the subject. This includes the knowledge, skills, attitudes and values about sacred traditional cultural and belief systems that exist in traditional Melanesian societies including Papua New Guinea. Students study common traditional religious practices that shaped their world. The allocation of one period to Religious Instruction a week provides different religions and religious denominations to teach their doctrines in-depth. This strand shapes the mind-set of students by revisiting traditional belief systems to make decisions about different religious worldviews.



## Units

The content for this syllabus is organised into units. Each unit has specific learning outcomes which link with the broad learning outcomes of the subject, topics and indications of what must be studied in each topic, assessment tasks and assessment criteria.

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. The sport or fitness activity must be taught and assessed using the Framework provided on page 39.

There are four core units in Grade 9 in Personal Development made up of a Personal Development 30 period unit and a Sport and Fitness 20 period framework unit. 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 in Personal Development made up of a Personal Development 30 period unit and a Sport and Fitness 20 period framework unit. The Grade 10 units can be taught in any order.

Sports Administration is an optional 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.

Sport and fitness framework units that could be developed include for example:

Sports		Fitness Activities	
AFL	Rugby union	Aerobics	Jogging
Athletics	Soccer	Exercises	Sailing
Basketball	Softball	Walking	Surfing
Baseball	Squash	Yoga	Trampolining
Boxing	Swimming	Rock climbing	
Cricket	Tennis	Mountain climbing	
Hockey	Traditional sports	Swimming	
Kick boxing	Touch football	Tug of War	
Netball	Volleyball		
Rugby league	Weight lifting.		

## **School developed units**

If particular topics or contexts are not available within the syllabus units, the schools can develop units to meet local requirements. Units are developed within the nationally accredited curriculum framework and use the broad learning outcomes of the Personal Development. Once accredited by the Secondary Board of Studies, a school developed unit can be studied in place of the optional unit.

## Unit learning outcomes mapped to broad learning outcomes

BLOs	1 Demonstrate an understanding of and apply knowledge and skills for healthy, physical, social, emotional and spiritual living	2 Develop knowledge and skills to understand and manage issues and safety including HIV/AIDS	3 Demonstrate an understanding of a range of physical activities and participate in them to improve fitness
Unit 9.1	explain how their values and attitudes can contribute towards a positive community		select and perform basic skills in an appropriate situation identify strategies to improve fitness over time demonstrate team work and fair play demonstrate understanding of the rules and requirements of the sport
9.2	describe the major body systems and explain their functions during physical activity  assess personal physical fitness and explain its relevance to health.	describe the major body systems and explain their functions during physical activity  assess personal physical fitness and explain its relevance to health	select and perform basic skills in an appropriate situation  identify strategies to improve fitness over time  demonstrate team work and fair play demonstrate understanding of the rules and requirements of the sport
9.3	describe ways to deal with sexual health during adolescence safely including avoiding HIV/ AIDS.	identify relevant health and hygiene issues in your community explain and demonstrate strategies in dealing with a relevant health issue safely describe ways to deal with sexual health during adolescence safely including avoiding HIV/ AIDS	select and perform basic skills in an appropriate situation identify strategies to improve fitness over time demonstrate team work and fair play demonstrate understanding of the rules and requirements of the sport
9.4	compare and contrast traditional spiritual practices with current spiritual practices.		select and perform basic skills in an appropriate situation identify strategies to improve fitness over time demonstrate team work and fair play demonstrate understanding of the rules and requirements of the sport
10.1	explain the functions of the male and female reproductive anatomy with respect to conception and pregnancy explain the relationship between family size and family welfare compare and contrast the effectiveness of a range of decision making skills and conflict resolution skills in regard to sexual issues.	explain the relationship between family size and family welfare	select and perform basic skills in an appropriate situation identify strategies to improve fitness over time demonstrate team work and fair play  demonstrate understanding of the rules and requirements of the sport
10.2	explain the importance of peaceful and healthy family values.		select and perform basic skills in an appropriate situation identify strategies to improve fitness over time demonstrate team work and fair play demonstrate understanding of the rules and requirements of the sport
10.3	describe and explain how universal values are applicable to Papua New Guinean and the world  identify a range of role models and their common characteristics		select and perform basic skills in an appropriate situation identify strategies to improve fitness over time demonstrate team work and fair play demonstrate understanding of the rules and requirements of the sport

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<p><b>4 Clarify personal values, attitudes, beliefs and behaviour and recognize factors that influence them</b></p>	<p><b>5 Demonstrate an understanding of issues related to gender, ethnicity, culture and universal values</b></p>	<p><b>6 Demonstrate an understanding of the process and skills of conflict resolution in a variety of situations</b></p>
<p>identify factors that determine self concept</p> <p>explain how their values and attitudes can contribute towards a positive community</p>		<p>demonstrate skills for establishing and maintaining positive relationships</p>
<p>analyse common traditional beliefs and practices that are good or harmful to PNG identity in the changing world</p>	<p>describe the traditional beliefs and practices that create PNG identity.</p>	<p>analyse conflict solving processes and demonstrate skills to solve conflicts</p>
	<p>explain the relationship between family size and family welfare</p>	<p>compare and contrast the effectiveness of a range of decision making skills and conflict resolution skills in regard to sexual issues.</p>
<p>identify characteristics of positive peer groups that contribute to class and school spirit.</p>		
<p>clarify personal values and recognise factors that influence them</p>	<p>analyse values that are universal to religions and communities of the world</p>	

## Unit sequence and content

<b>Grade 9 core units</b>		<b>Grade 10 core units</b>	
<b>9.1 Who am I?</b> <b>30 periods 3 periods a week</b> <ul style="list-style-type: none"> <li>• Exploration of self</li> <li>• Esteem of self and others and influences</li> <li>• Relationships</li> <li>• Skills in relationships</li> <li>• Problem solving skills in relation to me and my relationships</li> <li>• Assertive communication</li> </ul>	<b>Sport and Fitness</b>  <b>20 periods</b>  <b>2 periods a week</b>	<b>10.1 Reproductive and Sexual Health</b> <b>30 periods 3 periods a week</b> <ul style="list-style-type: none"> <li>• Reproductive systems</li> <li>• Sexual relationships</li> <li>• Family planning and contraception</li> <li>• Sexually transmitted infections</li> <li>• HIV/ AIDS</li> <li>• Assertiveness, negotiation and decision making</li> </ul>	<b>Sport and Fitness</b>  <b>20 periods</b>  <b>2 periods a week</b>
<b>9.2 Fitness and Me</b> <b>30 periods 3 periods a week</b> <ul style="list-style-type: none"> <li>• Anatomy and physiology in relation to fitness</li> <li>• Fitness</li> <li>• Prevention and care of sports injuries</li> <li>• Skills <ul style="list-style-type: none"> <li>- fitness testing</li> </ul> </li> </ul>	<b>Sport and Fitness</b>  <b>20 periods</b>  <b>2 periods a week</b>	<b>10.2 Family and Relationships</b> <b>30 periods 3 periods a week</b> <ul style="list-style-type: none"> <li>• Family</li> <li>• Value of community</li> <li>• Peers</li> <li>• Groups young people belong to</li> <li>• Skills <ul style="list-style-type: none"> <li>- values clarification</li> <li>- decision making</li> </ul> </li> </ul>	<b>Sport and Fitness</b>  <b>20 periods</b>  <b>2 periods a week</b>
<b>9.3 Health</b> <b>30 periods 3 periods a week</b> <ul style="list-style-type: none"> <li>• Preventive health care</li> <li>• Communicable and non-communicable diseases</li> <li>• First aid and safety</li> <li>• Drug and substance abuse</li> <li>• Puberty and sexual health</li> <li>• HIV and AIDS</li> <li>• Skills <ul style="list-style-type: none"> <li>- decision making</li> </ul> </li> </ul>	<b>Sport and Fitness</b>  <b>20 periods</b>  <b>2 periods a week</b>	<b>10.3 Universal Values</b> <b>30 periods 3 periods a week</b> <ul style="list-style-type: none"> <li>• Universal values</li> <li>• Influences of universal values</li> <li>• Role models</li> <li>• Skills <ul style="list-style-type: none"> <li>- research and analysis</li> </ul> </li> </ul>	<b>Sport and Fitness</b>  <b>20 periods</b>  <b>2 periods a week</b>
<b>9.4 The PNG Way</b> <b>30 periods 3 periods a week</b> <ul style="list-style-type: none"> <li>• Papua New Guinean identity</li> <li>• Papua New Guinea traditions</li> <li>• PNG way in the future</li> <li>• Community conflict resolution</li> <li>• Restore peace and harmony</li> <li>• Conflict resolution skills</li> <li>• The spiritual world and beliefs</li> <li>• Skills <ul style="list-style-type: none"> <li>- conflict resolution</li> <li>- decision making</li> </ul> </li> </ul>	<b>Sport and Fitness</b>  <b>20 periods</b>  <b>2 periods a week</b>		<b>Sport and Fitness</b>  <b>20 periods</b>  <b>2 periods a week</b>
<b>Gr 9 and Gr 10 Sports and Fitness Framework Units 1 2 3 4 5 6 7</b> <b>Sport and Fitness</b> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Basic rules of the sport</li> <li>• Skill development</li> <li>• Team work and fair play</li> <li>• Sports ethics</li> <li>• Skills application</li> </ul>		<b>Grade 10 Option Unit Sports Administration</b> <ul style="list-style-type: none"> <li>• PNG sporting structure</li> <li>• Event management</li> <li>• Sports code of ethics</li> <li>• Skills</li> </ul>	

## Grade 9 units

### 9.1 Who am I?

Term 1

Grade 9

30 Periods

The purpose of this unit is to empower students to take charge of their own lives and build on the knowledge and understanding students have of who they are as individuals and as Melanesians. They will explore why they behave as they do and will have the opportunity to develop positive attitudes and values about themselves, their place in the community and their ambitions. It will also provide them with opportunities to develop behaviours and attitudes to contribute in a positive way in their relations with others and the broader community. This will be carried out by using interactive information, discussion, activities and role plays. Students will work on their own, in small gender balanced groups or in large groups. Teaching in this unit will take the form of enabling, encouraging, facilitating, empowering and face to face teaching.

This unit is further developed in other units in Grade 9 especially Reproductive and Sexual Health and Family and Relationships in Grade 10. It is mainly related to the strand Relationships and Character Development. It also links with the Healthy Living and Spirituality strands. The unit is both practical and academic as students learn knowledge and skills that they can apply to their lives. Students' achievements of the learning outcomes will be through oral and written presentations.

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### Unit learning outcomes

Students can:

- 9.1.1 identify factors that determine self concept and self esteem
- 9.1.2 explain how their values and attitudes can contribute towards a positive community
- 9.1.3 demonstrate skills for establishing and maintaining positive relationships.

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### Content

Students acquire knowledge and skills through the teaching and learning of this content.

#### Exploration of self

- getting to know you
- what makes me unique? for example:
  - body image
  - family
  - my skills
  - my appearance
  - my beliefs, values and attitudes
  - culture

- my character strengths
- my needs
- my weaknesses and limitations
- share life story
  - experiences
  - future plans.

### **Esteem of self and others and influences**

- how do I feel about myself?
  - what influences how I feel?
  - how people are different from me?
- affirmation
  - thinking positively about self, family, life and future
- how does the community influence me?
  - family
  - friends
  - peers
  - teachers
  - culture
  - religion
  - environment
- change of roles and behaviours in different situations
  - masks we wear
  - defence mechanisms
  - ego states (parent, adult, child)
  - respect for self and others (parents, elders, people in authority)
  - respect for property
- how to earn respect?
  - attitudes towards others
  - behaviour towards other
  - honesty
- expectations of family, school, community
  - have on girls and boys
  - gender expectations
  - advantages and disadvantages of gender expectations.

### **Relationships**

- what is a relationship?
- what relationships do I have?
  - mother, father, brother, sister, elders
  - teachers
  - peers
  - boy/girl friends
- qualities of healthy relationships, such as
  - honesty
  - trust
  - love
  - respect
- qualities of unhealthy relationships, such as
  - lack of respect
  - exploitation

- violence
- what are my strengths and weaknesses in relationships that are important to me?
- how can I improve my weaknesses?

### **Skills in relationships**

- communication
  - speaking
  - writing
  - non-verbal communications
- listening
  - how to listen
  - active listening
- showing respect.

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

- how to solve a problem
  - identify the problem
  - clarify options
  - what might happen (outcomes)?
  - what choice do you make?
  - how do you feel about that?
  - what actions do you take?

### **Assertive communication**

- how to be assertive? for example:
  - 'I' messages (I am busy working on my home work, I can not come with you now.)
- how to say "no"?
- difference between assertive, aggressive and passive behaviour:
  - assertive (behaviour that shows respect for self and others)
  - aggressive (behaviour that shows respect for self but not others)
  - passive (behaviour that shows respect for others but not self).

### **Skills developed in this unit**

- self analysis
- observation
- communication
  - listening
  - speaking
  - writing
  - body language,
  - assertiveness
- relationship skills
  - earning respect
  - being honest
  - dealing with trust
- problem solving.

## **Assessment**



### **Assessment Task One**

Students write or speak about themselves explaining what makes them unique, what is important to them and people that are important to them.

#### **Assessment criteria**

Assessment task one will be assessed on the extent to which students can:

- explain how factors influence individual self concept
- describe values and give examples of personal values
- use examples to show how a person's values and attitudes can influence a community.

### **Assessment Task Two**

#### **Journal or diary of first term in Grade 9**

Students record their reflections and personal experiences

#### **Assessment criteria**

Assessment task two will be assessed on the extent to which students can:

- maintain a journal or diary for one term
- identify experiences which have a personal impact
- reflect on experiences and their effect.

**Total: 60 marks**

## 9.2 Fitness and me

30 Periods

The purpose of this unit is for students to develop further an understanding of their body through a study of major systems of the human body. This unit will examine the structure and functions of these systems. The unit will also build an understanding of health and sports related fitness. The topics covered will give the students an insight of how the body works in relation to physical activities and an appreciation of physical fitness. This will be carried out by using discussion, activities and experiments. Students will work on their own, in small gender balanced groups or in large groups. Teaching in this unit will take the form of enabling, encouraging, facilitating, empowering and face to face teaching.

This unit has links to the strand healthy living. This unit further links to the Health unit in Grade 9 and Grade 10 Reproductive and Sexual unit. Students' achievements of the learning outcomes will be through a written response and performance testing.

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### Unit learning outcomes

Students can:

- 9.2.1 describe the major body systems and explain their functions during physical activity
  - 9.2.2 assess personal physical fitness in relation to health.
- 

### Content

Students acquire knowledge and skills through the teaching and learning of this content.

#### **Anatomy and physiology in relation to fitness**

- how does my body function while playing and working?
- students explore the following systems:
  - skeletal
  - muscular
  - cardio- respiratory
  - energy
- how can I take care of my body?
  - diet
  - rest
  - liquid intake
  - exercise.

#### **Fitness**

- what does fitness mean to me?
    - health related fitness
    - components of fitness
  - am I fit?
    - fitness testing
-

- complete a set of fitness tests over a period of time
- importance of regular exercise throughout life
  - analysis of personal fitness
  - development of fitness plan
- what does it mean to be fit in relation to sports?
  - sports related fitness
- different types of fitness for different sports
  - eg; compare fitness for rugby league to basketball.

### **Prevention and care of sports injuries**

- how can I avoid and care for injuries?
- what are most common sports injuries?
  - causes of sports injuries
  - basic preventive measures
  - basic treatment for injuries.
  - basic first aid.

### **Skills developed in this unit**

- communication skills
  - listening , viewing and note taking
  - present information in a variety of graphic forms including tables, graphs, flow charts, diagrams, illustrations, models
- skills of analysis
  - analyse cause and effect
  - summarise information for a particular purpose
  - discuss issues
- planning and research skills
  - collect information from a range of appropriate sources
- fitness testing

## Assessment

### Assessment Task One

#### Diagram, flowchart or cartoon

Students describe in words and illustrate with diagrams how the skeletal system and muscular system work together to enable movement. For example students are given a physical action such as lifting a weight and kicking a ball

#### Assessment criteria

Assessment task one will be assessed on the extent to which students can:

- accurately name the bones and muscles involved within the task
- explain the action of the bones and muscles correctly within the task.

### Assessment Task Two

Explore the effects of exercise on the cardio-respiratory system, for example by exercising aerobically for a period of 5 minutes (such as skipping, fast walking, running) and comparing physiological functions such as heart rate, breathing rate, perspiration rate before and after the exercise.

#### Assessment criteria

Assessment task two will be assessed on the extent to which students can:

- accurately record results of fitness tests
- analyse the results and relate them to personal lifestyle.

**Total: 60 marks**

## 9.3 Health

**30 Periods**

Young people are faced with many challenging issues as they struggle to keep up with today's demanding life styles. Keeping good health is vital to their growth and development.

This unit assists them in developing the capacity to communicate and make appropriate decisions with respect to their everyday hygiene practices as well as the biological, psychological; and socio- cultural changes they are undergoing in the current stage of their lives. The impact of HIV/AIDS on health in Papua New Guinea is one of the many issues addressed in this unit.

In this unit students will develop an understanding of sound personal health principles and practices so that they remain healthy themselves and are able to pass on this knowledge to a wider community. They will learn about the importance of personal, community, and global health. This unit relates to Healthy Living and Relationships and Character Development strands and has links to grade nine unit on Fitness and Me and Reproductive and Sexual Health in Grade 10.

This unit follows on from content covered under the strands of Healthy Living and Relationships from Upper Primary. Students' achievements of the learning outcomes will be through a written response and a performance.

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### Unit learning outcomes

Students can:

- 9.3.1 identify relevant health and hygiene issues in your community.
  - 9.3.2 describe ways to deal with sexual health during adolescence safely including avoiding HIV/AIDS
  - 9.3.3 explain and demonstrate strategies in dealing with a relevant health issue safely.
- 

### Content

Students acquire knowledge and skills through the teaching and learning of this content.

#### Preventative health care

- explore the importance of personal hygiene
    - strategies to care for body
  - nutrition
    - balanced meal/healthy diet
    - local/natural food
    - healthy body weight
    - preventing diabetes, heart disease
    - high blood pressure
    - students plan a healthy meal for their family
  - food hygiene
-

- food preparation
- food storage
- traditional food
- analyse food management practices at home
- sanitation in the home
  - clean home
  - clean water
  - sewerage
  - garbage
- sanitation in the community
  - clean grounds
  - water quality, water management
  - sewerage management
  - rubbish disposal
  - proper drainage.

### **Communicable and non-communicable diseases**

- what are communicable diseases?
- types of communicable disease
- ways of transmission
- ways of prevention
- what are non-communicable diseases?
- types of non-communicable diseases
- preventive measures
- adopt healthy practices to reduce risk of contracting diseases.

### **First aid and safety**

- what is the importance of first aid?
- students learn basic first aid procedures
- DRABC strategy
  - D= danger
  - R= response
  - A= Air way
  - B= Breath
  - C= circulation
- consider safety in their personal lives
  - why is it important to me?
- types of safety
  - road safety
  - fire
  - personal safety
  - safety in kitchen, workshop
  - water safety (river, beach, pool)
- Develop practices and procedures to stay safe.

### **Drug and substance abuse**

- what are drugs?
- types of drugs
  - medicines
  - smoking marijuana, cigarettes,

- betel nuts
- alcohol
- home brew
- what are the advantages and disadvantages of drug use for me and my community?
- how can I avoid being harmed by drugs?

### **Puberty and sexual health**

- what physical, psychological and socio- cultural changes have I experienced during puberty
- gender
  - are society's expectations of male and female fair?
  - changes in attitudes over time (polygamy)
  - Noah's story
- sexuality and sexual behaviour
  - creation story
- courtship and dating
- delaying sexual activity
- risks of being sexually active
- adolescent pregnancy
- sexually transmitted infections (STIs).

### **HIV/AIDS**

- research facts about the history of the virus, what the terms HIV/AIDS mean and how it is transmitted
- brief history of HIV/AIDS
  - origins
- what is HIV/AIDS?
- how is the disease transmitted?
- transmitted through exchange of body fluids
  - blood
  - semen
  - vaginal fluid
  - mother to child at birth or through breast feeding
- factors influencing the spread of HIV/AIDS in PNG
  - alcohol
  - drugs
  - gender (why more women now contract the disease at a young age?)
  - culture
  - polygamy
  - availability of health services
- signs and symptoms
- how might a person feel after being told HIV positive about self or someone you know
  - how does personal feelings influence behaviour
- what impact does HIV/AIDS have on,
  - individual
  - family
  - community
  - country
  - workplace

### **Prevention**

- How can I avoid being infected and help my community from being affected?

Sexual contact (A B C D model)

A = Abstinence

B = Be faithful to one un-infected partner

C = Condoms (use)

D = Delay sexual intercourse

Strong traditional and Christian values.

### **Skills developed in this unit**

- research and find out about health issues
- collect, record and evaluate information
- investigating skills
- decision making skills
- compare and contrast issues
- analyse articles
- identify and recall information
- communication skills such as discussion and role plays
- application skills.



## Assessment

### Assessment Task One

#### Design a poster, flowchart, diagram or pamphlet

Select three health or hygiene issues that are relevant to your community and illustrate ways they are managed or how they can improve management

#### Assessment criteria

Assessment task one will be assessed on the extent to which students can:

- demonstrate knowledge about a range of personal and community health and hygiene issues
- explain how healthy practices can be maintained at home
- develop practical strategies to deal with health or hygiene issues.

### Assessment Task Two

#### In groups, write and perform a short play on an HIV/AIDS or drugs issues

The play might deal with issues such as:

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

#### Assessment criteria

Assessment task two will be assessed on the extent to which students can:

- identify a range of behaviours that contribute to sexual health risks
- describe and explain the effects of social and family pressure
- demonstrate appropriate strategies to reduce risk.

**Total: 60 marks**

## 9.4 The PNG way

30 Periods

Papua New Guinea society is changing socially and culturally very quickly. Cultural values which once governed and sustained a balanced harmonious society may have become less effective. This unit therefore is designed to give our young people an understanding and appreciation of the PNG way so they develop a sense of identity, pride and unity as Papua New Guineans in a changing world.

The unit emphasizes the strands Relationships and Character Development and Spirituality. It helps the students to embrace, own and live the unique Papua New Guinea way. The unit links with Family and Relationship unit in Grade 10 and is both practical and academic.

Students' achievements of the learning outcomes will be through a written response and observation of performance.

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### Unit learning outcomes

Students can:

- 9.4.1 describe the traditional beliefs and practices that create PNG identity.
  - 9.4.2 analyse common traditional beliefs and practices that are good or harmful to PNG identity in the changing world
  - 9.4.3 analyse conflict solving processes and demonstrate skills to solve conflicts
  - 9.4.4 compare and contrast traditional spiritual practices with current spiritual practices.
- 

### Content

Students acquire knowledge and skills through the teaching and learning of this content.

#### Papua New Guinean identity

- aspects of Papua New Guinea Identity
  - family
  - kinship
  - land
  - culture
  - spirituality
- students explore their identities.

#### Papua New Guinea traditions

- social contract
  - banking/ interdependence/wantok system
  - relations
- big men
  - wealth

- leadership
- ceremonies
  - bride price
  - feast
  - funeral/mourning
  - traditional dance
  - festivals
  - rituals
  - initiations
- beliefs
  - different beliefs and practices in different communities.

### **PNG way in the future**

- analysis of past traditions and identity
  - benefits (what of the past be retained)
  - harms (what of the past be modified)
  - challenges for future (TV culture, media, western ways).

### **Community conflict resolution**

- how was conflict managed in the past?
  - consensus
  - mediation.

### **Restore peace and harmony**

- who managed conflicts in the past within communities?
- the current court system
  - village court
  - local court
  - district court
  - national court
  - supreme court
- rights and responsibilities.

### **Conflict resolution skills**

- skills in resolving conflict
  - negotiation
  - managing anger
  - listening
  - respecting different views.

### **The spiritual world and beliefs**

- spirits (creation)
- ancestral spirits (tumbuna)
- myths
- sorcery (witchcraft)
- types of religions
- religious practices
  - common religious values and practices

- purpose of religions.

**Skills developed in this unit**

- research and analysis
- conflict resolution
- interpersonal skills
- negotiation
- decision making
- communication skills.

## Assessment

### Assessment Task One

Short report, a newspaper article or letter to the editor on the effect of traditional beliefs and practices on the country's identity.

#### Assessment criteria

Assessment task one will be assessed on the extent to which students can:

- Show evidence of knowledge and understanding of a range of traditional beliefs and practices
- Analyse both positive and negative impact that a range of traditional beliefs and practices have on the country's identity.

### Assessment Task Two

#### Role play

Demonstrate appropriate processes and skills in solving conflicts in a variety of situations through role play.

#### Assessment criteria

Assessment task two will be assessed on the extent to which students can:

- demonstrate knowledge of conflict resolution skills
- Identify and use appropriate conflict resolution skills in a range of role play situations.

### Assessment Task Three

#### Test or quiz

Test or quiz on the similarities and differences between traditional and current religious beliefs and practices.

#### Assessment criteria

Assessment task three will be assessed on the extent to which students can:

- Describe a range of traditional spiritual beliefs and practices
- Compare and contrast traditional religious beliefs and practices with current religious beliefs and practices.

**Total: 60 marks**

## Grade 10 units

### 10.1 Reproductive and sexual health

30 Periods

As part of their educational experience, adolescents should be given the opportunity to develop the capacity to understand their sexuality in the context of biological, psychological, socio- cultural and reproductive dimensions. This unit helps students appreciate these dimensions, to challenge cultural barriers relating to current social issues such as HIV/AIDS, and be more informed about family- planning and counselling. Students will have the opportunity to develop skills to make responsible decisions and take actions with regard to sexual health behaviour.

The unit has links to the Grade 9 unit Health and relates to the strands of Healthy Living, and Relationships and Character Development. Students' achievements of the learning outcomes will be through a test and a written or oral presentation.

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#### Unit learning outcomes

Students can:

- 10.1.1 explain the functions of the male and female reproductive anatomy with respect to conception and pregnancy
  - 10.1.2 explain the relationship between family size and family welfare
  - 10.1.3 compare and contrast the effectiveness of a range of decision making skills and conflict resolution skills in regard to sexual issues.
- 

#### Content

Students acquire knowledge and skills through the teaching and learning of this content.

#### Reproductive systems

Students explore reproductive systems

- structure of male and female reproductive systems
- functions of male and female reproductive systems.

#### Sexual relationships

- 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, fertilization and conception
  - negotiation for sexual activity
  - dealing with pressure for sexual activity (peer).

## Family planning and contraception

- pregnancy
  - stages of pregnancy
  - prenatal care
- child development
  - stages of development
- antenatal care
- what size family do I want?
- things to consider;
  - money
  - food
  - living arrangements
  - time for caring
  - resources
  - land
- family planning methods
  - types of contraceptives
- family planning and counselling
- availability of family planning and counselling services.

## Sexually transmitted infections (STIs)

### Review:

- types of sexually transmitted infections
- signs and symptoms
- transmission
- prevention
- treatment
  - availability of health facilities.

Students consider ways to reduce risk of becoming infected.

## HIV/AIDS

### Review

- what are the consequences of the disease?
  - signs and symptoms
  - discrimination and stigmatization
  - cultural and religious bases of stigmatization
- prevention strategies and risk assessment
- what impact does the disease have on society
  - economic, medical cost
  - loss of workforce
  - children orphaned
  - loss and grief
- how could I care for and accept,
  - HIV positive person
  - AIDS sufferer
- seriousness of the situation in PNG
  - current statistics

- global comparison.
- projections and predictions.
- relationship between beliefs, values, attitudes and behaviour
- impact of gender expectations on girls or woman
- health services available for testing or drugs
- blood contact
  - universal precautions (management of blood) eg. do not touch someone's blood
  - wear gloves to help someone bleeding
  - step out of sports field if you are bleeding
  - cover any bleeding wounds
  - sexual contact
  - ABCD.

### **Strategies for keeping myself safe**

Assertiveness, negotiation and decision making

- principles of assertiveness and negotiation
- how can I negotiate for what I want and learn to be assertive?
- how can I reduce risk of unwanted sexual activity? (rape, sexual assault, incest)
- decision making
  - thinking about sex before hand
  - how would you know when you are ready?

### **Peer education**

- formal and informal
  - learning from others
  - teaching others
  - being a role model
- community advocacy
  - learning from community trainers
  - support in decision making from the community.

### **Skills developed in this unit**

- research and analysis
- decision making skills
- negotiation
- advocacy skills
- communication skills.



## Assessment

### Assessment Task One

#### Short answer test

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.

#### Assessment criteria

Assessment task one will be assessed on the extent to which the student can:

- demonstrate understanding of the human reproductive system and conception
- demonstrate understanding of reasons to, and ways of managing family size.

### Assessment Task Two

#### Written or oral presentation

Written or oral presentation such as a speech, radio broadcast, poster or pamphlet describing most common ways that HIV/AIDS is transmitted and how young people can reduce the risk of contracting the disease.

#### Assessment criteria

Assessment task two will be assessed on the extent to which students can:

- demonstrate knowledge of risks to themselves of HIV/AIDS
- identify strategies which they can use to minimise risks to themselves in a range of situations.

**Total:60 marks**

## 10.2 Family and relationships

30 Periods

Family is the basis of a person's upbringing and influences how a person thinks, behaves and conducts himself/herself in situations encountered. Papua New Guinean families are facing new challenges in order to cope with the changing world and influences on young people today are different to their parents' experiences.

The unit enables students to explore attitudes and structures that will strengthen family and community relations in our community and society today. It also encourages formation of community oriented groups and clubs. The emphasis is on non-violence, bonding, valuing positive attitudes, time together and effective communication.

Student centred activities will uphold values which are very important in their families and communities as they interact with each other to make PNG and the world a better place.

This unit will interact with Gr. 9 Unit 1 *Who Am I?* and *The PNG Way*. It is both practical and academic. Students' achievements of the learning outcomes will be assessed through a journal and an oral presentation.

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### Unit learning outcomes

Students can;

- 10.2.1 explain the importance of peaceful and healthy family values.
- 10.2.2 identify characteristics of positive peer groups that contribute to class and school spirit.

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### Content

Students acquire knowledge and skills through the teaching and learning of this content.

#### Family

- what is a family?
- what is my role within my family
  - rights and responsibilities of family members. What responsibility do I have in my family?
  - changing family roles
  - influences on family (money, westernization, TV, media)
- how is respect important to family?
  - how to show respect
  - mutual respect in family (self, parents, elders,)
- how can conflicts be dealt within a family?
  - values and value clashes
  - how to solve conflicts
- marriage
  - traditional
  - modern

- rights and responsibilities
- making a commitment
- parenting
  - responsibilities
  - negotiation
- initiations
  - types of initiation
  - purpose of initiation
  - ceremonies (rituals,)
- domestic violence
  - causes (drugs, stress, unfaithful, lack of respect)
  - impact on families and community
  - dealing with domestic violence (traditional and modern).

### **Value of community**

- what is the importance of my community to me, to the province, national and international scene?
  - how are communities different?
  - how are communities changing?
- schools
  - connection to community (relationships)
- role models
  - leaders (national and international eg. Sir Michael Somare, Nelson Mandela)
  - teachers
  - sports idols
  - people living a meaningful life within your community.

### **Peers**

- what is my relationship with peers?
- what do I value in peer relationships?
  - respect
  - trust
  - support
  - fun
- students consider the importance of supporting peers with problems through
  - counselling
  - supporting
  - listening
  - seeking adult support/advice for serious problems
- problems
  - practice ways of supporting peers through role plays and scenarios.

### **Groups young people belong to**

- what groups could I belong to?
- what roles do I have in these groups?
  - healthy and unhealthy youth groups,
  - differences in groups
  - cults

- sporting groups
- clubs
- church groups
- leadership
  - what is leadership?
  - qualities in leadership
  - skills in leadership
- community service groups (awareness, community work)
- importance of teamwork
  - positive contributions
  - respecting others
- students consider the value of them belonging to a group.

### **Skills developed in this unit**

- relationship and interpersonal
- leadership
- communication
- values clarification
- decision making
- supporting peers.

## Assessment

### Assessment Task One

#### An oral presentation

In groups, 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.

#### Assessment criteria

Assessment task one will be assessed on the extent to which the student can:

- illustrate why and how roles within families have changed
- compare and contrast changing values over time
- evaluate the effect of peaceful and healthy family values on the community and nation.

### Assessment Task Two

#### Journal

Demonstrate and describe, through journal reflections, the impact of positive contributions to relationships at school

#### Assessment criteria

Assessment task 2 will be assessed on the extent to which the student can:

- describe using personal examples how positive behaviours can improve school relationships
- demonstrate positive contributions to groups (class, sports) and school.

**Total: 60 marks**

## 10.3 Universal values

30 Periods

This unit explores values which are common to religions and peoples at all times and in all places. It is designed to help students analyse world issues relating to religion, economy and politics considering the universal values. It also helps the students to develop the understanding that these universal values are applicable to Papua New Guinean contexts which in turn gives them an appreciation and a sense of belonging to a wider world.

The unit further elaborates and links the Upper Primary strand of Living and Working together. It also has links to Grade Nine Term 4 unit Papua New Guinea Way. The strand emphasized here is Relationship and Character Development.

Students' achievements of the learning outcomes will be through research assignment and a written response.

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### Unit learning outcomes

Students can:

- 10.3.1 describe and explain how universal values are applicable to Papua New Guinean and the world
  - 10.3.2 identify a range of role models and their common characteristics
  - 10.3.3 clarify personal values and recognise factors that influence them.
- 

### Content

Students acquire knowledge and skills through the teaching and learning of this content.

#### Universal values

- students research values through talking to family, community members, reading newspapers, magazines, watching television
  - what are values?
  - what values are held by religions?
  - how can values held by individuals be different?
  - what are my personal values?
- develop list of values that are universal to many people, community and religions, for example:
  - tolerance (acknowledge diversity, fair, equity)
  - love (types of love)
  - honesty (making ethical decisions, transparency and anti-corruption, personal integrity, conviction and conscience)
  - peace (ways to maintain peace, peace process, public spirit)
  - respect (value others, value self, property)
  - trust (reliable, consistent, faithfulness).

#### Influences of universal values

- what is the impact of maintaining universal values in life on the following?
  - personal achievements
  - self esteem
  - family
  - school
  - community
  - peers
  - PNG identity
- what is the impact of not maintaining universal values in life on the following?
  - corruption
  - war and conflict
  - greed, stealing
  - unequal distribution of wealth, services,
  - domestic violence, rape, murder
  - breakdown in law and order.

### **Role models**

- what is a role model?
- different role models
  - leaders (national and world )
  - successful people in local community
  - sports idols
- why choose a particular role model?
  - qualities they possess
  - success stories
  - values they demonstrate
  - type of work they do
  - humility (awareness of community needs).

### **Skills developed in this unit**

- reflection
- evaluation
- research and analysis
- collaboration
- consultation
- leadership

## Assessment

### Assessment Task One

#### 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 career and life.

#### Assessment criteria

Assessment task one will be assessed on the extent to which the student can:

- collect, analyse, organise and, present information
- describe a range of role models and their common characteristics
- justify the choice of the role models.

### Assessment Task Two

#### Compare and contrast values of PNG culture with that of another country.

Research some aspects of PNG cultural values and cultural values of another country such as:

- religion
- sport
- ceremonies
- family and community
- political.

#### Assessment criteria

Assessment task two will be assessed on the extent to which the student can:

- identify cultural values of PNG and another country
- describe similarities and differences between cultural values of PNG and another country.

**Total: 60 marks**



## Sport and fitness framework

**Grade 9 and 10****Core unit****20 Periods**

The purpose of this unit is to develop an appreciation of physical activity and fitness through learning physical skills that can be applied in a game or sport situation. This unit will provide opportunities for students to learn about themselves and their relationships with others. Participation in physical activity encourages students to develop skills in leadership and how to work in a team. Students will learn the basic skills of the sport they are engaged in and learn about basic rules of the game and fair play.

This unit is linked to the strand Relationships and Character Development and Healthy Living. The unit is both practical and academic as students learn knowledge and skills that they can apply to sports and in their lives. Students' achievements of the learning outcomes will be through observation of performance using self, peer and teacher assessment.

This unit is generic. Schools can elect to teach four different sports of choice in Grade 9 and three different sports in Grade 10 for 20 periods each term. Using this template schools will need to add the specific skills and activities for their chosen sport for content. To assess the unit on the chosen sport, use the recommended assessment methods and criteria in this sport framework.

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### Unit learning outcomes

Students can:

- a) select and perform basic skills in an appropriate situation
  - b) identify strategies to improve fitness over time
  - c) demonstrate team work and fair play
  - d) demonstrate understanding of the rules and requirements of the sport or fitness activity.
- 

### Content

#### What do I need to know about the sport or fitness activity?

- brief history
  - sports structure
    - court, field and pool
    - number of players
    - equipment
    - officials
  - basic rules of the sport
  - how can I participate in sport or activity safely? (Safety of the sport)
    - warm up
    - warm down
    - appropriate clothing, gears
-

- How does this sport or activity contribute to overall fitness?

### **Skill development**

What skills do I need to play the sport or participate in the fitness activity?

- how do I improve performance?
  - practice the skill (repeat the skill many times)
  - peer observation and encouragement
  - develop sport related fitness ( exercise, weights, strength, speed)
- positions of players and their roles
- attacking skills (where appropriate)
- defensive skills (where appropriate).

### **Team work and fair play**

Why teamwork and cooperation are important in sport or fitness activities?

- enjoyment
- getting the best out of players
- what behaviours demonstrate positive attitude?
  - encouragement
  - confidence in self and team members
  - doing your best
- managing conflict in sport or fitness activities
  - causes of conflict
  - types of conflict
  - managing anger
  - crowd control.

### **Skills application**

Involvement in organised fitness activities, sports and competition.

## **Grade 10 only**

### **Fitness**

Awareness of the relationship between sport or fitness activities and maintaining levels of fitness

- fitness testing
- measure elements of fitness
  - take pulse after five minutes of exercise
  - flexibility
  - speed
- record and analyse results over the term

### **Skills developed in this unit**

- safety practices
- movement skills (hitting, running, shooting, defending, catching, kicking, etc)
- decision making
- collaboration
- encouragement

- application.

## Assessment for Grade 9

### Assessment task Grade 9

Participate in the sport or fitness activity

#### Assessment criteria

This assessment task will be assessed on the extent to which the student can:

- apply the skills in the sport appropriate to the game or fitness activity
- demonstrate fair play behaviours in a full game
- demonstrate understanding of the rules of the game.

**Total: 40 marks**

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## Assessment for Grade 10

### Assessment Task One

Participate in the sport or fitness activity

#### Assessment criteria

Assessment task one will be assessed on the extent to which the student can:

- apply the skills in the sport appropriate to the game or activity
- demonstrate fair play behaviours in a full game or activity
- demonstrate understanding of the rules of the game or activity.

### Assessment Task Two

#### Fitness test

Complete a series of fitness tests such as aerobic capacity, strength, flexibility, speed and assess personal fitness level

#### Assessment criteria

Assessment task two will be assessed on the extent to which the student can:

- demonstrate an increased level of fitness
- record and analyse the results of their fitness test.

**Total:40 marks**

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## Sports administration

Grade 10

Option unit

20 Periods

Sport is a significant social activity that many Papua New Guineans love and get involved in. It penetrates all levels of the society and draws on both urban and rural participation. It is important that students have the opportunity to learn and develop sports management skills which they can apply in their schools and local communities.

This unit will explore the various areas in sports education, such as planning, organization, management of sports tournaments and facilities for recreational purposes. It will also enable students to develop an understanding of ethics within sports enabling enjoyable and positive participation. This unit relates to Grade nine Unit - *Fitness and Me* and relates to the strands; Healthy Living and Relationships and Character Development. This unit has both practical and academic components.

Students' achievements of the learning outcomes will be through a written response and observation of performance.

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### Unit learning outcomes

Students can:

- 10.5.1 explain the importance of sports in PNG
  - 10.5.1 organize and manage a sporting event.
- 

### Content

#### PNG sporting structures

Students research and describe sporting structures that exist in their community and activities they participate in:

- types of sporting organisations
- structure of each organisation
- functions of the organisations
- importance of sports
  - fitness and health (sports medicine)
  - individual and national identity
- what are the benefits of regular involvement in sports?

#### Event management

Students explore structures in sports management

- organization and management
  - preparing draws
  - officiating
    - refereeing (understanding rules)
    - lines person
    - time keepers
  - marking fields and courts
-

- maintenance of fields, courts and grounds
- coaching
- volunteer

### **Code of ethics in sports**

- students discuss ethics in sports
  - what is sports' code of ethics?
  - what is fair play?

Students consider social issues in sports, those that benefit and harm sports

- social issues
  - violence in sports
  - cheating
  - women in sports
  - sports for people with a disability
- encountering sports disputes
  - how to manage conflict
  - assertive
  - calm
  - clarify rules.

### **Skills developed in this unit**

- management
- research
- analysis
- decision making
- application.

## Assessment

### Assessment Task One

#### Written response for example test or essay

Select a popular sport in PNG and explain how it is promoted and what influences it has on Papua New Guineans. Consider possible positive and negative influences.

Describe the benefits of sports in terms of personal and national identity in relation to popular sport in PNG.

#### Assessment criteria

Assessment task one will be assessed on the extent to which the student can explain:

- benefits of sports to personal and national identity
- types of sports and sports organisations in PNG
- benefits of engaging in sport.

### Assessment Task Two

Students in groups develop a plan to organize and manage a sporting event (possibly just with class but if possible involving whole school or community) Demonstrate skills to manage a sporting event and promote fair play by collaborating with members of a class.

#### Assessment criteria

Assessment task two will be assessed on the extent to which the student can:

- devise
  - sports management plan
  - procedures in developing a plan
- show
  - management/organisational skills
  - knowledge about management issues
  - knowledge about importance of fair play and skills.

**Total:40 marks**

## Assessment, examination and certification

Assessment and reporting practices described here are detailed further in the National Assessment and Reporting Policy for Papua New Guinea (2003) and in other support materials produced by the Department of Education.

### Assessment

The main purpose of assessment is to improve student learning. Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

For teaching and learning to be outcomes-based, teachers need to plan their teaching, and assess learner performance in relation to outcomes using criteria derived from those outcomes.

Assessing in an outcomes-based way involves focusing less on whether a learner has "passed" or "failed" and more on what outcomes a learner has achieved and in which areas further support is required.

### Assessment in Personal Development

A student's achievement in Personal Development at the end of Grade 10 will be assessed against the broad learning outcomes. Assessment of student progress towards achieving these broad outcomes is cumulative throughout Grade 9 and 10 using specific outcomes for each unit. The matrix on page x of the syllabus shows how the unit outcomes are linked to the broad learning outcomes.

During the course of each unit students must complete the tasks specified for the unit. Teachers will expand each task and provide clear guidelines to students for how the task will be completed and how the criteria will be applied.

The assessment tasks and criteria in each unit ensure that there is a common focus for internal assessment in the subject across schools while allowing for flexibility in the design of tasks. A variety of tasks are specified to give students the opportunity to demonstrate all the broad learning outcomes in different ways and to improve the validity and reliability of the assessment.

It is important that teachers plan the teaching and learning sequence so that there is a balanced spread of assessment during the unit. Some tasks, such as investigations or case studies can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately after the relevant section of the unit has been covered.

## **Assessment for the School Certificate**

A student's overall achievement in Personal Development will be both internally and externally assessed. The assessment awarded to each student for the School Certificate will be a combination of the internal assessment mark provided by the school and the examination mark.

### **Internal assessment**

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

For Personal Development subjects, the internal assessment marks provide a summation of each student's achievements in Grades 9 and 10. The assessment tasks used to determine the internal assessment mark must comply with the types of tasks and assessment criteria specified in each of the units.

All schools must meet the requirements for internal assessment as specified in the *Grade 10 Assessment, Examination and Certification Handbook*.

### **External examination**

The external examination provides a measure of student achievement of those aspects of the broad learning outcomes that can be reliably measured in an examination setting. Questions for the external examination will be developed using the outcomes, knowledge and skills in the core units.

### **Recording**

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

### **Certification**

Candidates will be awarded a School Certificate only if they meet all requirements for internal and external assessment. Eligibility rules for the award of the School certificate are specified in *Grade 10 Assessment, Examination and Certification Handbook*.