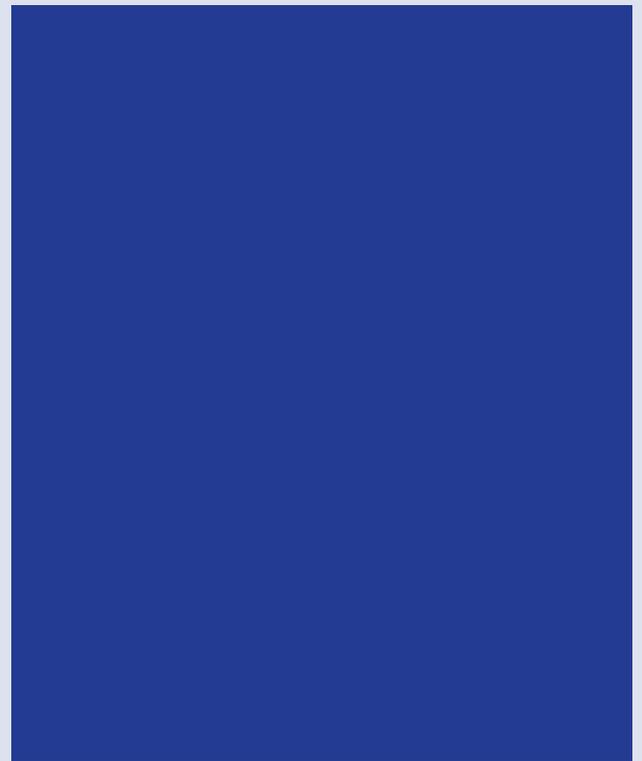


Health Teacher Guide

Primary Grade 4



Standards Based



Papua New Guinea
Department of Education

'FREE ISSUE

NOT FOR SALE'

Health Teacher Guide

Primary Grade 4

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

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Secretary's Message

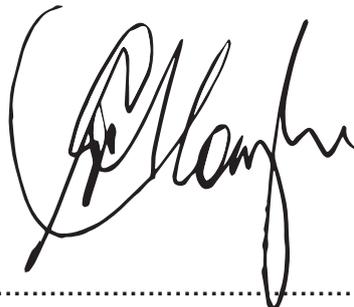
This Health Teacher Guide for Grade 4 was developed as a support document for the implementation of Health syllabus for Grades 3, 4 & 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks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

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

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

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

I commend and approve this Grade 4 Health Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

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

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

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

Purpose

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

How to use the book

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

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

There are 16 sample guided lessons done for each unit to help you teach. For the lessons that are not written, there are KSAVs and the lesson template provided. Use the template and the KSAVs to plan your lessons. Some teaching and learning activities are also provided to assist in your planning of the lessons.

Key features

Being healthy is being free from sickness and diseases. The health content for Grade 4 draws upon the broad concepts of healthy growth, healthy individual, healthy home, healthy community, healthy district, healthy province and healthy nation. The teaching and learning also builds upon the broad contents and concepts of Individual and Community Health which is a strand in the Culture and Community subject at elementary level.

Health subject strands and units

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

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

Life skills

The three main life skills will be reinforced throughout the learning period of Grades 3-5 are:

1. Interpersonal communication

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

2. Decision making

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

3. Goal setting

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

Teaching and Learning

Teaching strategies

Students learn in different ways. Teachers are encouraged to use a variety of teaching strategies to teach Health lessons to give students a chance to learn. Teachers can use these strategies in their teaching;

Guided discovery approach

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

Students discover different ways of solving problems. For example, if the topic is “First Aid treatment for bleeding nose,” the students can develop a few questions that will assist them in exploring the topic, or, the teacher can develop a common set of questions that will assist the students to explore the topic.

This approach is the easiest and suitable for a large class or if you are trying it for the first time. When students are involved in developing the research questions, either as individuals or as a class, they should focus learning on areas that are relevant to their needs and interests.

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

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

Problem solving

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

How to use problem solving

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

Presented below is an example of the 5 steps process given above:

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

1. Organize the class into groups and ask students to identify solutions to cope with peer pressure.
2. Groups go into discussions and find their solutions.
3. The teacher walks around and gives students guidance, answering questions and encouraging students to explore further if they have yet to find a solution.
4. The groups are then asked to share their solutions to the class.
5. The classes discuss the solutions from each group and appreciate each other's suggested solutions.

This approach helps students to learn that there is no right or wrong answer and that there can be more than one solution for a problem

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

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

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

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

Games

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

Cooperative learning

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

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

- 1. Positive interdependence**
students must understand and accept the fact that they need their group members and they can depend on them for the group to progress.
- 2. Individual accountability**
that each student is responsible for both the failure and the success of achieving the goal.
- 3. Promoting one another's successes**
embracing each other and finding joy in each other's success but at the same time acknowledging their shortfalls and failures encountered along the way to success.
- 4. Applying interpersonal and social skills**
understanding, being considerate and relating to one another in an acceptable manner.
- 5. Group processing**
the group discusses progress toward achieving a goal. When implementing cooperative learning, teachers should have an element that requires collective accountability as well as individual accountability to ensure that everyone participates in the learning task. In order for this to have an impact on student learning, student's need to collaboratively process how they work together and monitor their progress toward their goal.

Inquiry learning

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

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

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

Choosing tasks

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

Planning and Programming

Planning and programming is organizing the content from the syllabus into a teachable plan for delivery in the classroom using the different approaches of delivery. There are several areas to consider when planning and programming an instructional program for the school year. It is important for teachers to follow the order as listed. The following are areas of the components of planning and programming your Health course for Grade 4:

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

Content overview

This section presents to the teachers an overview of the content scope of learning for Grade 4 given in the Health syllabus. The broad learning content and concepts form the strands. From the strands and units the teachable concepts are drawn from the units. These are tabled for teachers' convenience. Here is the scope of learning for Grade 4.

Table 1.0: Grade 4 Content scope overview

Strands	Units	Teachable concepts
1. Growth and Development	1. My Body	<ul style="list-style-type: none"> • Stages of growth • Changes in growth • Physical Changes • Rest and sleep is important
	2. Relationship	<ul style="list-style-type: none"> • Roles and responsibility • Positive behavior • Different roles and responsibilities • Unhealthy and Positive attitudes
	3. Culture, Morals and Values	<ul style="list-style-type: none"> • Cultural health beliefs and values • Cultural practices • Health values and myths • Unhealthy and healthy behavior
	4. My Career Interest	<ul style="list-style-type: none"> • Interest and role models • Abilities and interest • Influence and factors • Making Decisions

Strands	Units	Teachable concepts
2. Individual and Community Health	1. Alcohol and Substance Abuse	<ul style="list-style-type: none"> • Harmful substance • Bad habits/abuse • Say NO to bad habits • Goal setting skill • Campaign against bad habits
	2. Protection Against Disease	<ul style="list-style-type: none"> • Cleanliness • Washing hands • Care of teeth • Dental products and caring for teeth • Reasons for unhygienic habits
	3. Healthy Environment	<ul style="list-style-type: none"> • Reduce Unhealthy areas • Promote healthy environment • Water sanitation & Hygiene • Water source
	4. Health Services	<ul style="list-style-type: none"> • Use of Health Products at school • Common disease treated at local clinic • Care for health services
3. Nutrition	1. Food and Growth	<ul style="list-style-type: none"> • Four food groups • Benefits of eating healthy food • Nutrients in food • Effects of eating junk food • Healthy eating of snacks and beverages • Food preparation and storage
	2. Food and Hygiene	<ul style="list-style-type: none"> • Safe food storage • Food preservation • Choices of healthy food products
4. Safety and First Aid	1. Safety	<ul style="list-style-type: none"> • School safety • Safe storage of harmful goods and equipment • Road safety and pedestrian crossing • Safety precautions in a moving vehicle
	2. First Aid	<ul style="list-style-type: none"> • Care and treatment of eyes and ears • Emergency safety procedures.

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

Links with other primary grade levels

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

Yearly overview

When planning an instructional program we begin with the yearly plan. The yearly plan is organized by terms in a school year. The main or key information that form the content of the plan are provided in the syllabus. These are the strands, units, content standards and performance standards. We have compiled a sample yearly plan for Grade 4 class. The syllabus is translated into a delivery plan for use in the classrooms for a school year. The plan promotes sequencing of the learning content so; there is fair distribution of content standards throughout the school year. The yearly overview is a long term plan, whilst the term overview is a medium term plan and, weekly and daily plans are short term.

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

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

Develop yearly overview

It is a requirement that a yearly overview should be done in the beginning of the school year during the orientation week. The yearly plan should be done by grades so that all classes of the same grade use the same plan to write up their instructional programs for the year. This will allow for consistency in the lessons delivered and resources used can also be of standard across the class or grades.

Yearly overview for Grade 4

For Grade 4 teachers, a sample of a yearly plan of organizing the learning content has been done for you to use. The sample is given only to guide you. However if you want to draw up your own yearly plan, you are encouraged to do so.

Table 1.1: Grade 4 yearly and termly overview

Term 1	Term 2	Term 3	Term 4
<p>Strand 1: Growth and Development</p> <p>Unit 1: My Body</p> <p>4.1.1: Demonstrate an understanding of different stages of growth and changes since birth.</p>	<p>Strand 1: Growth and Development</p> <p>Unit 4: My Career Interest</p> <p>4.1.4: Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily health activities.</p>	<p>Strand 2: Individual and Community Health</p> <p>Unit 3: Healthy Environment</p> <p>4.2.3: Survey unsafe situations at school, make plans and take action to reduce harm and promote health.</p>	<p>Strand 3: Nutrition</p> <p>Unit 2: Food and Hygiene</p> <p>4.3.2: Identify and explore opportunities of how to keep food safe from harmful insects.</p>
<p>Strand 1: Growth and Development</p> <p>Unit 2: Relationships</p> <p>4.1.2 Explore different types of healthy relationship and standards of behavior considered appropriate for these relationships.</p>	<p>Strand 2: Individual and Community Health</p> <p>Unit 1: Alcohol and substance abuse</p> <p>4.2.1: Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use.</p>	<p>Strand 2: Individual and Community Health</p> <p>Unit 4: Health Services</p> <p>4.2.4: Assess the availability of health products and services in the school and propose ways of improving student access.</p>	<p>Strand 4: Safety and First Aid</p> <p>Unit 1: Safety</p> <p>4.4.1: Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.</p>
<p>Strand 1: Growth and Development</p> <p>Unit 3: Culture, Values and Morals</p> <p>4.1.3 Demonstrate an understanding of the similarities and differences in their health beliefs and cultural practices to those of others.</p>	<p>Strand 2: Individual and Community Health</p> <p>Unit 2: Protection against Disease</p> <p>4.2.2: Justify and promote behavior that can improve the health of others at school.</p>	<p>Strand 3: Nutrition</p> <p>Unit 1: Food and Growth Disease</p> <p>4.3.1: Explain the benefits of eating from the food groups and assist in preparing healthy meals.</p>	<p>Strand 4: Safety and First Aid</p> <p>Unit 2: First Aid</p> <p>4.4.2: Demonstrate ways to deal with unsafe and emergency situations in the school and community.</p>

Term overview

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

- Strand
- Units
- Content standards and
- Performance standards

The term overviews for the school year is important for all Grade 4 teachers as these sample is giving the view that all these teachers are teaching according to the content organized in this plans across all primary schools throughout the country. This practice is a strategy to maintain standards in:

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

Table1. 2: Termly content overview

Term 1					
Strand	Unit	Content Standards	Performance Standards	No. of Lessons	Teaching weeks
1. Growth and Development	1. My Body	4.1.1	a. Identify different stages of growing up.	7	2 - 3
			b. Describe the changes from birth to adult.	(L1 - L7)	
			c. Identify individual changes in their physical growth.		
			d. Explain why sleep and rest are important for proper growth and good		
	2. Relationship	4.1.2	a. Discuss and compare common interests, roles and responsibilities in a relationship.	10	3 - 4
			b. Interview groups of children to find out expected behaviors in their communities.	(L8 - L17)	
			c. Identify their roles and responsibilities in different social situations.		
			d. Assess their individual roles and responsibilities in the classroom and school.		
	3. Culture , Values and Morals	4.1.3	a. Identify and describe certain values and beliefs that identify them in their community.	8	2 - 3
			b. Describe how their culture influences their identity.	(L18 - L25)	
			c. Listen to a guest speaker and identify the morals and values in the traditional myth or story.		
			d. Describe how certain values and morals that have influenced on their behaviour.		
			e. Identify negative cultural practices and positive cultural practices that affect behavior		

Term 2					
Strand	Unit	Content Standards	Performance Standards	No. of Lessons	Teaching weeks
1. Growth and Development	4. My Career Interest	4.1.4	a. Understand that the daily activities and tasks they do in their homes can help them to develop their abilities and interests for a particular job.	8 (L26 - L33)	2 - 3
			b. Explore and discover opportunities and situations they have in their families, homes schools and communities that they can use to develop their potentials and abilities.		
			c. Identify factors that influence their interests and decisions about daily activities and explain how these factors affect their choices.		
			d. Identify skills involved in the decision making process about roles and responsibilities they encounter in different situations and groups they belong to.		
2. Individual and Community Health	1. Alcohol and Substance Abuse	4.2.1	a. discuss and list harmful substances found and used in schools.	9 (L34 - L41)	3
			b. Listen to people who have had bad habits with drugs and substance abuse and describe how they were introduced to and how to quit those habits.		
			c. Role play how to say 'No' to drugs and habits such as smoking, chewing betelnut and drinking alcohol.		
			d. Plan a campaign against a habit such as chewing/ betelnut/smoking or drugs by performing dances, displaying posters, composing songs and telling stories for change.		
	2. Protection against Diseases	4.2.2	a. Discuss and explain the need to keep bodies and clothes clean.	9 (L42 - L49)	3
			b. Discuss when and how to wash hands such as before and after eating, before preparing food, after using the toilet.		
			c. Label the different types of teeth such as canines and molars and describe their different uses.		
			d. Describe how to care for and maintain healthy teeth.		
e. Explain why spitting in public is unhygienic and a bad habit.					

Term 3					
Strand	Unit	Content Standards	Performance Standards	No. of Lessons	Teaching weeks
2. Individual and Community Health	3. Healthy Environment	4.2.3	a. Survey and act on unsafe and unhealthy areas in the school to reduce harm and promote health.	8 (L50 - L57)	3
			b. Explain why it is important to keep the school environment clean and plan how to improve the cleanliness of the school.		
			c. Examine water sources, water storage containers and rubbish pits and recommend ways to improve them.		
			d. Explore the school's water sources and recommend how to make water safe for drinking.		
	4. Health Services	4.2.4	a. Identify health products available for student use in the school such as toilet paper, soap, rubbish bins.	7 (L58 - L64)	2 - 3
			b. Identify the nearest health clinic or aid post and discuss its usefulness to students and teachers.		
			c. Summarize the common sicknesses treated at the local clinic or aid post after listening to a talk by the health officer.		
			d. Recommend ways to help care for and improve health services in the school.		
3. Nutrition	1. Food and growth	4.3.1	a. Identify and divide local food into the four food groups and explain the benefits of eating healthy food.	9 (L65 - L76)	3
			b. Analyze their daily meals to check if there is a balance from the four food groups.		
			c. Analyses and identify different local and junk foods and take actions to avoid eating them.		

Term 4					
Strand	Unit	Content Standards	Performance Standards	No. of Lessons	Teaching weeks
3. Nutrition	2. Food and hygiene	4.3.2	a. Identify and select variety of healthy nutritious snacks.	8 (L77 - L80)	2 - 3
			b. Plan a nutritious lunch and discuss ways of keeping it safe from germs, dust and flies.		
			c. Describe the different methods of food preservation and food technology.		
			d. Describe ways of keeping lunch safe from dust, flies and germs.		
4. Safety and First Aid	1. Safety	4.4.1	a. Explore and develop a list of unsafe situations at school.	9 (L81 - L90)	3
			b. Identify the dangerous goods and equipment at school and recommend ways to store them away safely with safety rules.		
			c. Explain the purpose of safety signs and identify ways to stay safe. e.g. when crossing streets, riding a bicycle, or playing.		
			d. Explain why back seat is the safest place when riding in a vehicle.		
	2. First aid	4.4.2	a. Demonstrate safe ways to cross the road.	10 (L91 - L98)	3 - 4
			b. Demonstrate how to treat insect bites or objects in the ear or objects in the eye.		
			c. Demonstrate the appropriate behaviors during fire drills, earthquake drills and other disaster drills.		

Weekly Plan

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

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

- Units
- Content Standards
- Performance Standards
- Lesson Topics.

Teacher should use the term overview to see the order of units organized, and then use this order to plan the weekly program. The weekly plan is implemented through a timetable that is planned for the subjects at this level.

Timetable

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

The following is a listing of the subjects and their time allocations in Standard Based Curriculum respectively.

No	Subject Matter	Time Allocation
1	English	510 minutes
2	Mathematics	240 minutes
3	Science	165 minutes
4	Social Science	150 minutes
5	Arts	135 minutes
6	Health	90 minutes
7	Physical Education	120 minutes
8	Christian Religious Education(CRE)	60 minutes
9	Assembly	75 minutes
10	Block time	60 minutes
11	Sports	60 minutes

These basically give a total time of 1650 minutes per week to deliver the 7 subjects. As per the subject total times given a sample breakup for number of lessons per week is compiled for teacher's reference.

A Sample suggested weekly timetable for Grade 4

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15-8:30	Listening	Oral Express	Listening	Block time	Listening
8:30-8:45	Spelling	Spelling	Oral Expression		Talking
8:45-9:00	Talking	Talking	Talking	Hand writing	Block time
9:00-9:30	Wr. Sentences	Wr. Sentences	Wr. Sentences	Wr. Sentences	Wr. Sentences
9:30-10:00	Reading	Reading	Reading	Reading	Reading
10:00-10:30	R e c e s s				
10:30-11:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:00-11:30	Science	Science	Science	Science	Wr. Expression
11:30-12:00	S/Science	S/ Science	S/Science	Science	S/Science
12:00-1:00	L u n c h				
1:00-1:30	Mathematics	Health	Mathematics	S/Science	Mathematics
1:30-2:00	Health	PE	Health	Arts	Arts
2:00-2:30	Arts	Block time	Christian Religious Education	PE	Sports
		Arts			
2:30-3:00	PE				

Time Analysis

	Min. Per Lesson	Recom. Time
Listening	3x15	45
Talking	4x15	60
Oral expression	2x15	30
Reading	5x30	150
Written Sentences	5x30	150
Hand writing	1x15	15
Spelling	2x15	30
Written Expression	1x30	30
Mathematics	8x30	240
Science	3x30 + 1x60	150
S/Science	5x30	150
Health	3x30	90
Arts	3x30 + 1x45	135
Physical Education	2x30 + 1x60	120
Sports	1x60	60
R/Education	1x60	60
Assembly	5x15	75
Block Time	4x15	60
		1650

Table 1.3: Weekly plan

Term 1					
Weeks	Strand	Unit	Content Standards	Lesson Titles against Performance Standards	Lesson Number
1	Planning and preparation				
2	1. Growth and development	1. My body	4.1.1	(a.1) Stages of growth	1
				(a.2) Observable physical characteristics of each stage	2
				(b.1) Changes from birth to child	3
3	1. Growth and development	1. My body		(b.2) Changes from Child to Adult and to old age	4
				(c) Changes that make us unique	5
				(d.1) Importance of rest and sleep for growth and good health	6
4	1. Growth and development	1. My body	4.1.1	(d.2) Appropriate sleep and rest times	7
		2. Relationship	4.1.2	(a.1) Activities I like to do with my family and community	8
				(a.2) Roles and responsibilities that can help build good relationships at school	9
5	1. Growth and development	2. Relationship	4.1.2	(b.1) Expected behaviours of children in different situations	10
				(b.2) Positive Role models of expected behaviours	11
				(c.1) Roles and responsibilities of children in community service and cultural occasions	12
6	1. Growth and development	2. Relationship		(c.2) Roles and responsibilities of children in caring for the old and people with special needs	13
				(d.1) Different roles and responsibilities of a student	14
				(d.2) Roles and responsibilities to school rules	15
7			4.1.2	(e.1) Dealing with unhealthy attitudes	16
				(e.2) Promoting positive healthy attitude	17

Term 1						
Weeks	Strand	Unit	Content Standards	Lesson Titles against Performance Standards	Lesson Number	
7	1. Growth and development	3. Culture, values and morals	4.1.3	(a.1) My cultural health beliefs	18	
8	1. Growth and development	3. Culture, values and morals		(a.2) My community health values	19	
				(b.1) Cultural practices that are not good for our health	20	
				(b.2) Traditional ways of relaxation	21	
9	1. Growth and development			3. Culture, values and morals	(c.1) Let's learn about health values from a guest speaker	22
					(c.2) Let's learn about myths that are bad for health	23
					(d.1) Cultural practices that encourage good healthy practices	24
10	Term one assessment week					

Term 2

Weeks	Strand	Unit	Content Standards	Lesson Titles against Performance Standards	Lesson Number
1	Revision of term one				
2	1. Growth and development	3. Culture, values and morals	4.1.3	(d.2) Current practices that are bad for our health and behaviour	25
3	1. Growth and development	4. My career interests	4.1.4	(a.1) My interests and favorites	25
				(a.2) A role model of a type of job	27
				(b.1) Opportunities that can improve my potentials and abilities	28
4	1. Growth and development	4. My career interests	4.1.4	(b.2) Family tasks and activities that relate to my job interest.	29
				(c.1) Factors that influence my daily decisions and interests	30
				(c.2) How this factors influence my daily health	31
5	1. Growth and development	1. Alcohol and substance abuse abuse	4.1.4	(d.1) Making healthy decisions in different situations	32
	2. individual and community health			(d.2) Making healthy decisions for different groups of people	33
6	2. individual and community health	1. Alcohol and substance abuse	4.2.1	(a.2) Persuasive skills make choice decision on harmful substance	35
	2. individual and community health			(b.1) Experiences of bad habits Stories	36
7	2. individual and community health	1. Alcohol and substance abuse	4.2.1	(b.2) Influences to bad habits	37
				(b.3) Taking responsibility to quit bad habits	38
				(c) Use refusal skills to say NO bad habits such as chewing betelnut and smoking	39

Term 2					
Weeks	Strand	Unit	Content Standards	Lesson Titles against Performance Standards	Lesson Number
8	2. individual and community health	1. Alcohol and substance abuse	4.2.1	(d.1) Develop campaign plans against bad habits.	40
				(d.2) Using persuasive skills to display the posters, songs, drama and stories to change behavior.	41
		2. Protection against disease	4.2.2	(a.1) Parts of my body that needs to be clean.	42
9	2. individual and community health	2. Protection against disease	4.2.2	(a.2) Things that help me keep my clothes clean	43
				(b.) When do I wash my hands?	44
				(c.) Types of teeth and different uses	45
				(d.) Products for caring for teeth	46
				(d.1) Care and prevention of dental diseases	47
				(e.1) Spitting in public is an unhygienic and a bad habit.	48
				(e.2) Use goal setting skill: Personal plan to improve positive personality in different situations.	49
10	Term two assessment week				

Term 3					
Weeks	Strand	Unit	Content Standards	Lesson Titles against Performance Standards	Lesson Number
1	Revision of term two				
2	2. individual and community health	3. Healthy environment	4.2.3	(a.1) Let's find out about unhealthy places at school	50
				(a.2) Plan of clean healthy school program	51
				(b.1) Importance of clean and healthy environment at school.	52
3	2. individual and community health	3. Healthy environment	4.2.3	(b.2) Apply healthy Island concept at school.	53
				(c.1) Sources of safe Drinking water	54
				(c.2) Safe ways of water storage	55
4	2. individual and community health	3. Healthy environment	4.2.3	(d.1) Let's explore water source at school.	56
				(d.2) Use chlorine for safe water	57
		4. Health services	4.2.4	(a.1) Provision of health products at school.	58
		2. individual and community health	4. Health services	4.2.4	(a.2) Provision of rubbish bins /pits at school.
(b.1) Treating common illness	60				
(b.2) Places that provide treatment	61				
6	3. Nutrition	1. Food and Growth	4.2.4	(c.1) Storage of health care products at school.	62
				(c.2) Manage and care for health care products.	63
				(c.3) Health care products for girls	64
7	3. Nutrition	1. Food and Growth	4.3.1	(a.1) Local healthy food from the four food groups	65
				(a.2) Life skills - Benefits of eating balanced healthy food	66
				(b.1) Healthy daily meals	67
8	3. Nutrition	1. Food and Growth		(b.2) Food and nutrients	68
				(b.3) Malnutrition diseases	69
				(c.1) Food sources	70
9	Term three assessment week				

Term 4					
Weeks	Strand	Unit	Content Standards	Lesson Titles against Performance Standards	Lesson Number
1	Revision of term three				
2	3. Nutrition	1. Food and Growth	4.3.1	(c.2) Life skills – making informed choices to avoid eating junk food	71
				(d.1) What is healthy eating?	72
				(d.2) Plan how to prepare a healthy snack and beverage.	73
3	3. Nutrition	2. Food and Hygiene	4.3.2	(a.1) Safe places for storing food	74
				(a.2) A safe place for storing school lunch	75
4	3. Nutrition	2. Food and Hygiene	4.3.2	(a.4) Life skills – Advocacy on sicknesses caused by contaminated food	76
				(b.1) Methods of food preservation	77
4.3.2			(b.2) Food products	78	
			(b.3) What are snack food products?	79	
5	4. Safety and First Aid	1. Safety	4.4.1	(a.1) Safe and unsafe places at school	80
				(a.2) Ways to improve unsafe places at school	81
6	4. Safety and First Aid	1. Safety	4.4.1	(a.1) Life skill – (goal setting skill) – to improve unsafe place or abandon buildings at school	82
				(b.1) Storage of dangerous goods and equipment at school.	83
7	4. Safety and First Aid	1. Safety	4.4.1	(a.1) Pedestrian crossing and labels of safety signs	84
				(a.2) Use of seat belts and safe passenger behaviour when riding in a vehicle	85
				(a.3) Alcohol and road accidents	86
8	4. Safety and First Aid	1. Safety	4.4.1	(a.1) Drill the road safety rules	87
				(a.2) Use decision making skill when crossing a busy road.	88
9	4. Safety and First Aid	2. First aid	4.4.2	(a.1) Use Home care products to treat insects or objects in the ear.	89
				(a.2) Use decision making skills to use appropriate products to apply in different situations.	90
				(b.1) Safety procedure and behavior during fire drills	91

Term 4					
Weeks	Strand	Unit	Content Standards	Lesson Titles against Performance Standards	Lesson Number
10	4. Safety and First Aid	2. First aid	4.4.2	(c.1) Types of natural disasters with emergency procedures especially in earthquake	92
				(c.2) Natural disaster – simple rules during volcano	93
				(c.3) Decision making skill – what to do during cyclone emergencies	94
				(c.4) Natural disaster - Keep safe when there is flood.	95
11	Term four assessment week				

Guided Lessons

Health lessons in Grade 4 must promote active and interactive learning and be planned around the main concepts and key ideas and skills identified in the content standards. These lessons must be delivered using guided discovery learning strategies. As much as possible students are fully participating in the learning processes of the activities using the different learning and teaching strategies according to the three domains of learning within the experiential learning cycle.

There are total of ninety-six lessons to be taught for a school year in Grade 4 classes in all primary schools. The guided lessons provided in this teacher guide are provided in two sets and they are;

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

Sample guided lessons

There are 16 sample guided lessons in this teacher guide as a guide for you to start of your instructional teaching and learning for the school year. These sample lessons are taken from the termly and weekly overviews. These sample lessons are coming from the first lesson of each performance standard under each content standard. For example, lesson 1 comes from content standard 4.1.1, performance standard (a, or a.1).

Knowledge, Skills and Attitudes (KSAV)

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

The guided lessons for Grade 4 are sample lessons developed from the performances standards derived from the content standards statements prescribed in the syllabus. They are only lesson guides to guide and direct the teacher to teach the content of the lesson in a sequential manner providing appropriate students learning activities to demonstrate concepts, skills, attitudes and values appropriate for the grade level.

Lesson Titles

The lesson titles are created from the performance standards given in the syllabus. They are recommended for delivery in Grade 4 classrooms in the primary schools. These lesson titles are further organized in weeks and according to the number of lessons per week. This is one way to monitor that all Grade 4 students are learning the same lesson from the performance standard, and content standard. The following is a schedule of lesson titles which are sequenced in the order of strands appearing in the syllabus. Teachers are encouraged to teach the lessons in order as much as possible, as they are given, and ensure that delivery is according to the number of lessons per week for a total time of 90 minutes.

Yearly lesson overview

Yearly Lesson Overview				
Strand	Unit	Topic	Lesson No.	Lesson Titles
1. Growth and development	1. My body	Stages of growth	1	Stages of growth
			2	Observable physical characteristics of each stage.
		Changes in growth	3	Changes from birth to childhood
			4	Changes from childhood to adulthood and to old age
		Physical Changes	5	Changes that make us unique
		Rest and sleep is important	6	Importance of sleep and rest for proper growth and good health
			7	Appropriate sleep and rest times
	2. Relationship	Roles and responsibility	8	Activities I like to do with my family, at school and in the community
			9	Roles and responsibilities that can help build good relationships at school
		Positive behavior	10	Expected behaviors of children in different situations
			11	Positive role models of expected behaviors
		Different roles and responsibilities	12	Roles and responsibilities of children in community service and cultural occasions
			13	Roles and responsibilities of children in caring for the old and people with special needs
		Different roles and responsibilities	14	Different roles and responsibilities of a student
			15	Roles and responsibilities to school rules
		Unhealthy and Positive attitudes	16	Dealing with unhealthy attitudes
			17	Promoting positive healthy attitude
	3. Culture, values and morals	Cultural health beliefs and values	18	My cultural health beliefs
			19	My community health values
		Cultural practices	20	Cultural practices that are not good for our health
			21	Traditional ways of relaxation
		Health values and myths	22	Let's learn about health values from a guest speaker
			23	Let's learn about myths that are bad for health
		Unhealthy and healthy behavior	24	Cultural practices that encourage good healthy practices
			25	Current practices that are bad for our health and behavior

Yearly Lesson Overview

Strand	Unit	Topic	Lesson No.	Lesson Titles	
1. Growth and development	4. My career interest	Interest and role models	26	My interests and favorites	
			27	A role model of a type of job	
	4. My career interest	Abilities and interest	28	Opportunities that can improve my potentials and abilities	
			29	Family tasks and activities that relate to my job interest	
		Influence and factors	30	Factors that influence my daily decisions and interests	
			31	How this factors influence my daily health	
		Making Decisions	32	Making healthy decisions in different situations	
			33	Making healthy decisions for different groups of people	
	2. Individual and Community Health	1. Alcohol and substance abuse	Harmful substance	34	Harmful substances that harm personal health.
				35	Persuasive skills make choice on harmful substance
Bad habits/abuse			36	Experiences of bad habits Stories	
			37	Influences to bad habits	
			38	Taking responsibility to quit bad habits	
Say "NO" to bad habits			39	Use refusal skills to say "NO" bad habits such as chewing betelnut and smoking	
Goal setting skill Campaign against bad habits			40	Develop a campaign plan against bad habits.	
		41	Using persuasive skills to display the posters, songs, drama and stories to change behavior.		
2. Protection against disease		Cleanliness	42	Parts of my body that needs to be clean.	
			43	Things that help me keep my clothes clean	
		Washing hands	44	When do I wash my hands?	
		Care of teeth	45	Types of teeth and different uses	
			46	Products for caring for teeth	
		Dental products and caring for teeth	47	Care and prevention of dental diseases	
			48	Spitting in public is an unhygienic and a bad habit.	
	Reasons for unhygienic habits	49	Personal plan to improve positive personality in different situations.		

Yearly Lesson Overview

Strand	Unit	Topic	Lesson No.	Lesson Titles
2. Individual and Community Health	3. Healthy environment	Reduce unhealthy areas	50	Let's find out about unhealthy places at school
			51	Plan of clean healthy school program
		Promote healthy environment	52	Importance of clean and healthy environment at school.
			53	Apply healthy Island concept at school.
		Water sanitation & Hygiene	54	Sources of safe Drinking water
			55	Safe ways of water storage
		Water source	56	Let's explore Water source at school.
			57	Use chlorine for safe water
		Use of health products at school	58	Provision of health products at school.
			59	Provision of rubbish bins /pits at school.
		Common disease treated at local clinic	60	Treating common illness
			61	Places that provide treatment
		Care for health services	62	Storage of health care products at school.
			63	Manage and care for health care products.
			64	Health care products for girls
		3. Nutrition	1. Food and growth	Four food groups
Benefits of eating healthy food	66			Life Skills - benefits of eating balanced healthy food
Nutrients in food	67			Healthy daily meals
	68			Food and nutrients
	69			Malnutrition diseases
Effects of eating junk foods	70			Food sources
	71			Life skills – making informed choices to avoid eating junk foods
Healthy eating of snacks and beverages	72			What is healthy eating?
	73			Plan how to prepare a healthy snack and beverage.
Food preparation and storage	74			Safe places for storing food.
	75		A safe place for storing school lunch	
	76		Life skills: advocacy on sicknesses caused by contaminated food.	
2. Food and hygiene	Food Preservation		77	Methods of food preservation
		78	Food products	
	Choices of healthy food products	79	What are snack food products?	

Yearly Lesson Overview

Strand	Unit	Topic	Lesson No.	Lesson Titles
4. Safety and First Aid	1. Safety	School safety	80	Safe and unsafe places at school
			81	Ways to improve unsafe places at school
			82	Use goal setting skill to improve unsafe place or abandon buildings at school.
		Safe storage of harmful goods and equipment	83	Storage of dangerous goods and equipment at school.
			Road safety and pedestrian crossing	84
		85		Use of seat belts and safe passenger behavior when riding in a vehicle
		86		Alcohol and road accidents
		Safety precautions in a moving vehicle	87	Drill the road safety rules
	88		Use decision making skill when crossing a busy road..	
	2. First aid	Care and treatment of eyes and ears	89	Use home care products to treat insects or objects in the eye.
			90	Use home care products to treat insects or objects in the ear.
			91	Use decision making skills to use appropriate products to apply in different situations
		Emergency safety procedures.	92	Safety procedure and behaviour during fire drills
			93	Types of natural disasters with emergency procedures especially in earthquake.
			94	Natural disaster – simple rules during volcano
			95	Decision making skill for what to do during the cyclone
96			Natural disaster – keep safe when there is flood	

Suggested Guided Lesson

Sample guided lesson 1

Lesson No.1

Strand 1: Growth and Development Unit 1: My Body

Topic: Stages of growth

Lesson Title: Stages of growth

Content Standard 4.1.1: Demonstrate an understanding of the different stages of growth and changes since birth

Performance Standard 4.1.1(a): Identify different stages of growing up.

Lesson objectives: The students will be able to;

- identify different stages of life by naming and listing them.

Assessment task 2: Collect pictures and display different stages of growing up on charts and posters

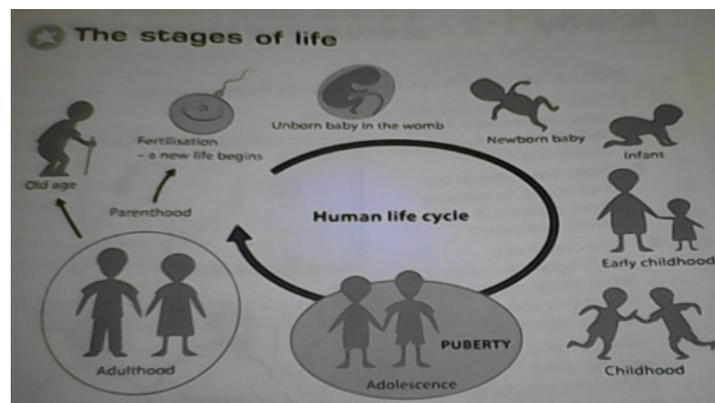
Resources/Materials: Flash cards, picture of stages of growth (chart)

Key concepts

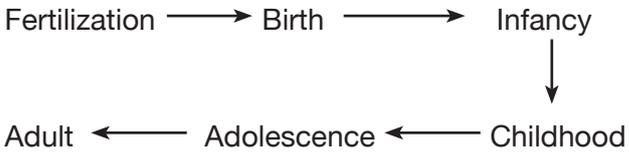
Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Different stages of development – fertilization, baby in the womb, new born baby, infant, early childhood, childhood, adolescence, adulthood, parenthood, old age. 	<ul style="list-style-type: none"> • Identifying the different stages of growth • Naming the different stages of development 	<ul style="list-style-type: none"> • Appreciate and value the different stages of growth. • Respect opinions of their friends

Teacher's notes

The stages of growth from conception to old age



Teaching and learning activities

Parts of a lesson	Teacher's activities	Student's activities						
<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> Ask one student to stand beside teacher in class. Ask the rest of the class, 'to differentiate between the teacher and the student, in terms of physical size and appearance?' Introduce the new content - lesson topic and lesson objective 	<ul style="list-style-type: none"> Volunteer to stand with a teacher in front' Possible answers 'Teacher is an adult or big while the student is child or small boy/girl'. 						
<p>Body 20 minutes</p>	<ul style="list-style-type: none"> Activity1: Stages of growth Pin the Stages of growth chart on the board Explain the major stages of growth using flash cards <table border="1" data-bbox="424 1003 826 1473"> <tr> <td data-bbox="424 1003 619 1104"> <p>Fertilization <i>Unborn baby in the womb</i></p> </td> <td data-bbox="619 1003 826 1104"> <p>Birth <i>When the child comes and enters the world</i></p> </td> </tr> <tr> <td data-bbox="424 1137 619 1261"> <p>Infancy <i>The infant depends on parents and caretakers</i></p> </td> <td data-bbox="619 1137 826 1261"> <p>Childhood <i>The child learns how to walk, talk and self sufficient</i></p> </td> </tr> <tr> <td data-bbox="424 1294 619 1417"> <p>Adolescence <i>Puberty takes place at these stages</i></p> </td> <td data-bbox="619 1294 826 1417"> <p>Adulthood <i>When human beings are fully grown and provide entirely for themselves</i></p> </td> </tr> </table> <ul style="list-style-type: none"> Ask the children to copy the diagram and notes 	<p>Fertilization <i>Unborn baby in the womb</i></p>	<p>Birth <i>When the child comes and enters the world</i></p>	<p>Infancy <i>The infant depends on parents and caretakers</i></p>	<p>Childhood <i>The child learns how to walk, talk and self sufficient</i></p>	<p>Adolescence <i>Puberty takes place at these stages</i></p>	<p>Adulthood <i>When human beings are fully grown and provide entirely for themselves</i></p>	<ul style="list-style-type: none"> List the names of the major stages in growth:  <pre> graph LR F[Fertilization] --> B[Birth] B --> I[Infancy] I --> C[Childhood] C --> A[Adolescence] A --> AD[Adult] </pre> 1. Match pictures with the stages of growth
<p>Fertilization <i>Unborn baby in the womb</i></p>	<p>Birth <i>When the child comes and enters the world</i></p>							
<p>Infancy <i>The infant depends on parents and caretakers</i></p>	<p>Childhood <i>The child learns how to walk, talk and self sufficient</i></p>							
<p>Adolescence <i>Puberty takes place at these stages</i></p>	<p>Adulthood <i>When human beings are fully grown and provide entirely for themselves</i></p>							
<p>Conclusion 5 minutes</p>	<ul style="list-style-type: none"> Remind them that the changes happen with other things as well eg. Responsibilities from a child to an adult as well 	<ul style="list-style-type: none"> Correct your work with the teacher. 						

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.2

Strand 1: Growth and Development

Unit 1: My Body

Topic: Stages of growth

Lesson titles: Observable physical characteristics of each stage

Content Standard 4.1.1: Demonstrate an understanding of different stages of growth and changes since birth

Performance Standard 4.1.1(a2): Identify different stages of growing up

Lesson objective: The students can:

- Observe and describe characteristics of each stage of growth.

Assessment task 1: Describe the different stages of growing up.

Resource/Materials: Papua New Guinea, Department of Education (2017). *Health Primary Syllabus*, Waigani.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Distinct periods of development as they move from infant to young adults • Infancy, Childhood, Adolescence, Adulthood 	<ul style="list-style-type: none"> • Identify and describe the different periods of development 	<ul style="list-style-type: none"> • Accept and appreciate the changes that occur naturally

Teacher's notes

Observable Changes

Infancy – the child can breathe, its heart can beat and organs can operate efficiently without the assistance of the mother. However, the infant is completely dependent upon its parent or caretakers for survival.

Childhood- the child is called a toddler. The child learns how to walk, talk and be more self-sufficient. At this stage the child explores and continues to expand skills during the remainder of childhood and socializing takes place.

Adolescence – the stage where puberty takes place. Boys' voices change and girls get their menstruation.

Adulthood – the stage where human beings are fully grown. They provide and depend entirely using their skills they learnt throughout the first stage of life.

Lesson for you to plan

Lesson No.3

Strand 1: Growth and Development

Unit 1: My Body

Topic: Changes in growth

Lesson titles: Changes from birth to childhood

Content Standard: 4.1.1 Demonstrate an understanding of the different stages of growth and changes since birth.

Performance Standard: 4.1.1(b.1) Describe the changes from birth to adulthood

Lesson objective: The students can;

- Observe and describe characteristics of each stage.

Assessment task 1: Describe the different stages of growing up.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • When the child grows, the physical appearance also changes. • Each child that is growing from birth to childhood is unique. 	<ul style="list-style-type: none"> • Identify the physical developments that occur during this stages 	<ul style="list-style-type: none"> • Respect support and encourage the unique characteristics and abilities of each child

Teacher's notes

Raising a baby, especially for the first time parents is both an exciting and challenging task. This is the initial stage where bonds that will last a time are developed between the infant and the parents. The young baby is helpless and depends entirely on the parents and caretakers for assistance.

When the child takes the first step, a new phase in the development begins. As a toddler the children move freely around their world. This is the time where they try to explore their environment. Language development is also evident which leads to the child trying to name objects of interest.

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.4

Strand 1: Growth and Development

Unit 1: My Body

Topic: Changes in growth

Lesson title: Changes from childhood to adulthood and to old age

Content Standard: 4.1.1 Demonstrate an understanding of different stages of growth and changes since birth.

Performance Standard: 4.1.1 (b.2) Describe the changes from birth to adulthood.

Lesson objective: The students can:

- Identify the changes that take place during their growth from child to adult and on to old age.

Assessment task 1: Describe the different stages of growing up.

Resources/Materials: Flash cards, picture of stages of growth (chart)

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Different stages of development – changes in growth and development 	<ul style="list-style-type: none"> • Identifying the differences in the body growth. • Describe the changes • Naming the different stages of development 	<ul style="list-style-type: none"> • Appreciate and value the different stages of growth. • Respect opinions of their friends

Lesson for you to plan

Lesson No.5

Strand 1: Growth and Development

Unit 1: My Body

Topic: Physical Changes

Lesson title: Changes that make us unique

Content Standard: 4.1.1 Demonstrate an understanding of different stages of growth and changes since birth.

Performance Standard: 4.1.1 (c) Identify Individual changes in their physical growth.

Lesson objective: The student can identify the body changes that make them unique as a female or male from childhood to adulthood and on to old age.

Assessment task 1: Describe the different stages of growing up.

Resources/Materials: Flash cards, picture of stages of growth (chart)

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> - changes in growth in male changes in growth in female. 	<ul style="list-style-type: none"> • Identifying the differences in the body growth. • Describe the changes • Naming the different changes • 	<ul style="list-style-type: none"> • Appreciate and value the different stages of growth. • Respect opinions of their friends

Lesson for you to plan

Lesson No.6

Strand 1: Growth and Development

Unit 1: My Body

Topic: Rest and sleep is important

Lesson title: Importance of sleep and rest for proper growth and good health

Content Standard: 4.1.1 Demonstrate an understanding of different stages of growth and changes since birth.

Performance Standard: 4.1.1 (d) Explain why sleep and rest are important for proper growth and good health.

Lesson objective: Identify the body changes that make them unique as a female or male from child to adult and on to old age.

Assessment task 1: Describe the different stages of growing up.

Resources/Materials: Flash cards, picture of stages of growth (chart)

Key concepts

Knowledge/Concepts	Skills	Attitudes/Values
<ul style="list-style-type: none"> The body needs rest for good growth. The body needs sleep for proper growth and good health. 	<ul style="list-style-type: none"> Discuss the importance of rest and sleep. Describe the reasons for good health and growth related to sleep and rest. 	<ul style="list-style-type: none"> Appreciate the value of sleep and rest. Being self-conscious of the need for growth and health.

Lesson for you to plan

Lesson No.7

Strand 1: Growth and Development

Unit 1: My Body

Topic: Rest and sleep is important

Lesson title: Appropriate sleep and rest times

Content Standard: 4.1.1 Demonstrate an understanding of different stages of growth and changes since birth.

Performance Standard: 4.1.1 (d) Explain why sleep and rest are important for proper growth and good health.

Lesson Objective: By the end of this lesson, students can be able to:

- Identify the importance of sleep and the effects it has on the
- different stages of development

Assessment Task 1: Describe the different stages of growing up.

Resources/Materials: Lower Primary health teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Sleep plays an important role in the everyday life of young children and influences their lifelong development and health • The quality and quantity of sleep that a toddler has an impact on their ability to learn, regulate their behaviour, interact with others and stay healthy 	<ul style="list-style-type: none"> • Identify the roles that sleep plays and effects it has • Identify the number of hours required for each stage 	<ul style="list-style-type: none"> • Appreciate the importance of sleep

Sample guided lesson 2

Lesson No.8

Strand 1: Growth and development

Unit 2: Relationships

Topic: Roles and Responsibility

Lesson title: Activities I like to do with my family, at school and in the community

Content Standard: 4.1.2 Explore different types of relationships and standards of behaviour considered appropriate for these relationships

Performance Standard: 4.1.2 (a.1) Discuss and compare common interests, roles and responsibilities in a relationship

Lesson objective: By the end of this lesson, students can be able to:

- list and give reasons for the activities they like doing with their families, at home and in their individual communities.

Assessment task 1: Identify certain roles and responsibilities that are performed in a family school or community

Resource/Material: Grade 3-5 Syllabus, Pictures of activities, flash cards,

Key concepts

Knowledge	Skills	Attitude / Value
<ul style="list-style-type: none"> • Activities done at home, in the school and in the community 	<ul style="list-style-type: none"> • List activities that you like doing. • Express your reasons for liking those activities 	<ul style="list-style-type: none"> • Being responsible • Cooperating with others

Teacher's Notes

There are many activities done within families whereby everyone needs to partake including you. School is a community of its own where educational activities are done such as playing sports, work parade, reading books and many more. The community involves a lot of people who help in ensuring the activities are done. Some of these activities could be cleaning around the church, cutting grass along road sides and many more. As a student we all have to help in attending to any activities that need our help.

Teaching and learning activities

Lesson part	Teacher's activities	Student's activities						
<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> Ask children to sing the song "Paddling my Canoe" Show a picture of someone working. 	<ul style="list-style-type: none"> Sing the song "Paddling my Canoe" Children will say what that person is doing 						
<p>Body 20 minutes</p>	<p>Ask children to list two activities each of what they like doing.</p> <p>Activity1: Show flash cards of 2 different activities and ask, "Who likes to do this?"</p> <p>Activity 2: Things that I like doing</p> <p>Chopping firewood</p> <p>Reading Books</p>	<p>Activities I Like Doing</p> <p>Family Chopping firewood</p> <table border="1"> <tr> <td>Family</td> <td>School</td> <td>Community</td> </tr> <tr> <td>Chopping firewood</td> <td>Playing games</td> <td>Fishing in the swamp</td> </tr> </table> <p>Example: I like chopping firewood because it helps my mum to cook food on time.</p> <p>I like reading books because it gives me a lot of information.</p>	Family	School	Community	Chopping firewood	Playing games	Fishing in the swamp
Family	School	Community						
Chopping firewood	Playing games	Fishing in the swamp						
<p>Conclusion 5 minutes</p>	<p>Ask one child to do one action in front. Then ask the class, "Can someone tell me why we should sweep the classroom?"</p>	<p>Children volunteer for the action to be done. (sweeping the classroom, clean) Children will answer: "We should sweep the classroom because it helps us to work in a clean environment."</p>						

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.9

Strand 1: Growth and development

Unit 2: Relationships

Topic: Roles and responsibility

Lesson title: Roles and responsibilities that can help good relationships at school.

Content Standard: 4.1.2 Explore different types of relationship and standards of behaviour considered appropriate for these relationships.

Performance Standard: 4.1.2 (a.2) Discuss and compare common interests, roles and responsibilities in a relationship.

Lesson objective(s): The students can;

- Identify and list roles and responsibilities that the students perform at school which fosters good relationships.

Assessment task(s): Identify and discuss roles and responsibilities at school.

Resources/Materials: Grade 3-5 Syllabus, Pictures of activities, flash cards.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Define roles and responsibilities • What is my role? • What are my responsibilities? • The reasons of my roles and responsibilities 	<ul style="list-style-type: none"> • Identify roles and responsibilities • Express your reasons for the roles and responsibilities. 	<ul style="list-style-type: none"> • Being responsible • Cooperating with others

Lesson for you to plan

Lesson No.10

Strand1: Growth and Development

Unit 2: Relationships

Topic: Positive Behaviour

Lesson title: Expected behaviours of children in different situations

Content Standard: 4.1.2 Explore different types of relationship and standards of behaviour considered appropriate for these relationships

Performance Standard: 4.1.2 (b.1) Interview groups of children to find out expected behaviours in their community

Lesson objective (s): The students can:

- Identify and discuss behaviours which are acceptable in the society in certain situations.

Assessment task (s): List most common behaviours which are generally acceptable.

Resources/Materials: Grade 3-5 Syllabus, Pictures of activities, flash cards.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Common behaviours at school • Acceptable behaviour in the community 	<ul style="list-style-type: none"> • List common behaviour today • Discuss acceptable behaviour in the past 	<ul style="list-style-type: none"> • Being responsible • Cooperating with others

Teacher's notes

Acceptable behavior today

Short skirt and pants at school
 Back talk and disruptive behavior in class
 Face book
 Internet learning

Lesson for you to plan

Lesson No.11

Strand 1: Growth and development

Unit 2: Relationships

Topic: Positive Behaviour

Lesson title: Positive role models of expected behaviours

Content Standard: 4.1.2 Explore different types of relationship and standards of behaviour considered appropriate for these relationships

Performance Standard: 4.1.2(b.2) Interview groups of children to find out expected behaviours in their communities

Lesson objective(s): The students can;

- Demonstrate being a positive role model to others in the community with good behaviours.

Assessment task(s): Role play positive role model with good behaviour at school.

Resources/Materials: Grade 3-5 Syllabus, Pictures of activities, flash cards.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Positive role model • Good behaviours in relationships • Common manners. 	<ul style="list-style-type: none"> • Identify some role models in the school • Demonstrate positive role model • Display good manners 	<ul style="list-style-type: none"> • Respect others • Show good manners • Be positive about your self

Lesson for you to plan

Lesson No.12

Strand 1: Growth and Development**Unit 2:** Relationships**Topic:** Different Roles and Responsibilities**Lesson title:** Roles and responsibilities of children in community service and cultural occasions**Content Standard: 4.1.2** Explore different types of relationship and standards of behaviour considered appropriate for these relationships**Performance Standard: 4.1.2 (c.1)** Identify their roles and responsibilities in different social situations**Lesson objective(s):** The students can;

- Identify and discuss roles and responsibilities that are expected during community activities and cultural occasions.

Assessment task(s): Identify roles and responsibilities during community services.**Resources/Materials:** Grade 3-5 Syllabus, Pictures of activities, flash cards.**Key concepts**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Roles and responsibilities during community services • Cultural roles and responsibilities 	<ul style="list-style-type: none"> • List community service responsibilities • Discuss cultural roles and responsibilities 	<ul style="list-style-type: none"> • Be responsible • Show appreciation of responsibilities performed

Lesson for you to plan

Lesson No.13

Strand 1: Growth and Development

Unit 2: Relationships

Topic: Different Roles and Responsibilities

Lesson title: Roles and responsibilities of children in caring for the old and the people with special needs

Content Standards: 4.1.2 Explore different types of relationships and standards of behaviour considered appropriate for these relationships.

Performance Standards: 4.1.2 (c.2) Identify their roles and responsibilities in different social situations.

Lesson objective(s): The students can:

- list and give reasons for caring for their grandparents or older people especially in their family.

Assessment task(s): Why is it good to look after older people in their communities and families.

Resources/Materials: Grade 3-5 Syllabus, Pictures of activities, flash cards.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Older person in the family • Reasons for caring for older people • Activities done with older people. 	<ul style="list-style-type: none"> • List activities that you like doing. • Express your reasons for wanting to do with older person 	<ul style="list-style-type: none"> • Being responsible • Cooperating with others

Lesson for you to plan

Lesson No.14

Strand 1: Growth and Development

Unit 2: Relationships

Topic: Different Roles and Responsibilities

Lesson title: Different roles and responsibilities of a student

Content Standard: 4.1.2 Explore different types of relationships and standards of behaviour considered appropriate for these relationships

Performance Standard: 4.1.2 (d.1) Assess individual roles and responsibilities in the classroom and school.

Lesson objective(s): The students can;
Identify and list the roles and responsibility of a student while in school.

Assessment task(s):
What are my roles and responsibilities as a student?

Resources/Materials: Grade 3-5 Syllabus, Pictures of activities, flash cards.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Roles and responsibilities of a student None performance of the role of a student. 	<ul style="list-style-type: none"> Express your reasons for not performing their roles and responsibility as a student 	<ul style="list-style-type: none"> Being responsible Cooperating with others

Lesson for you to plan

Lesson No.15

Strand 1: Growth and Development

Unit 2: Relationships

Topic: Different Roles and Responsibilities

Lesson title: Roles and responsibilities to school rules

Content Standard: 4.1.2 Explore different types of relationships and standards of behaviour considered appropriate for these relationships

Performance Standard: 4.1.2 (d.1) Assess individual roles and responsibilities in the classroom and school.

Lesson objective: The students can;

- Discuss students' roles and responsibilities towards the school rules set for them.

Assessment task: My roles and responsibilities towards the school rules.

Resources/Materials: Grade 3-5 Syllabus, Pictures of activities, flash cards,

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Roles expected to abide by in the school. • My responsibilities in the School. 	<ul style="list-style-type: none"> • Identify my roles in the schools. • Describe my responsibilities for the school rules. 	<ul style="list-style-type: none"> • Being responsible • Respect others • Follow the rules.

Lesson for you to plan

Lesson No.16

Strand 1: Growth and development

Unit 2: Relationships

Topic: Unhealthy and positive attitudes

Lesson title: Dealing with unhealthy attitudes

Content Standard: 4.1.2 Explore different types of relationships and standards of behaviour considered appropriate for these relationships.
Performance Standard: 4.1.2b (d.3) Assess their individual roles and responsibilities in the classroom and school.

Lesson objective(s): The students can;

- Identify and discuss unhealthy habits towards attitudes in relationships.

Assessment task(s): Role play ways to deal with unhealthy habits towards attitudes in the relationships.

Resources/Materials: Grade 3-5 Syllabus, Unhealthy habits flash cards.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Unhealthy habits and attitudes in relationships. • Addiction to food, facebook, alcohol, drugs • Cheating others • Possessive over another • Over powering decisions • Too quick to get angry • Jealous • Arguments • Loose temper • Blames 	<ul style="list-style-type: none"> • List activities that are addicted as a bad habit • Recommend some good ways to change from those bad habits. 	<ul style="list-style-type: none"> • Being responsible • Cooperating with others

Lesson for you to plan

Lesson No.17

Strand 1: Growth and development

Unit 2: Relationships

Topic: Attitudes and emotions

Lesson title: Promoting positive healthy attitude

Content Standard: 4.1.2 Explore different types of relationships and standards of behaviour considered appropriate for these relationships

Performance Standard: 4.1.2 (c.3) Identify their roles and responsibilities in different social situations.

Lesson objective(s): The students can;

- Describe ways to promote positive healthy attitudes in their relationships with others.

Assessment task(s): List positive healthy attitudes in relationships

Resources/Materials: Grade 3-5 Syllabus, pictures of healthy attitudes and, flash cards,

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Healthy attitudes in relationships with others • Positive attitude • Show understanding • Show kindness • Show you care • Empathy • Self Esteem • Be there • Listen • Remind them again 	<ul style="list-style-type: none"> • List of healthy attitudes for good relationships • Explain how to maintain these positive attitudes 	<ul style="list-style-type: none"> • Being responsible • Cooperating with others • Respect others

Sample guided lesson 3

Lesson No.18

Strand 1: Growth and development

Unit 3: Culture, values and morals

Topic: Cultural health beliefs and values

Lesson title: My cultural health beliefs

Content Standard: 4.1.3 Demonstrate an understanding of the similarities and differences in their beliefs and cultural practices to those of others.

Performance Standard: 4.1.3 (a.1) Identify and describe certain values and beliefs that identify them in the community.

Lesson objective(s): The students can:

- Identify and explain the similarities and differences in their health beliefs and values.

Assessment task(s): Identify individual's beliefs and values
Describe each characteristic towards the beliefs and values
Approaches of beliefs in the community

Resources/Materials: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Different beliefs • Different values 	<ul style="list-style-type: none"> • Describe the beliefs • Describe the person 	<ul style="list-style-type: none"> • Appreciation • Accepting positive manners

Teacher's notes

Definition of terms:

(a) beliefs - things that we think to be true.

(b) values - is something which is important.

(c) attitudes - is the way a person expresses their values or beliefs.

Attitudes towards beliefs and values

Teaching and learning activities

Part of lesson	Teacher's activities	Student's activities
Introduction 5 minutes	Compare certain beliefs and values that are practices in their family life.	<ul style="list-style-type: none"> In pairs check out what is similar and different in their beliefs and values. Eg. What kind of food they don't eat?
Body 20 minutes	<p>Belief – what is in the mind of a person whether she/he thinks that is true. Values - someone you know that she/he is very important to you.</p> <p>Activities:</p> <ol style="list-style-type: none"> Discuss in groups and name beliefs that you have in the community. List how many people in the community you think are important to you? 	<ul style="list-style-type: none"> Students copy meaning of terms into their exercise books Beliefs in sorcerers, traditional hunting/fishing and the way of gardening Pastors, councilors, chief elders, parish priest
Conclusion 5 minutes	<ul style="list-style-type: none"> Ask students what they do to people they value 	<ul style="list-style-type: none"> Respect the people

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.19

Strand 1: Growth and development

Unit 3: Culture, values and morals

Topic: Cultural health beliefs and values

Lesson title: My community health values

Content Standard: 4.1.3 Demonstrate an understanding of the similarities and differences in beliefs and cultural practices to those of others.

Performance Standard: 4.1.3 (a.2) Identify and describe certain values and beliefs that identify them in their community.

Lesson objective(s): The students can;

- Identify and discuss the community health values.

Assessment task(s) Identify individual’s beliefs and values
Describe each characteristic towards the beliefs and values

Resources: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Positive and negative Beliefs • Positive and negative Values • Recommend improvement to negative beliefs and values. • Characteristics towards these beliefs and values. 	<ul style="list-style-type: none"> • List and describe these beliefs and values • Explore the characteristics of beliefs and values. 	<ul style="list-style-type: none"> • Appreciation of these values and beliefs. • Accepting positive beliefs and values

Teacher’s reflection/evaluation

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Sample guided lesson 4

Lesson No.20

Strand 1: Growth and development

Unit 3: Culture, values and morals

Topic: Cultural practices

Lesson title: Cultural practices of beliefs that are not good for our health.

Content Standard: 4.1.3 Demonstrate an understanding of the similarities and differences in beliefs and cultural practices to those of others.

Performance Standard: 4.1.3 (b.1) Describe how their culture influence their identity.

Lesson objective(s): The students can:

- Identify and explain negative cultural practices and beliefs for dental health

Assessment task(s): Negative health practices about dental health in the community.

Resources: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Dietary practices on oral health • Preventive practices • Myths about tooth care 	<ul style="list-style-type: none"> • Describe the dietary practices on oral health • Describe the preventive practices • Explore myths for tooth care 	<ul style="list-style-type: none"> • Appreciation of teeth • Accepting positive prevention practices.

Teacher's notes

Being a part of an ethnic minority group does not really lead a person to have poor **oral health**. Underlying **cultural beliefs and practices** influence the condition of the **teeth** and mouth, through diet, care-seeking behaviours, or use of home remedies, for example. Chewing betelnut that keeps the tooth from erupting.

Teaching and learning activities

Part of lesson	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> Sing the song: Brush, brush my teeth today. Ask the question on the song. 	<ul style="list-style-type: none"> Answer the questions to the song
Body 20 minutes	<p>Activity 1: Describe the dietary practices on oral health</p> <ul style="list-style-type: none"> A good tooth is to do with the type of food that is taken. <p>Activity 2: Describe the preventive practices</p> <ul style="list-style-type: none"> Recommend ways to prevent tooth decay and gum swollen <p>Activity 3: Explore myths for tooth care</p> <ul style="list-style-type: none"> Oral Health on cultural beliefs and practices on the conditions of teeth through diet, care and behaviour towards it. 	<ul style="list-style-type: none"> Students list the types of food practices they have. Write and discuss possible prevention practices E.g. <ol style="list-style-type: none"> Eat healthy food which does not cause tooth decay. Brush teeth daily Attend to medication in case of tooth decay. Beliefs in sorcerers for toothache, traditional oral health Traditional remedies
Conclusion 5 minutes	<ul style="list-style-type: none"> Emphasis made on the food dietary and make recommendations for preventive measures for dental care notes. 	<ul style="list-style-type: none"> Take notes written as summary on dental health.

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.21

Strand1: Growth and development

Unit 3: Culture, values and morals

Topic: Cultural practices

Lesson title: Traditional ways of relaxation

Content Standard: 4.1.3 Demonstrate an understanding of similarities and differences in beliefs and cultural practices to those of others.

Performance Standard: 4.1.3 (b.2) Describe how their culture influence their identity.

Lesson objective(s): The students can:

- Identify and describe different traditional activities people are involved in for leisure

Assessment Task(s): Identify individual's beliefs and values for leisure activity. Describe importance of leisure activity as relaxation

Resources: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
Beliefs for leisure activity Values for leisure activity	Describe the beliefs of leisure activity in their community describe the values of leisure activity in their family	Appreciation Accepting positive manners Value leisure activity as relaxing

Lesson for you to plan

Lesson No.22

Strand 1: Growth and Development

Unit 3: Culture, Values and Morals **Topic:** Health values and myths

Lesson title: Let's learn about health values from a guest speaker

Content Standard: 4.1.3 Demonstrate an understanding of the similarities and differences in beliefs and cultural practices to those of others.

Performance Standard: 4.1.3 (c.1) Listen to a guest speaker and identify the morals and values in the traditional myth or story.

Lesson objective(s): The students can:

- Analyse and explain the speech made by the guest speaker

Assessment task(s): Identify individual's health values
Explain the importance of health values for the community

Resources: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Individual Health values (care, access to services address issues, respect, compassion. Importance of health values (promote health care, WASH, healthy foods, hygienic practices) Partner with others for better health care 	<ul style="list-style-type: none"> Identify the individual health value in the family Promote the importance of health care in the community Partnership with others community mobilization for better health care 	<ul style="list-style-type: none"> Appreciation Accept room for change of the practices to improve Partnership and collaborations

Lesson for you to plan

Lesson No.23

Strand 1: Growth and development

Unit 3: Culture, values and morals

Topic: Health values and myths

Lesson title: Let's learn about myths that are bad for health

Content Standard: 4.1.3 Demonstrate an understanding of the similarities and differences in their beliefs and cultural practices to those of others.

Performance Standard: 4.1.3 (c.2) Listen to a guest speaker and identify the health morals and values in the traditional myth or story.

Lesson objective(s): The students can;

Discuss and explain how myths can influence our health

Assessment task(s): Identify individual's myths that affect their beliefs and values.

Resources/Materials: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Personal myths on the beliefs and values of health 	<ul style="list-style-type: none"> Identify health myths Describe health myths 	<ul style="list-style-type: none"> Values on good health Being careful about what we believe

Lesson for you to plan

Lesson No.24

Strand 1: Growth and development

Unit 3: Culture, values and morals

Topic: Unhealthy and healthy behaviour

Lesson title: Cultural practices that encourage good health practices

Content Standard: 4.1.3 Demonstrate an understanding of the similarities and differences in their beliefs and cultural practices to those of others

Performance Standard: 4.1.3(d.1) Describe how certain values and morals that have influenced on their behavior.

Lesson objective(s): The students can;

- Identify and list good healthy practices that influence healthy wellbeing

Assessment task(s): Explore common cultural health practices that are evident in the community.

Resources/Materials: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Good healthy practices • Unhealthy practices • Positive practices that influence health • Negative practices that influence health • Improve negative practices 	<ul style="list-style-type: none"> • Describe negative health practices • Describe the positive practice that influences health • Recommendation to improve those negative practices 	<ul style="list-style-type: none"> • Appreciation • Being honest in practices • Avoid negative practices

Lesson for you to plan

Lesson No.25

Strand 1: Growth and development

Unit 3: Culture, values and morals

Topic: Bad practices and health behavior

Lesson title: Current practices that is bad for our health and behavior

Content Standard: 4.1.3 Demonstrate an understanding of the similarities and differences in their beliefs and cultural practices to those of others.

Performance Standard: 4.1.3 (d.2) Identify negative cultural practices and positive cultural practices that affect behavior.

Lesson objective(s): The students can:

- identify and list the bad practices that contributes to the people's behaviour

Assessment task(s): Identify current bad behaviours that contribute to negative outputs.

Resources: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Bad behaviour and practice • Influences of bad behaviour • Recommend changes 	<ul style="list-style-type: none"> • Identify the negative behaviour practice • List the influences • Discuss ways to recommend way forward to change. 	<ul style="list-style-type: none"> • Show reception negative behaviour and influence • Show respect to others

Sample guided lesson 5

Lesson No.26

Strand 1: Growth and development

Unit 4: My Career Interest

Topic: Interests and Role Models Lesson title: My interests and favorites

Content Standard: 4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily health activities.

Performance Standard: 4.1.4 (a.1) Understand that the daily activities and tasks they do in their homes can help them to develop their abilities and interests for a particular job.

Lesson objective(s): The students can;

- identify their current interests and favorites to help assess whether they still have the same interests maintained.

Assessment task(s): List two or three things that are their favorites.

Resources/Materials: Charts or pictures of the jobs

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Personal interests • Favourite activities • Favourite things • How their value systems affect their individual interests and favourites 	<ul style="list-style-type: none"> • Discover • Explore • Express • Compare 	<ul style="list-style-type: none"> • Appreciation • Acceptance • Enthusiasm • honesty

Teacher's notes

What are Interests?

- Interest is the feeling of wanting to know or learn about something or someone.
- being attentive or absorbed in something or giving undivided attention to an activity
- Interests are those things that make you happy, things that one likes to spend time doing and can spend hours doing.
- '**Interests**' are subjects, ideas, things, topics and events which fascinate and stimulate the curiosity of the child.
- These interests can lead to an interest in a career or type of work

How do interests relate to career interests?

- Interests are things you enjoy and have an interest in – like going to gigs, playing football, rugby, swimming, reading, listening to music, food tasting or baking.
- Your interests can help you choose a career you'll love.
- If students come to think about it, they already use their interests to make decisions. Who to hang out with, what they do in their spare time, or what bands or songs they listen to.
- When they're doing something they enjoy, it's easier to pay attention and feel motivated. It's the same when it comes to their career.
- It doesn't mean that because a student likes painting and drawing he/she will become an artist one day. Instead, they should try to think about their interests in a wider way. They can help open up a whole set of jobs which might be right for them. Their love of painting could lead to lots of careers which involve creative thinking: product designer, comic-book artists, programmer, museum curator, adviser or teacher.
- Interests may include reading stories, listening to music, swimming, playing basketball/soccer/ rugby etc., watching cartoons/scary movies, dancing, face painting, drawing designs, taking care of animals, sightseeing, mountain climbing, dirt biking, eye-shopping, travelling and visiting new places/people, going on bus rides, taking part in community volunteer activities, assisting charity groups, gardening, harvesting cocoa/coffee/peanuts/corn, fishing, sailing, paddling, kayaking, watching TV etc.

Do interests change over time?

- Children's interest changes every time.
- Interests change due to students participation in certain activities for example; if students engage in an activity that is interesting to them, they may build a certain interest in it which may not be necessary same as their previous interest
- Similarly, a student may lose interest in a certain activity that doesn't interest him/her any longer
- Interests may change as a result of growth changes
- Interests may also change as a result of the groups of people we become part of
- A change of location in our livelihood can also cause a change in our interests
- Exposure to new situations, Education or learning of new things also affect our interests

Favourite

- A person or thing that is preferred and liked more over all others of the same kind
- A special liking for something because of some of its quality, taste, feel, looks or the result after done.

Teaching and learning activities

Lesson part	Teacher's activities	Student's activities																											
Introduction 5 minutes	Ask students to identify and tell their friend; <ol style="list-style-type: none"> their favourite drink, day and subject one thing they love spending their time doing (interest) 	<ul style="list-style-type: none"> Identify their favourites and interests 																											
Body 20 minutes	<p>Activities:</p> <ol style="list-style-type: none"> Ask students to complete a checklist table by listing at least 5 favourites (Table 1) Ask students to complete a checklist table by listing at least 5 interests (Table 2) <p>Table 1: My Favourites</p> <table border="1" data-bbox="336 719 962 1093"> <thead> <tr> <th>My Favourite when I was in Grade 2</th> <th>My Favourite when I was in Grade 4</th> <th>Why I changed/ did not change</th> </tr> </thead> <tbody> <tr><td>Food</td><td></td><td></td></tr> <tr><td>Drink</td><td></td><td></td></tr> <tr><td>Past time</td><td></td><td></td></tr> <tr><td>Desert</td><td></td><td></td></tr> <tr><td>Type of music</td><td></td><td></td></tr> <tr><td>Type of movies</td><td></td><td></td></tr> </tbody> </table> <p>Table 2: My Interests</p> <table border="1" data-bbox="336 1173 962 1305"> <thead> <tr> <th>My interest when I was in Grade 2</th> <th>My interest in Grade 4</th> <th>Why I changed/ did not change</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> </tbody> </table>	My Favourite when I was in Grade 2	My Favourite when I was in Grade 4	Why I changed/ did not change	Food			Drink			Past time			Desert			Type of music			Type of movies			My interest when I was in Grade 2	My interest in Grade 4	Why I changed/ did not change				<ul style="list-style-type: none"> Students complete interest and favorites checklist table
My Favourite when I was in Grade 2	My Favourite when I was in Grade 4	Why I changed/ did not change																											
Food																													
Drink																													
Past time																													
Desert																													
Type of music																													
Type of movies																													
My interest when I was in Grade 2	My interest in Grade 4	Why I changed/ did not change																											
Conclusion 5 minutes	<ul style="list-style-type: none"> Ask students what they learnt about their interests and favourites changing over time. 																												

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.27

Strands 1: Growth and development

Unit 4: My career interest

Topic: Interests and role models

Lesson title: A role model of a type of job

Content Standard: 4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily health activities.

Performance Standard: 4.1.4 (a.2) Understand that the daily activities and tasks they do in their homes can help them to develop their abilities and interests for a particular job.

Lesson objective(s): The students can;

- identify a role model of a type of job that they would like to do later in life.

Assessment task(s): Illustrate the future job of their interest and say why they want to do this.

Resources/Materials: Education Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • A type of job they would like to do later in life • A role model they know who does that job • What qualities in the role model they would like to follow or copy in order to be like their role model • What they can do now to start their journey of being like their role model • Other role models they can identify with other jobs they may be interested in 	<ul style="list-style-type: none"> • Ability to identify a positive role model • Ability to understand the struggles, hardship and efforts made by their role model to be where they are • Ability to believe in their efforts that they can achieve their interested job • Ability to have many jobs of interests according to their favorites and interests that can be developed over time • The ability to find a role model and being a role model as well 	<ul style="list-style-type: none"> • Enthusiastic • Keen and interested • Eager to learn from their role model • Perseverance to hard work • Being humble • Confident to achieve

Lesson for you to plan

Lesson No.28

Strands 1: Growth and development

Unit 4: My career interest

Topic: Interests and role models

Lesson title: Opportunities that can improve my potentials and abilities

Content Standard: 4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily health activities.

Performance Standard: 4.1.4 (a.2) Understand that the daily activities and tasks they do in their homes can help them to develop their abilities and interests for a particular job.

Lesson objective(s): The students can;

- identify opportunities that can improve potentials, abilities and interest for a particular job

Assessment task(s): Name two opportunities that can help improve their potentials

Resources: Education Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Roles and responsibilities at home situations and other opportunities • Interests that can also help to use their potentials example, taking care of younger siblings, taking care of a sick family member or other activities of interests. 	<ul style="list-style-type: none"> • Explain how to use their potentials and abilities in different situations and when given the opportunity • Describe how to use their ability to perform to the best of their ability • Explore and Innovate new ways to deal with each situation and being able to cope 	<ul style="list-style-type: none"> • Patience to use their potentials in all kinds of situations • Humility in really using the opportunity to use their potential to honestly do the required tasks • Faithfully doing and completing the task • Willing happy to do the activities

Lesson for you to plan

Lesson No.29

Strand1: Growth and development

Unit 4: My career interest

Topic: Interests and role models

Lesson title: Family tasks and activities that relate to my job interest

Content Standard: 4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily health activities.

Performance Standard: 4.1.4 (b.2) Explore and discover opportunities and situations they have in their families, homes, schools and community that they can use to develop their potentials and abilities.

Lesson objective(s): The students can:

- identify family tasks and activities that relate to their job interest.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Interest areas of activities and tasks they do at home for opportunities or for different career interest pathways. • My interest career in becoming a nurse, doctor, teacher, chef, agriculturalists, florists, and botanist. 	<ul style="list-style-type: none"> • Explain family activities and tasks as their roles and responsibilities of their interest and abilities. • Describe the activities and tasks of their family members that promote their interest. 	<ul style="list-style-type: none"> • Patience and willingness to take part in the activities • Appreciate family members as the first role models in modeling their dream jobs • Honesty and humility in doing tasks wholeheartedly • Faithfully doing and completing the task without complaining

Lesson for you to plan

Lesson No.30

Strands 1: Growth and development

Unit 4: My career interest

Topic: Career interest

Lesson title: Factors that influence my daily decisions and interests.

Content Standard: 4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily health activities.

Performance Standard: 4.1.4 (c.1) identify factors that influence their interests and decisions about daily activities and explain how these factors affect their choices.

Lesson objective(s): The students can;

- identify and explain various factors that influence their daily decisions and interests;

Assessment task(s): Factors that influence decisions and interests.

Resources/Materials: Children's Encarta. List of factors on chart

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Factors that affect our decisions and interests, for example; family, culture, education, social problems, health issues, religion or faith, traditions, peer pressure, 	<ul style="list-style-type: none"> • The ability to identify and distinguish these factors • The ability to understand how these factors affect their interests and decisions 	<ul style="list-style-type: none"> • Being vigilant (aware or watchful) and resilient (tough and strong or firm about decisions) to different factors • Be clear in their conscience about their decisions with regard to their interest

Sample activity table: Factors that affect my decision making

Decisions I made	What factor affected the decision I made	What could be the possible consequence
Staying back at school and doing my studies instead of going home and helping to do the cooking	I have not been able to complete my work from last night because my father and his friends drank all night and made a lot of noise (family and social problems)	I could be scolded or might not be given food to eat

Sample activity table: Factors that affected the choices I made about my interests

Interests	What factor affected the choice of my interest?	What could be the possible consequence?
I would like to become a civil engineer	I read about the job on internet and was amazed by the job	It will cause me work very hard in school. I may not become an engineer but another job close to being an engineer

Lesson for you to plan

Lesson No.31

Strand 1: Growth and development

Unit 4: My Career Interest

Topic: Daily decision making

Lesson title: Factors on career interest that influence my daily health.

Content Standard: 4.1.4 Demonstrate an understanding of the relationship between roles, responsibilities, interests, abilities and their daily health activities.

Performance Standard: 4.1.4 (c.2) Identify factors that influence their interests and decisions about daily activities and explain how these factors affect their choices.

Lesson objective(s): The students can:

- Identify and explain the factors on career interest that can affect individual's health

Assessment task(s)

Factors on career interests that can influence individual health

Resources/Materials: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Factors of career interest • choices • Influences on these choices on individuals health 	<ul style="list-style-type: none"> • Identify individual's career interest choices • Describe each influence and risk on health • Approaches to remedy these influences 	<ul style="list-style-type: none"> • Appreciation of personal health • Being cautious to choices made

Lesson for you to plan

Lesson No.32

Strand 1: Growth and Development

Unit 4: My Career Interest

Topic: Healthy decision making

Lesson title: Making healthy decisions in different situations

Content Standard: 4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily health activities.

Performance Standard: 4.1.4 (d.1) identify skills involved in the decision making process they encounter in different situations and groups they belong to.

Lesson objective(s): The students can:

- discuss and explain the types of decision making skills that encourages healthy choices.

Assessment task(s): Do a role play to promote healthy decision making

Resources/Materials: Education Reference Books

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Skill involved in decision making process • Decision making process that encourages healthy relationships 	<ul style="list-style-type: none"> • Describe the decision making process • Describe the process to promote healthy choices. 	<ul style="list-style-type: none"> • Appreciation of Decision making as a choice • Being bold in the choices made

Lesson for you to plan

Lesson No.33

Strand 1: Growth and development

Unit 4: My career Interest

Topic: Healthy decision making

Lesson title: Making healthy decisions for different groups of people

Content Standard: 4.1.4 Demonstrate an understanding of the relationship between their roles, responsibilities, interests, abilities and their daily health activities.

Performance Standard: 4.1.4 (d.2) identify skills involved in the decision making process they encounter in different situations and groups they belong to.

Lesson objective(s): The students can;

- Identify and list the characteristics of healthy decision making approaches for different target audiences.

Assessment task(s)

Name and explain the processes of healthy decision making steps

Time: 30 minutes

Resources/Materials: Education Reference Books; Steps of decision making in appendix.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Characteristics of healthy decision making process. • Target groups 	<ul style="list-style-type: none"> • Describe the Characteristics of healthy decision making process. • Explain the process to the target audience for clarity. 	<ul style="list-style-type: none"> • Uphold the choices made • Accepting others opinion on the choices

Sample guided lesson 6

Lesson No.34

Strand 2: Individual and community health

Unit1 1: Alcohol and substance abuse

Topic: Harmful substance

Lesson title: Harmful substances that harm personal health

Content Standards: 4.2.1 Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use
Performance Standard: 4.2.1 (a.1) Discuss and list harmful substances found and used in schools

Lesson objective(s): The students can:

- define and describe harmful substances that affect personal health.

Assessment task(s): Draw a harmful substance and label it to indicate that it is dangerous to the human body.

Resources/Materials: Health Teachers Guide Lower Primary

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • The meaning of substances • Types of harmful substances • Harmful effects to the body 	<ul style="list-style-type: none"> • Define the meaning of substances • List the types of harmful substances • Identify why are substances are harmful to the body 	<ul style="list-style-type: none"> • Able to find the meaning of substances, list the types of harmful substances and write why they are harmful to the body • Respect and treat fairly those who are been mentally affected by harmful substances

Teaching and learning activities

Part of the lesson	Teacher's activities	Student's activities
Introduction (5 mins)	<ul style="list-style-type: none"> • Display the poster "Diseased Human Lung" • What can you see on the picture • Name the part of the body that is affected in the picture • Answer the questions referring to the diseased human lung 	<ul style="list-style-type: none"> • Identify the poster and name what they can see on the poster • What part of the body is mostly affected by smoking? • Is it harmful to smoke harmful drugs? • Why is it harmful to smoke?
Body (20 mins)	<p>Activity 1: Define the meaning of harmful substances</p> <ul style="list-style-type: none"> • Write the possible answer on the board for students after discussion. <p>Activity 2: List the types of harmful substances</p> <ul style="list-style-type: none"> • The students draw the harmful substances and describe them. <p>Activity 3: Identify why substances are harmful to the body</p> <ul style="list-style-type: none"> • Discuss substances harmful to the body. 	<p>Possible answer: Harmful substances. Many materials or substances used or created at work could harm your health. These substances could be dusts, gases or fumes that you breathe in, or liquids, gels or powder that come into contact with your eyes or skin</p> <p>Names of harmful substances using the pictures examples of drugs and substances that people use"</p> <ul style="list-style-type: none"> • Cigarettes (nicotine) • Marijuana • Kerosene • Detergents when swallowed are harmful (soap, soda-powder, snow-white) • Cocaine <p>Why is it dangerous to take harmful substances?</p> <p>Harmful substance such as tobacco affects the society and people around become active smokers, It can cause lung cancer and other related diseases to the smokers so it is better to quit smoking</p>
Conclusion (5 mins)	<ul style="list-style-type: none"> • Give feed back to the students discussion 	Harmful substance when is it taken, over time causes diseases to the human body or affects other people's health.

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.35

Strand 2: Individual and community health

Unit 1: Alcohol and substance abuse

Topic: Harmful substance

Lesson title: Persuasive skills make choices on harmful substance.

Content Standards: 4.2.1 Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use
Performance Standard: 4.2.1 (a.3) Discuss and list harmful substances found and used in schools

Lesson objective(s): The students can:

- apply persuasive skills to make a choice to avoid taking harmful substances that affects the body.

Assessment task(s): Role play in pairs on how to make a healthy choice to avoid taking harmful substances.

Resources/Materials: Children's Encarta; Decision making process on the appendix.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of harmful substances • Harmful effects to the body • Healthy Choices • Life skills 	<ul style="list-style-type: none"> • Identify harmful drugs taken in the community • Describe how to avoid taking harmful drugs 	<ul style="list-style-type: none"> • Zero Tolerance drugs • Confidence in making the right choice against harmful substances • Respect and treat fairly those who are been mentally affected by harmful substances

Sample guided lesson 7

Lesson No.36

Strand 2: Individual and community health

Unit1: Alcohol and substance abuse

Topic: Bad habits/abuse

Lesson title: Experiences of bad habits stories

Content Standard: 4.2.1 Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use.
Performance Standard: 4.2.1.(b.1) Listen to people who have had bad habits with drug and substance abuse and describe how they were introduced to quit those habits.

Lesson objective(s): The students can;
listen to a story told by a drug addict on the bad habits of taking drugs and substance abuse

Assessment task(s): Illustrate and describe the effects of substance abuse.

Resource/Materials: Teachers Guide, Health Officers, Drug and substance Abuse stories.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Experience on bad habits • Substance abuse 	<ul style="list-style-type: none"> • Listen attentively to the story of the person who had experienced taking drugs. • Retell stories to others to prevent them from bad habits. 	<ul style="list-style-type: none"> • Being emphatic • Listen without having much fear and detest of a drug addict • Respect and value life. • Be assertive in saying 'No' to drugs.

Teacher's notes

An officer from the Health could be invited to talk to the students. Other relevant people would be from the school and the community especially the ones who have experiences in smoking, take drugs and drinking alcohol. Ensure children listen attentively to these guests' speakers as it is important for them in making decisions in the future. If the teacher doesn't have any story prepared then they may use the sample story of 'Sam's Story'.

Teaching and learning activities

Lesson part	Teacher's activities	Student's activities
Introduction (5 minutes)	<ul style="list-style-type: none"> • Ask children to sing the song ' I'm alert, alive enthusiastic. • Revise previous lesson <ul style="list-style-type: none"> - Name one harmful substance that harms our health. - What is one effect of taking drugs? 	<ul style="list-style-type: none"> • Sing the song. • Children answer <ol style="list-style-type: none"> 1. alcohol, marijuana 2. losing weight
Body (20 minutes)	<p>Activity 1: Listen to the story of a person who has taken drugs.</p> <p>Activity 2: Children answer these questions orally.</p> <p>Key questions</p> <ol style="list-style-type: none"> 1. What drug did this person take? 2. How long did this person take the drug? 3. Who influenced this person into taking drugs? 4. What made this person stop taking this drug? 	<ul style="list-style-type: none"> • Children listen to a story or a talk on the life of a person who smokes, drinks alcohol and takes drugs from the community. • Answer the four questions about the story t • Answer the question according to the story
Conclusion (5 minutes)	<ol style="list-style-type: none"> 1. The answers will vary according to the presenter. <p>Possible best advice Taking drugs is not good for you cause you will be disturbed from your studies and getting involved with other related problems..</p>	<p>Ask these questions to the guest speaker</p> <ol style="list-style-type: none"> 1. Why did you take this drug? 2. How did you feel when you took this drug? 3. What is the best advice that you would give us?

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.37

Strand 2: Individual and community health

Unit 1: Alcohol and substance abuse

Topic: Bad habits/abuse

Lesson title: Influences to bad habits

Content Standard: 4.2.1 Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use.
Performance Standard: 4.2.1 (b.2) Listen to people who have had bad habits with drugs and substance abuse and describe how they were introduced to quit those habits.

Lesson objective(s): The students can:

- discover the influences that lead to bad habits and initiate preventative measures against getting into bad habits.

Assessment task(s): Name bad habits and recommend ways to overcome them.

Resource/Materials: Lower Primary Teachers Guide, Health officers, Drug and substance abuse stories.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Bad habits • Influences from : • (friends, movies, books, advertising, peer pressure, look good image, poverty, family problems, easy access to drugs and substances) 	<ul style="list-style-type: none"> • Define bad habits • Recognize bad habits from influences • Describe the ways to overcome bad habits 	<ul style="list-style-type: none"> • Self-respect • Respect and value life. • Be assertive in saying 'No' to drugs

Teacher's notes

What are bad habits?

Behaving in a manner that is not acceptable, that puts self and others at risk.

What are bad influences?

There are various matters that influence children to develop bad behaviour.

And these can be listed as,

Peer pressure to belong to a group, low self-esteem, books, movies, idols (look good image), poverty, family problems, easy access to drugs, affordable

Lesson for you to plan

Lesson No.38

Strand 2: Individual and community health

Unit 1: Alcohol and substance abuse

Topic: Bad habits/abuse

Lesson title: Taking responsibility to quit bad habits

Content Standard: 4.2.1 Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use.
Performance Standard: 4.2.1 (b.3) Listen to people who have had bad habits with drugs and substance abuse and describe how they were introduced to quit those habits.

Lesson objective(s): The students can:

- analyze the effects of bad habits and display responsible and assertive behaviour towards good health.

Assessment task(s): Recommend ways to deal with the bad habits.

Resource/Materials: Junior Teachers Guide, Health officers, Drug and substance Abuse stories,

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Effects of bad habits • Being Responsibility • Attributes of Good health. 	<ul style="list-style-type: none"> • List effects of bad habits • Demonstrate positive behaviour. 	<ul style="list-style-type: none"> • Being responsible • Be cautious of effects of substance abuse • Respect and value life • Be assertive in saying 'No' to drugs.

Lesson for you to plan

Lesson No.39

Strand 2: Individual and community

Unit 1: Alcohol and substance abuse

Topic: Say “No” to bad habits

Lesson title: Use refusal skills to say ‘No’ to bad Habits such as chewing betelnut/smoking.

Content Standard: 4.2.1 Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use.
Performance Standard: 4.2.1 (c) Role play how to say "No" to drugs and habits such as smoking, chewing betelnut and drinking alcohol

Lesson Objective(s): The students can:

- demonstrate refusal skills by doing a role play.

Assessment task(s): You can plan and carry out awareness in school or community on harmful substances.

Resource materials: Lower Primary Health Teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Refusing skills. • Interpersonal communication skills • Critical thinking skills • Bad habits. 	<ul style="list-style-type: none"> • Demonstrate the refusal skill (e.g. <i>ignoring</i> bad influencing people) • Interpersonal communication skills • Critical thinking skills. 	<ul style="list-style-type: none"> • Be proud of your own drug free body • Personal confidence and ability to assume responsibility • Respect and value life • Be assertive, in saying ‘No’ to bad habits • Build self esteem.

Teacher's notes

You can invite a medical officer or a community health worker to talk to the class or the whole school.

Lesson for you to plan

Lesson No.40

Strand 2: Individual and community

Unit 1: Alcohol and substance abuse

Topic: Campaign against bad habits

Lesson title: Develop a campaign against bad habits

Content Standard: 4.2.1 Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use.
Performance Standard: 4.2.1 (d.1) Plan a campaign against a habit such as chewing/betel nut/smoking or drugs by performing singings, displaying posters, composing songs and telling stories to change.

Lesson objective(s): The students can;

- develop an awareness campaign plan against bad habits

Assessment task(s): Describe the effects of harmful substances abuse (drugs and alcohol) affect young people's health at an early age

Resource/Materials: Students Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Awareness campaign against bad habits • Bad habits • Effects of bad habits • Refusal skills • Sources to get help (help line, help desk, NGOs) 	<ul style="list-style-type: none"> • Planning campaign • Planning awareness • Communication skills 	<ul style="list-style-type: none"> • Concern for the people • Empathy building • Building self-esteem • Creating self-awareness • Respect for people • Concern for young people

Lesson for you to plan

Lesson No.41

Strand 2: Individual and community

Unit 1: Alcohol and substance abuse

Topic: Campaign against bad habits

Lesson title: Using persuasive skills to display the posters, songs, drama and stories to change behavior

Content Standard: 4.2.1 Describe the effects of harmful substances on personal health and demonstrate ways to make wise choices about their use.

Performance Standard: 4.2.1 (d.2) Plan a campaign against a habit such as chewing/betel nut/smoking or drugs by performing singings, displaying posters, composing songs and telling stories to change.

Lesson objective(s): The students can:

- carry out an effective campaign against bad habits to an audience

Assessment task(s): Demonstrate the ability to practice health-enhancing behaviours and avoid or reduce health risks.

Resource/Materials: Lower Primary Teachers Guide.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Display the posters, songs, drama, and stories to change bad behaviour 	<ul style="list-style-type: none"> • Displaying posters, • Composing songs • Performing drama • Telling stories • Assessing self and contributing as a team • Information gathering skills 	<ul style="list-style-type: none"> • Respect people and the community • Appreciate the good advices • Taking responsibility and making changes • Self-control • Calmness • Sober habit • Successful life

Sample guided lesson 8

Lesson No.42

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

Topic: Cleanliness

Lesson title: Parts of my body that needs to be clean

Content Standard: 4.2.2 Justify and promote behaviour that can improve the health of others at school.

Performance Standard: 4.2.2 (a) Discuss and explain the need to keep bodies and clothes clean

Lesson objective(s): The students can:

- determine parts of the body that needs to be cleaned and state reasons why they must maintain cleanliness.

Assessment task(s): Identify the parts of the body that needs cleaning to prevent diseases and sickness.

Resource/Materials: Lower Primary Health Teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Body and hygiene. • Reasons to maintain body cleanliness. • Self-awareness. 	<ul style="list-style-type: none"> • Describe the body parts to keep clean. • Explain why it is important to keep clean. • Demonstrate creating self-awareness and images. 	<ul style="list-style-type: none"> • Self-respect. • Self-esteem/confidence. • Self-awareness.

Teacher's notes

The body parts of human beings

It is important to maintain cleanliness to the whole body. When we are healthy we are able to live and do things in our lives. These are parts of the body that needs care to clean daily.

Head, shoulders, knees, toes, ears, eyes, mouth, tongue, nose, hands, arms, waist, legs, toes lips, buttocks, feet

Teaching and learning activities

Lesson parts	Teacher's activities	Student's activities
Introduction (5 minutes)	<ul style="list-style-type: none"> • Compose a poem or song on washing to be clean. • Display a chart on parts of the body. 	<ul style="list-style-type: none"> • Recite a poem or sing a song about washing to be clean. • Study poster on parts of the body • Sing the song: Head, shoulder, knees and toes.
Body (20 minute)	<p>Activity 1: Describe the body parts to keep clean.</p> <ul style="list-style-type: none"> • General over-all body wash. • Extra attention to certain parts of the body. • Items to use to keep parts of the body clean. <p>Activity 2: Explain why it is important to keep clean.</p> <ul style="list-style-type: none"> • Hygiene and sickness control and self-image • Develop posters with students for hygiene <p>Activity 3: Demonstrate Creating Self-awareness and images</p> <ul style="list-style-type: none"> • Instruct students to display poster in the classroom after presentations. 	<ul style="list-style-type: none"> • Create posters of hygiene: <ul style="list-style-type: none"> • oral hygiene • menstrual hygiene • ear/nose hygiene • clean hands/fingernails • armpits • hair. • Give the reasons to maintain hygiene. • How can students prevent diseases and sicknesses that are seen in the school and community? • Do a presentation and display poster in the classroom.
Conclusion (5 minutes)	<ul style="list-style-type: none"> • Give instructions to students to display their posters for other students in the class to learn. 	<ul style="list-style-type: none"> • Ask students to display poster up on the wall for others. • Other children can learn from the posters put up on the wall for their understanding of body hygiene and cleanliness.

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.43

Strand 2: Individual and community

Unit 2: Protection against disease

Topic: Cleanliness

Lesson title: Things that help me keep my clothes clean

Content Standard: 4.2.2 Justify and promote behaviour that can improve the health of others at school.

Performance Standard: 4.2.2 (a.2) Discuss and explain the need to keep bodies and clothes clean

Lesson objective(s): The children can:

- identify certain items to use to keep clothes clean.

Assessment task(s): List the types of clothes that we can wash with care Identify the items used for washing clothes and how to wash them.

Resource/Materials: Lower Primary Health teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Clothes. • Different types of clothes. • Why care for clothes. • Care labels on clothes. • Items used to clean clothes. 	<ul style="list-style-type: none"> • Explore ways to keep clothes clean. • Identify the types of clothes to clean. • Give reasons why to keep clothes clean. 	<ul style="list-style-type: none"> • Self esteem. • Self-awareness. • Self-image. • Appreciate cleanliness.

Teacher's notes

<p>Why clothes should be clean Clean clothes are important. It's important to take care of your clothes because they cost money. Clothes will look better and last longer if they are kept clean. Clean clothes will give you a good clean, smart image</p>	<p>What to do</p> <ol style="list-style-type: none"> 1. Begin the care of clothes by reading the labels on clothes 2. Sort clothes into types and colours 3. Sort clothes into dirty to dirtiest/stains/tears
<p>Laundry/washing clothes</p> <ol style="list-style-type: none"> 1. Select items used to clean clothes 2. Wash clothes 3. Hang dry/iron/fold/store away 	<p>Types of clothes Shirts, blouse, dress, trousers, skirt, laplap, underclothes, coat, jacket, jumper, tights/leggings, Shoes, socks, sandals</p>

Sample guided lesson 9

Lesson No.44

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

Topic: Washing hands

Lesson title: When do I wash my hands?

Content Standard: 4.2.2 Justify and promote behaviour that can improve the health of others at school.

Performance: 4.2.2 (b.1) Discuss when and how to wash hands during eating and preparing of food.

Lesson objective(s): The students can:

- explain and demonstrate the importance of washing hands.

Assessment task(s): How do we keep our hands free from dirt and germs that spread.

Resource/Materials: WHO hand wash Brochure

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Hand hygiene. • Effects of not washing hands. • When to wash hands. • How to wash hands. 	<ul style="list-style-type: none"> • Identify how our hands get dirty. • Practice hand washing steps in different situations to prevent the spread of germs. • Demonstrate effective communication to promote hand wash. 	<ul style="list-style-type: none"> • Self-respect. • Value of personal health. • Value health of others.

Teacher's notes

<p>Why?</p> <ul style="list-style-type: none"> • People get infected every day from infectious acquired while not properly practicing hand hygiene. • Hands are the main pathways of germ transmission. • Hands hygiene is therefore the most important measure to avoid transmission of harmful germs and prevent infections. 	<p>Your health is in your hands!</p> <p>Keeping hands clean through improved hand hygiene is one of the most important ways to prevent sickness and spreading germs to others. Good hand washing can fight the spread of the common cold, meningitis, bronchitis, influenza, Hepatitis A, and most types of infectious diarrhoea.</p>
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Teaching and learning activities

Parts of the lesson	Teacher's activities	Student's activities
Introduction (5 minutes)	<ul style="list-style-type: none"> • Compose a poem or song on washing to be clean • Do a hand check for cleanliness. 	<ul style="list-style-type: none"> • Recite a poem or sing a song about washing • Show hands to teacher.
Body (20 minute)	<p>Present lesson on hand washing and ask students to work in groups to do each task,</p> <p>Activity 1: Why hand wash is important</p> <ol style="list-style-type: none"> a) Discuss with the students the importance of hand wash. <p>Activity 2: When to wash hands</p> <ol style="list-style-type: none"> a) Name certain times when a person is in contact with activities that warrants hand wash. <p>Activity 3: Correct steps to wash hands</p> <ol style="list-style-type: none"> a) Refer to the notes on steps to wash hands. 	<p>It is important to wash hands because it will help prevent the spread of disease.</p> <p>There are certain times when a person is engaged with activities which will attract germs and viruses.</p> <ol style="list-style-type: none"> 1. When to wash hands <ol style="list-style-type: none"> a) List the times to wash hands Example: Handling raw meat. 2. Correct steps to wash hands Students demonstrate hand wash using the steps.
Conclusion (5 minutes)	Emphasize that hand washing is very vital to health hygiene to minimize the spread of sickness that will lead to costs and bills as well as lives.	The students reflect on the main points summarized by the teacher.

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.45

Strand 2: Individual and community health

Unit 2: Protection against disease

Topic: Types of teeth

Lesson title: Types of teeth and different uses

Content Standard: 4.2.2 Justify and promote behaviour that can improve the health of others at school.

Performance Standard: 4.2.2 (c) Plan a campaign against a habit such as chewing/betel nut/smoking or drugs by performing singings, displaying posters, composing songs and telling stories to change.

Lesson objective(s): The students can:

- identify the types of teeth and their uses.

Assessment task(s): Demonstrate the ability to practice health-enhancing behaviours and avoid or reduce health risks

Resource/Materials: Lower Primary Health teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of teeth • Descriptions and positions • Uses of teeth. 	<ul style="list-style-type: none"> • Identify the types of teeth • Describe the position/function of the teeth • Discover the uses of the teeth. 	<ul style="list-style-type: none"> • Respect • Tolerance • Consideration • Value a smile • Self esteem.

Lesson for you to plan

Lesson No.46

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

Topic: Care of the teeth

Lesson title: Products for caring for teeth

Content Standard: 4.2.2 Justify and promote behaviour that can improve the health of others at school.

Performance Standard: 4.2.2 (d.1) Describe how to care for and maintain healthy teeth.

Lesson objective(s): The students can:

- identify and explain the importance of caring for the teeth
- describe and explain the type of tooth infection and its signs or symptoms
- develop personal care and maintenance of teeth routine.

Assessment task(s): Describe two ways of treating the teeth when infected

Resource/Materials: Lower Primary Health teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Products for oral care. • Importance of oral hygiene. • Dental decay and signs. • Care for teeth. 	<ul style="list-style-type: none"> • Identify oral care products. • Initiate oral care patterns. • Practice brushing teeth. 	<ul style="list-style-type: none"> • Self-respect. • Consideration. • Value a smile. • Self esteem.

Teacher's notes

Why is good oral hygiene so important?

A good oral hygiene routine between regular visits to your dentist or hygienist will help to avoid common dental problems, such as tooth decay and **gum disease**. These are the two most common oral diseases and they are caused by dental **plaque**.

What is Plaque?

Plaque is a soft, whitish-coloured “slime” that forms on the teeth when bacteria in the mouth combine with food and saliva. The bacteria in plaque form “bacteria cities” on your teeth. Scientists call this plaque layer **biofilm**. Plaque is formed continuously throughout the day – mostly between your teeth and along the gum-line where your toothbrush can't reach easily. When plaque builds up the bacteria can start to cause tooth decay (which leads to cavities requiring fillings) and gum disease. The longer you

Lesson for you to plan

Lesson No.47

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

Topic: Care of the teeth

Lesson title: Care and prevention of dental diseases

Content Standard: 4.2.2 Justify and promote behaviour that can improve the health of others at school.

Performance Standard: 4.2.2 (d.2) Describe how to care for and maintain healthy teeth.

Lesson objective(s): The students can:

- identify and explain how to treat infected gums and teeth
- discuss and list ways of preventing tooth infection.

Assessment task(s): Describe two ways of treating the teeth when infected.

Name three things that must be avoided to prevent tooth infection

Oral demonstration of the correct ways of brushing the teeth

Resource/Materials: Lower Primary Teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Maintenance of tooth • Prevention of teeth decay • Dental products • Types of food • Ways of caring for the teeth • Medical assistance. 	<ul style="list-style-type: none"> • Describe and list ways of maintenance and prevention of the tooth decay • Demonstration of the correct methods of brushing teeth • Explain how to get medical assistance. 	<ul style="list-style-type: none"> • Self-respect • Consideration • Value a smile • Self esteem.

Lesson for you to plan

Lesson No.48

Strand 2: Individual and community health

Unit 2: Protection against disease **Topic:** Reasons for unhygienic habits

Lesson title: Spitting in public is an unhygienic and a bad habit

Content Standard: 4.2.2 Justify and promote behaviour that can improve the health of others at school.

Performance Standard: 4.2.2 (e.1) Explain why spitting in public is unhygienic and a bad habit.

Lesson objective(s): The students can:

- identify and make list of unhygienic habits
- demonstrate understanding of hygienic practices.

Assessment task(s): List the unhygienic habits that are practiced and need to be improved.

Resource/Materials: Students Encarta ,list of unhygienic habits

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Unhygienic habits such as Spitting, chewing, eating and talking • Sickneses spread by bad hygiene. 	<ul style="list-style-type: none"> • Describe unhygienic habits • Identify the proper hygiene practices. 	<ul style="list-style-type: none"> • Respect the people and the community • Consideration • Self-control.

Lesson for you to plan

Lesson No.49

Strand: Individual and community**Unit 2:** Protection against disease**Topic:** Reasons for unhygienic habits**Lesson title:** Personal plan to improve positive personality in different situations**Content Standard:** Justify and promote behaviour that can improve the health of others at school.**Performance Standard: 4.2.2 (e.2).** Explain why spitting in public is unhygienic and a bad habit.**Lesson objective(s):** The students can:

- set goals to improve positive personality in different situations.

Assessment task(s) Set their own plans in improving their weak areas of their personalities.**Resource/Materials:** Own list of bad habits or negative personality.**Key concepts**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Revise negative or bad habits • Recommend positive personality • Promote positive personality through music/drama. 	<ul style="list-style-type: none"> • Describe personality on posters • Explore songs that have negative impressions on other people Composing songs • Performing drama on positive personality. 	<ul style="list-style-type: none"> • Respect the people and the community • Appreciate the good advices • Self-control • Calmness • Sober habit • Successful life.

Sample guided lesson 10

Lesson No.50

Strand 2: Individual and community health

Unit 3: Healthy Environment

Topic: Reduce unhealthy areas

Lesson title: Let's find out about unhealthy places at school

Content Standard: 4.2.3 Survey unsafe situations at school, makes plans and take actions to reduce harm and promote health.

Performance Standard: 4.2.3 (a.1) Survey and act on unsafe and unhealthy areas in the school to reduce harm and promote health.

Lesson objective(s): The students can:

- identify and describe some unhealthy places at the school.

Assessment task(s): Explore unhealthy places at school that are not conducive for use.

Resource/Materials: Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
Unhealthy places at the school include: <ul style="list-style-type: none"> • dirty contaminated toilets and unclean water taps • food litter and other rubbish, dirty sports field, drainage systems • allen branches, old classrooms that are not maintained • roads without crossings, uncut grassy areas • bottles, stones and sharpsticks. 	<ul style="list-style-type: none"> • Identify and discuss unhealthy places at school • Draw and describe some of the unhealthy places at the school. 	<ul style="list-style-type: none"> • Keep school area clean • Value school grounds as important to their learning • Proper care and management of school environment.

Teacher's notes

This lesson will depend on the school's settings. The type of school environment. Rural schools will differ from that of an urban school therefore you as a teacher can plan and teach this lesson based on where your school is located.

Teaching and learning activities

Lesson parts	Teacher's activities	Student's activities
<p>Introduction 5 minutes</p>	<ol style="list-style-type: none"> 1. Elaborates on healthy and unhealthy places at the school 2. Asks students to brainstorm certain unhealthy places in the school 3. Supervise, correct and list 	<ol style="list-style-type: none"> 1. Listen attentively 2. Brainstorm/discuss on the different unhealthy places
<p>Body 20 minutes</p>	<p>Activity 1: identify and discuss unhealthy places at school.</p> <ul style="list-style-type: none"> • Students are informed to get into pairs to discuss those unhealthy places. <p>Activity 2: Draw and describe some of the unhealthy places at the school</p> <ul style="list-style-type: none"> • Describe the illustrations and display for feedback and discussions. 	<ul style="list-style-type: none"> • Unhealthy places such as toilet let, bush, drainage, water taps, playing field tanks • Healthy places at school: classroom, office assembly area, market, toilet, water taps. <p>Draw one unhealthy and healthy place at school such as the toilet/water taps/drainage Display their work under 'healthy and unhealthy places at school'</p>
<p>Conclusion 5 minutes</p>	<ul style="list-style-type: none"> • Quickly go through students work with samples and summarize the lesson with questions. 	<ul style="list-style-type: none"> • Listen and answer summary questions when asked.

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.51

Strand 2: Individual and community Health

Unit 3: Healthy Environment

Topic: Reduce unhealthy areas

Lesson title: Plan of clean healthy school program

Content Standard: 4.2.3 Survey unsafe situations at school, makes plans and take actions to reduce harm and promote health.

Performance Standard: 4.2.3 (a.2) Survey and act on unsafe and unhealthy areas in the school to reduce harm and promote health?

Lesson Objective(s): The students can:

- discuss and develop a plan of how to keep certain sections of the school clean.

Assessment task(s): Name and explain three unsafe situations at the school.

Resources/ Material

Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Actions to reduce harm and promote health • Dangerous situations and broken equipment • Litter problems • Unsafe playing and dangerous objects. 	<ul style="list-style-type: none"> • Discuss and plan a healthy school program • Identify unhealthy problems. 	<ul style="list-style-type: none"> • Care and respect for the school • Have pride in maintaining a healthy school environment • Care for environment.

Teacher's notes

This lesson will also vary depending on the schools context. You as a teacher must plan to teach the important concepts of this lesson according to where the school is situated. A rural schools environment is slightly different to that of the urban setting.

Lesson for you to plan

Lesson No.52

Strand 2: Individual and Community Health

Unit 3: Healthy Environment

Topic: Reduce unhealthy areas

Lesson title: Importance of clean and healthy environment at school

Content Standard: 4.2.3 Survey unsafe situations at school make plans and take actions to reduce harm and promote health.

Performance Standard: 4.2.3 (b.1) Explain why it is important to keep the school environment clean and plan how to improve the cleanliness of the school

Lesson objective(s): The students can:

- list and describe the benefits of having a clean and healthy environment at school

Assessment task(s): List and describe the benefits of healthy environment

Resources/Material:

Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Importance of healthy school environment • Clean and healthy environment prevents injuries and sicknesses • Prevents injuries accidents • Promote healthy environment • Comfortable and learning. 	<ul style="list-style-type: none"> • List the benefits of healthy environments • Describe the benefits of healthy environments • Discuss healthy environment at school. 	<ul style="list-style-type: none"> • Care and respect for the school • Promote a safe and healthy school environment • Value the importance of a clean school grounds • Keep school environment clean and safe.

Teacher's notes

Have a roster set up for students to follow each day. Certain parts of the school can be assigned to selected students to clean. Points are to be awarded to students each time to motivate them to continue to follow the plan of action throughout the given time frame

Lesson for you to plan

Lesson No.53

Strand 2: Individual and community health

Unit 3: Healthy environment **Topic:** Promote healthy environment

Lesson title: Apply healthy Island concepts at school

Topic: Reduce unhealthy areas

Content Standard: 4.2.3 Survey unsafe situations at school make plans and take actions to reduce harm and promote health.

Performance Standard: 4.2.3 (b.1) Explain why it is important to keep the school environment clean and plan how to improve the cleanliness of the school.

Lesson objective(s): The students can:

- describe various approaches of applying healthy island concept practice at the school to improve the cleanliness of the school.

Assessment task(s): Explain the healthy Island concept to improve the general cleanliness of the school.

Resources/Materials: Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Healthy Island concept • How to keep the school clean as in the concept of 'healthy island'. 	<ul style="list-style-type: none"> • Identify what a healthy island concept means • Describe how to keep the school clean. 	<ul style="list-style-type: none"> • Care and respect for school facilities • Maintain cleanliness in the school grounds.

Teacher's notes

Familiarize yourself with the happy island concept' prior to the lesson. You as the teacher can arrange for a guest speaker to talk to the students on the topic if applicable at your context.

Lesson for you to plan

Lesson No.54

Strand 2: Individual and community Health

Unit 3: Healthy environment **Topic:** Water sanitation and hygiene

Lesson title: Sources of safe drinking water

Content Standard: 4.2.3 Survey unsafe situations at school make plans and take actions to reduce harm and promote health.

Performance Standard: 4.2.3 (c.1) Examine water sources, water storage containers and rubbish pits and recommend ways to improve them.

Lesson objective(s): The students can:

- identify and describe the sources of safe drinking water in their schools setting.

Assessment task(s): Identify and draw different sources of safe drinking water and describe them in two to three sentences.

Resource/Materials: Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Sources of safe drinking water • Well • Bore • Tank • Tap (main water supply) • Fresh water (River). 	<ul style="list-style-type: none"> • Discuss and identify sources of safe drinking water • Draw and describe each of the sources of safe drinking water. 	<ul style="list-style-type: none"> • Wise management and use of water • Appreciate water as a need for survival • Water saves life(need) • Proper management.

Teacher's notes

This lesson will also vary from school to school depending on the setting of the school you are teaching in. The water sources would not be the same in all settings. Rural settings would have different safe drinking water sources compared to urban settings

Lesson for you to plan

Lesson No.55

Strand 2: Individual and community health

Unit 3: Healthy environment **Topic:** Water sanitation and hygiene

Lesson title: Safe ways of water storage

Content Standard: 4.2.3 Survey unsafe situations at school, make plans and take actions to reduce harm and promote health.

Performance Standard: 4.2.3 (c.2) Examine water sources, water storage containers and rubbish pits and recommend ways to improve them.

Lesson objective(s): The students can:

- discuss and describe various methods of keeping and storing water safe for drinking and cooking

Assessment task(s): Identify and draw different sources of safe drinking water and describe them in two to three sentences.

Resource/Materials: Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
Water storage systems: <ul style="list-style-type: none"> • Tuffa tanks • Drums with lids • Big tuffa and containers • Huge pots • Water supply (taps). 	<ul style="list-style-type: none"> • Discuss and identify water storage methods in both rural and urban settings • Draw and describe water storage containers in rural and urban settings. 	<ul style="list-style-type: none"> • Proper and wise management and use of water • Appreciate water as a need for survival • Water saves life (need).

Teacher's notes

You as a teacher will decide on various ways of storing water based on the setting of your school. Rural settings water sources and storage systems will vary from urban settings therefore you as the teacher must plan and teach this lesson according to your schools settings.

Lesson for you to plan

Lesson No.56

Strand 2: Individual and community health

Unit 3: Healthy environment

Topic: Water source

Lesson title: Let's explore water sources at school

Content Standard: 4.2.3 Survey unsafe situations at school, make plans and take actions to reduce harm and promote health.

Performance Standard: 4.2.3 (d.1) investigate the school's water sources and recommend how to make water safe for drinking.

Lesson objective(s): The students can:

- discover some water sources at the school and report on the findings.

Assessment task(s): Research and discover some water sources at school.

Draw their discovery and write about what they drew (describe)-report

Resource/Materials: Health Teachers Guide (SBC), Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Water sources at school • Tank (rain water) • Main water supply • Creek • Fresh water (River). 	<ul style="list-style-type: none"> • Explore some water sources at school • Draw what they discover and describe their findings. 	<ul style="list-style-type: none"> • Appreciate water as a source of survival • Utilize better care and management of water • Care and management of water source • Water sustains life.

Teacher's notes

You as a teacher should plan and teach this lesson based on your school setting. Water sources will vary depending on the schools location or setting.

Lesson for you to plan

Lesson No.57

Strand 2: Individual and community health

Unit 3: Healthy environment

Topic: Water source

Lesson title: Use chlorine for safe water

Content Standard: 4.2.3 Survey unsafe situations at school, make plans and take action to reduce harm and promote health.

Performance Standard: 4.2.3 (d.2) investigate the school's water sources and commend how to make water safe for drinking.

Lesson objective(s): The students can:

- describe how water is obtained and explain why chlorine is applied to water in some urban areas where water supply is present

Assessment task(s): Identify and draw different sources of safe drinking water and describe them in two to three sentences.

Resources: Lower Primary Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Chlorine is a green gas and that dissolves in water and turns milky white • It slowly disappear when expose to air • Chlorine is used to purify water by destroying germ life and make it safe for drinking 	<ul style="list-style-type: none"> • Discuss the importance of the use of chlorine • Explore how chlorine is applied to water. 	<ul style="list-style-type: none"> • Wise management and use of water • Appreciate safe water as a need for survival • Water saves life (need) • Proper management and conservation skills

Teachers' notes

You as a teacher can improvise depending again on your school setting. You can substitute this by using an example relating to the setting or invite a guest speaker from Eda Ranu or Water board to talk to the students about how water supply systems work

Sample guided lesson 11

Lesson No.58

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

Topic: Use of health products at school

Lesson title: Provision of health products at school

Content Standard: 4.2.4 Assess the availability of health products and services in the school and propose ways of improving student access of the services.

Performance Standard: 4.2.4 (a.1) Identify health products available for student use in the school such as toilet papers, soap, rubbish bins.

Lesson objective(s): The students can:

- list and explain the importance of having health products at the school

Assessment task(s): List two to three health products and services that are available at the school

Resource/Materials: Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Health products at school such as soap, toilet paper and rubbish bins help to keep the bodies clean and free from germs • Toilet paper is important for use while in school • Washing hands with soap after visiting the toilet helps prevent germs from entering our bodies. 	<ul style="list-style-type: none"> • Describe why each product is used at school • Predict the consequences of not using the products • Promote personal care and hygiene while at school. 	<ul style="list-style-type: none"> • Take care of their bodies • Respect for each other • Appreciate the use of health products at school • Value life as precious

Teacher's notes

Before the lesson have the specific health products available for use in the classroom. You as the teacher can improvise to suit your schools context.

Teaching and learning activities

Lesson parts	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> Ask few lead up questions such name some health care products you use at home How do you use the product and when do you use it? 	<ul style="list-style-type: none"> Example of health care products: <ul style="list-style-type: none"> - soap, oral health items For bathing and brushing teeth to refreshing self.
Body 20 minutes	<p>Activity 1: Name and describe why each product is used at school.</p> <ul style="list-style-type: none"> Products are: soap, toilet tissue, bins It is used for hygiene purpose to avoid the spread of disease. <p>Activity 2: Predict the consequences of not using the products.</p> <ul style="list-style-type: none"> Possible diseases such as typhoid, stomach upset, diarrhoea etc. <p>Activity 3: Promote personal care and hygiene while at school</p>	<p>Possible answers:</p> <ul style="list-style-type: none"> List the products such as soap The products are used to help protects students from spreading any form of diseases at school. Brain storm Possible diseases or sickness such as voting, diahorrea , typhoid Draw pictures of the products and how to use it and how it prevents the spread of sickness or diseases. Do presentation in groups
Conclusion 5 minutes	<ul style="list-style-type: none"> Ask related question and thank the students for their participation 	<ul style="list-style-type: none"> Display their work products in the corner/work stations

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.59

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

Topic: Use of health products at school

Lesson title: Provision of rubbish bins or pits at school

Content Standard: 4.2.4 Assess the availability of health products and services in the school and propose ways of improving student access of the services.

Performance Standard: 4.2.4 (a.2) identify health products available for student use in the school such as toilet papers, soap, rubbish bins.

Lesson objective(s): The students can:

- identify and explain the effectiveness of using health products and services within the school
- explain and demonstrate how to use (processes) toilets and rubbish bins.

Assessment task(s): Oral questioning –

- a) Give two reasons why we need to use the toilets at school?
- b) Explain briefly the steps of using different types of toilets.

Resource/Materials: Health Teachers Guide, Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Effectiveness of the usage of the products and services • Uses of the products • Management of health services. 	<ul style="list-style-type: none"> • Assess the use of products and services • Explain and demonstrate the usage of health products • Discuss an awareness to look after rubbish bins or pits. 	<ul style="list-style-type: none"> • Personal care and hygiene • Respect for each other • Appreciate the use of rubbish bins or pits. • Value life as precious.

Lesson for you to plan

Lesson No.60

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

Topic: Common diseases treated at local clinic

Lesson title: Treating common illness

Content Standard: 4.2.4 Assess the availability of health products and services in the school and propose ways of improving student access of the services.

Performance Standard: 4.2.4 (c.1) Summarize the common sicknesses / diseases treated at the local clinic or aid post after listening to a talk by the health officer

Lesson objective(s): The students can:

- identify and name common illnesses and treatment for each of them after a presentation done by a health officer.

Assessment task(s): Name the common illnesses and their treatments
Match the illness correctly with their treatment

Resource/Materials: Grades 3-5 Syllabus, Health Charts, Andrew Solien 'Common Illnesses in PNG

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of common illness • Treatment of common illness. 	<ul style="list-style-type: none"> • Name the common illness • Identify treatment of these illness. 	<ul style="list-style-type: none"> • Appreciate the availability of health products • Being responsible • Care and appreciate the treatment given by the health workers.

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.61

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

Topic: Common diseases treated at local clinic

Lesson title: Places that provide treatment

Content Standard: 4.2.4 Assess the availability of health products and services in the school and propose ways of improving student access of the services.

Performance Standard: 4.2.4 (c.2) Summarize the common sicknesses / diseases treated at the local clinic or aid post after listening to a talk by the health officer

Lesson objective(s): The students can:

- identify and describe various places that provide treatment for minor sickness and diseases

Assessment task(s): List the places that provide treatment for sickness.

Resource/Materials: Grades 3-5 Syllabus, Health Charts, Andrew Solien 'Common Illnesses in PNG'

Key concepts

Knowledge	Skills	Attitudes/Values
Places that provides treatment for minor sicknesses: <ul style="list-style-type: none"> • Aid posts, health center, rural health care centers, first aid treatment centers 	<ul style="list-style-type: none"> • Describe various places for treatment • Discuss how minor sickness can be treated 	<ul style="list-style-type: none"> • Appreciate the availability of health products • Being responsible • Care and respect for health workers

Teacher's notes

This lesson summarizes the whole topic on different types of common illnesses and their treatment. The teacher should ask a health officer if there's an aid post nearby in advance to do a presentation the next day. If there's none, then the class teacher can do that.

The above table is only a summary of common illnesses in a local community. Ensure Health charts for the common diseases and pictures of treatment are prepared well in advance for the matching activity.

This lesson will summarize the whole topic on different types of common illnesses and their treatment. The teacher should ask a health officer if there's an aid post nearby in advance to do a presentation the next day. If there's none, then the class teacher can do that.

The above table is only a summary of common illnesses in a local community. Ensure Health charts for the common diseases and pictures of treatment are prepared well in advance for the matching activity.

Common illnesses	How do we treat it?
Malaria	1. Give treated bed nets 2. Antimalarial medicines
Asthma	1. Avoid eating certain foods and doing other activities 2. Use inhaler, herbs, salbutamol tablet
Tuberculosis (TB)	1. See a health worker for treatment
Diarrhoea	1. Proper foods and liquids should be provided

Lesson for you to plan

Lesson No.62

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

Topic: Care for health services

Lesson title: Storage of health care products at school

Content Standard: 4.2.4 Assess the availability of health products and services in the school and propose ways of improving student access of the services.

Performance Standard: 4.2.4 (d.1) Recommend ways to help care for and improve health services in the school.

Lesson objective(s): The students can:

- do a survey around the school to check for Health services and products at the school and list ways of how to care and store them.

Assessment task(s): Oral questioning – Why caring for health care products at school? (2 – 3 reasons)

Resources: Grades 3-5 Syllabus, Health Charts, Andrew Solien 'Common Illnesses in PNG'

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Storage of health products • Health care products • Example Toilet Papers, soap, detergents, First Aid Kits. 	<ul style="list-style-type: none"> • List and describe the health services and products. • Survey the health products at school • Propose ways to care for them 	<ul style="list-style-type: none"> • Appreciate the health services and products at school. • Be responsible and care of health services at school.

Lesson for you to plan

Lesson No.63

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

Topic: Care for health services

Lesson title: Manage and care for health care products

Content Standard: 4.2.4: Assess the availability of health products and services in the school and propose ways of improving student access of the services.

Performance Standard: 4.2.4 (d.2) Recommend ways to help care for and improve health services in the school.

Lesson objective(s): The students can:

- describe how to care for different health care products such as soap, bleach, anti-septic cream and others

Assessment task(s): Name two health care products that can be easily accessible to use in the schools.

Resource/Materials: Grades 3-5 Syllabus, Health Charts, Andrew Solien 'Common Illnesses in PNG'

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Care must be taken to manage health care products over time • Keep products out of reach to children • Keep a close checklist of stock • Label all products and store away in store rooms or trunk boxes 	<ul style="list-style-type: none"> • Describe ways to maintain health care products • Label the products for safe storing. • Label and keep an inventory list for stock take 	<ul style="list-style-type: none"> • Appreciate the health services and products at school. • Be responsible for the care of health services at school.

Lesson for you to plan

Lesson No.64

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

Topic: Care for health services

Lesson title: Health care products for girls and boys

Content Standard: 4.2.4 Assess the availability of Health Products, and services in the school and propose ways of improving students' access of the services.

Performance Standard: 4.2.4 (d.3) Recommend ways to help care for and improve health services in the school.

Lesson objective(s): The students can:

- Identify and explain the importance and how to use them on their bodies.
- Discuss the effects of using body products

Assessment task(s): List at least two or three health care products for boys and girls and describe how they use them on their bodies.

Resource/Materials: Junior Teacher Guide, Health Charts, Andrew Solien 'Common Illnesses in PNG'

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Differentiate health care products • Boys health products • Girls health care products 	<ul style="list-style-type: none"> • Classify the health care products • Label the different products • Explain their uses 	<ul style="list-style-type: none"> • Appreciate the health services and products at school. • Be responsible for the care of health services at school.

Sample guided lesson 12

Lesson No.65

Strand 3: Nutrition

Unit1: Food and growth

Topic: Four food groups

Lesson title: Local healthy food from the four food groups and their nutrient content

Content Standard 4.3.1: Explain the benefits of eating from the four food groups and assist in preparing healthy meals.

Performance Standard 4.3.1 (a.1): Identify and put local food into four food groups and explain the benefits of eating healthy food.

Lesson objective(s): The students can:

- discuss and list local healthy food from the four food groups and describe the nutrient contents of the type of food

Assessment task(s): Name the four food groups and one example of each food type

Resource/Materials: Four food group chart

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Local food, • 4 food groups, • Benefits of healthy food. 	<ul style="list-style-type: none"> • Classifying of local food • List different food and its function under their group • 	<ul style="list-style-type: none"> • Appreciate the local food • Value the importance

Teacher's notes

Prior to this lesson, advise the children to bring food, necessary for practical demonstrating lesson on Healthy local food and grouping them into food groups and functions.

See the food group chart on the teachers back ground section.

Teaching and learning activities

Part of the Lesson	Teacher's activities	Student's activities						
<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> Demonstrate the classification or grouping of food. 	<p>Students are asked to name the food according to the groups of food.</p>						
<p>Body 20 minutes</p>	<p>Activity 1: Classifying of local food</p> <ul style="list-style-type: none"> Allow students to group the food they brought to school. <p>Activity 2: List and explain different food and their functions.</p> <ul style="list-style-type: none"> Refer to notes in the appendix. 	<p>In pairs name and arrange the food they brought into different food group.. Do the matching exercise.</p> <table border="1" data-bbox="1054 555 1382 703"> <thead> <tr> <th>Food</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Food	Function				
Food	Function							
<p>Conclusion 5 minutes</p>	<p>Discuss on with the matching activity and confirm the answers</p>	<p>Check with the teachers answer to confirm after discussions.</p>						

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.66

Strand 3: Nutrition

Unit1: Food and growth

Topic: Benefits of eating healthy foods

Lesson title: Benefits of eating healthy foods

Content Standard: 4.3.1 Explain the benefits of eating from the food groups and assist in preparing healthy meals.

Performance Standard: 4.3.1 (a.2) Identify and group local food groups and explain the benefits of eating healthy foods

Lesson objective(s): The students can:

- select one food item each from different food groups and cook a healthy meal.

Assessment task(s): Assess a practical cooking healthy meal from four different food groups, use criteria like, taste, mixture of food groups, arrangement and preparation

Resources/Materials: Cooking Utensils, food, firewood, stoves, matches

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Local food, 4 food groups, benefits of healthy foods. • Energy, High energy, Protective and Body building food 	<ul style="list-style-type: none"> • Select the food for cooking • Organize them into their food groups. 	<ul style="list-style-type: none"> • Appreciate the local food • Value the importance of food

Teacher's notes

You as a teacher should take charge to inform students of the selection of food as long as there is balance of food for cooking. Make sure that everyone is taking part in the cooking.

Lesson for you to plan

Lesson No.67

Strand 3: Nutrition

Unit1: Food and growth

Topic: Nutrients in food

Lesson title: Healthy daily meals

Content Standard: 4.3.1 Explain the benefits of eating from the food groups and assist in preparing healthy meal

Performance Standard: 4.3.1 (b.1) Analyse their daily meals to check if there is a balance from the four food groups.

Lesson objective(s): The students can:

- prepare a nutritious lunch of their choice and present to the whole class

Assessment task(s): Describe and explain how to prepare a nutritious food from the required food groups.

Check list evidence of best group with balanced meal

Key concepts

Knowledge	Skills	Attitudes/Values
Different food groups and sources: <ul style="list-style-type: none"> • Growth foods <ul style="list-style-type: none"> - include; milk, Meat, fish eggs, beans. • Energy foods <ul style="list-style-type: none"> - include potato, yam, taro, banana, • High energy foods, <ul style="list-style-type: none"> - nuts, coconut oil, coconut cream, peanut butter,, • Protective foods, <ul style="list-style-type: none"> - carrot, cabbage, capsicum, guava, mango 	<ul style="list-style-type: none"> • Name the types of meals • for breakfast, lunch, and dinner • Put the food under the correct food group. 	<ul style="list-style-type: none"> • Appreciate • Satisfy • Enjoy • Value food as important for body's functions

Lesson for you to plan

Lesson No.68

Strand 3: Nutrition**Unit1:** Food and growth**Topic:** Nutrients in food**Lesson Title:** Food and nutrients

Content Standard: 4.3.1 Explain the benefits of eating from the food groups and assist in preparing healthy meal

Performance Standard: 4.3.1 (b.2) Analyse their daily meals to check if there is a balance from the four food groups.

Lesson objective(s): The students can:

- Differentiate various types of food and identify the nutrients available in different food.

Assessment task(s): Describe and explain the food nutrients from the recommended food group

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of food • Importance of food nutrients • Names of nutrients in foods 	<ul style="list-style-type: none"> • Identify and explain food nutrients • Discuss and explain the functions of food nutrients • Identify and classify nutrients in food 	<ul style="list-style-type: none"> • Appreciate • Satisfy • Enjoy eating • Value the importance of food nutrients

Teacher's notes

Refer to the teachers Notes in the appendix section of this book for information on Food Nutrients 4158

Lesson for you to plan

Lesson No.69

Strand 3: Nutrition**Unit1:** Food and growth**Topic:** Nutrients in food**Lesson title:** Malnutrition diseases

Content Standard: 4.3.1 Explain the benefits of eating from the food groups and assist in preparing healthy meal

Performance Standard: 4.3.1 (b.2) Analyse their daily meals to check if there is a balance from the four food groups.

Lesson objective(s): The students can:

- discuss what malnutrition is and list some examples of malnutrition disease

Assessment task(s): Describe and explain how to prepare a nutrient food from the required food groups.

Resources/Materials: Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Define Malnutrition • Diseases related to malnutrition 	<ul style="list-style-type: none"> • Explain Malnutrition • List and discuss diseases related to malnutrition 	<ul style="list-style-type: none"> • Appreciate • Satisfy • Be careful of food eaten

Lesson for you to plan

Lesson No.70

Strand 3: Nutrition

Unit1: Food and growth

Topic: Where food comes from

Lesson title: Food sources

Content Standard: 4.3.1 Explain the benefits of eating from the food groups and assist in preparing healthy meal

Performance Standard: 4.3.1(c1) Analyse and identify different local and junk foods and take actions to avoid eating them.

Lesson objective(s): The students can:

- identify by listing different types of food they eat and where they come from
- discuss and explain the different sources of food and their nutrients.

Assessment task(s): Project on the sources of food.

Materials/Resources: Charts of food from different sources.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Different sources of food • Food from the garden, sea food, store food, supermarket food and so on. 	<ul style="list-style-type: none"> • Describe and explain the sources of food • Listing the types of food. 	<ul style="list-style-type: none"> • Appreciate food • Enjoy eating food • Value food.

Teacher's notes

Have the students to do a project where food is obtained to see the cost, quantity and quality of food that helps in the development of the body for healthy growth and body maintenance.

Lesson for you to plan

Lesson No.71

Strand 3: Nutrition

Unit1: Food and growth

Topic: Eating junk food

Lesson title: Making informed choices to avoid eating junk food

Content Standard: 4.3.1 Explain the benefits of eating from the food groups and assist in preparing healthy meal

Performance Standard: 4.3.1 (c.2) Analyze different local food and identify junk food and take action to avoid eating them

Lesson objective(s): The students can:

- discuss and identify various reasons why junk food are not healthy for them and choose to avoid junks

Assessment task(s): Name two types of junk food and explain reasons for avoiding them

Resources/Materials: Food chart and samples of snacks

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of junk food • Effects of eating junk food • Descriptions of junk food • Making decisions. 	<ul style="list-style-type: none"> • Discuss and identify junk food • Explain the reasons and effects of junk food • Describe the labels of junk food • Making choices. 	<ul style="list-style-type: none"> • Appreciate taste • Being conscious of own good health.

Lesson for you to plan

Lesson No.72

Strand 3: Nutrition**Unit1:** Food and growth**Topic:** Healthy eating of snacks and beverages**Lesson title:** What is healthy eating?

Content Standard: 4.3.1 Explain the benefits of eating from the food groups and assists in preparing meals.

Performance Standards: 4.3.1 (d.1) Discuss the benefits of healthy eating - snacks and beverages

Lesson objective(s): The students can:

- explain the practice of good healthy eating habits .

Assessment task(s): Explain the benefits of eating snacks and beverages**Resources Materials:** (Health Book, Template)**Key concepts**

Knowledge	Skills	Attitudes/Values
Healthy diet habits Benefits of meals	Ways of preparing meals Importance of eating	Appreciate good meals Positive way of eating

Lesson for you to plan

Lesson No.73

Strand 3: Nutrition**Unit 1:** Food and Growth**Topic:** Healthy eating of snacks and beverages**Lesson title:** Plan how to prepare a healthy snack and beverage.

Content Standard: 4.3.1 Explain the benefits of eating from the food groups and assists in preparing meals.

Performance Standards: 4.3.1 (d.1) Discuss the benefits of healthy eating - snacks and beverages

Lesson objective(s): The students can:

- identify types of snacks and beverages
- discuss and list ways of preparing healthy snacks and beverages

Assessment task(s): Name types of snacks and beverages that make up healthy diet

Resources/Materials: Pictures of snacks, wrappers and wrappers

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of snacks • Types of beverages • Reasons for snacks and beverages 	<ul style="list-style-type: none"> • List the different types of snacks • Name and describe the types of beverages • List the reasons for taking snacks 	<ul style="list-style-type: none"> • Appreciate good meals • Positive ways of eating

Lesson for you to plan

Lesson No.74

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Food preparation and storage

Lesson title: Safe places for storing food

Content Standard: 4.3.2: Identify and explore opportunities of how to keep food safe from harmful insects

Performance Standard: 4.3.2. (a.1): Plan a nutritious lunch and discuss ways of keeping it safe from germs, dust and flies.

Lesson objectives: The students can:

- define food storage
- explain the importance of food storage
- name and draw some places where food could be stored.

Assessment task(s): Name five good storage places that you can store food

Resource/Materials: Junior Teachers Guide, Chart showing different pictures of food storage places.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • What is food storage • Safe places for storing food • Importance of food storage. 	<ul style="list-style-type: none"> • Explaining the importance of food storage . • Identifying places of food storage. 	<ul style="list-style-type: none"> • Practice hygienic habits • Store food in proper places • Life is precious • Caring.

Teacher's notes

Food storage allows food to be eaten for some time (typically weeks to months) after harvest rather than solely immediately. It is important that food should be stored in good places. This is to stop food from getting bad. Storing food in good places will protect it from dusts or flies getting onto it which can lead to other diseases. Places where food is stored can be traditional such as wrapping them in banana leaves, tying with coconut shells, putting in weaved baskets, putting it in bamboo etc... The modern way of storing food could be in plastic containers, bottles, refrigerator, freezer, etc...Ensure that this lesson taught should refer to the type of environment you are living in

Sample guided lesson 13

Lesson No.75

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Food preparation and storage

Lesson title: A safe place for storing school lunch

Content Standard: 4.3.2: Identify and explore opportunities on how to keep food safe from harmful insects

Performance Standard: 4.3.2. (a.2) Plan a nutritious lunch and discuss ways of keeping it safe from germs, dust and flies.

Lesson objective: The students can:

- Name and draw some safe places where food for lunch could be stored.

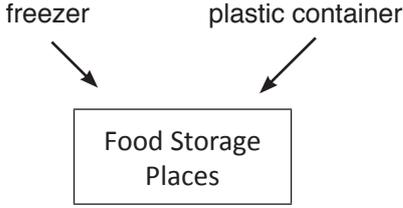
Assessment task(s): A sample display of lunch prepared for assessment.

Resource/Materials: Junior Teachers Guide, Chart showing different pictures of food storage places.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Importance of healthy lunch • Nutritious lunch • Safe ways of keeping food for lunch 	<ul style="list-style-type: none"> • Explain the importance of healthy lunch. • Describe the type of lunch • Name safe ways for storing lunch 	<ul style="list-style-type: none"> • Caring of food in proper places • Consideration of safe food storage

Teaching and learning activities

Part of the lesson	Teacher activities	Students activities
Introduction 5 minutes	<ul style="list-style-type: none"> Prepare a song 'Jesus gave us pawpaw' or other related activity Questions to ask; <ol style="list-style-type: none"> Did anyone bring lunch today? What is your lunch packed in? Introduce the new lesson 	<ul style="list-style-type: none"> Sing the song or other related activity. Possible answers for questions 1 & 2 - Yes/No lunch box, banana leaves, pot, coconut shell
Body 20 minutes	<p>Activity 1: Explain to children:</p> <ul style="list-style-type: none"> What food storage is? Importance of storing food in good places. <p>Activity 2: Name some places where food can be stored:</p> <ul style="list-style-type: none"> freezer plastic container foil. <p>Do a mind map exercise.</p> <p>Activity 3: Choose one of the best ways to store food for lunch for school</p>	<ul style="list-style-type: none"> Food storage is safe way of keep food away from germ or contamination. It is important to store food in a safe place so that germ doesn't grow or food being contaminated and becomes poisonous for the body. Children practice complete this mind map <div style="text-align: center;">  <pre> graph TD A[freezer] --> B[Food Storage Places] C[plastic container] --> B </pre> </div> <ul style="list-style-type: none"> Independent activity of the drawing of the mind map, eg. Lunch box
Conclusion 5 minutes	<p>Summarize by asking questions.</p> <ol style="list-style-type: none"> Why is it important to store food in good places? <p>Possible answers:</p> <ul style="list-style-type: none"> To stop germs and flies from getting on For the prevention of getting diseases <ol style="list-style-type: none"> Name one common hygienic food storage places that you would like to pack your lunch in? <p>Possible answer:</p> <ul style="list-style-type: none"> plastic container 	<p>Children's possible answers:</p> <ul style="list-style-type: none"> To stop germs or flies getting onto food For the prevention of diseases <p>Possible answers:</p> <ul style="list-style-type: none"> plastic containers, shopping plastics, leaves, bamboos, coconut shells

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.76

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Safe places for food preparation and storage

Lesson title: Life skills: Advocacy on sicknesses caused by contaminated food

Content Standard: 4.3.2: Identify and explore opportunities on how to keep food safe from harmful insects

Performance Standard: 4.3.2. (a.3): Plan a nutritious lunch and discuss ways of keeping it safe from germs, dust and flies.

Lesson objective(s): The students can:

- Define food spoilage and food infection ,
- Explain that food infection is caused by germs called bacteria.
- Discuss and describe the type of sicknesses that are caused by food infection.

Assessment task(s):

Name two common sicknesses caused by food poisoning
What causes food spoilage and food poisoning?

Resource/Materials: Junior Teachers Guide, Chart showing different pictures of food storage places.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Food spoilage • Food poisoning caused by germs called bacteria • Sicknesses from contaminated food • Preventive methods. 	<ul style="list-style-type: none"> • Define and describe food spoilage and infection • Identify the sickness from contaminated food • List down the prevention methods. 	<ul style="list-style-type: none"> • Caring of food • Be considerate avoiding sicknesses caused by food spoilage.

Teacher's notes

Food spoilage can be defined as a disagreeable change in a food's normal state. Such changes can be detected by smell, taste, touch, or sight. These changes are due to a number of reasons - air and oxygen, moisture, light, microbial growth, and temperature

Lesson for you to plan

Lesson No.77

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Food preservation

Lesson title: Methods of food preservation

Content Standard: 4.3.2: Identify and explore opportunities of how to keep food safe from harmful insects

Performance Standard: 4.3.2. (b) Describe different methods of food preservation and food technology

a.1): Plan a nutritious lunch and discuss ways of keeping it safe from germs, dust and flies.

Lesson objective(s): The students can:

- define what food preservation is.
- explain the reasons for preserving food
- discuss and list different ways of preserving food

Assessment task(s):

Oral questioning and oral answers – Why is food preserved?

Name one way of preserving food.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • What is food preserving? • Reasons for preserving food • Methods of food preservation. 	<ul style="list-style-type: none"> • Explain the meaning of • Preserving food • Discuss the reasons • Describing and listing the different food preservation methods 	<ul style="list-style-type: none"> • Appreciate ways of preserving food. • Caring and being responsible

Teacher's notes

The term 'food preservation' refers to any one of a number of techniques used to prevent food from getting bad. It includes methods such as canning, pickling, drying and freeze-drying, irradiation, pasteurization, smoking, and the addition of chemical additives.

Lesson for you to plan

Lesson No.78

Strand 3: Nutrition**Unit 2:** Food and hygiene**Topic:** Choices of healthy food products**Lesson title:** Food products

Content Standard: 4.3.2 Identify and explore opportunities of how to keep food safe from harmful insects

Performance Standard: (4.3.2c.1) Identify and select varieties of healthy nutritious snack food products

Lesson objective(s): The children can:

- Define what food products are.
- Describe and list types of food products

Assessment task(s):

Define food products

List the types of food products

Resource/Materials: Lower primary Health Teachers Guide**Key concepts**

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Definition of products • What food products are. 	<ul style="list-style-type: none"> • Explain what food are • List types of food products. 	<ul style="list-style-type: none"> • Self-confidence of the knowledge of food products.

Lesson for you to plan

Lesson No.79

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Choices of healthy food products

Lesson title: What are snack food products?

Content Standard: 4.3.2 Identify and explore opportunities of how to keep food safe from harmful insects

Performance Standard: 4.3.2 (c.2) Identify and select varieties of healthy nutritious snack food products

Lesson objective(s): The students can:

- define what snack food products are
- identify and name healthy nutritious snacks
- identify and describe the content and how it is packaged.

Assessment task(s):

Define snack food products

Name and list healthy snack products

Resource/Materials:

Lower primary Health Teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Healthy nutritious snacks • Packages of snacks 	<ul style="list-style-type: none"> • Identify healthy nutritious snacks • Describe the ways of package 	<ul style="list-style-type: none"> • Are able to make decisions on healthy nutritious snacks

Lesson for you to plan

Lesson No.80

Strand 4: Safety and First Aid**Unit 1:** Safety**Topic:** School Safety**Lesson title:** Places which are unsafe at school

Content Standard: 4.4.1 Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.

Performance Standard: 4.4.1 (a.1) Explore and develop a list of unsafe situations at school.

Lesson objective(s): The students can:

- Identify unsafe places at school
- List unsafe situations at school

Assessment task(s):

What are the unsafe places at school?

Role play situation using effective communication

Resource/Materials: Lower primary Health Teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Unsafe places. • Unsafe situations. 	<ul style="list-style-type: none"> • Conduct surveys for unsafe places. • Identify ways to avoid unsafe situation. 	<ul style="list-style-type: none"> • Being conscious of safe play • Caring and loving places where you stay.

Lesson for you to plan

Lesson No.81

Strand 4: Safety and first aid

Unit 1: Safety

Topic: School safety

Lesson title: Ways to improve unsafe places at school

Content Standard: 4.4.1. Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.

Performance Standard: 4.4.1 (a.2) Explore and develop a list of unsafe situations at school.

Lesson objective: The students can:

- identify and list ways to improve unsafe places and situations

Assessment task(s): List recommendation to improve unsafe places and unsafe situation

Resource/Materials: Lower Primary Health Teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Unsafe situations and places. • Characteristics unsafe places. 	<ul style="list-style-type: none"> • Identify ways to improve unsafe places. • Demonstrate conflict resolutions skills. 	<ul style="list-style-type: none"> • Use common sense, safe play. • Caring and loving places where you stay.

Lesson for you to plan

Lesson No.82

Strand 4: Safety and first aid

Unit 1: Safety

Topic: School safety

Lesson title: Use goal setting skill to improve unsafe places or abandon buildings at school

Content Standard: 4.4.1 Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.

Performance Standard: 4.4.1 (a.3) Explore and develop a list of unsafe situations at school.

Lesson objective: The students can:

- use goal setting skills to improve unsafe places at school.

Assessment task(s): In groups of three, develop plans for improving unsafe places.

Resource/Materials: Lower primary Health Teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Goal setting skills to improve and recommend changes; 	<ul style="list-style-type: none"> • Explain goal setting skills • Develop goal setting plans to improve. 	<ul style="list-style-type: none"> • Being responsible • Being creative to change.

Sample guided lesson 14

Lesson No.83

Strand 4: Safety and first aid

Unit 1: Safety

Topic: Safe storage of harmful goods and equipment

Lesson title: Storage of dangerous goods and equipment at school

Content Standard: 4.4.1 Describe the characteristics of safe and unsafe situations and ways to reduce risks of injuries.

Performance Standards: 4.4.1 (b.1) Identify and store the dangerous goods and equipment at school and recommend ways to store them safely.

Lesson objective(s): The students can:

- identify dangerous goods and equipment and store them safely in the correct places in the school

Assessment task(s): Complete the observation checklist with correct information.

Resources/Materials:

- Draw pictures of dangerous and goods and equipment
- Observation Checklist

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Dangerous goods and equipment in the school • Safe storage room 	<ul style="list-style-type: none"> • Identify dangerous goods and equipment in the school • Store dangerous goods and equipment in the correct place 	<ul style="list-style-type: none"> • Understand the dangerous goods and equipment in the school • Be careful with handling of dangerous goods and equipment.

Teacher's notes

Children will be doing a survey using the observation checklist above to identify dangerous goods and equipment to be stored away for safety purposes.

Teaching and learning activities

Parts of the lesson	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> Some dangerous goods and equipment at your home. Tools (knives, spades, forks, axe, digging sticks etc.....) Goods such as washing detergents, mothballs, Morten spray, kerosene etc.... 	<ul style="list-style-type: none"> Name some of the dangerous goods and equipment at home.
Body 20 minutes	<p>Activity 1: Identify dangerous goods and equipment in the school</p> <ul style="list-style-type: none"> Tools (knives, digging forks, spades, shovels etc....) Other capital equipment Carpentry tools. <p>Activity 2: Store dangerous goods and equipment in the correct places</p> <ul style="list-style-type: none"> Put labels on and record the item number and store it away. 	<ul style="list-style-type: none"> Students have a checklist of all possible dangerous goods and equipment. Check against the list to confirm or comment. Recommend to get the ones not on the list for school. Label and record tools for safe keeping for use and store away with a monitor in charge.
Conclusion 5 minutes	<ul style="list-style-type: none"> Students are reminded of the dangerous goods and equipment. Identify a place in the school where tools are to be placed. Don't to go and get tools without the approval from the monitor. 	<ul style="list-style-type: none"> Listen attentively to what is expected of them in terms of these dangerous goods and tools. Remember to follow instructions when dealing with the dangerous goods and equipment.

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.84

Strand 4: Safety and first aid

Unit 1: Safety

Topic: Road safety and pedestrian crossing

Lesson title: Pedestrian crossing and labels of safety signs

Content Standard: 4.4.1 Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.

Performance Standard: 4.4.1(c.1) Explain the purpose of safety and signs and Identify ways to stay safe. Eg. When crossing streets, riding a bicycle or playing.

Lesson objective: The students can:

- Understand the labels of safety and correctly use the pedestrian when crossing

Assessment task: Label safety signs correctly.

Resources/Materials: Children's Encarta

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Safety signs and labels • Safe ways of pedestrian crossing 	<ul style="list-style-type: none"> • Identify all safety signs and labels. • Describe safe ways of crossing 	<ul style="list-style-type: none"> • Being self-conscious of personal safety • Being responsible when crossing the road • Observe traffic rules.

Sample guided lesson 15

Lesson No.85

Strand 4: Safety and first aid

Unit 1: Safety

Topic: Safety precautions in a moving vehicle

Lesson title: Use of seat belts and safe passenger behaviour when riding in a vehicle.

Content Standard: 4.4.1 Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.

Performance Standard: 4.4.1(d.1) Explain and demonstrate the appropriate behaviours when riding in a vehicle.

Lesson objective: The students can:

- Explain and demonstrate appropriate behaviours when riding in a vehicle.

Assessment tasks: Role play the importance of using seat belts and maintaining safe seating positions in a vehicle.

Resource/Materials: Grade 4 Health Teachers Guide /Picture of seat belt in a car.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Behaviour on a vehicle/truck • Seat belts • Safe sitting • Use of seat belt 	<ul style="list-style-type: none"> • Identify the behaviour when riding on a truck • Demonstrate fastening seat belts 	<ul style="list-style-type: none"> • Being responsible when riding • Safety is paramount when riding

Teaching and learning activities

Lesson part	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> Write song on the black board or chart Children sing the song: The wheels on the truck. 	<ul style="list-style-type: none"> Sing the song, "The wheels of the truck goes bump, bump, bump, bump, bump, bump" The passengers of the truck goes up and down, up and down
Body 20 minutes	<p>Activity 1: Identify the behaviours when riding on a truck</p> <ul style="list-style-type: none"> Questions; What kind of behaviour do you find on the vehicle/truck <p>Activity 2: Demonstrate fastening seat belts when riding in a vehicle.</p>	<ul style="list-style-type: none"> Get into pairs or threes and discuss why use of seat belts in a car and a safe eating s behaviour should be maintained while travelling in a vehicle Demonstrate how to use seat belts using the pictures in the teacher's notes.
Conclusion 5 minutes	<ul style="list-style-type: none"> The students are asked to explain the importance of safe seat belts and behaviour when riding in a vehicle. 	<ul style="list-style-type: none"> Explain the importance of using seat belts and safe sitting behaviour in a vehicle

Teacher's reflection/evaluation

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Lesson for you to plan

Lesson No.86

Strand 4: Safety and first aid

Unit 1: Safety

Topic: Safety precautions in a moving vehicle

Lesson title: Alcohol and road accidents.

Content Standard: 4.4.1 Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.

Performance Standard: 4.4.1 (d.2) Explain and demonstrate the appropriate behaviours when riding in a vehicle

Lesson objective: The students can:

- discuss and explain the risks of accidents on the road
- describe the risky or bad behaviours for the travelling passengers and others
- discuss and list ways to avoid road accidents.

Assessment task(s): Write at least two effects or consequences of a person under the influence of alcohol to act in an unacceptable behaviour.

Resource/Materials: Lower Primary Health Teachers Guide

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Effects of too much drinking • Risks of road accidents • Safety of passengers on the vehicle • Traffic safety • Consequences of bad behaviour 	<ul style="list-style-type: none"> • Identify the effects of drinking • Describe risky behaviours when travelling on a vehicle • Discuss ways to avoid accidents 	<ul style="list-style-type: none"> • Being responsible • Taking precautions • Respect for others

Sample guided lesson 16

Lesson No.87

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Road safety and pedestrian crossing

Lesson title: Drill the road safety rules

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations at school and in the community.

Performance Standard: 4.4.2 (a.1) Demonstrate safe ways to cross the road.

Lesson objective: The students can:

- identify and demonstrate road safety rules.

Assessment task: Explain the road safety rules

Resource/Materials: Health Teachers Guide, Health for the Pacific-safety

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Road safety rules such as: <ul style="list-style-type: none"> - always walk along the side walk facing oncoming traffic - wear bright colored shirts at night - look right and left twice before crossing - observe signal lights of cars. • Consequences of not following the rules 	<ul style="list-style-type: none"> • Identify and discuss road safety rules. • Explain the safety rules. • Demonstrate a road safety rule. 	<ul style="list-style-type: none"> • Respect the rules and adhere to them. • Considerate and caring for others. • Cautious of accidents. • Road safety rules.

Teaching and learning activities

Lesson parts	Teacher's activities	Student's activities
Introduction 5 minutes	<ul style="list-style-type: none"> Ask students to identify some road safety rules from the song, town or places that have vehicles moving. 	<ul style="list-style-type: none"> Identify road safety rules from the song, town or places that have vehicles that move on the road Read their findings to the teacher
Body 20 minutes	<p>Activity 1: Identify and discuss road safety rules</p> <ul style="list-style-type: none"> Ask students to list the rules they know. Use the information in the teacher's notes to discuss with the students. <p>Activity 2: Explain the safety rules</p> <ul style="list-style-type: none"> Each rule will be discussed by the each group. <p>Activity 3: Demonstrate a road safety rule</p> <ul style="list-style-type: none"> In groups present demonstration of safety rule. 	<p>List and discuss the road safety rules. Eg:</p> <ul style="list-style-type: none"> Always walk along the side walk facing oncoming traffic. Wear bright colored shirts at night. Look right and left twice before crossing. Observe signal lights of cars. <ul style="list-style-type: none"> Students go into groups of four and discuss the rules and plan for demonstration. Demonstrate the road safety rule.
Conclusion 5 minutes	<ul style="list-style-type: none"> Ask students to sing the song "The wheels of the truck goes round and round" Give a brief summary of the lesson with questions and ask students to copy notes. 	<ul style="list-style-type: none"> Sing the song Listen and answer questions where necessary and copy notes on the blackboard.

Teacher's reflection/evaluation:

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Lesson for you to plan

Lesson No.88

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Road safety and pedestrian crossing

Lesson title: Use decision-making skill when crossing a busy road

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations in t school and in the community

Performance Standard: 4.4.2 (a.2) Demonstrate safe ways to cross the road..

Learning objective(s): The students can:

- identify and make decisions on when to cross the busy road.

Assessment task(s): Role play; Use decision making skills to cross a busy road.

Resource/Materials: Grades 3, 4 & 5 Syllabus, Safety in PNG by Richard Jones, Pictures of busy roads.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Decisions to make when crossing busy roads - stop, look, listen and think. 	<ul style="list-style-type: none"> • Apply decision-making skills on crossing busy road. • Demonstrate safe ways to cross roads 	<ul style="list-style-type: none"> • Be cautious when crossing busy roads • Be alert on the road.

Teacher's notes

It is important that children know the road safety rules. Here are some rules to ensure road safety for students. Teacher can choose what is applicable to their environment

- | | |
|---|---|
| <ul style="list-style-type: none"> • Know your signals • Stop, look and cross • Pay attention, listen • Don't run on roads • Always use sidewalks • Crossroads at pedestrian crossing | <ul style="list-style-type: none"> • Never stick hands outside the vehicle • Never cross roads at bends or corners • Staying safe on a bicycle • Staying safe inside a moving vehicle. • Always get out at the curb side. • Be seen, stay safe. • 13. Don't rush |
|---|---|

Lesson for you to plan

Lesson No.89

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Treating foreign objects in the eyes and ears

Lesson title: Care of the eyes_

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations in the school and community

Performance Standard: 4.4.2 (b.1) Demonstrate how to treat insects or objects in the eye.

Lesson objective: The students can:

- demonstrate in pairs the first aid skills on how to treat insects or objects in the eye.

Assessment task: In pairs demonstrate the first aid skills on how to treat objects in the eye.

Resource/Materials: Grades 3-5 Syllabus, 'First Aid Fast and Simple' by Dr James Witchalls, page 78- 79, handkerchiefs, cotton wool, water, gauze, bandage.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • First aid procedures for injuries. • First aid skills for dealing with eye injuries. 	<ul style="list-style-type: none"> • Demonstration of first aid skills towards eye injuries • Ways to care for eye injuries • 	<ul style="list-style-type: none"> • Protect self from harm • Be calm and confident when giving assistance to others. • Take care of your eyes

Teacher's notes

This lesson is a skills driven lesson. The teacher will have to demonstrate the first aid skills on how to remove foreign objects from the eye. Ensure children have more time in practicing the skill. Remind the children that: Do not attempt to remove a foreign body which is on the pupil of the eye. Prevent the child from rubbing the eye.'

Lesson for you to plan

Lesson No.90

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Treating foreign objects in the eyes and ears

Lesson title: Care of the ears

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations in the school and community.

Performance Standard: 4.4.2 (b.2) Demonstrate how to treat insects or objects in the ear.

Lesson objective(s): The students can:

- identify and explain the type of safety products to clean the ears
- discuss and describe how to take care of the ears
- identify and explain some signs that loss of hearing may be present

Assessment task(s):

What do you do when there is pain in the ear or any discharge from the ear?

Explain by giving two signs when a person shows some signs of loss of hearing?

Resource/Materials: Junior Health Teachers guide, Basic First Aid by Andrew Solien, page 24, Picture of a Ear , First Aid Materials

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of home products for treating ear <ul style="list-style-type: none"> - water/oil - ear buds • Ways of how to treat insects /objects in the ear. 	<ul style="list-style-type: none"> • Identify home products • Demonstration of first aid skills. 	<ul style="list-style-type: none"> • Protect self from harm. • Be calm and confident when giving assistance to others. • Avoid putting things into ear to remove objects/insects.

Lesson for you to plan

Lesson No.91

Strand 4: Safety and first aid**Unit 2:** First aid**Topic:** Treating foreign objects in the eyes and ears**Lesson title:** Use decision-making skills to use appropriate products to apply in different situations.**Content Standard: 4.4.2** Demonstrate ways to deal with unsafe and emergency situations in the school and community.**Performance Standard: 4.4.2 (b.3)** Demonstrate how to treat insects or objects in the ear or in the eye.**Lesson objective(s):** The students can:

- Identify and explain the nature of the infections caused to the eyes and ears.
- Analyze and explain the type of care to be taken to treat eye and ear infections.
- Communicate and make decisions properly to assist the person with eye or ear problem.

Resource/Materials: Junior Health Teachers Guide, Basic First Aid by Andrew Solien, page 24, Picture of a Ear, Picture of an eye, First Aid Materials**Key concepts**

Knowledge	Skills	Attitudes/Values						
<ul style="list-style-type: none"> • Products to treat objects in the ear/eye. <table border="1" data-bbox="129 1406 555 1554"> <thead> <tr> <th data-bbox="129 1406 341 1451">Eye</th> <th data-bbox="341 1406 555 1451">Ear</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1451 341 1503">Clean cloth</td> <td data-bbox="341 1451 555 1503">Water</td> </tr> <tr> <td data-bbox="129 1503 341 1554">Clean water</td> <td data-bbox="341 1503 555 1554">Baby oil</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Ways of how to treat injuries in the eyes or ears 	Eye	Ear	Clean cloth	Water	Clean water	Baby oil	<ul style="list-style-type: none"> • Identifying products • Discussing ways of how to treat this. 	<ul style="list-style-type: none"> • Protect self from harm • Be patient and calm when dealing with these situations. • Appreciate your good eye and ear.
Eye	Ear							
Clean cloth	Water							
Clean water	Baby oil							

Lesson for you to plan

Lesson No.92

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Safety during natural disasters

Lesson title: Procedure and behaviour during fire drills

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations in the school and community

Performance Standard: 4.4.2. (c.1) Demonstrate the appropriate behaviours during fire, earthquake and other disaster drills.

Lesson objective(s): The students can:

- Identify and describe the causes and prevention of fire
- Discuss and demonstrate safe fire drills.

Assessment task(s):

Name two causes of how fire starts .

Group demonstration of the simple fire drills in the class.

Resource/Materials: Junior Health Teachers Guide, Safety in PNG by Richard Jones, page 24 – 25, Chart with procedures for fire drills.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Causes of fire • Fire prevention • Procedures during fire drills: <ol style="list-style-type: none"> 1. warn others 2. get everyone out of the house 3. stay low 	<ul style="list-style-type: none"> • Identify the causes of fire • Describe the fire prevention • Demonstrate fire drills procedures. 	<ul style="list-style-type: none"> • Take care when dealing with fire. • Be responsible • Protect self from harm first.

Lesson for you to plan

Lesson No.93

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Safety during natural disasters

Lesson title: Types of natural disasters

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations at school and in the community

Performance Standard: 4.4.2 (c) Demonstrate the appropriate behaviour during fire, earth quake, and other disaster drills.

Lesson objective(s): The students can:

- list important steps to survive in earth quakes and carry out earth quake drills.

Assessment task(s): Research and list steps on how to survive during flood, tsunami, volcanoes or landslide.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Natural disasters especially earth quake • Causes of earthquake • Survival Drills • Disaster relief services. 	<ul style="list-style-type: none"> • Identify natural disasters. • Explain the causes of earth quake. • Demonstrate Surviving skills in any emergencies such as earthquakes. 	<ul style="list-style-type: none"> • Responsible during emergencies. • Care for others and your life. • Compassion for people during emergency situation. • Show empathy.

Lesson for you to plan

Lesson No.94

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Safety during natural disasters

Lesson title: Simple rules during volcano emergencies

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations at school and in the community.

Performance Standard: 4.4.2. (c.2) Demonstrate the appropriate behaviours during fire drills, earthquake drills and other disaster drills.

Lesson objective(s): The students can:

- discuss by describing the signs of volcanic eruptions and other natural disasters
- explain the safety procedures or steps to save lives

Assessment task(s): Give or name two simple safety rules during volcanic emergencies

Resource/Materials: Health Teachers Guide, Safety in PNG by Richard Jones, page 48, Chart with diagrams demonstrating rules.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Simple rules for earthquake volcanic emergencies - stay away from buildings - hide under a strong table if inside the house. - keep away from windows. 	<ul style="list-style-type: none"> • Demonstrate the rules • Illustrate the rules with diagrams. 	<ul style="list-style-type: none"> • Be alert to earthquake situations. • Be responsible and cooperative in times of emergencies. • Show respect and assurance to victims.

Lesson for you to plan

Lesson No.95

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Safety during natural disasters

Lesson title: Decision making skill during a cyclone

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations at school and in the community.

Performance Standard: 4.4.2 (c.3) Demonstrate the appropriate behaviors during fire drills, earthquake drills and other disaster drills.

Lesson objective(s): The students can:

- Discuss and demonstrate in groups safest ways during a cyclone.

Assessment task(s): If you are in the house, what would you do if there is a cyclone?

Resource/Materials: Health Teachers guide, Safety in PNG by Richard Jones, demonstrating rules.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • What is cyclone? • What causes cyclone? • Simple rules for cyclone emergencies. 	<ul style="list-style-type: none"> • Define cyclone • Describe the causes of cyclone • Demonstrate the rules. 	<ul style="list-style-type: none"> • Be alert to earthquake situations. • Be responsible and cooperative in times of emergencies. • Show respect and assurance to victims.

Teacher's notes

It is caused by a combination of strong winds driving water onshore and the lower atmospheric pressure in a tropical cyclone. In the southern hemisphere the onshore winds occur to the left of the tropical cyclone's path.

Lesson for you to plan

Lesson No.96

Strand 4: Safety and first aid

Unit 2: First aid

Topic: Safety during natural disasters

Lesson title: Keep safe when there is flood

Content Standard: 4.4.2 Demonstrate ways to deal with unsafe and emergency situations at school and in the community.

Performance Standard: 4.4.2. (c.4) Demonstrate the appropriate behaviours during fire, earthquake and other disaster drills.

Lesson objective(s): The students can:

- discuss and explain safety measures that can be taken to save lives and properties
- explain by demonstrating safe ways of crossing flooded rivers or creeks

Assessment task(s): Name two safety ways when helping to protect flood victims.

Resource/Materials: Health Teachers guide, Safety in PNG by Richard Jones, page 48, Chart with diagrams demonstrating rules.

Key concepts

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Understand causes of flood. • Simple safety measures for flood emergencies. 	<ul style="list-style-type: none"> • Demonstrate the safety measure. • Illustrate the rules with diagrams. 	<ul style="list-style-type: none"> • Being conscious of safety. • Being responsible. • Being alert.

Assessment and Reporting

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

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

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

Benchmarks

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

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

Types of assessment, strategies and methods

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

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

Assessment as or in learning

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

Assessment for learning

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

Assessment of learning

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

Assessment strategies

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

These include:

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

Oral presentations

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

Observation

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

Role plays

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

Test

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

Group work

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

Practical activities

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

Assessment tasks

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

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

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

The suggested Grade 4 yearly assessment plan for assessment tasks has been planned and placed according to the number of teaching weeks in the school year. The teacher can make necessary adjustments to suit the needs and context of the learner.

Assessment Overview

Term One				
Week	Strand	Unit	Content standard	Assessment tasks
1	Orientation			
2	Growth and development	My Body	4.1.1: Demonstrate an understanding of different stages of growth and changes from birth.	<ol style="list-style-type: none"> 1. Describe the different stages of growing up. 2. Collect pictures and display different stages of growing up on charts and posters
3				
4	Growth and development	Relationship	4.1.2: Explore different types of relationships and standards of behaviour considered appropriate for these relationships	<ol style="list-style-type: none"> 1. Identify certain roles and responsibilities that are performed in a family/ school/community.
5				
6				
7	Growth and development	Culture, Values and Morals	4.1.3: Demonstrate an understanding of the similarities and differences in their beliefs and cultural practices to those of others.	<ol style="list-style-type: none"> 1. Identify one negative and one positive cultural practice and describe how it affects their behaviour. 2. Identify cultural expectations of boys and girls within their communities.
8				
9				
10	Assessment and reporting			
Term Two				
Week	Strand	Unit	Content standard	Assessment tasks
1	Growth and Development	My Career Interests	4.1.4 Demonstrate an understanding of the relationship between roles, responsibilities, interests, abilities and daily activities	<ol style="list-style-type: none"> 1. Identify and describe a situation or activity that they experienced when someone makes a good decision about a certain task that makes everyone happy
2				
3				

4	Individual and Community Health	Alcohol and substance abuse	4.2.1: Describe the effect of harmful substances on personal health and demonstrate ways to make wise choices about their use.	1. Survey students' habits in regard to drugs and other harmful substances and develop an awareness campaign to change their habits
5				
6				
7	Individual and Community Health	Protection against Disease	4.2.2: Justify and promote behaviour that can improve the health of others at school	1. Describe healthy habits and personal health. 2. Label the different types of teeth such as canines and molars and describe their different uses.
8				
9				
10	Assessment and reporting			

Term three

Week	Strand	Unit	Content standard	Assessment tasks
1	Individual and community Health	Healthy Environment	4.2.3: Survey unsafe situations at school, make plans and take action to reduce harm and promote health.	1. List and explain why it is important to keep the school environment clean 2. Do a plan on how to improve the cleanliness of the school.
2				
3				
4	Individual and community Health	Health Services	4.2.4: Assess the availability of health products and services in the school and propose ways of improving student access	1. List and discuss ways to help care for and improve health services in the school
5				
6				
7	Nutrition	Food and Growth	4.3.1: Explain the benefits of eating from the food groups and assist in preparing healthy meals	1. Explain the importance of having regular meals. Identify Food sources and put food in their appropriate food groups.
8				
9				
10	Assessment and reporting			

Term four

Week	Strand	Unit	Content standard	Assessment tasks
1	Nutrition	Food and Hygiene	4.3.2: Identify and explore opportunities of how to keep food safe from harm	1. Group local foods into the three food groups: <ul style="list-style-type: none"> Protective, growth and energy food.
2				
3				

4	Safety and FirstAid	Safety	4.4.1: Describe the characteristics of safe and unsafe situations and ways to reduce risk of injuries.	1. Explain the purpose of safety signs and demonstrate ways to stay safe.
5				
6				
7	Safety and First Aid	First Aid	4.4.2: Demonstrate ways to deal with unsafe and emergency situations in the school and community.	1. Demonstrate how to treat insects or objects in the ear or eye.
8				
9				
10	Assessment and Reporting			

Sample assessment task plans

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

Sample assessment task 1

Strand 2: Individual and community health

Unit 1: Alcohol and substance abuse

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
4.2.1: Describe the effect of harmful substances on personal health and demonstrate ways to make wise choices about their use.	4,2.1c. Role play how to say 'no' to drugs and habits such as smoking, chewing betelnut, drinking alcohol	Do a survey and state reasons on the use of harmful drugs and suggest ways to say "NO" to drugs	<ol style="list-style-type: none"> 1. Reasons on the use of harmful drugs 2. Suggest ways to minimize the use of harmful drugs 3. Sound knowledge, skills, attitudes and values on the information gathered 4. Sources of information to support findings 5. Creativity 	Work sample	Comments on the work sample

Guided questions

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

Sample assessment task plan 2**Strand 2: Individual and Community Health****Unit 1: Alcohol and Substance abuse**

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
4.2.1: Describe the effect of harmful substances on personal health and demonstrate ways to make wise choices about their use.	4.2.1d. Plan a campaign against a habit such as chewing/ betelnut/ smoking or drugs by performing sing sings, displaying posters, composing songs and telling stories to change.	Develop an awareness campaign to change students' habits in regards to drugs and other harmful substances.	<ol style="list-style-type: none"> 1. Correct title to the poster. 2. Specific description on the topic for change of behaviour. 3. Clear illustrations 4. Individual effort and participation 5. Creativity 	Practical group activity	Checklist for individual student performance record and group activity

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

Sample assessment task plan 3

Strand: Growth and development

Unit: My career Interests

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
4.1.4 Demonstrate an understanding of the relationship between roles, responsibilities, interests, abilities and daily activities	4.1.4c. Identify factors that influence interests and decisions about daily activities and explain how these factors affect their choices	Identify and describe a situations or activities that they experience when someone makes a good decision about a certain task that makes everyone happy	<ol style="list-style-type: none"> 1. Correct descriptions of jobs or activities done. 2. Description and decisions made on the choice of job interest 3. Photos or illustrations to support findings 4. Creativity 5. Neatness 	Work sample	Commenting on students work sample produced.

Work sample

Name: _____ Class: _____ Date: _____ Marks: /15

1. Health sector or other related organizations descriptions

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

2. My interests and reasons

.....

.....

.....

.....

3. Photos or illustrations



Reporting and recording

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

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

Recording and reporting strategies

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

Some of the strategies suggested include:

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

Journals

Anecdotal Notes

Samples of recording and reporting templates

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

Sample: Anecdotal notes – Class Grid 5A

- Record the dates of assessment tasks.
- Write comments on the performance observed as per the criteria given.
- One box is for a student.
- This same grid can be used for a term depending on the type and number of assessment tasks prepared.

Class 5A Anecdotal Notes- Group 1

May- 5.1.1	June	July	August	September	October
Mcdella 29/05/17 AT 1 Performed C1 &2 satisfactorily					
Monkay 29/05/17 AT 1 Performed C1 satisfactorily but C1 was incomplete					
David 29/05/17 AT 1 Performed C2 satisfactorily but did not attempt C1					

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

Strand: Growth and development CS: 5.1.1 Assessment task: Explore secondary changes at puberty and discuss ways to address the related changes.		Marking code keys: C: Competent PC: Partly Competent NC: Not Competent		
Class List (Total number of students on roll)	1. Identify secondary changes of growth and development	2. Recommend ways to improve own developmental changes	3. Apply knowledge, skills, values and attitudes in real life situations	
1. David Mati				
2. Paro Bine				
3. Nelly Eka				
4. Gabriel Goi				
5. Manu Kowi				
6. Monkay Mek				
7. Mcdella Pii				
8. June Pune				

A General Weekly Health Checklist for General Hygiene

Key: Clean:

Untidy:

Needs improvement:

Week:

No.	Names	Body	Hair	Teeth	Clothes	Finger nails	Comments
1	David Mati	√	√	√	√	x	Long nails
2	Paro Bine	√	x	x	x	x	Broken home
3	Nelly Eka						
4	Gabriel Goi						
5	Manu Kowi						
6	Monkay Mek						
7	Mcdella Pii						
8	June Pune						

Evaluation

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

Assessment information serves three purposes:

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

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

Resources

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

Glossary

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

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

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

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

Appendix

Background information

Strand 1: Growth and development

Unit 1: My body

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

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

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

Key questions and answers

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

Strand 2: Individual and community health**Unit 2: Protection against disease****Hand washing****When should you wash your hands?**

Before, during, and after preparing food

Before eating food

Before and after caring for someone who is sick

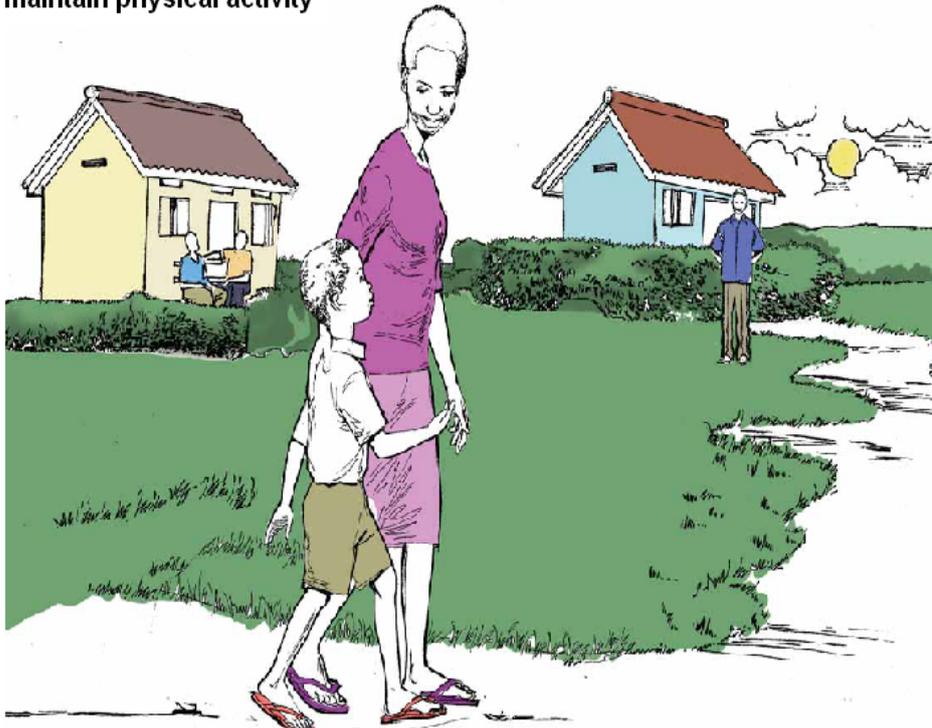
Hand Wash:

- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child wrap the disposal and throw into the bin.
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage/rubbish

The correct steps to wash your hands:

1. Wet your hands with cleaning running water (warm or hot as tolerated), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Be sure to lather the back of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hand well under clean, running water.
5. Dry your hands using a clean towel or air dry them.
6. Use your paper towel to turn off the water after you are finished.

A woman takes a walk to maintain physical activity



Maintaining Physical Activity

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

Care for teeth

What is Gum Disease?

If plaque and tartar are not removed, the bacteria can irritate and cause damage to the gums around the teeth. Some signs of gum disease include;

- Tender, swollen or red gums
- Bleeding, either spontaneously or after gentle brushing or eating
- Bad breath that it is not associated with strong flavoured foods
- It is estimated that about 95% of people will develop gum disease at some point in their lives. Gum disease is the largest cause of tooth loss amongst adults. Mild gum disease, known as gingivitis, (gum inflammation around the root of the teeth) is easily reversed with thorough plaque removal. If left untreated, gingivitis may advance to periodontal disease (relating to tissues around the neck root of the tooth). This is when plaque goes below the gum line and affects the supporting structures of the tooth. When this happens the gums recede and create a gap where further plaque and tartar can accumulate. The infection can lead to tooth loss.

What is tooth decay?

When we consume any sugary foods, bacteria in our mouths turn sugar into acid. This acid weakens the tooth's surface (enamel), which can lead to tooth decay. Saliva helps wash away and neutralise the acid, and also contains minerals to replace those lost during the acid attack (remineralisation). If you consume sugary foods and drinks too frequently, the saliva is not able to fully demineralise the teeth and a hole or cavity may eventually form.

Teeth

1. Central Incisor
2. Lateral Incisor
3. Canine
4. First Premolar
5. Second Premolar
6. First Molar
7. Second Molar
8. Third Molar (wisdom tooth)

Parts of the tooth

Crown - The crown of the tooth is what we see when we smile or look in the mirror. It's the part of the tooth that is visible above the gum line.

Neck - The neck of the tooth is where the crown (visible part) meets the root (the part under the gum)

Root - The root of the tooth is anchored into the jaw bone which holds the teeth in place. Different types of teeth will have different numbers and shapes of root. You will normally find that :

Tooth position and function

- Incisor teeth are your four front teeth (Two at the top, 2 at the bottom). They are used for cutting food using their sharp edges
- Canine teeth are very strong teeth used for tearing and holding food. They are a different shape to the incisor teeth and have a cusp or pointed edge.
- Pre-molar teeth are used for crushing food and are shaped with 2 cusps usually. They are very different in size and shape to the incisor and canine teeth.
- Molar teeth are further back in the mouth and are used for grinding and chewing food. They have a large chewing surface and can have as many as five cusps.
- Anterior teeth are located in the front of the mouth (incisors, canine)
- Posterior teeth are found further back in the mouth (premolars and molars)

Follow a thorough 3 step oral hygiene routine of **brushing, flossing** and **rinsing** to reduce plaque levels.

Fluoride helps prevent decay by demineralising tooth enamel and reducing plaque acids. The use of a fluoride-containing mouthwash in addition to brushing with fluoride toothpaste will help to strengthen teeth and protect against cavities

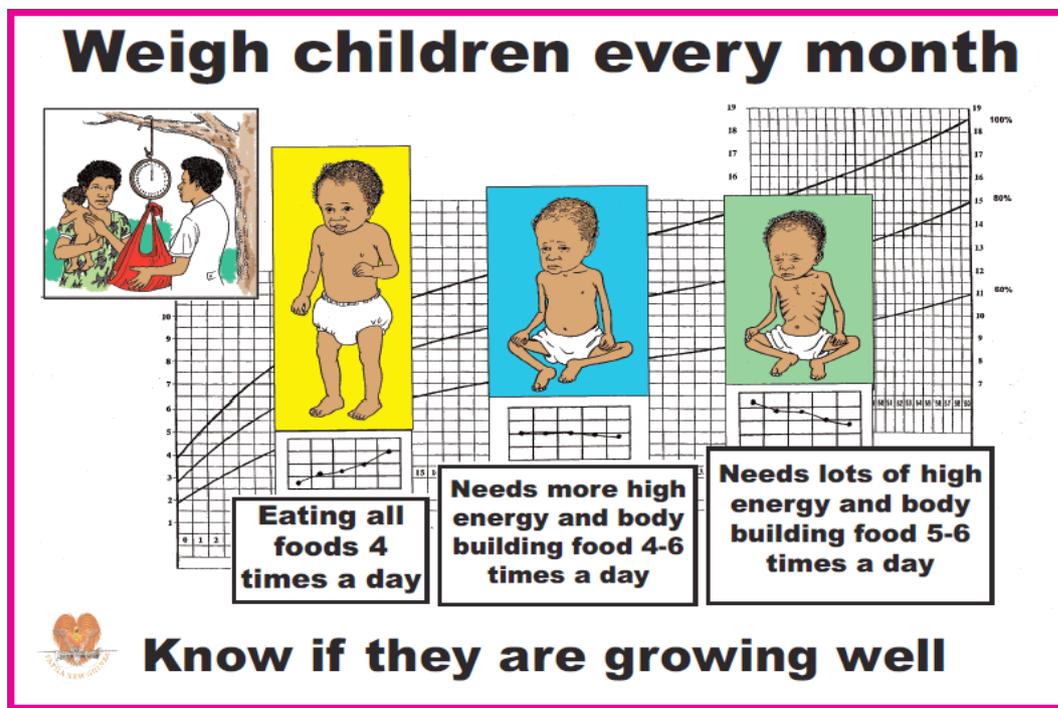
Chewing a sugar free gum after meals and snacks stimulates salivary production to help neutralize plaque acids and prevent cavities

The care of the teeth involves:

- Regular brushing of the teeth to remove food particles after eating.
- Brushing the gums as well as the teeth.
- Using the correct method of brushing in a circular movement (the type of tooth brush is important).
- Finishing meals if possible with raw fruit or vegetable (apple or carrot, etc.).
- If no fruit is available, rinsing the mouth with water.
- Cutting down on sweets and cakes (sugary foods and drinks).
- Regular visits to School Dental Nurse or dentist at least each six months to check for dental decay and to have treatment as soon as necessary.

Health record book

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



Strand 3: Nutrition**Unit 1: Food and growth****Four Food Groups**

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

Group 1: Staple (Energy)

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

Group 2: High Energy

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

Group 3: Protein (Body Building)

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

Group 4: Vegetables and fruits (Protective food)

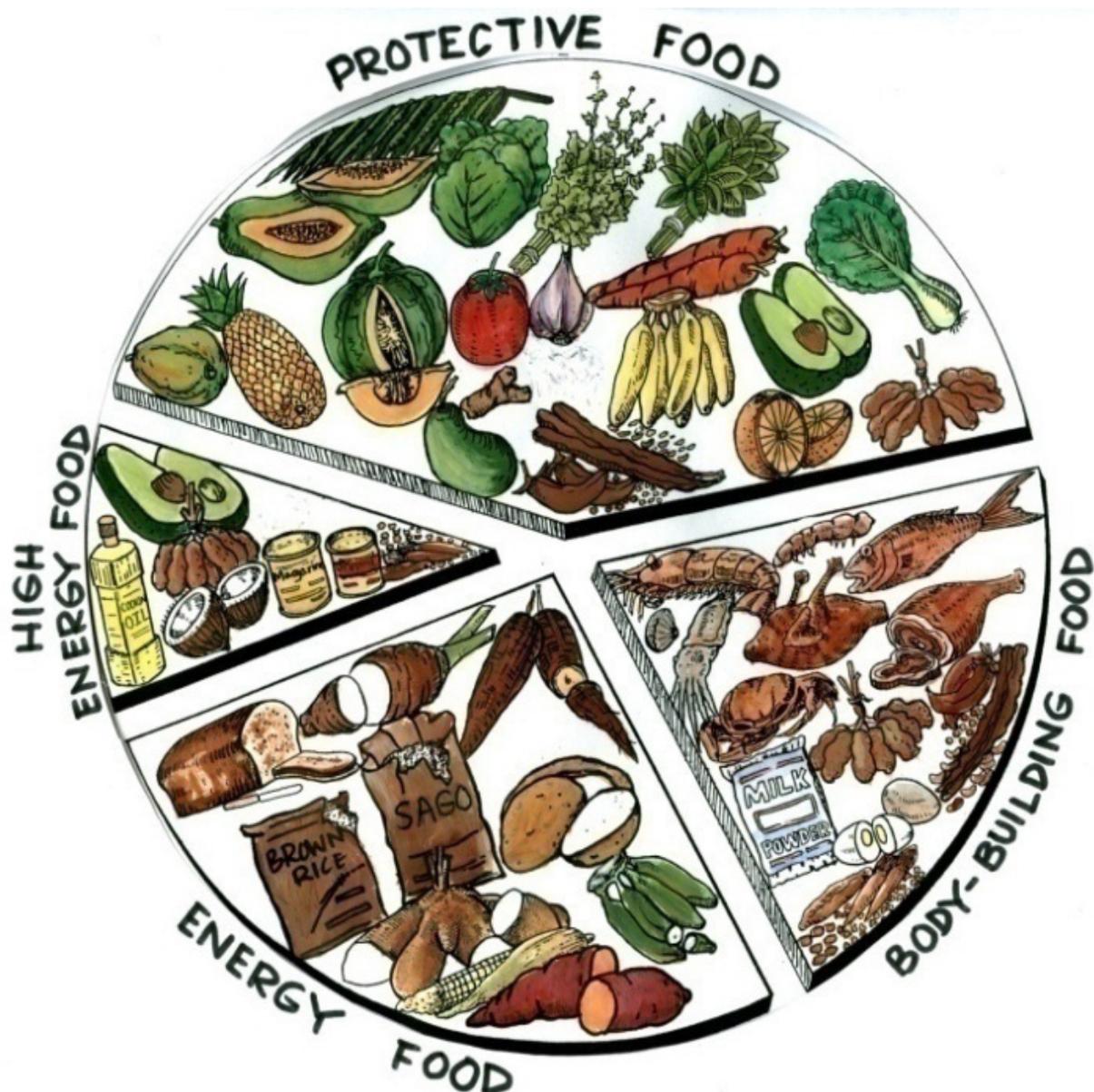
The most common vegetables eaten in PNG are, dark green leaves (ferns, tulip, watercress, aibika, pumpkin leaves), tomatoes, cabbage, carrot, pitpit, capsicum, corn.

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

Water

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

Other food include soft drinks, sweets, and chocolate.



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

Strand 3: Nutrition

Unit 2: Food Hygiene

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



Preventing food infections and spoilage

Practice food hygiene and safety

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

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

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

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

iii. Emphasize that the following should be avoided:

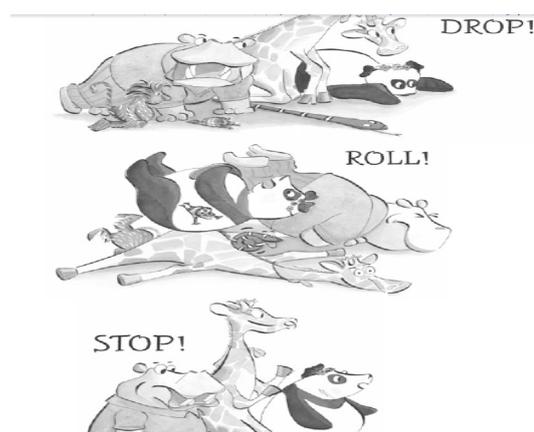
- Eating moldy, spoilt or rotten food.
- Raw eggs or foods that contain raw eggs.
- Raw fish.
- Meat that is not well cooked.
- Juices made with water that has not been previously boiled.

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

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

Strand 4: Safety and first aid**Unit 2: First aid**

When your clothes are on fire

Fire safety drills**How fire lights the house**

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

Fire is a serious hazard in homes. Most houses in PNG are made of wood and bush materials. Many people use kerosene lamps and candles and cook on open fires. Everyone must be careful with lit lamps and fires. Never put the wrong fuel in kerosene lamps or stoves, and never leave a naked flame in the house when people are asleep. Don't let anyone smoke in the house. If you have an open fire in the house, it is a good idea to keep a covered bucket of water supply.

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

Fire safety drills

1. Warn others. Shout "FIRE!" to wake everybody up and get help.
2. Get yourself and others out of the house as quickly as possible.
3. Stay low to breathe clean air.
4. Don't try to save possessions.
5. If you have a chance of putting fire out, act quickly.
6. Once you and your family are out, stay out. Don't go back inside the burning house.
7. If a person's clothes catches fire, stop them moving, push them down to the ground, wrap them in a woolen coat or blanket if possible, and roll them over to put the flames out.

Natural disaster - Volcano

A volcano eruption can be an awesome and destructive event. Here are some tips on how to avoid danger and what to do if you 're caught near an eruption.

Safety tips

As much as possible, stay away from active volcanoes

If you live near an active volcano, keep goggles and a mask in an emergency kit along with a flashlight.

If a volcano erupts in your region

- Evacuate only as recommended by authorities to stay clear of lava, mud flows and flying rocks and debris.
- Avoid river and low lying areas or regions
- Before you leave the house, change into long sleeve shirts and long pants and use goggles or eyeglasses, not contacts. Wear an emergency mask or hold a damp cloth over your face.
- If you are not evacuating close windows and doors and block chimney and other vents to prevent ash from coming into the house.
- Be aware that ash may put excess weight on your roof and need to be swept away. Wear protection during cleanups.
- Ash can damage engines and metal parts so avoid driving. If you must drive, stay below 56 kilometers an hour.

On warning of local evacuation

Based on predicted wind speeds and storm surge heights, evacuation may be necessary. Official advice will be given on local radio/TV regarding safe routes and when to move.

- Wear strong shoes (not thongs) and tough clothing for protection.
- Lock doors; turn off power, gas, and water; take your evacuation and emergency kits.
- If evacuating inland (out of town), take pets and leave early to avoid heavy traffic, flooding and wind hazards.
- If evacuating to a public shelter or higher location, follow police and State/Territory Emergency Services directions.
- If going to a public shelter, take bedding needs and books or games for children.
- Leave pets protected and with food and water.

When the cyclone strikes

- Disconnect all electrical appliances. Listen to your battery radio for updates.
- Stay inside and shelter (well clear of windows) in the strongest part of the building, i.e. cellar, internal hallway or bathroom. Keep evacuation and emergency kits with you.
- If the building starts to break up, protect yourself with mattresses, rugs or blankets under a strong table or bench or hold onto a solid fixture, e.g. a water pipe.
- Beware the calm 'eye'. If the wind drops, don't assume the cyclone is over; violent winds will soon resume from another direction. Wait for the official 'all clear'.
- If driving, stop (handbrake on and in gear) - but well away from the sea and clear of trees, power lines and streams. Stay in the vehicle.

Life skills

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

Interpersonal communication

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

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

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

Decision making

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

Decision-making model

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

The steps in the process:

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

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

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

Goal setting

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

Put your plans into motion

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

Other resources

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

Overview of key life skills

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

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

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

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

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

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

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

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

Reference

NDoE, (2004) OBC Lower Primary Syllabus and Teacher Guides

NDoE, (1999) Reproductive and Sexual Health (Supplementary Text)

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

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

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

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

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

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