Health - Physical Education

Syllabus

Grades 6, 7 & 8

Standards - Based

Papua New Guinea
Department of Education

Health & Physical Eduation

Syllabus

Grades 6, 7 & 8

Standards-Based

Papua New Guinea
Department of Education

Contents

Acronyms

AaL	Assessment as Learning
AfL	Assessment for Learning
AoL	Assessment of Learning
BEBoS	Basic Education Board of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
CPR,	Cardiopulmonary resuscitation also called CPR- resuscitation technique that combines rescue breaths with external cardiac compression
DRABCD	Stands for Danger, Response, Airway, Breathing, CPR, Defibrillation- the St John action plan for first aid management. What do the initials stand for? Do not elaborate.
ESD	Education for Sustainable Development
F.I.T.T	A formula in which each letter represents a factor important for determining the correct amount of physical activity. F = Frequency, I = Intensity, T= Time, T= type
HPE	Health & Physical Education
IHD	Integral Human Development
NDoE	National Department of Education
OBC	Outcomes-Base Curriculum
OBE	Outcomes-Base Education
RICE,	Stands for Rest, Ice, Compression, Elevation- method used by first aiders to managed soft tissue injuries
SAC	Subject Advisory Committee
SAC	Syllabus Advisory Committee
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SCG	Subject Curriculum Group

Secretary's Message

The development of Health & Physical Education Syllabus is a direct response to the government's directive through the outcomes-based education (OBE) exit report, (Czuba, 2013). The reports recommended for the phasing out of Outcomes Based Curriculum (OBC) and realign the curriculum using the standards-based approach.

The realignment of Health & Physical Education syllabus curriculum from OBE to Standards-Based curriculum (SBC) is aimed at improving the organisation of content and context of what the students will be studying at a particular level. It is envisaged that, by the end of grade 8, the students will acquire the necessary basic Health & Physical Education knowledge, skills and attitudes and values to help and prepare them to progress to the next level of learning while at the same time aiming to strive and compete against 21st century competencies and demands in an increasingly complex global society.

This syllabus is based on a broad concept of health education which encompasses the health aspects of individuals and community health, growth and development and nutrition. The Physical Education aspects include safety in movement and physical activities. Sport unites the community regardless of cultural differences and education levels and is a vital factor to help develop Papua New Guinea. Sport also covers all aspects of the social, psychological and moral development of learners.

It is important that students are encouraged to understand that to be a healthy, wealthy nation; we need a population that must promote healthy living in all settings. Students must ensure their diet is healthy and balanced. Likewise, participate in physical activities such as sports and other community lifestyle activities that promote fitness for safe healthy living.

Teachers are encouraged to use the syllabus in conjunction with the three teacher guides and other relevant resources to generate creative teaching and learning activities to deliver the Health & Physical Education content to the students.

I recommend this Health & Physical Education syllabus for grades 6, 7 and 8 as the official curriculum to be used in all schools through out Papua New Guinea.

…………………..……..

DR. UKE W. KOMBRA, PhD
Secretary for Education

Introduction

The introduction of Standards-Based Education in Papua New Guinea is an important Government directive to raise performance competencies in all aspects of education; curriculum development, teacher training, student and teacher performance, monitoring, school management and leadership. The designing of courses in the curriculum have been done to raise standards in teaching and learning at all levels of schooling through reviewing, aligning, realigning and repositioning of the existing content in order to cater for the shift in the pedagogy.

The current shift has included the change of new subject name to Health & Physical Education (HPE) which replaces Personal Development subject in the Outcomes Based Curriculum. The creation of new subject name is vital to cater for Health and Physical Education essential integrated concepts and as well as realigning HPE content to fill in the gaps with the content that has been taken away to the new added subject in the primary curriculum. The more relevant content concepts identified and shifted to the new subject which is the Citizenship and Christian Values Education (CCVE) which includes, culture and values, roles, rights and responsibilities, rule of law, some parts of Personal Development and identity.

The reorganization of Health and Physical Education essential concepts that are integrated in this subject are also given high priority in this curriculum review so that the concepts link well to science pathway. The HPE syllabus content is also revised and realigned to support students to refine a range of specialized knowledge, understanding and skills in relation to the concepts of having healthy population, growth and development of individuals, benefits of having good food choices and nutrition, safety, wellbeing, and movement competence and confidence.

The syllabus further extends to help students to analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities that promote fitness for health and lifestyle. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. It is envisaged that after grade 8, that this course will encourage students to continue the participation in these activities in life.

Health & Physical Education is timetabled for 180 minutes per week for grades 6, 7 and 8. Teachers can use the time allocated to do their timetable or program according to their school needs.

Aims and Goals

Ultimate Aim

Integral human development is the ultimate aim of education in Papua New Guinea (PNG).
- integral in the sense that all aspects of a person are important;
- human in the sense that social relationships are basic; and
- Development in the sense that every individual has the potential to grow in the knowledge, wisdom, understanding, skill and goodness.

Goals

(1) Every person will be dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the National Curriculum must integrate and maximize socialization, participation, liberation and equality;

(2) Awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems, contribute to the common good of society and maintain, promote and improve learning and living; and

(3) Awareness of the goodness and the dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline and a sense of responsibility for one self and others.

The process of integral human development calls for a national curriculum, which helps individuals to:

- identify their basic human needs;
- analyse situations in terms of these needs;
- see these needs in the contexts of spiritual and social values of the community; and
- take responsible action in co-operation with others.

Overarching Curriculum Principles

Curriculum principles identify, describe and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant cultural, social and educational values and beliefs.

Relevance

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

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of grade 8, 10 and 12 will need to find work in the informal economy. These students, however, will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and knowledge. All students will need to know how to adapt new technologies and knowledge appropriately to their environment.

The National Curriculum will enable teachers to support students learning by encouraging teaching in real-life contexts. This means relating the skills and knowledge of subjects to real life situations. For example, mathematics can be used to study how to run a business, or appropriate technology can be applied to improve water supplies. People from the community could also be brought into the classroom to help teach a topic and support students undertaking useful projects in the community.

Multiculturalism

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

Ethics, Morals, and Values

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

Integral Human Development

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

• integral in the sense that all aspects of a person are important;

• human in the sense that social relationships are basic; and

• development in the sense that every individual has the potential to grow in the knowledge, wisdom, understanding, skill and goodness.

• Integral human development is the ultimate goal for every person who receives an education.

• will result in every person being dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the National Curriculum must integrate and maximise socialisation, participation, liberation and equality;

• is based on an awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems, contribute to the common good of society and maintain, promote and improve learning and living; and

• presumes the goodness and dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline and a sense of responsibility for one self and others.

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

The process of integral human development calls for a National Curriculum, which helps individuals to:

• identify their basic human needs;

• analyse situations in terms of these needs;

• see these needs in the contexts of spiritual and social values of the community; and

• take responsible action in co-operation with others.

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

The Right to Healthy Living

The health status of Papua New Guinea is very low. All citizens have a right to a healthy life such as clean water, a nutritious diet, improved sanitation, appropriate and better local health services. Students need to learn knowledge, skills, and attitudes that will help them become productive, healthy and contented citizens of Papua New Guinea. They need to be given a set of skills that will enable them to improve their own and their community's health in order to improve the health status of Papua New Guinea. The National Curriculum will ensure that students have the opportunity to learn about healthy living.

Nation Building and National Unity

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. The National Curriculum should enable them to understand how Papua New Guinean societies work and how they can be a useful part of these societies. Students should learn that they have a place in Papua New Guinea and that Papua New Guinea has a place in the world as a whole. They will be able to help Papua New Guinea develop a national identity as one nation if they learn to:

• work together with tolerance;
• respect one another, their traditional ways and resolve problems peacefully;
• respect and act in the spirit of the National Constitution;
• recognise their capabilities and develop their own talents;
• participate in the development of the national community; and
• protect and safeguard the national wealth and resources and consider how they will contribute to national revenues.

Education for Sustainable Development

PNG National curriculum focuses on Education for sustainable Development (ESD) as an integral part of learning in the 21st century, ensuring learners are equipped to participate in and contribute to their own society and the wider world. Education for sustainable Development (ESD) is much more than teaching content related knowledge and skills; it is also about teaching new ways of thinking about and perceiving the realities of our world and the possibilities for change. It is an approach to teaching and learning based on the ideals and principles that supports sustainability of human rights, sustainable livelihoods, peace, environmental protection, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures.

Education for Sustainable Development (ESD) prepares students to be actively involved in creating a sustainable future by engaging them in solutions-based design and action that integrates knowledge across different disciplines and that considers diverse social, economic, and cultural perspectives. These skills and approaches also position students to perform more successfully across the school curriculum and prepare them for higher education and careers in a twenty-first century world.

Gender Equity and Social Inclusion

Gender equity means equally valuing both the differences and the similarities between boys and girls and the varying roles they play. It does not mean that girls become the same as boys. It means that having the ability to access rights or opportunities does not depend on being male or female.

Integrating this critical understanding into our school culture, teaching/learning and assessment strategies and operational planning within the school and the community will help us to understand the differences between boys and girls and to develop different treatments to achieve more equal results regardless of gender

Social Inclusion means ensuring that people who might be excluded socially because of their sex, age, status, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live or other social identity, have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development and to benefit from the results.

The Department of Education Gender Equality in Education Policy NDOE, 2003) recommends that no students in the education system of Papua New Guinea will be disadvantaged on the basis of gender. To implement the policy, teachers have responsibility to use and promote gender equality practices in their classrooms and with the wider community.

In gender inclusive environment students:

- Should be involved in all activities through formal and structured learning settings
- The curriculum should be inclusive that it caters for all gender and social issues that enhances the students' learning
- Share and equally participate in activities, involving all students
- Show respect for other students and their contributions in the learning environment
- A safe, challenging learning environment which is socially and culturally supportive
- Program that recognizes the contributions to society of both women and men.

The approaches used in Health & Physical Education lessons should reflect a balance of gender roles and responsibilities. It is important to provide fair and equal access to resources, participation and teaching time to promote gender equity for girls and boys.

Teachers are responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both girls and boys, and all students should have equal access to the knowledge and skills that schools provide. Teachers are encouraged to have equal expectations of girls and boys and to treat them equally.

Inclusive Curriculum

The Ministry of Education is committed to "support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible and adaptable to all learners." An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

The National Content Standards set out what most students should be taught at primary level schools, but teachers should teach the required knowledge and skills in ways that suit student interests and abilities. This means exercising flexibility and drawing from curricular for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degree of differentiation exercised will depend on the levels of student attainment.

- Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Justification of what to be delivered to the students should take of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.

- Continuous formative evaluation must be used to shape instruction, thus maximizing

- students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered.

- Suitable technology should be used in instruction to facilitate learning and enhance success.

Curriculum options in Health & Physical Education should be broad enough for students to have equal opportunities to reach their maximum potential. All learners should have equitable access to and participation in all aspects of the teaching and learning process, regardless of location, gender, ethnicity, ability, disability and socioeconomic circumstances.

To be inclusive teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organization and management, should ensure that girls and boys are able to participate fully in all learning activities. Participation requires that individuals are motivated to achieve the goal of socialization fully where they are encouraged to develop a sense of obligation for the opportunity to contribute. Through participation, individual creativity can be recognized and encouraged as contributing to social and national development, without losing sight of the principle of communal sharing. Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations.

Student-Centered Learning

Student-centered learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centered approach will endeavor to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teaching them important content. A student-centred classroom will usually involve students working together in small groups using activity centres set up in the classroom while the teacher works more closely with one or two students.

The National Curriculum describes the learning outcomes for all subjects. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these learning outcomes.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The National Curriculum should build on what students already know.

Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own learning. Increasingly, students who leave school will look for opportunities to continue their education and to return to school or some other educational or training institutions in order to improve their qualifications.

Language Development across the Curriculum

The National Curriculum will provide opportunities for language development across the curriculum. Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. Specific subjects have different language requirements such as, the vocabulary and language features of science and the written and oral genres to narrate, explain, persuade, report, and discuss the particular content of various subjects. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Standards-Based Curriculum Principles

The principles of the Standards-Based Curriculum (SBC) include the following:

• Setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards will motivate students to perform at a much higher level.

• Standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do.

• Students will learn more when more is expected of them in school and at home.

• The setting of clear, measurable, and attainable standards is the key to attaining high academic standards and hence the attainment of the desired quality of education.

• All children are capable of learning and achieving high academic standards, regardless of their backgrounds.

• Students can learn in their own ways and at their own rates.

Rationale, Aim and Goals, and Guiding Principles of Health & Physical Education

Rationale

As the world continues to advance through the 21st century and beyond, the demand on Health & Physical Education (HPE) also increases as the main elements for shaping our lives. The HPE subject is an important component of the core curriculum for primary education, as it contributes significantly to the intellectual, social, emotional, physical and spiritual development of students. It makes a unique contribution to the total school curriculum in that it is directly concerned with supporting the development of the student as a whole person thus emphasizing and reinforcing integral human development. Its implementation has the potential to contribute to improve an ongoing quality of life and dignity for all individuals within the community.

Papua New Guinea like any other countries in the world is also making concerted efforts to boost student achievement in literacy, numeracy and Life skills. HPE course is no exception since it is regarded as a key life skills subject and efforts are aimed at improving HPE to develop deep, lasting changes in how students learn these critical interrelated concepts of learning to further develop as self-directed, interdependent, and independent learners.

The realignment of HPE syllabus curriculum to Standards-Based curriculum (SBC) is aimed at improving the organisation of content and context of what the students will be studying at a particular level. It is imagined that by the end of grade 8, the students will acquire the necessary basic HPE knowledge, skills and attitudes and values to help and prepare them to progress to the next level of learning while at the same time aiming to strive and compete against 21st century competencies and demands in an increasingly complex global society.

Today's society is one of rapid change, conflicting values and competing pressures. There is a need for schools to assist students in developing self-awareness, understanding of how they relate to others and knowing why they react the way they do. This key life skills subject provides opportunities for students to form positive attitudes about themselves and others, to communicate effectively, to work cooperatively and to develop and maintain positive relationships. The teaching methodologies as well as in the use of technological tools and in the field of knowledge creation has changed to cater for the challenges in the global context.

Ultimate Aim

The ultimate aim of HPE is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximize movement potential and advocate lifelong health and physical activity. To achieve the overall aim, teaching and learning must be focused on the important HPE concepts, processes, skills, values, and attitudes.

Goals

The goals of the HPE program are as follows.
Students will develop:

• physically, intellectually, emotionally, morally, spiritually, and socially;

• the basic life skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes, problem-solving, and decision making;

• the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness;

• the movement competence needed to participate in a range of physical activities, through opportunities to develop movement skills and to apply movement concepts and strategies in games, sports, dance, and various other physical activities;

• an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around them and the health of others.

• acquire and use skills for creative and efficient movement in a variety of appropriate situations and circumstances;

• demonstrate proficiency in various sporting disciplines;

• develop and display teamwork skills necessary to engage in cooperative physical activities;

• develop and display appropriate leadership qualities;

• acquire basic survival skills;

• develop an awareness of and an appreciation for a safe and healthy environment;

• Integrate HPE with other core subjects.

The knowledge and skills acquired in health education and physical education form an integrated whole that relates to the everyday experiences of students and provides them with the physical literacy and health literacy they need to lead healthy, active lives.

Guiding Principles

The HPE syllabus for primary level schools in Papua New Guinea is underpinned by seven key subject principles. These principles guide schools in whole school planning, teaching and learning of HPE curriculum by using relevant integrated teaching pedagogy.

The principles of HPE bring together core elements for learning in the twenty-first century. They encompass a notion of learning that involves knowledge, competences, attitudes and not just narrow technical skills. Furthermore, the principles incorporate school processes and the involvement of the learning community. They require deep reflection and action to make education meaningful and the world a better place.

The HPE curriculum is established on the following fundamental principles that will ensure the implementation of a well-planned, inclusive, and high-quality program:

1.   Health and Physical Education and Mindfulness

"Students should be encouraged to be physically, mentally, emotionally and socially alert and ready to adopt new solutions for new experiences".

The aim of HPE curriculum is to increase the mental, emotional and physical well-being of students in preparation for the long lives they can expect to lead. The teaching and learning provided for students should include a range of opportunities to learn, to grow, to succeed and "to develop to their fullest the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic and spiritual aspects."

2.   Physical Activity is the Key to Student Health and Learning

Health and physical education offers students a unique opportunity for psychomotor (kinesthetic) learning – they learn about healthy, active living primarily by "doing", that is, through physical activity. In health and physical education, students discover the joy of movement, learn about their bodies, and develop physical and cognitive skills that will contribute to their lifelong health and well-being. We know that there is a positive correlation between physical activity and student learning. Active kids are fit to learn; they are more attentive and focused and show increased positive mood and behaviour.

3.   Physical and Emotional Safety is Paramount in Promoting a Safe Learning and Sports Environment.

Students learn best in an environment that is physically and emotionally safe. In health and physical education, students are learning new skills and participating in a physical environment where there is risk. They are learning in a public space where others can see them explore, learn, succeed, and make mistakes. They discuss health topics that have implications for their personal health and well-being.
Creating a safe respectful learning environment can provide a sense of belonging

for students, increase student confidence in their own ability and increase student engagement and outcomes of what they are going to do. Ensure that a positive learning space that is safe, inclusive and supportive for all your students that will make your Health & Physical Education class more engaging and inclusive.

It is critical that teachers provide a physically and emotionally safe environment for learning by emphasizing the importance of safety in physical activity, treating students with respect at all times, being sensitive to individual differences, following all board safety guidelines, and providing an inclusive learning environment that recognizes and respects the diversity of all students and accommodates individual strengths, needs, and interests.

4. Concepts-focused learning

"Concepts are fundamental in learning" One of the most important aspects of learning in HPE is the way that we organize information so that it can be understood and retrieved. The mental categories that we use to order information are called "concepts" (Bruner, Good now & Austin, 1967). Concepts are the mental categories that help us identify, develop and classify objects, events or ideas, building on the understanding that each object, event or idea has a set of common relevant features. Thus, concept learning is a strategy which requires a learner to compare and contrast groups or categories that contain concept-relevant features with groups or categories that do not contain concept-relevant features.

5. Balanced, Integrated, and Connected Learning and Play

Health and physical education is balanced in that it addresses both the physical and cognitive needs of students. It also addresses their psychological and social needs. It is important for teachers to provide adequate time and resources for all aspects of the program, and not to allow any one aspect to be emphasized at the expense of others. Learning in health and physical education is integrated because the connections between the various elements of the program – active living, movement competence, healthy living, and living skills – are always recognized. Understanding these connections provides the foundation for health and physical literacy, overall well-being, and lifelong healthy, active living. Finally, health and physical education is highly relevant to students' present and future lives in a complex, global, technology-rich, and rapidly changing world, and students need to understand this if they are to develop the comprehension, commitment, and capacity to participate in and promote healthy, active living.

6. Critical Thinking

Students need to learn how to become critical thinkers. 'Critical thinking is simply "good thinking'. Critical thinking is a popular, sometimes overused, term that in reality describes, quite simply, the principles of "good" or "clear" thinking. "Good thinking" is the ability to judge arguments or points of view with intelligence and not to be influenced by ideology, fundamentalism, indoctrination, prejudice and unverified beliefs. Critical thinking allows students to think for themselves.

7.   Creativity

"Students should be taught the skills of creative thinking". For effective creative thinking to influence learning, each school should:

• actively identify the best ways of developing creative thinking in and out of the classroom. Creativity should be taken into consideration in the decisions made concerning staff recruitment;
• setting aside time in the curriculum for students and teachers to develop creative thinking;
• allow students to play a leading role in their own learning;
• make sure that students take time to review their learning from multiple perspectives;
• create spaces in schools that allow for creative activity; develop and promote codes of behaviour and classroom procedures that value and promote creativity.

Content Overview

The content overview is the description of broad concepts that students will learn for each grade that are prescribed in the syllabus content. The broad concepts in the HPE syllabus are recognized as strands, and are organised into six strands, which is a convenient way of organising the content. Each strand identifies a particular aspect of HPE that shows progression of learning from one grade to the next and is further organised into units and topics to allow content standards, performance standards and assessment to be written and implemented.

Each strand of this subject identifies a particular aspect of a subject matter of either health or physical education or integrated within the strands and the thirteen units. However, these are not limited to the broad concepts of:

• Safety
• Growth and Development
• Individual and Community Health
• Nutrition
• Movement
• Physical Activity

Table of strands and units

HPE content structure is organized into six strands with thirteen units. The focus areas to be addressed in Grades 6, 7 and 8 include, but are not limited to, the broad concepts of safety, growth and development, relationships, individual and community health, alcohol and other drugs, personal health and wellbeing, nutrition, movement, games and sports, health benefits of physical activity, lifelong physical activities, and physical activity

The table below outlines the strands and units for grades 6 to 8 for HPE. This will help the teachers determine how to deal with them when they are expanded into content standards and benchmarks.

Strands	Units
Safety	• Safety in sports and First Aid • Emergency situation and risky behaviour
Growth and Development	• Human Development and Sexuality • Relationship
Individual and Community Health	• Personal Health and hygiene • Alcohol and Substance Abuse
Nutrition	• Food and Nutrients • Food Hygiene
Movement	• Basic movement skills and concepts • Movement and game skills
Physical Activity	• Games and Sports • Lifestyle and fitness for Health

Essential Knowledge, Skills, Values, and Attitudes

Students' learning of the English language is based on their ability to master and demonstrate proficiency in the use of essential knowledge, processes, skills, values, and attitudes in real life or related situations.

Types of Knowledge
There are different types of knowledge. These include:

• Public and private (privileged) knowledge	• Subject and discipline-based knowledge
• Specialised knowledge	• Lived experiences
• Good and bad knowledge	• Evidence and assumptions
• Concepts, processes, ideas, skills, values, attitudes	• Ethics and Morales
• Theory and practice	• Belief systems
• Fiction and non-fiction	• Facts and opinions
• Traditional, modern, and postmodern knowledge	• Wisdom
	• Research evidence and findings
	• Solutions to problems

Types of Processes

There are different types of processes. These include:

• Problem-solving
• Logical reasoning
• Decision-making
• Reflection
• Cyclic processes
• Mapping (e.g. concept mapping)
• Modelling
• Simulating

Types of Skills

There are different types of skills. These include:

Cognitive (Thinking) Skills

Thinking skills can be categorized into critical thinking and creative thinking skills.

Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:

• Attributing
• Comparing and contrasting
• Grouping and classifying
• Sequencing
• Prioritising
• Analysing
• Detecting bias
• Evaluating
• Metacognition (Thinking about thinking)
• Making informed conclusions.

Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include:

• Generating ideas
• Deconstruction and reconstruction
• Relating
• Making inferences
• Predicting
• Making generalisations
• Visualizing
• Synthesising
• Making hypothesis
• Making analogies
• Invention
• Transformation
• Modelling
• Simulating

Reasoning Skills

Reason is a skill used in making a logical, just, and rational judgement.

Decision-Making Skills

Decision-making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.

Problem Solving Skills

Problem solving skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

High Level Thinking Skills

High level thinking skills include analysis, synthesis, and evaluation skills.

Analysis Skills – Analysis skills involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalisations, claims, and conclusions.

Synthesis Skills – Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing   alternative solutions.

Evaluation Skills – Evaluation skills involve justifying and presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on set criteria.

Types of Values

Personal Values (Importance, worth, usefulness) Core Values • Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality	**Sustaining Values** • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance

Social Values Core Values	Sustaining Values
• Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of human kind • Empowerment	• Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism • Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilisation • Heritage • Human rights and responsibilities • Rationality • Sense of belonging • Solidarity • Peace and harmony • Safe and peaceful communities

Types of Attitudes

Attitudes (Ways of thinking and behaving, points of view) • Optimistic • Participatory • Critical • Creative • Appreciative • Empathetic • Caring and concern • Positive • Confident • Cooperative	• Responsible • Adaptable to change • Open-minded • Diligent • With a desire to learn • With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

Health & Physical Education Knowledge, Processes, and Skills

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioral, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Values and Attitudes

- Value health-enhancing behaviors that contribute to active, enjoyable and fulfilling lifestyles
- Develop a willingness to participate in creating and promoting healthy and supportive communities and environments
- Develop a commitment to principles that promote social justice.

Content Standards, Benchmarks, and Evidence Outcomes

Content standards, benchmarks, and evidence outcomes are all curriculum standards. However, they have specific curriculum purposes. Despite this, these curriculum standards are interconnected and enable the intended learning outcomes to attain.

Content Standards

Content standards are broadly stated expectations of what students should know, understand, and be able to do in particular subjects, grade level, or school level. For example, pupils will be able to interact and convey simple messages using comprehensible language.

Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development. For example, grade 6 students will meet the above standard when they ask and answer questions about routine matters using comprehensible language.

Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master and demonstrate competency using various representations in real life situation.

Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and benchmarks, to not only make it easier to interpret and understand the relationship between these two standards but also to help with lesson planning and assessment and reporting of students' performance in relation to a content standard.

Grade:	
Strand:	
Content Standard	
Benchmark:	
Thus, the code will read as Content Standard 6.1.1, and Benchmark as 6.1.1.1	

Grade 6 Strands and Units

Strand 1: Safety

Rationale

Safety addresses physical, social and emotional safety issues that students may encounter in their daily lives. The curriculum supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others. It includes situations and places such as school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.

Evidence Outcomes

At the end of grade 6, all students can:

• use experiences in situations where failure to follow rules, wearing inappropriate clothing and careless equipment handling are pointers that provide opportunities for unforeseen injuries and unsafe play behaviors.

• make comparisons and share experiences of players, officials or spectators conducts with each other and use of facilities are effectively managed when applying rules in various categories

Unit 1: Safety in Sports and First Aid

The content in this unit focuses on the key concepts of safety in sports and related physical activities that students may participate in daily. There is always a chance of injuries that individuals may encounter in these activities. Therefore, students must equip themselves with prior knowledge on various first aid procedures; practice how to apply these in various situations before seeking proper medical help.

Content Standard	Benchmarks
6.1.1. Students will be able to explain the importance of using rules to control unsafe playing behaviour, and prevent injuries during participation in a range of motor skills and sporting activities.	6.1.1.1. Demonstrate safe and unsafe playing behaviour with appropriate first aid rules. 6.1.1.2. Analyse the consequences of safe and unsafe practices in play and at home.

Unit 2: Emergency Situation and Risky Behaviour

It is common knowledge that given the types of environment that surrounds us, emergency situations can occur unexpectedly. Some of these cause risky behaviors that cannot be avoided. It is important to consider the contributing factors that will attract students apart from their daily engagements. Drawing from these understanding students must be equipped with prior knowledge to safeguard and discipline them from participating in risky behaviors that can affect them, such as in an outcome of natural disasters, unplanned or unexpected accidents in different situations.

Content Standard	Benchmarks
6.1.2. Students will be able to examine the characteristics and the factors that contribute to safe and unsafe environments, and design appropriate strategies for creating and promoting environmental health and safety.	6.1.2.1. Identify and analyse the factors that contribute to a safe or an unsafe environment. 6.1.2.2. Plan and carry out an activity that supports the promotion of a safe environment. 6.1.2.3. Design appropriate sustainable strategies for creating and promoting environmental health. 6. 1. 2.4. Discuss the characteristics of safe and healthy environments. 6. 1. 2.5. Compare the characteristics of a safe and an unsafe environment.

Strand 2: Growth and Development

Rationale

The emphasis of this strand allows learners to explore and 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. This strand also focuses on interactions within various relationships and groups and the elements associated with them in the context of family, peer, community or marriage relationships.

Evidence Outcomes

At the end of grade 6, all students can:

*   describe growth and developmental changes that occur between childhood and adolescence and identify factors that can influence these changes.
*   identify parts of digestive and skeletal system and their functions and how to care for them.
*   recognizes the impact of puberty and developing sexuality.
*   recognize the influences of inherited characteristics and environmental factors that can influence growth and sexuality development.

Unit 1:   Development and Sexuality

This unit enables students to learn about the physical, social, mental, and emotional changes that occur during the different stages of growth and the issues that relate to these changes. Students learn to make wise choices and decisions about their sexuality, how an individual perceives them as either a male or a female, and how it can be influenced by one's family and the community or society that one lives in.

Content Standards	Benchmarks
6.2.1. Students will be able to investigate the different body systems, their importance, functions, and identify how to care for them.	6.2.1.1. Investigate the basic functions of the digestive system and suggest ways to care for the system. 6.2.1.2. Examine the basic functions of the skeletal system and suggest ways to care for the system .
6.2.2. Students will be able to analyze the influences of heredity and environmental factors on their growth and development.	6.2.2.1. Analyse factors that influence stages of growth and areas of development during puberty. 6.2.2.2. Examine characteristics inherited from parents such as height, shape of the body, facial features, skin colour, and colour of the eyes. 6.2.2.3. Investigate environment factors that affect individual growth and development and draw appropriate conclusions.

Unit 2:   Relationships

Students learn to map their relationships with different individuals and explain how these influence them, identify factors that strengthen and weaken relationships and learn to develop appropriate strategies to maintain good healthy relationships. Students learn the importance of relationships in their everyday living. They also learn to build and develop appropriate ethical and moral behaviours and attitudes that will enable them to contribute positively and live harmoniously in their communities.

Content Standard	Benchmarks
6.2.3. Students will be able to appreciate the values and attitudes that are important for developing healthy relationships and examine ways of sustaining these relationships.	6.2.3.1. Examine the characteristics of healthy and unhealthy relationships. 6.2.3.2. Investigate and propose strategies for improving unhealthy relationships. 6.2.3.3. Explain how to build and maintain healthy family, peer, and dating relationships.

Strand 3: Individual and Community Health

Rationale

In this strand students explore the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health, healthy food habits, drug use, reproductive and sexual health and road safety.

Students explore the concept of risk and analyse the factors that influence risk behaviours. They appreciate that different circumstances can mean individuals have varying degrees of control over these influencing factors. They describe strategies to minimize harm in a range of relevant contexts and develop an understanding of the interrelationship of factors that can increase the potential for harm. Basic emergency assessment and first aid care are also covered in this strand.

Students develop skills in critical literacy as they describe and evaluate a variety of sources of health information, products and services. They focus specifically on products and services designed to address the health needs of young people, critically analyse those that make substantial claims for success and describe the cues that indicate accuracy and reliability.

Alcohol and other drugs addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The curriculum supports students to explore the impact drugs can have on individuals, families and communities.

Evidence Outcomes

At the end of grade 6, all students can:

• give examples of what can happen to the body as a result of smoking tobacco or drinking alcohol.

• describe the recommended alcohol intake advice

• explain the potential impact of short and long term substance use on health and life, including legal implications

Unit 1:   Personal Health and Hygiene

In this unit, students will explore the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health, healthy food habits, drug use, reproductive and sexual health and road safety.

By the end of this unit, students can;

Content Standard	Benchmarks
6.3.1. Students will be able to examine health safety and health promotion areas, and practices of personal health.	6.3.1.1. Discuss how cleanliness and good personal hygiene habits have an impact on individual health and safety. 6.3.1.2. Examine ways of promoting and maintaining proper dental health that will reduce the risk of tooth decay and gum disease. 6.3.1.3. Evaluate healthy practices and strategies targeted at promoting school health and safety programmes. 6.3.1.4. Investigate different types of health services that are available for different groups of people and how they can have access to these services.

Unit 2:   Alcohol and Substance Abuse

Alcohol and other drugs addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The curriculum supports students to explore the impact drugs can have on individuals, families and communities.

Content Standard	Benchmarks
6.3.2. Students will be able to investigate the short-term and long-term health consequences of alcohol, tobacco, and other drug use.	6.3.2.1. Use basic research skills to investigate the consequences of prolonged use of non-prescription and prescription drugs, draw appropriate conclusions, and propose strategies for improvement. 6.3.2.2. Examine the effects of short-term and long-term use of tobacco, alcohol, cannabis, betelnut, and home brew on individuals and communities. 6.3.2.3. Use basic research skills to investigate different groups of people's use of different types of drugs and evaluate the consequences.

Strand 4: Nutrition

Rationale

To increase student knowledge about the physical, social, emotional and intellectual dimensions of a healthy diet, thus enabling them to make informed choices about their health now and in the future. A healthy lifestyle can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Evidence Outcomes

At the end of grade 6, the students can:

- recognize and explain the functions the food groups.
- distinguish and analyze the functions of the basic nutrients contained in the foods.
- identify the causes of diseases due to nutritional deficiencies.
- compare the basic safety and hygiene methods when handling food.
- demonstrate basic cooking methods to prepare healthy meals.
- identify the importance of keeping food safe for use.

Unit 1:   Food and Nutrition

Food and nutrition addresses the role of food and nutrition in enhancing health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices. Nutrition addresses the development of a healthy body composition through the balance of food intake and physical activity. Nutrition includes many concepts, such as the relationships among food choices and growth, nutrition guidelines, food security, current health needs, chronic disease, and a healthy lifestyle.

Content Standard	Benchmarks
6.4.1. Students will be able to explain the differences between six basic nutrients and analyse their functions and how they contribute to nutritional deficiency.	6.4.1.1. Examine the nutrients in different food groups and evaluate the effects of nutrient deficiencies in a diet.
	6.4.1.2. Investigate how choosing and eating healthy food promotes health for different age groups.
	6.4.1.3. Compare the differences between reliable and unreliable sources of nutrition information and analyse the consequences of skipping meals.
	6.4.1.4. Discuss the common diseases that are caused by nutritional deficiencies.

Unit 2:   Food Hygiene

Food safety and hygiene is paramount when it comes to preparation and consumption. Various factors need to be considered. Food spoilage deteriorates food to the point by which it can no longer be used. Preservatives can be used to preserve food for longer and safer use.

Content Standard	Benchmarks
6.4.2. Examine how to prepare meals using safe and hygienic methods of food preparation.	6.4 2.1. Examine safe and hygienic methods of food preparation.
	6.4.2.2. Discuss basic food preparation methods that are used at home and various settings such as hotels and other catering services.
	6.4.2.3. Identify and evaluate unsafe practices of food preparation in terms of their consequences and recommend strategies for improvement.

Strand 5:   Movement

Rationale

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, and across time and cultures. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organised sport and recreation.

Evidence Outcomes

At the end of grade 6, all students can:

- perform a range of basic movement skills skip, run forward/backwards, sideways, with concepts slow, fast, high, low on floor routines squat, rolls and stands in self or general space.
- perform in a self or general space selected sequences of loco motor skills with an equipment or partner following given instructions including floor routine movements for gymnastics rolls, squats and balances on apparatus.
- plan and describe a range of motor skill actions and demonstrate with a group and equipment in hand-eye or leg–eye coordination skills and identify the ball sports.
- demonstrate how to move and receive an object and propel it efficiently and identify the ball sports they are applied.

Unit 1:   Basic Movement Skills and Concepts

The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and interests necessary for lifelong participation in physical activities.

Content Standard	Benchmarks
6.5.1. Students will be able to demonstrate confidently, a range of loco-motor, non-loco-motor and manipulative skills with emphasis on application of different concepts of movement skills, patterns, and sequences.	6.5.1.1. Apply and practice the basic fundamental movement skills in specific games and sports. 6.5.1.2. Participate confidently in modified field and goal sports and athletics.

Unit 2:   Movement and Game skills

Movement skills play an important role in the performance of and development of sport specific game skills. It is important that all students practice and participate with confidence the demonstration, performance and interpretation of the application of manipulative skills identified in individual and team sports, track and field events indoor and outdoor sports

Content Standard	Benchmarks
6.5.2. Students will be able to participate in game play activities and perform controlled and coordinated movement skills in game play situations.	6.5.2.1. Apply and practice the basic fundamental movement skills in specific games and sports. 6.5.2.2. Demonstrate ball handling skills in all six identified ball game categories in team sports. 6.5.2.3. Participate confidently in modified field and goal sports and athletics.

Strand 6:   Physical Activity

Rationale

Health benefits of physical activity addresses the influence and empower regular physical activity participation has on individual and community health and wellbeing. The HPE curriculum supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.

Physical activity should be a regular part of your day. Physical activity includes active play, sport, exercise, organised and non-organised activities, walking, cycling, and other recreation and leisure activities. There are many benefits of regular participation in physical activity. As you start to exercise, your heart and breathing rates increase to supply your muscles with more oxygen. When carrying out an activity of moderate to vigorous intensity, the demand for oxygen increases further and you get 'puffed' as the intensity of the activity increases. If you are physically active every day, your body will improve its ability to supply working muscles with oxygen, and therefore, it will not get so fatigued. Physical fitness can, have other benefits to your general lifestyles.

Evidence Outcomes

At the end of grade 6, all students can:

- take part in various sports and physical activities for health and fitness and as well as spend leisure effectively.
- play modified ball handling games using rules, equipment and facilities
- participate in partner activities to practice ball handling skills of the five major ball sports and apply rules of ball sports.
- explore types of team sports and perform various ball handling and game skills in lead up games.
- discuss and describe different types of sports and their interest in participating in them.
- discuss the value and benefit of fitness and how it challenges the beliefs and values of a person and his or her views on personal health and longevity.

Unit 1: Games and Sports

The goal of this unit is to provide learning opportunities for students to develop skills of various physical activities in ball sports, aquatic sports, and track and field events as well as to understand and apply game rules in sports. At the same time, it develops and applies basic sports administration skills, interest, love and appreciation of the sports. This will prepare students to be competitive and competent in the field of sports and for the benefit of their overall wellbeing.

Content Standard	Benchmarks
6.6.1. Students will be able to demonstrate a range of ball handling skills in various ball sports, with the application of game rules; handling of specific sporting equipment, and build an interest in sports.	6.6.1.1. Apply and practice the basic fundamental movement skills in specific games and sports.
	6.6.1.2. Participate confidently in modified field and goal sports, athletics, and basic water sports
	6.6.1.3. Describe and demonstrate the application of rules in different types of sports such as aquatic sports, track and field events, and ball handling sports
	6.6.1.4. Develop an interest in sports.

Unit 2: Lifestyle and fitness for Health

The goal of this unit is to provide learning opportunities for students to develop relevant knowledge, skills, attitudes and values to lead healthy and active lifestyles. The students can be able to understand that fitness activities lead to healthy living whilst leisure and recreational activities promote positive impacts on an individual socially, spiritually, emotionally and physically. In the process of learning, they can be able to make informed decisions for their overall wellbeing and develop appreciation and enjoyment towards lifelong living.

Content Standard	Benchmarks
6.6.2. Students will be able to explore a range of health related fitness activities and analyse the impact on the well-being of an individual.	6.6.2.1. Perform with confidence fitness exercises and examine the importance of living an active lifestyle.
	6.6.2.2. Combine a range of movement concepts and skills in physical activities such as games, sports, and life style fitness activities.
	6.6.2.3. Use basic research skills to investigate the impact of health related fitness activities on the well-being of an individual.

Grade 7 Strands and Units

Strand 1:   Safety

Rationale

Safety addresses physical, social and emotional safety issues that students may encounter in their daily lives. The curriculum supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others. It includes situations and places such as school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.

Evidence Outcomes

At the end of grade 7, all students can:

- describe injury prevention factors, strategies and first aid treatment making them available prior to when motor and games activities begin and use these in situations that show potential for injury or harm.

- describe causes, conditions and types of injuries received from participating in complex motor and game skill activities and use role-plays to show how first aid procedures are applied; such as CPR, EAR or RICER in relation to a particular injury.

Unit 1:   Safety in Sports and First Aid

The content in this unit focuses on the key concepts of safety in sports and related physical activities that students may participate in daily. There is always a chance of injuries that individuals may encounter in these activities. Therefore, students must equip themselves with prior knowledge on various first aid procedures, practice how to apply these in various situations before seeking proper medical help.

Content Standard	Benchmarks
7.1.1. Students will be able to determine that chances of injuries occurring are high when performing complex motor and game skills, therefore having prior knowledge of injury prevention strategies and comprehending first aid procedures are important.	7.1.1.1. Know injury prevention strategies and apply them in appropriate game play situations. 7.1.1.2. Recognise a risky behavior in an emergency situation and take action to reduce harm. 7.1.1.3. Analyse injury prevention strategies in ball games and athletics. 7.1.1.4. Examine unsafe and emergency situations in the school and community.

Unit 2:   Emergency Situation and Risky Behaviour

It is common knowledge that given the types of environment that surrounds us, emergency situations can occur unexpectedly. Some of these cause risky behaviors that cannot be avoided. It is important to consider the contributing factors that will attract students apart from their daily engagements. Drawing from these understanding students must be equipped with prior knowledge to safeguard and discipline them from participating in risky behaviors that can affect them, such as in an outcome of natural disasters, unplanned or unexpected accidents in different situations.

Content Standard	Benchmark
7.1.2. Students will be able to establish that in any environment there is some level of risk involved in all physical activities individuals participate in.	7.1.2.1. Recognise a risky behaviour in an emergency situation and take action to reduce harm. 7.1.2.2. Examine unsafe and emergency situations in the school and community. 7.1.2.3. Investigate the types of risks involved in a variety of physical activities and draw appropriate conclusions.

Strand 2: Growth and Development

Rationale

The emphasis of this strand allows learners to explore and 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. This strand also focuses on interactions within various relationships and groups and the elements associated with them in the context of family, peer, community or marriage relationships.

Evidence Outcomes

At the end of grade 7, all students can:

• recognise the importance of body systems and explore their functions.

• identify how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police.

• explain how to access confidential information, guidance and help.

• describe the impact of positive relationships on emotional wellbeing.

• identify the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.

Unit 1:   Development and Sexuality

This unit enables students to learn about the physical, social, mental and emotional changes that occur during the different stages of growth and the issues that relate to these changes. Students learn to make wise choices and decisions about their sexuality, how an individual perceives themselves as either a male or a female and how it can be influenced by one's family, community or society that one lives in.

Content Standards	Benchmarks
7.2.1. Students will be able to investigate the different body systems, their importance, functions, and analyse the consequences of not caring for them.	7.2.1.1. Identify and describe the basic functions of the muscular systems and suggest ways to care for the system. 7.2.1.2. Identify and describe the basic functions of the circulatory systems and suggest ways to care for the system. 7.2.1.3. Investigate the different body systems and analyse the consequences of not caring for them.
7.2.2. Students will be able to identify and examine the physical, social, mental and emotional changes that occur during puberty and analyse how to cope with the issues that result from these changes.	7.2.2.1. Identify and discuss the roles of people who can help teenagers cope with physical, social and emotional changes in both boys and girls. 7.2.2.2. Evaluate the effects of emotions on relationships and physical health. 7.2.2.3. Examine the physical, social, mental, and emotional changes that occur during puberty. 7.2.2.4. Analyse the different ways boys and girls cope with issues that result from physical, social, mental, and emotional changes.

Unit 2:   Relationships

Students will learn to map their relationships with different individuals and explain how these influence them, identify factors that strengthen and weaken relationships and learn to develop appropriate strategies to maintain good healthy relationships.

Content Standard	Benchmarks
7.2.3. Students will be able to examine the characteristics of a caring and healthy relationship and identify strategies for developing, fostering and maintaining it.	7.2.3.1. Explain the importance of talking with a family member, a friend, a peer and other trusted adults about relationships. 7.2.3.2. Explain how to maintain and manage a healthy dating relationship. 7.2.3.3. Analyse the characteristics of caring and healthy relationships. 7.2.3.4. Critically reflect on the characteristics of an uncaring relationship and suggest ways of transforming these characteristics to create and sustain a healthy relationship.

Strand 3: Individual and Community Health

Rationale

In this strand students explore the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health, healthy food habits, drug use, reproductive and sexual health and road safety.

Students explore the concept of risk and analyse the factors that influence risk behaviours. They appreciate that different circumstances can mean individuals have varying degrees of control over these influencing factors. They describe strategies to minimize harm in a range of relevant contexts and develop an understanding of the interrelationship of factors that can increase the potential for harm. Basic emergency assessment and first aid care are also covered in this strand.

Students develop skills in critical literacy as they describe and evaluate a variety of sources of health information, products and services. They focus specifically on products and services designed to address the health needs of young people, critically analyse those that make substantial claims for success and describe the cues that indicate accuracy and reliability.

Alcohol and other drugs addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The curriculum supports students to explore the impact drugs can have on individuals, families and communities.

Evidence Outcomes

At the end of grade 7, all students can:

- explain how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, and police.
- evaluate potential impact of short and long term substance use.
- examine local substance misuse issues and how they are being addressed.

Unit 1:   Personal Health and Hygiene

In this unit, students explore the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health, healthy food habits, drug use, reproductive and sexual health and road safety.

Content Standard	Benchmarks
7.3.1. Students will be able to investigate health issues that have had an impact on people using data from reliable sources.	7.3.1.1. Use basic research skills to review data on people who have been impacted by health issues and draw relevant conclusions. 7.3.1.2. Investigate factors that affect people's health (for example, genetics, environment, lifestyle, lifestyle diseases, and medical conditions) and evaluate the impact. 7.3.1.3. Examine a health issue that has or is having an effect on people, (for example, polio, HIV/AIDS, cancer,) and suggest ways of addressing it.

Unit 2:   Alcohol and Substance Abuse

Alcohol and other drugs addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The curriculum supports students to explore the impact drugs can have on individuals, families and communities.

Content standard	Benchmarks
7.3.2. Students will be able to assess the short-term and long-term health consequences of alcohol, tobacco, and other drug use.	7.3.2.1. Analyse the consequences of prolonged use of drugs such as cannabis on personal well-being and health. 7.3.2.2. Explain the effects of tobacco products on its users and evaluate its consequences on personal health. 7.3.2.3. Use basic research skills to survey different drug users and report on the effects drugs have or are having on the users' health.

Strand 4:   Nutrition

Rationale

To increase student knowledge about the physical, social, emotional and intellectual dimensions of a healthy diet, thus enabling them to make informed choices about their health now and in the future. A healthy lifestyle can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Evidence Outcomes

At the end of grade 7, all students can:

- examine and classify nutritional value, nutritional content and food source.
- explain what information can be found on food and product labels.
- analyse how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, and other health conditions.
- explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease and keeps body systems functioning well.
- critically analyse the causes for food poisoning and propose ways to avoid it
- apply the basic cooking methods such as using fuel and pressure cooking
- apply the basic food preservation to keep food safe for use.

Unit 1:   Food and Nutrients

Food and nutrition addresses the role of food and nutrition in enhancing health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices. Nutrition addresses the development of a healthy body composition through the balance of food intake and physical activity. Nutrition includes many concepts, such as the relationships among food choices and growth, nutrition guidelines, food security, current health needs, chronic disease, and a healthy lifestyle.

Content Standard	Benchmarks
7.4.1. Students will be able to classify different types of foods by food groups and investigate the nutritional values contained in them.	7.4.1.1. Classify different types of foods by food groups. 7.4.1.2. Profile a group of foods or a one food in a food group in terms of their production, processing, nutritional values, and health benefits. 7.4.1.3. Investigate the nutritional values of foods in the different food groups. 7.4.1.4. Examine availability of valid and reliable nutritional information, products, and services and how to access them 7.4.1.5. Investigate certain diseases that are related to nutritional deficiency and propose strategies for improvement.

Unit 2:   Food Hygiene

Food safety and hygiene is paramount when it comes to preparation and consumption. Various factors need to be considered. Food spoilage deteriorates food to the point by which it can no longer be used. Preservatives can be used to preserve food for longer and safer use.

Content Standard	Benchmarks
7.4.2. Students will be able to examine the rules for avoiding food poisoning and probe the résistance and carriers of diseases of food poisoning.	7.4.2.1. Identify and examine the rules for avoiding food poisoning. 7.4.2.2. Analyse the causes of food poisoning and propose preventive measures to improve the situations experienced. 7.4.2.3. Discuss the resistance and carriers of food poisoning. 7.4.2.4. Investigate the different methods of food preservation that prevent food contamination and poisoning.

Strand 5:   Movement

Rationale

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyze and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, and across time and cultures. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organised sport and recreation.

Evidence Outcomes

At the end of grade 7, all students can:

- perform a range of movement patterns and sequences with modifications to improve position of body whilst participating in movement activities.
- apply motor skills and concepts appropriately in an individual or team sport with control in changing direction.
- apply appropriate offensive and defensive play skills in team and individual sports by participating in lead up games.

Unit 1:   Basic Movement Skills and Concepts

Basic movement skills and concepts lay important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and interests necessary for lifelong participation in physical activities.

Content Standard	Benchmarks
7.5.1. Students will be able to demonstrate confidently, a range of loco-motor, non-loco-motor, and manipulative skills with emphasis on application of different concepts of movement skills, patterns and sequences.	7.5.1.1. Differentiate between loco-motor, non-loco-motor, and manipulative skills. 7.5.1.2. Demonstrate a range of loco-motor, non-loco-motor, and manipulative skills. 7.5.1.3. Explain and demonstrate movement concepts confidently in performing movement patterns and sequences. 7.5.1.4. Examine game skills and demonstrate with confidence a game skill with control in changing positions of the body.

Unit 2:   Movement and Game Skills

Movement skills play an important role in the performance of and development of sport specific game skills. It is important that all students practice and participate with confidence the demonstration, performance and interpretation of the application of manipulative skills identified in individual and team sports, track and field events indoor and outdoor sports

Content Standard	Benchmarks
7.5.2. Students will be able to examine and perform a range of manipulative and sports skills that are suitable for selected sports and game skill drills in circuit activities.	7.5.2.1. Examine manipulative skills that are suitable for selected sports. 7.5.2.2. Explain and illustrate movement concepts confidently in performing movement patterns and sequences. 7.5.2.3. Demonstrate game skills with confidence, showing coordination control in changing positions of the body

Strand 6: Physical Activity

Rationale

Health benefits of physical activity addresses the influence and empower regular physical activity participation has on individual and community health and wellbeing. The Health & Physical Education curriculum supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.

Physical activity should be a regular part of your day. Physical activity includes active play, sport, exercise, organised and non-organised activities, walking, cycling, and other recreation and leisure activities. There are many benefits of regular participation in physical activity. As you start to exercise, your heart and breathing rates increase to supply your muscles with more oxygen. When carrying out an activity of moderate to vigorous intensity, the demand for oxygen increases further and you get 'puffed' as the intensity of the activity increases. If you are physically active every day, your body will improve its ability to supply working muscles with oxygen, and therefore, it will not get so fatigued. Physical fitness can, have other benefits to your general lifestyles.

Evidence Outcomes

At the end of grade 7, all students can:

- take part in various sports and physical activities for health and fitness and as well as spend leisure time effectively.
- identify and select different sports and games activities for students to practice different ball handling skills.
- explore and participate in partner activities to practice ball handling skills of the seven major ball sports.
- perform various athletic skills in track and field events.
- discuss and describe achievements and challenges of national and international sports stars and report their profiles.

Unit 1:   Games and Sports

The goal of this unit is to provide learning opportunities for students to develop knowledge, skills, attitudes and values of various physical activities in ball sports, aquatic sports, and track and field events as well as to understand and apply game rules in sports. And at the same time, develop and apply basic sports administration skills, interest, love and appreciation of the sports. This will prepare students to be competitive and competent in the field of sports and for the benefit their overall wellbeing.

Content Standard	Benchmarks
7.6.1. Students will be to explain the importance of values, attitudes, and interest in sports and demonstrate these in sports skills and various sporting events.	7.6.1.1. Explain the importance of values, attitudes, and interest in sports. 7.6.1.2. Demonstrate the required values, attitudes, and interest in sports game skills and in a variety of sports. 7.6.1.3. Enjoy performing a range of combined movement sequences, patterns, and concepts in different games and sports. 7.6.1.4. Participate and show creativity in ball handling skills in ball sports. 7.6.1.5. Show self-discipline, self-determination, and perseverance in athletics skills in track and field events. 7.6.1.6. Show enterprise in defense and attack tactics and techniques in various games and sports.

Unit 2:   Lifestyle and Fitness for Health

The goal of this unit is to provide learning opportunities for students to develop relevant knowledge, skills, attitudes and values to lead healthy and active lifestyles. The students can be able to understand that fitness activities lead to healthy living whilst leisure and recreational activities promote positive impacts on an individual socially, spiritually, emotionally and physically. In the process of learning, they can be able to make informed decisions in relation to their overall wellbeing and develop appreciation and enjoyment towards lifelong living.

Content Standard	Benchmarks
7.6.2. Students will be able to examine and demonstrate the physical functions of the body during physical fitness activities in relation to strength, cardio vascular endurance, agility, and evaluate their benefits to life.	7.6.2.1. Examine the physical functions of the body during physical fitness activities in relation to strength, cardio vascular endurance, and agility. 7.6.2.2. Evaluate the benefits of strength, cardio vascular, endurance, and agility to life. 7.6.2.3. Practice personally beneficial fitness activities at various settings.

Grade 8 Strands and Units

Strand 1: Safety

Rationale

Safety addresses physical, social and emotional safety issues that students may encounter in their daily lives. The curriculum supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others. It includes situations and places such as school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.

Evidence Outcomes

At the end of grade 8, all students can:

- share experiences about the different types of injuries occurring in sports and other physical activities participants fall victim to; discuss how these relate to the human skel eton (male or female), the impact of injury in terms of process for treatment, recovery period and rehabilitation when and if required.
- research and identify different sports literature about fair-play codes, principles of injury prevention, action plans on how to manage and assess injuries athletes and others encounter while participating in various sports, fitness and life style activities.
- identify and examine the factors contributing to the level of risk individuals may encounter during participation in selected physical activities in certain places.
- explore and identify positive factors in the environment that influence individuals to take the risk to participate in certain physical activities that require special skills and behaviour to achieve positive results.

Unit 1: Safety in Sports and First Aid

The content in this unit focuses on the key concepts of safety in sports and related physical activities that students may participate in daily. There is always a chance of injuries that individuals may encounter in these activities. Therefore, students must equip themselves with prior knowledge on various first aid procedures; practice how to apply these in various situations before seeking proper medical help.

Content Standard	Benchmarks
8.1.1. Students will be able to examine the human skeleton, injury prevention principles, assessing and managing injuries that occur in a sport or to an athlete, and relate these to specific body parts in order to apply appropriate first aid treatment.	8.1.1.1. Examine the human skeleton and analyse the injury prevention principles. 8.1.1.2. Explain how injuries that occur in a sport or to an athlete are assessed and managed. 8.1.1.3. Discuss the importance of first aid training and practice in the prevention of injury to various parts of the body. 8.1.1.4. Explain and analyse the process of applying first aid in the treatment and the management of injuries to the human skeleton and other specific parts of the human body.

Unit 2: Emergency Situation and Risky Behaviour

It is common knowledge that given the types of environment that surrounds us, emergency situations can occur unexpectedly. Some of these cause risky behaviors that cannot be avoided. It is important to consider the contributing factors that will attract students apart from their daily engagements. Drawing from these understanding, students must be equipped with prior knowledge to safeguard and discipline them from participating in risky behaviors that can affect them, such as in an outcome of natural disasters, unplanned or unexpected accidents in different situations.

Content Standard	Benchmarks
8.1.2. Students will be able to assess the risks of hazardous conditions and consider the level of risks involved prior to organizing various sports and other related lifestyle activities.	8.1.2.1. Assess the risks of conducting sports and implementing other activities prior to the staging of these activities. 8.1.2.2. Compare the risks of participation in hazardous conditions relating to various activities. 8.1.2.3. Use basic research skills to investigate people's attitudes towards playing sports in hazardous conditions and draw appropriate conclusions.

Strand 2:   Growth and Development

Rationale

The emphasis of this strand allows learners to explore and 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. This strand also focuses on interactions within various relationships and groups and the elements associated with them in the context of family, peer, community or marriage relationships.

Evidence Outcomes

At the end of grade 8, all students can:

- explain the functioning of the human reproductive systems and other body systems.
- evaluate the significant developmental milestones of each stage of human development, with an emphasis on the physical, emotional, and social changes of adolescence.
- assess the impact of positive relationships on emotional wellbeing.
- examine the values for managing changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust, and respect.
- investigate the reproductive systems, including body parts and functions.
- examine the stages of a pregnancy from fertilization to birth.

Unit 1: Development and Sexuality

This unit enables students to learn about the physical, social, mental and emotional changes that occur during the different stages of growth and the issues that relate to these changes. Students learn to make wise choices and decisions about their sexuality, how an individual perceives themselves as either a male or a female and how it can be influenced by one's family, community or society that one lives in.

Content Standards	Benchmarks
8.2.1. Students will be able to investigate the different body systems, their importance, and functions, and formulate strategies to care for them.	8.2.1.1. Investigate the basic functions of the respiratory systems and suggest ways to care for the system. 8.2.1.2. Examine parts of both the female and male reproductive system, evaluate their functions and formulate strategies for caring for them. 8.2.1.3. Explore the different body systems, for example, circulatory system, respiratory system, digestive system and their importance, functions, and devise ways for caring for them.
8.2.2. Students will be able to identify and examine the physical, social, mental and emotional changes that occur during adolescence and analyse how to cope with the issues that result from these changes.	8.2.2.1. Identify and investigate the physical, social, mental, and emotional changes that occur during adolescence. 8.2.2.2. Analyse the different ways of coping with issues that result from changes that occur during adolescence. 8.2.2.3. Review and interpret the data on issues that result from changes that occur during adolescence and draw appropriate conclusions. 8.2.2.4. Examine personal experiences of physical, social, mental, and emotional changes that occurred during one's adolescence and critically analyse how issues arising from these changes were managed.

Unit 2:   Relationships

Students will learn to map their relationships with different individuals and explain how these influence them, identify factors that strengthen and weaken relationships and learn to develop appropriate strategies to maintain good healthy relationships.

Content Standard	Benchmarks
8.2.3. Students will be able to examine and recognise relationship issues and conflicts, analyse their causes and effects, and propose strategies for managing and resolving these conflicts.	8.2.3.1. Discuss different forms of harassment, intimidation, and bullying, and analyse their causes and effects on individual, family and community relationships. 8.2.3.2. Examine strategies for managing and resolving different forms of conflict. 8.2.3.3. Identify and discuss the impact of technology and social media on relationships, analyse the related issues and suggest strategies to better manage the use of technology and social media to avoid conflicts.

Strand 3:   Individual and Community Health

Rationale

In this strand students will explore the nature of health and the interaction of cognitive, physical, social, emotional, and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health, healthy food habits, drug use, reproductive and sexual health, and road safety. Students will explore the concept of risk and analyse the factors that influence risk behaviours. They will appreciate that different circumstances can mean individuals have varying degrees of control over these influencing factors. They will describe strategies to minimise harm in a range of contexts and develop an understanding of the interrelationship of factors which can increase the potential for harm. Basic emergency assessment and first aid care are also covered in this strand.

Students will develop skills in critical literacy as they describe and evaluate a variety of sources of health information, products and services. They will focus specifically on products and services designed to address the health needs of young people, critically analyse those that make substantial claims for success and describe the cues that indicate accuracy and reliability.

Drugs and their impact on people and communities will be discussed. Drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs will be examined. Curriculum supports students to explore the impact of drugs on individuals, families, and communities.

Evidence Outcomes

At the end of grade 8, all students can:

- describe what can happen to the body as a result of smoking tobacco or drinking alcohol.

- appreciate the recommended alcohol intake advice.

- explain the potential impact of short and long term substance use on health and life, including legal implications.

Unit 1:   Personal Health and Hygiene

In this unit, students will explore the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health, healthy food habits, drug use, reproductive and sexual health and road safety.

Content standard	Benchmarks
8.3.1. Students will be able to recognise and justify health safety and health promotion areas and appraise practices relating to personal health.	8.3.1.1. Examine how cleanliness and good personal hygiene habits have an impact on individual health.
	8.3.1.2. Appraise ways of maintaining proper dental health that will reduce the risk of tooth decay and gum disease.
	8.3.1.3. Examine healthy practices and strategies for promoting school health programmes.
	8.3.1.4. Appraise different types of health services that are available for different groups of people and how they can have access to these services.
	8.3.1.5. Justify regulations on smoking and chewing betelnut on public transport and in public places.

Unit 2:   Alcohol and Substance Abuse

There is a range of drugs available in the community, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. This curriculum supports students to explore the impact drugs can have on individuals, families, and communities.

Content standard	Benchmarks
8.3.2. Students will be able to investigate and distinguish drugs in terms of their short-term and long-term health consequences.	8.3.2.1. Distinguish different type of drugs in terms of their intended use, abuse, and short and long-term health consequences.
	8.3.2.2. Investigate the use of different drugs and draw conclusions about their short and long-term use.
	8.3.2.3. Analyse the consequences of prolonged use of non-prescription and prescription drugs.
	8.3.2.4. Propose, formulate, and promote strategies for addressing the abuse of drugs.

Strand 4: Nutrition

The intent of this unit is to broaden student knowledge about the physical, social, emotional and intellectual dimensions of a healthy diet, thus enabling them to make informed choices about their health now and in the future. A healthy lifestyle can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Evidence Outcomes

At the end of grade 8, all students can:

- analyse the nutritional value of local foods and eating patterns of individuals.
- interpret and make sense of information on food labels.
- examine different meals and evaluate their nutritional values.
- determine that nutrition related diseases come under either communicable or non-communicable diseases
- explain and analyse the causes for food poisoning and justify the rules for avoid it.
- explain basic cooking methods that use fuel and pressure cooking techniques.
- analyse basic food preservation principles, values, attitudes and practices for keeping food safe.

Unit 1:   Food and Nutrients

Food and nutrition address the role of food and nutrition in enhancing health and wellbeing. This curriculum enables students to master essential knowledge, skills, values, and attitudes relating to food and nutrition, which will enable them to make healthy, informed food choices. Moreover, students will explore the contextual factors that influence eating habits and food choices. Nutrition addresses the development of a healthy body composition through the balance of food intake and physical activity. Nutrition includes concepts such as the relationships among food choices and growth, nutrition guidelines, food security, current health needs, chronic diseases, and healthy lifestyles.

Content Standard	Benchmarks
8.4.1. Students will be able to evaluate and compare the impact of lack of food nutrients and plan ways to improve diets.	8.4.1.1. Compare and contrast the nutritional value of fresh or organic and processed foods, and assess the consequences of consuming adequate, excessive, or inadequate amounts. 8.4.1.2. Evaluate the impact of lack of nutrients on one's diet and suggest ways for increasing the intake. 8.4.1.3. Analyse the significance of nutritious meals on physical, mental, and social growth. 8.4.1.4. Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. 8.4.1.5. Demonstrate an understanding of nutritional related diseases and develop strategies to address these issues.

Unit 2: Food Hygiene

Food safety and hygiene are paramount when it comes to preparation and consumption of various foods. Various factors needed to be considered. Food spoilage deteriorates food to the point where it can no longer be used. Preservatives can be used to preserve food for longer periods and for safer use.

Content Standard	Benchmarks
8.4.2. Students will be able to analyse nutritional data, draw relevant conclusions, and develop strategies for addressing the issues.	8.4.2.1. Review and analyse nutritional data, draw appropriate conclusions, and formulate strategies for addressing the issues,
	8.4.2.2. Use basic research skills to investigate home or traditional preservation methods such as jam making, bottling, and freezing food, draw relevant conclusions and suggest strategies for improvement.

Strand 5: Movement

Rationale

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, and across time and cultures. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organized sport and recreation.

Evidence Outcomes

At the end of grade 8, all students can:

- perform a range of movement patterns and sequences with modifications to improve position of body whilst participating in movement activities.

- apply motor skills and concepts appropriately in an individual or team sport with control in changing direction.

- apply appropriate offensive and defensive play skills in team and individual sports by participating in lead up games.

Unit 1: Basic Movement Skills and Concepts

The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and interests necessary for lifelong participation in physical activities.

Content Standard	Benchmarks
8.5.1. Students will be able to evaluate specific movement combination patterns and sequences performed in individual and team sports or games with an emphasis on the application of movement concepts.	8.5.1.1. Evaluate specific movement combination patterns and sequences performed in individual and team sports or games by viewing sports programs on different TV channels or pre-recorded. 8.5.1.2. Explain different movement concepts and evaluate their application in individual or team sports by viewing sports programs on different TV channels or pre-recorded. 8.5.1.3. Demonstrate with confidence two game skills from an individual or team sport. 8.5.1.4. Plan and implement a game tactic in an indoor or a team sport.

Unit 2: Movement and Game skills

Content in this unit lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students will apply movement concepts and strategies to enhance performance and move with competence and confidence. They will develop skills and interests necessary for lifelong participation in physical activities.

Content Standard	Benchmarks
8.5.2. Assess individual and group tactical skills and movement patterns employed in athletics, field and goal, net and court sport, net and racquet sports.	8.5.2.1. Assess individual and group tactical skills and movement patterns employed in athletics and other sports by viewing sports on TV, pre-recorded, watching live sports. 8.5.2.2. Explain different rationale and justify individual and group tactical skills employed in athletics and other sports. 8.5.2.3. Plan and implement game techniques and tactics in an indoor, outdoor, or an individual or team sport.

Strand 6: Physical Activity

Rationale

Health benefits of physical activity addresses the influence and empower regular physical activity participation has on individual and community health and wellbeing. The Health & Physical Education curriculum supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.

Physical activity should be a regular part of your day. Physical activity includes active play, sport, exercise, organized and non-organized activities, walking, cycling, and other recreation and leisure activities. There are many benefits of regular participation in physical activity. As you start to exercise, your heart and breathing rates increase to supply your muscles with more oxygen. When carrying out an activity of moderate to vigorous intensity, the demand for oxygen increases further and you get 'puffed' as the intensity of the activity increases. If you are physically active every day, your body will improve its ability to supply working muscles with oxygen, and therefore, it will not get so fatigued. Physical fitness can, have other benefits to your general lifestyles.

Evidence Outcomes

At the end of grade 8, all students can:

• take part in various sports and physical activities for health and fitness and as well as spend leisure effectively

• identify and perform specific skills of track and field events and practice them in circuit and minor games

• practice and apply basic game play tactics and techniques for various game-play or sports game situations

• participate in partner activities to practice ball handling skills of the eleven major ball sports

• identify and demonstrate basic sports administrative roles and responsibilities such as marking courts or fields within a set time, recording scores and umpire games in class and school sports

Unit 1:   Games and Sports

The goal of this unit is to provide learning opportunities for students to develop skills of various physical activities in ball sports, aquatic sports and track and field events as well as to understand and apply game rules in sports. At the same time, develop and apply basic sports administration skills, interest, love and appreciation of the sports. This will prepare students to be competitive and competent in the field of sports and for the benefit of their overall wellbeing.

Content Standard	Benchmarks
8.6.1. Students will be able to exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills.	8.6.1.1. Demonstrate with confidence the 11 ball handling skills in all the ball sports. 8.6.1.2. Apply rules with confidence in various standard sports. 8.6.1.3. Practice and apply basic sports administration skills. 8.6.1.4. Exhibit acceptable moral, values and attitudes in physical activities as participants, spectators, and officials.

Unit 2: Lifestyle and Fitness for Health

The goal of this unit is to provide learning opportunities for students to develop relevant knowledge, skills, attitudes and values to lead healthy and active lifestyles. The students can be able to understand that fitness activities led to healthy living whilst leisure and recreational activities promote positive impacts on an individual socially, spiritually, emotionally and physically. In the process of learning, they can be able to make informed decisions on their overall wellbeing and develop appreciation and enjoyment towards lifelong living.

Content Standard	Benchmarks
8.6.2. Students will be able examine ways of improving health – related fitness lifestyle activities, develop plans to manage individual fitness plans for wellness, and exhibit acceptable values and attitudes in lifestyle activities.	8.6.2.1. Examine how physical activity contributes to individual wellness. 8.6.2.2. Evaluate different ways of improving personal health using fitness lifestyle activities. 8.6.2.3. Develop a plan for managing individual fitness activities. 8.6.2.4 Exhibit acceptable values and attitudes in physical activities as participants, spectators, and officials.

Assessment, Monitoring, and Reporting

The relationship between the assessment standards, the content standards and the teaching standards assessment is that they are all an integral part of good instruction. The most effective teaching aligns the content standards with teaching and learning instruction and assessment.

What is Assessment?

The term "assessment" is generally used to refer to all activities teachers use to help students learn and to monitor and measure students' progress. Assessment is an on-going process of identifying, gathering and interpreting information about student's progress towards achievement of the content standards described in the subject syllabuses

What is Standard-Based Assessment?

In a standard-based curriculum, assessment is a tool for unpacking performance standard for formative assessment and measuring content standard on summative assessment. Assessment is viewed not only as a final product (summative), but more importantly as a continual process (formative) that provides pupil performance data to teachers and students regarding their progress towards achieving the intended standards. A timely and ongoing assessment of a student's understanding is the key to the learning process. Throughout the year, teachers will be assessing students on each content standard and identifying areas where a student or a group of students need more attention.

Assessment refers to all activities undertaken by teachers and students in assessing themselves and others, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Purpose of Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching as they both are required to fulfil the following:

- inform and improve students' progress and achievements in learning
- provide valuable information that enable teachers, schools and NDoE to make decisions about how to improve the quality of teaching and learning in the education system
- inform teachers of the progress of students learning in order to adjust teaching plans to improve student learning;
- inform parents and guardians, about their children's progress and achievements;
- provide information for schools and systems, about teaching strategies, resource allocations and curriculum; and other educational institutions, employers and the community about the achievements of students in general or of particular students.

Whatever its purpose, assessment is seen as an integral part of the learning and teaching program rather than a separate process.

Types of Assessment

Papua New Guinea National curriculum has adapted the following types of assessment to monitor and assess the achievement of content standards.

• Assessment FOR learning
• Assessment OF learning
• Assessment AS learning

Assessment for and assessment of learning are also known as formative and summative assessments.

Assessment FOR Learning

Assessment for learning, also known as classroom assessment is different. It is an ongoing process that arises out of the interaction between teaching and learning. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to see:

• the learning goals and criteria

• where each learner is in relation to the goals

• where they need to go next, and

• ways to get there

Assessment OF Learning

Assessment of learning is the use of a task or an activity to measure, record, and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams. It is normally referred to as Summative Assessment.

Assessment AS Learning

Assessment as learning is the use of an assessment task or an activity by the teacher in his/her everyday teaching. This strategy provides students with opportunities to understand what they have learnt or is having difficulties with. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals to improve their own learning.

Diagnostic Assessment

Apart from these three main types of assessment, teachers are expected to do the diagnostic test/assessment to identify strengths and weaknesses in students. This can be done before any teaching and learning of a new content and for new entry levels for students.

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.

Assessment Methods

These are some methods that teachers can use to assess students' performance in Health & Physical Education lessons:

• Observing students during the lesson
• Conferencing with students
• Student's Portfolio
• Tests
• Assignments (projects/reports/quizzes/presentations/practical work samples)

Monitoring and Evaluation

All stakeholders have a role to play in using assessment information to make judgments about student's achievements. Analysis of assessment data must be used to inform decision makers about:

• The effectiveness of teaching, learning and assessment programs
• Suitability of available resources
• The degree of community participation in schools
• Trend in students' achievement at local and national levels
• The contribution of the education systems to the future development of the nation.

Evaluation is part of the process of continuously raising standards of student achievement in PNG. Assessment information used for evaluation purposes should be used in ethical and constructive ways.

Monitoring

The teachers are encouraged to practice general supervision over the teaching and learning content of Health & Physical Education instructions in primary classes. Teachers also advise school officials, school boards, and other teachers in the development and improvement of Teaching and learning programs and identify strategies to improve Health & Physical Education.

The assessment coordinators in the schools should develop and use monitoring tools to check on the progress of teaching and learning of Health & Physical Education content, skills and processes used.

Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching and learning to make improvements to their teaching practices in order to improve student learning. Evaluation tools such as written records, questionnaires, logs and diaries, submissions or records of meetings and discussion with general staff members, teaching staff, parents and other community members should be used to evaluate students and teachers' competencies.

Glossary

Words	Definitions
Assessment	Activities teachers use to help students learn and to monitor their progress.
Assessment as/in Learning	Is a design to inform students what they will do well and what they need to improve on daily/weekly bases as an integral part of everyday teaching and learning such as exercise, activities or experiments students do or practice in each lesson
Assessment for Learning	A common form of assessment. It is an ongoing process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
Assessment of Learning	Provides a summary of students learning over a set period of time and is generally carried out at the end of a course or project. Sometimes it is referred to as summative assessment and are evaluative.
Assessment Strategies	Different styles and ways of assessing students work
Assessment task	Assessment tasks have been developed for each content standard. Assessment tasks are written in terms that enable to be demonstrated, assessed, measured, and monitored to show students understanding of the content standards.
Benchmark	A benchmark is a required standard or yardstick in which something is measured against. In the national curriculum, it is set to evaluate and validate the standard of curriculum as well as the effectiveness of teaching and learning at the end of each level of schooling. In PNG, Benchmarking is referred to as assessment of content standards at the end of each grade or level of schooling
Content Standard	A broadly stated expectations statement of what students should need to know, understand, and be able to do in a particular subject or grade levels. as intended by the syllabus. They define the breadth and depth of knowledge, skills and processes and attitudes and values that are to be taught in the strand, unit or topic.
Evidence outcome	Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.
Performance Standards	A descriptive statement of how knowledge and skills are going to be used and some application of it The knowledge and skills that students may display as they work towards the achievement of the content standard.
Standard	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
Standard-Based Curriculum	Is a cumulative body of knowledge and set of competencies that form the basis for a quality education

Standards-Based Education	Is an academic program in which clearly defined academic content, performance standards are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. It is a philosophical concept that is centered on the process of planning, developing, delivering, monitoring and improving education programs
Standards-Based Education Assessment	Is a learning system and is a systematic and ongoing process of collecting and interpreting information about students achievements

References

Australian Curriculum, Assessment and Reporting Authority, (2012). *Health and Physical Education: Foundation to Year 10 (Draft for Consultation)*

Department for Community Development and Religion, 2015, *Papua New Guinea National Policy on Disability – 2015 – 2025*. Waigani: Department for Community Development and Religion.

Kim Proctor and Ron Ruskin, (2005, 2011). Active Outcomes and Active Outcomes 2, Second Edition. Queensland, Kim Proctor and R. Ruskin

Marsh,--------

Michelle-Anne Bradford, Sue Dickens and Damien Davis (1998). Queensland Health & Physical Education, Years 8 - 10 Queensland: Michelle-Annie, Sue and Damien

Department of Education, (2017). *Physical Education Junior Primary Syllabus*. Waigani: DoE.

Department of Education, (2017). *Health Junior Primary Syllabus*. Waigani: DoE.

Department of Education, (2013). *Report of the Task Force for the Review of Outcomes Based Education.* Waigani: DoE.

Department of Education, (2003). *Culture and Community Elementary Syllabus 2003.* Waigani: DoE.

Department of Education, (2003). *Gender Equity in Education Policy*. Waigani: DoE

Department of Education, (2003). *National Assessment and Reporting Policy 2003*, Waigani: DoE.

Department of Education, (2003). *Personal Development Upper Primary Syllabus 2003*. Waigani: DoE.

Department of Education, (2000). *Education for All*. Waigani: DoE.

Department of Education, (2000). *Primary Education Handbook*. NDOE, Waigani

Department of Education, (2002). *National Curriculum Statement*. Waigani: NDOE.

Department of Education, (1986). *A Philosophy of Education for Papua New Guinea, Ministerial Committee Report*. Waigani: DoE

Department of Health, 2015. *National School Health Policy*. Waigani: DOH.

National Department of Health, (2009 - 2020). Child Health Policy and Plan. Port Moresby, NDOH

National Department of Health, (2014). PNG Youth & Adolescent Health Policy, Port Moresby, NDOH

Marsh, C., J. (1986). *Curriculum: An Analytical Introduction.* Sydney: Novak.

Murray Print, 1987. *Curriculum Development and Design.* Sydney: Allen and Unwin

UNESCO, 2008. *United Nations Convention on the Rights for Persons with Disabilities.* Paris: UNESCO.

National Department of Health, (2015).National School Health Policy, Port Moresby, NDOH

St John Ambulance Australia, (2006). Australian First Aid. Canberra Avenue, Australia