

8. Estimate the time

Identify how many weeks it will take to teach the unit of work (probably no more than three weeks for Lower Primary students).

9. Develop a weekly teaching program

Use your own programming format to develop a weekly program.

10. Identify relevant resources and materials

List the resources and materials needed to teach the unit of work.

A unit of work identifies:

- the grade, strand and substrand
- the theme for the unit which can be the title
- the suggested length of time to complete the unit of work
- a brief statement on the purpose of the unit
- the learning outcomes (knowledge, skills and attitudes) to be covered in the unit
- sequenced teaching and learning activities and assessment tasks
- the language of instruction and assessment
- the weekly teaching program for the unit of work
- a list of resources and materials required.

Sample unit

The sample unit of work is an integrated unit for Grade 5. This unit of work is based on the Community Living strand, Trading.

Sample: Integrated unit of work**Grade 5****Term 4****Weeks 1–2**

Theme: Using Goods and Services in my Province

Purpose: Students will learn to:

- describe the types of goods and services available in their province
- analyse the provision of goods and services and suggest improvements
- create consumer awareness about the use of goods and services in the community.

Duration: 2 weeks

Learning outcomes:

Community Living	5.2.1	Analyse the distribution of goods and services in the province
Language	5.3.1V/E	Plan and produce a range of text types in all genres to present ideas and information
Arts	5.1.2	Design and create art using a variety of skills
Arts	5.4.2	Make up drama using a variety of skills



Knowledge, skills and attitudes

The table below lists the knowledge, skills and attitudes students will be developing during this unit of work. The information is taken from the elaborations sections of the teacher guides.

Knowledge	Skills	Attitudes
<p>Goods and services:</p> <ul style="list-style-type: none"> • goods are things we buy and use • service — paying for something to be done for you <p>Examples of manufactured goods:</p> <ul style="list-style-type: none"> • tools and equipment, chemicals, foods such as tinned or frozen food, stationery and clothes <p>Examples of goods not manufactured, such as those sold in markets:</p> <ul style="list-style-type: none"> • fresh fruit and vegetables, fish and pork, cooked food, bilums, baskets and mats <p>Examples of services are:</p> <ul style="list-style-type: none"> • health, education, transport, postal communication, repair and maintenance, service stations, catering services, shoe and bag repair, tailoring, security, plumbing and carpentry, retailing and wholesaling • these services are provided by the government, the private sector and churches <p>Advertisements:</p> <ul style="list-style-type: none"> • purposes of advertising: <ul style="list-style-type: none"> – to introduce a new product or service – sale of excess stock • positive and negative advertising • care of environment in the use of products such as bottles, cans, paper and foil packets • roles and responsibilities of the consumer • choose goods and services wisely • being responsible in the way they use and dispose of goods or products in and around their communities 	<ul style="list-style-type: none"> • drawing and interpreting flow charts, maps, graphs diagrams and posters • writing questions for survey or research • writing and presenting reports • role-playing • interpreting advertisements • critical thinking • making decisions • using persuasive language in advertising 	<ul style="list-style-type: none"> • appreciate goods and services provided for them • make informed decisions about advertisements for goods, products or services • be responsible consumers



Teaching and learning activities and assessment tasks

This table shows a sequenced list of teaching and learning activities and assessment tasks. The appropriate language is also noted and an estimated time for the activity is also given.

V = vernacular E = English V/E = vernacular and English

Activity	Language	Est. Time (mins)
1. Do KWL on things (goods) that people make and what they provide (services) in the community or province, who provides the goods or service, where the goods come from.	V/E	20
2. Write down and share with a partner the meanings of trade, product, consumer, producer and service. Look up and develop common definitions of the terms.	E	15
3. Categorise the goods and services into large or small scale.	E	10
4. Find out how people obtain goods and services in the local community (research). Write a short report summarising your findings.	V/E	60 + hw
<i>Assessment Task 1</i>	V/E	60 + hw
5. Write a report about observations of the types of services available for people in the community. Include drawings or diagrams.	V/E	60 + hw
6. List the different types of transport used in the movement of goods to the consumer within PNG. Draw a flow chart to show this movement.	E	30
7. Choose a product and find out how it is transported from its source to the consumer.	V/E	60 + hw
8. Use a key to identify on local and provincial maps the types of services available.	E	15
9. Select a number of products from the teacher's prepared list and identify the country that produces each product.	E	15
10. List the different types of transport used in the movement of goods from the producer in another country to the consumer in Papua New Guinea.	E	40
<i>Assessment Task 2</i>		
11. Draw a flow chart showing the movement of a product from its source to the consumer.	E	60
12. Define manufacture, export and import using own ideas first, then the dictionary.	E	30
13. Draw maps of transport and communication networks and explain the effects on trade in their province.	E	45
14. Draw pictures of different kinds of packaging — for example, tins, paper, glass, plastic bottles and leaves. Discuss the advantages and disadvantages of each type of packaging.	V/E	40

Key: hw - homework

Activity	Language	Est. Time (mins)
15. Brainstorm reasons for advertising.	V/E	15
16. Discuss and then group advertisements into those for goods or products and those for services.	E	30
17. Identify key messages from posters and advertisements and present findings.	V/E	30
18. Choose a product or service and write an advertisement in the form of a poster or a leaflet.	V/E	90
19. Suggest proper disposal methods for used packaging such as plastic bottles, plastic bags and cans.	E	20
20. Make and pin up rules about proper disposal methods for used goods or products in the school.	V/E	30
21. Make things to use in the classroom or home from the used goods or products.	V/E	90 + hw
22. Use a role-play to advertise items or services for sale.	V/E	120
23. Write a poem or compose a song about a product or service that is environmentally acceptable.	V/E	90
24. <i>Assessment Task 3</i> Write and draw advertisements for increasing community awareness of how to keep the environment clean and safe by disposing of used packages correctly.	V/E	120
25. Participate in debates about familiar community issues such as unsafe products and maintaining services.	V/E	120
26. Complete the KWL by filling in the column for L. Discuss things learnt, topics not covered and what to do next. Student reflection: What did you like about the unit of work? What aspects or activities were difficult? Why?	V/E	30
Total time		1285

Assessment plan

Theme: Using Goods, Products and Services in my Province

Learning outcomes:

Community Living	5.2.1	Analyse the distribution of goods and services in the province
Language	5.3.1V/E	Plan and produce a range of text types in all genres to present ideas and information
Arts	5.1.2	Design and create art using a variety of skills
Arts	5.4.2	Make up a drama using a variety of skills

Appropriate assessment methods for the unit of work have been identified. Assessment tasks which assess the outcomes have also been identified from the teaching and learning activities. The appropriate language for assessment has been determined and assessment criteria developed. The recording methods to be used are appropriate for the assessment method.

Subject learning outcome	Assessment method	Assessment task	Language (V/E)	Assessment criteria	Recording method
CL 5.2.1 Lang 5.3.1	Analysing students' products	Write a report about types of services available for people in the community	V/E	Students: <ul style="list-style-type: none"> provide accurate examples of services found in community use correct language structures for a report use pictures and diagrams appropriately and explain them clearly 	Sample of work with teacher's comments
CL 5.2.1 Art 5.1.2	Analysing students' products	Draw a flow chart showing movement of a product from its source to consumer	E	Students: <ul style="list-style-type: none"> describe the correct movement of a product from producer to consumer label correct points of movement identify the types of transport used between points of movement 	Checklist
CL 5.2.1 Lang 5.3.1 Art 5.1.2	Observation and peer assessment	Written or oral advertisements for increasing community awareness of the need to keep the environment clean and safe by disposing of used packaging correctly	V/E	Students: <ul style="list-style-type: none"> use examples of persuasive language use eye-catching pictures present one to two minute oral advertisements provide at least three examples of how to safely dispose of packaging 	Checklist with teachers comments and peer assessment

Programming in two languages

This table can be used as a checklist to monitor the use of vernacular and English. It helps you determine the proportion of oral and print materials in each language. This table contains all the activities listed as teaching and learning activities.

Vernacular		English	
Oral	Print	Oral	Print
<ul style="list-style-type: none"> Brainstorm what they know already and want to know about the theme Interview community members about how they obtain goods and services Discuss how goods are transported from source to consumer Discuss advantages and disadvantages of different packaging Brainstorm reasons for advertising Identify key messages in advertisements Role-play advertisements for goods and services Debate issues relevant to the theme 	<ul style="list-style-type: none"> Write a report on how people obtain goods and services Write a report on services available in the community Write advertisements for a product or service Write rules for proper disposal of used products at school Write a poem or song about a product or service that is environmentally acceptable Advertisements for community awareness about safe disposal of packaging 	<ul style="list-style-type: none"> Brainstorm what they know already and want to know about the theme Sort or group goods or products into large or small scale Interview community members about how they obtain goods, and services Discuss how goods are transported from source to consumer Identify the country of origin and producer of selected goods Explain how transport and communication affect trade in the province Discuss advantages and disadvantages of different packaging Brainstorm reasons for advertising Identify key messages in advertisements Suggest proper disposal methods for used products such as bottles, plastics and tins Discuss and group advertisements into those for goods and those for services Role-play advertisements for goods and services Debate issues relevant to the theme 	<ul style="list-style-type: none"> Meanings of main concepts: trade, product, producer, consumer, goods, products, services, manufacturing, exports and imports List different types of transport used in movement of goods from source to consumer Write a report on how people obtain goods and services Write a report on services available in the community Write advertisements for a product or service Write rules for proper disposal of used products at school Advertisements for community awareness about safe disposal of packaging

Weekly program

This weekly timetable shows the activities for week 1, as sequenced in the teaching and learning activities. The remaining activities will have to be taught in week 2. Unshaded activities for Physical Education, Health, Mathematics and Environmental Studies will have to be developed.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00	Assembly	Assembly	Assembly	Assembly	Assembly
8.15 to 10.00	Community Living Activity 1 20 mins V/E Activity 2 15 mins E Activity 3 10 mins E Activity 4 60 mins +hw V/E	Community Living Activity 7 60 mins +hw V/E Activity 8 15 mins E Activity 9 30 mins V/E	Community Living Activity 11 Assessment task 2 60 mins E Language Activity 12 30 mins E Mathematics 15 mins	Language Activity 16 30 mins E Activity 17 30 mins V/E Arts Activity 18 60 mins V/E	Community Living Activity 19 20 mins E Activity 20 30 mins V/E Arts Activity 21 55 mins V/E
10.00 – 10.30	Recess	Recess	Recess	Recess	Recess
10.30 to 12.00	Language Activity 5 Assessment task 1 60 mins +hw V/E Community Living Activity 6 30 mins E	Mathematics 45 mins Environmental Studies 45 mins	Religious Education 60 mins Community Living Activity 13 30 mins E	Arts Activity 18 30 mins V/E Mathematics 60 mins	Arts Activity 21 45 mins V/E Mathematics 45 mins
12.00 – 1.00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00 to 3.00	Physical Education/Health 120 mins	Community Living Activity 10 40mins E Physical Education/Health 80 mins	Language Activity 13 15 mins E Arts Activity 14 40 mins V/E Language Activity 15 15 mins V/E Environmental Studies 50 mins	Physical Education/Health 60 mins School Sports 60 mins	Arts Activity 22 120 mins V/E

Key: hw – homework

Summary

Community Living uses 405 mins, Language uses 180, Arts 350, Religious Education 60, Assembly 75, and other subjects use 580 minutes. The total time used is 1650 minutes.

Elaboration of learning outcomes

Elaborations describe the knowledge and skills included in each of the learning outcomes. They identify the content to be taught to the students. Elaborations are designed to help teachers understand the context of the outcomes so that they can develop teaching and learning activities that meet the needs of their students. The elaborations describe each learning outcome in terms of:

- recommended knowledge
- recommended processes and skills
- attitudes
- in some subjects, suggested activities.

Recommended knowledge

Knowledge is what students are expected to know and understand. The knowledge and concepts identified from the outcomes for Lower Primary Community Living are listed as short statements under the heading Recommended Knowledge. The knowledge listed in the elaborations can be used by teachers to create units of work that are relevant to students' needs and the local context.

Recommended processes and skills

Skills are what students can do, so the Recommended Processes and Skills section of the elaborations describes the skills that students need to demonstrate to achieve the outcomes.

Attitudes

Attitudes are what students demonstrate in their behaviour as they progress through a unit of work. Students will be able to demonstrate attitudes over long periods of time. Attitudes are difficult to assess. Teachers should provide many opportunities in their teaching and learning activities for students to demonstrate these attitudes.

Suggested activities

Some subjects provide a list of suggested teaching and learning activities for each outcome. Teachers can select those from the list that are relevant to the needs of their students. This list is not exhaustive so teachers can also develop their own teaching and learning activities relevant to the local context.



Strand: Community

Substrand	Grade 3	Grade 4	Grade 5
People	3.1.1 Explain changes in the community and family life and the effects on people	4.1.1 Investigate work people in communities undertake	5.1.1 Analyse people's contributions to the community
Recommended knowledge	<p>Changes in the community</p> <ul style="list-style-type: none"> • rapid increase in population due to education and improved health, diet <ul style="list-style-type: none"> – pressure on resources such as land, food and services – rural to urban migration • development of infrastructure <ul style="list-style-type: none"> – access to services, shops and towns – access by land, sea and air – increase in opportunities for education, business and jobs – increase in social problems • introduced work, food, beliefs, leisure and entertainment <ul style="list-style-type: none"> – greater choice, improved health, changes in work, leisure and beliefs • improved health and education services <p>Changes in family</p> <ul style="list-style-type: none"> • changes in family size such as <ul style="list-style-type: none"> – bigger families, pressure on food, space, shelter and wealth (school fees) – smaller families due to emigration — members going away for work or education thus less labour and more intermarriage • change in cultural practices such as polygamous to nuclear families • adapting to changes in religion, way of life, foreign cultures • changes can lead to raising or lowering the standard of living 	<p>Work</p> <ul style="list-style-type: none"> • people work to live and survive and work for an income, salary, wage or money • subsistence activities such as gardening, fishing, hunting • commercial activities such as businesses • government workers such as teachers, nurses • private sector workers like shopkeepers and bank tellers • missionaries who work in the churches and those who work in health, education or transport • volunteers or unpaid workers such as those in some NGOs, social workers, helpers in community, family, school or church • community workers such as councillors, committee members, village magistrates, peace officers, village pastors 	<p>People's contributions to the community</p> <ul style="list-style-type: none"> • ways people contribute to improve life <ul style="list-style-type: none"> – law and order – infrastructure development – provision and improvement of services – caring for sick, needy • who contributes <ul style="list-style-type: none"> – individuals, groups such as councillors, members of parliament, governors, educated people, churches, and individuals • what type of person contributes <ul style="list-style-type: none"> – a person with a positive attitude, has commitment to task or issue, is a leader, a decision maker, a role model, is honest and unselfish • what makes people want to contribute <ul style="list-style-type: none"> – a love for others and desire to serve others and community, help those in need, community obligation, cultural practice



Strand: Community

Substrand	Grade 3	Grade 4	Grade 5
<p>Recommended processes and skills</p>	<ul style="list-style-type: none"> • count people using tallying • collect data • develop and ask questions • observations • summarise and take notes • write and present report • conduct surveys • draw and interpret maps, graphs and diagrams 	<ul style="list-style-type: none"> • develop and ask questions • conduct surveys • investigate • interview and report • discuss issues • draw and interpret graphs and flow charts 	<ul style="list-style-type: none"> • analyse, compare and evaluate • develop and ask questions • take notes • count people and things • prepare and present reports • conduct surveys — plan, organise and present findings • discuss issues
<p>Attitudes</p>	<ul style="list-style-type: none"> • respect, appreciate and accept change • pride in their past and present • positive attitudes to changes • sense of ownership of change and property (looking after roads, public buildings) • pride and respect for cultures 	<ul style="list-style-type: none"> • positive work ethics and commitment to work • appreciate services provided by volunteers, missionaries, parents and guardians • pride and respect in traditional systems of work • positive commitment to work 	<ul style="list-style-type: none"> • commitment and desire to help others • serving others • concern and empathy for others

Strand: Community

Substrand	Grade 3	Grade 4	Grade 5
Relationships	3.1.2 Describe relationships between individuals and groups	4.1.2 Explain behaviour that promotes good relationships in the wider community	5.1.2 Investigate standards of behaviour in different relationships
Recommended knowledge	<ul style="list-style-type: none"> relationships between family members, with the opposite sex, school friends and neighbours family trees for family, clan different groups such as clan, sports, religious, family, school and class define relationships — positive and negative aspects of relationships things that promote good relationships such as good behaviour, sharing and caring, good manners, respect for one another, serving and helping each other things that promote bad relationships such as dishonesty, bad behaviour and disrespect 	<ul style="list-style-type: none"> what it means to be responsible helping others how to make informed decisions leading by example respecting individuals and their rights activities that promote good relationships such as religious gatherings and sports negotiating compromising listening conflict resolution peaceful behaviours 	<ul style="list-style-type: none"> define standards of behaviour <ul style="list-style-type: none"> behaviour that is acceptable or unacceptable in different groups or settings such as at school, church, home, hospital, the bank and post office events like deaths, competitions, marriage and other ceremonies in the presence of leaders (community, provincial, national), family, pastors and other people effects of applying standards of behaviour <ul style="list-style-type: none"> being recognised as a good citizen and earning the respect of others
Recommended processes and skills	<ul style="list-style-type: none"> develop and ask questions present information draw and interpret diagrams and flow charts such as a family tree 	<ul style="list-style-type: none"> decision-making skills develop and ask questions present reports demonstrate behaviour explain 	<ul style="list-style-type: none"> present information observe and take notes conduct surveys present reports explain investigate gather and record information draw conclusions identify sources of information investigate possibilities
Attitudes	<ul style="list-style-type: none"> positive relationships good manners accept and respect self and others being a servant willingness to serve others 	<ul style="list-style-type: none"> respect individuals and their rights being responsible being loving, caring and helpful acceptance 	<ul style="list-style-type: none"> respect people have a caring attitude being responsible, honest, faithful respect and care for property

Strand: Community

Substrand	Grade 3	Grade 4	Grade 5
<p>Ways communities work</p>	<p>3.1.3 Identify rules and how they affect life in the community</p>	<p>4.1.3 Evaluate community services and the roles and responsibilities related to them</p>	<p>5.1.3 Describe democratic and traditional decision-making processes</p>
<p>Recommended knowledge</p>	<ul style="list-style-type: none"> • rules for school, family, church, local community • traditional rules • reasons for having rules <ul style="list-style-type: none"> – to maintain order, harmony among people • order in society • rights and responsibilities • how rules affect life • security and safety • peace in the community • effects of breaking rules • who makes rules • who checks that rules are followed 	<ul style="list-style-type: none"> • examples of community services are education, health, roads, ports, airstrips, transport, businesses, communication services and churches • who provides these services <ul style="list-style-type: none"> – governments, churches, NGOs, business houses, individuals and groups • roles and responsibilities <ul style="list-style-type: none"> – government provides services and people maintain them • government assists with funding for maintenance • maintenance of services <ul style="list-style-type: none"> – community and local level governments and people can assist with maintenance • churches provide services including spiritual welfare of members, health, education, counselling, economic development and transport • consumer rights <ul style="list-style-type: none"> – to be heard – to have unfair practices redressed – a healthy environment – consumer education • consumer responsibilities <ul style="list-style-type: none"> – consumers have a responsibility to be critically aware • some ways to ensure services continue for people <ul style="list-style-type: none"> – people can provide free labour, care for buildings, do community work, repair own things and collect funds to maintain services 	<ul style="list-style-type: none"> • traditional decision-making processes • who is the leader, what he or she is called • how a leader is chosen • how decisions are made • rules and laws to guide decision making • requirements of a leader • democratic decision making • elections, campaign, secret ballot, voting, enrolling to vote, scrutineers • <i>first past the post</i> <ul style="list-style-type: none"> – the person with the highest number of votes • <i>limited preferential voting</i> <ul style="list-style-type: none"> – voters choose their 1st, 2nd and 3rd preferences which are used to identify the candidate with an absolute majority (more than half the total votes including preferences) • structure of LLG, community and provincial governments • how ward councillors, presidents and governors are elected • how decisions are made at the LLG, provincial and community governments



Strand: Community

Substrand	Grade 3	Grade 4	Grade 5
Recommended processes and skills	<ul style="list-style-type: none"> • draw pictures and posters • express views and opinions • conflict resolution skills • present reports • discuss issues • identify differences between rules, rights and responsibilities 	<ul style="list-style-type: none"> • develop and ask questions • conduct interviews • identify and describe • present reports • draw • conduct surveys • compare, analyse and contrast 	<ul style="list-style-type: none"> • interpret diagrams such as structure of provincial governments • draw, interpret tables and graphs • summarise information • develop and ask questions • present information
Attitudes	<ul style="list-style-type: none"> • respect for rules • respect for rights • responsible citizen and member of family • recognise importance and role of rules 	<ul style="list-style-type: none"> • being responsible • care for and maintain services • appreciate services provided • respect and care for property 	<ul style="list-style-type: none"> • appreciate and respect decision-making processes • respect the decision makers • obedience, honesty



Strand: Community

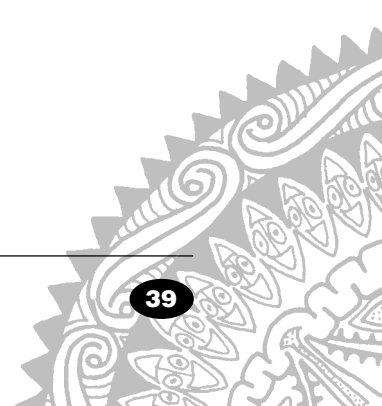
Substrand	Grade 3	Grade 4	Grade 5
Places	3.1.4 Identify and describe local landmarks	4.1.4 Identify significant features of the natural environment that have an impact on people	5.1.4 Describe geographical features of the province
Recommended knowledge	<ul style="list-style-type: none"> landmarks are special features of the community natural landmarks include mountains, rivers, islands, forests and bays names of the landmarks which are man-made or built landmarks such as special schools, tracks or routes, heritage sites and monuments, memorials cemeteries, burial and sacred sites calculate distance using any unit of measurement such as pace, string, metres, 1 day's walk or 1 hour by dinghy 	<ul style="list-style-type: none"> land: its shape affects types of houses built, soil affects kinds of crops grown, mining resources can change the environment and lifestyles sea: source of food, affects type of transport used, affects housing and how people live vegetation: affects types of crops grown, and makes people adapt how they live (living in wetlands is different to living in fertile lands) climate affects daily activities such as when to fish, hunt, play and make gardens <ul style="list-style-type: none"> droughts, floods or good weather affects food supply natural disasters disrupt life, damage food gardens, destroy homes, livestock and environment natural disasters include cyclones and floods prepare for natural disasters, be aware of what to do when a disaster occurs practices that help to sustain the natural environment such as having fallow land for two to three years, or planting a tree or two for every tree that is cut down 	<ul style="list-style-type: none"> features of the natural environment include bays, mountains, hills, valleys, plains, volcanoes, capes, rivers, swamps and vegetation name some of these features e.g. Tufi fiords in Oro and Mt Ulawun volcano in West New Britain province man-made or built environment such as towns, roads and buildings name some of the man-made features such as the Highlands Highway, Lae port and Tokua airport resources of the province such as minerals, fish, timber, oils. Human resources such as teachers, doctors and politicians renewable resources such as forests and fish <ul style="list-style-type: none"> examples of resources from the province non-renewable resources such as minerals <ul style="list-style-type: none"> examples from the province locate these resources on a map of the province





Strand: Community

Substrand	Grade 3	Grade 4	Grade 5
<p>Recommended processes and skills</p>	<ul style="list-style-type: none"> • draw and interpret maps • tell direction • identify 	<ul style="list-style-type: none"> • draw and interpret graphs • develop and ask questions • conduct surveys • develop action plans • identify features of natural environment 	<ul style="list-style-type: none"> • interpret political and physical maps of the province • calculate distances using a scale • interpret maps using their keys • draw and interpret graphs and tables • classify, label and list • describe
<p>Attitudes</p>	<ul style="list-style-type: none"> • respect community landmarks • appreciate importance of community and cultural value of their landmarks • pride in own environment and community 	<ul style="list-style-type: none"> • being responsible for their environment • work together in groups such as community groups • respect and care for the environment • appreciate what the environment provides 	<ul style="list-style-type: none"> • respect and care for natural and built environment • appreciate natural and built environment of province



Strand: Trading

Substrand	Grade 3	Grade 4	Grade 5
Meeting needs and wants	3.2.1 Identify goods and services that satisfy needs and wants	4.2.1 Describe ways goods and services are exchanged in the community	5.2.1 Analyse the distribution of goods and services
Recommended knowledge	<ul style="list-style-type: none"> • people’s basic needs are air, water, food, shelter and clothing • people’s wants can be shoes, curtains and ice-cream • goods are things made or grown by people for use or for sale including garden food, household items, baskets, jewellery, stationery, tools, furniture and clothes • some services provided by the community and churches are PMV trucks or boats, supply of water tanks, market stalls, schools and aid posts or clinics • services provided by business people in the community include all kinds of transport, stores and tucker shops • goods and services provided by the government include piped water, sealed roads, radio stations, hospitals, schools, telephone lines and electricity 	<ul style="list-style-type: none"> • needs such as air, water, food, clothes and shelter are essential for survival • wants such as radios and shoes are things people use but are not essential for life • exchange involves buying and selling of goods and services <ul style="list-style-type: none"> – exchange takes place in markets, shops, post offices or in the street • goods are things grown or made to be used • services such as PMV ride and teacher teaching students are what is done for someone else • traditional trade (barter) is <ul style="list-style-type: none"> – exchange of goods for other goods such as shell money for pigs – exchange of goods for services, such as being paid with a pig • traditional money <ul style="list-style-type: none"> – examples such as shell money which is used in exchanges such as bride price or Moka • modern money <ul style="list-style-type: none"> – easily carried, small pieces – used to buy and sell goods and services – owned by government, legal tender 	<ul style="list-style-type: none"> • routes for delivering goods and services <ul style="list-style-type: none"> – name the main roads used such as the Highlands Highway – name airports or airstrips such as Madang – name shipping ports such as Kimbe or Lae • communication methods: telephones, faxes, radios • traditional trade routes: Hiri Trade, Kula Trade Ring • for effective distribution, the requirements are: good roads, ports and airstrips, markets, telephone lines • things that have negative effects on distribution: vandalism, criminal activities, storage facilities and weather conditions • steps in retailing <ul style="list-style-type: none"> – producer to consumer – producer to retailer – producer to retailer to consumer – producer to wholesaler to retailer to consumer • effective distribution results in <ul style="list-style-type: none"> – improved economy (healthy and educated people and community) – improved standard of living (more goods and services are produced) – increased supply of goods and services by government businesses, NGOs and other groups • producer — makes goods and provides services • consumer — uses goods and services • consumer rights <ul style="list-style-type: none"> – to satisfy basic needs – safety – to be well informed – to have a choice • consumer responsibilities <ul style="list-style-type: none"> – action – social concern – environmental awareness – cooperation • information technology such as internet web sites • advertising — influence of media on consumerism



Strand: Trading

Substrand	Grade 3	Grade 4	Grade 5
<p>Recommended processes and skills</p>	<ul style="list-style-type: none"> • ask questions • draw and label diagrams • classify • record • discuss • interview • identify 	<ul style="list-style-type: none"> • develop and ask questions • negotiation • present reports • take notes and summarise information • draw and interpret graphs • count • classify 	<ul style="list-style-type: none"> • draw and interpret flow charts, graphs and maps • negotiation • observation • discuss issues • record and list
<p>Attitudes</p>	<ul style="list-style-type: none"> • appreciate services provided • caring for property • respect • responsibility • sharing • helpful • kindness • take pride • being responsible 	<ul style="list-style-type: none"> • respect for traditional ways • appreciation • honesty • responsibility • acceptance • care 	<ul style="list-style-type: none"> • respect • appreciation • responsible • acceptance • honesty



Strand: Culture

Substrand	Grade 3	Grade 4	Grade 5
Customs	3.3.1 Identify and describe local customs	4.3.1 Describe customs related to events of significance	5.3.1 Investigate relationships within societies
Recommended knowledge	<ul style="list-style-type: none"> • symbols such as totems, flags or dress that identify and represent a community, clan, family, school or church • cultural activities such as singsings, dances, celebrations, marriage ceremonies, bride price, initiation, feasts, village meetings and funeral ceremonies • taboos <ul style="list-style-type: none"> – beliefs about taboos – values and rituals in regard to taboos • compare some customs <ul style="list-style-type: none"> – identify similarities and differences 	<ul style="list-style-type: none"> • types of events related to customs, feasts • beliefs, cultural values • ceremonies: funeral, initiation, burial • customary practices such as marriage, sorcery, payback killing, cult movements as opposed to religious practices • conflicting customs and ways to resolve them • participation in cultural ceremonies • changes to traditional practices • impact of religion on customs such as chewing of betel nut; also including superstitions about Christian beliefs 	<ul style="list-style-type: none"> • matrilineal and patrilineal societies • main similarities and differences between matrilineal and patrilineal societies • roles and responsibilities of members of these societies, such as individuals, families and groups • land ownership and land rights in family, clan and government • wealth <ul style="list-style-type: none"> – examples of wealth such as land and pigs – in distribution of wealth who decides how it is distributed • structure of societies <ul style="list-style-type: none"> – traditional channels of communication such as from chief to tribal head to clan to family members • decision-making process <ul style="list-style-type: none"> – who makes the decisions in the clan, the family or community • rules of behaviour and punishment <ul style="list-style-type: none"> – types of traditional punishment — death or compensation – conflict resolution—hosting a feast or negotiation and discussions
Recommended processes and skills	<ul style="list-style-type: none"> • develop and ask questions • discuss issues • observe and report on them • role-plays 	<ul style="list-style-type: none"> • draw and interpret time line of events • develop and ask questions • oral presentations • interviews • discuss issues • observe, record and report 	<ul style="list-style-type: none"> • conduct survey — question, organise, arrange and report • oral presentation
Attitudes	<ul style="list-style-type: none"> • respect for and pride in customs • tolerate differences 	<ul style="list-style-type: none"> • respect for and pride in culture and religion • appreciate and accept changes • cooperate and participate willingly • common understanding • tolerate differences in culture and religion 	<ul style="list-style-type: none"> • appreciate being part of a cultural group • respect own and others' culture and practices • tolerate differences

Resources

Resources recommended in this Teacher Guide are listed in three parts:

- documents issued by the National Department of Education (NDOE)
- community resources and materials published by other organisations
- resources published by commercial companies.

Resources suitable for teaching Community Living include, printed texts, radio broadcasts and, if available, videos, films or television programs. Appropriate locations and members of the community can also be valuable resources.

NDOE documents

Recommended resources are the materials supplied by the National Department of Education. These include:

- Primary Inservice Units
- NDOE (1999) *Papua New Guinea Primary School Atlas*, Oxford, Port Moresby
- NDOE (2001–2004) *Papua New Guinea Primary School Journals — Junior*, NDOE, Waigani
- NDOE (1988) *Papua New Guinea's Place in the World*, NDOE, Waigani
- NDOE (1988) *Cash Crops*, NDOE, Waigani
- NDOE (1988) *Transport*, NDOE, Waigani
- NDOE (1988) *Money*, NDOE, Waigani

Community resources

- People and places in the community
- Stories about and from the community
- Local newspapers, magazines and newsletters

Organisations to write to for information may include:

- Provincial governments
- Local level governments and community governments
- The Electoral Commission
- NGOs such as Volunteer Services Overseas
- Local businesses

Other

These are resources which schools may purchase with their own funds. Schools may expand their list as they find new books and materials that are relevant. Some materials available in bookshops are:

- Wall maps and atlases
- McInnes Dianne, (2000) *People of Papua New Guinea*, Pearson Education Australia, Melbourne
- McInnes Dianne, (1995) *Encyclopaedia Papua New Guinea Volumes 1–4*, Dellasta, Papua New Guinea

Glossary

Explanations of terms used in this Teacher Guide are provided under subject specific terms.

Subject specific terms

built or human environment	environment built or made by people; for example, villages, towns and roads
conservation	looking after, protecting and managing the natural environment
consumer	user of a product or service
consumer responsibility	making good decisions about buying and using consumer goods and services
consumer rights	legal or lawful claims by consumers in regard to the use of goods and services provided by producers
cultural sustainability	maintaining and prolonging a culture for the future
culture	the way of life of a group of people that includes their language, customs, arts and food
customs	the usual ways of doing things
democracy	a country governed by representatives elected by the people
democratic	supporting democracy
geographical features	natural features of a place including the climate, shape of the land, vegetation, seas, rivers and lakes
goods or products	things that are made or grown to be sold
heritage	that which belongs to an individual, group, community or nation as a result of birth, inheritance or membership; anything that has been transmitted from the past or handed down by tradition
infrastructure	something built or supplied to an area to allow greater economic activity and improvement in living standards, e.g. roads, ports, gas, electricity, water
limited preferential voting	a voting system in which voters indicate their first, second and third choices of candidates
market	a place where people gather to buy and sell goods
matrilineal	where the inheritance is decided by the mother's clan, line or tribe
needs	essential things for a person's survival, such as food, shelter, air, water and clothing

non-renewable resources	resources that cannot be replaced naturally once they have been used up
patrilineal	where the inheritance is decided by the father's clan, line or tribe
physical environment	also known as the natural environment; it includes vegetation, mountains, rivers and seas
producer	an individual or organisation that grows or makes something
renewable resources	resources that can continue to be made available from nature
retailer	an individual or organisation that sells goods in small quantities to consumers
service	to do something for another person in return for payment
society	a group of individuals living as members of a community
sustain	to improve and maintain the quality of natural resources such as fish, reefs and forests
trade	exchange of goods and services
wants	those things in life which are not necessary for a person's survival; they include luxuries like television or fancy clothing
wholesaler	an individual or organisation that sells goods in large quantities to retailers and consumers

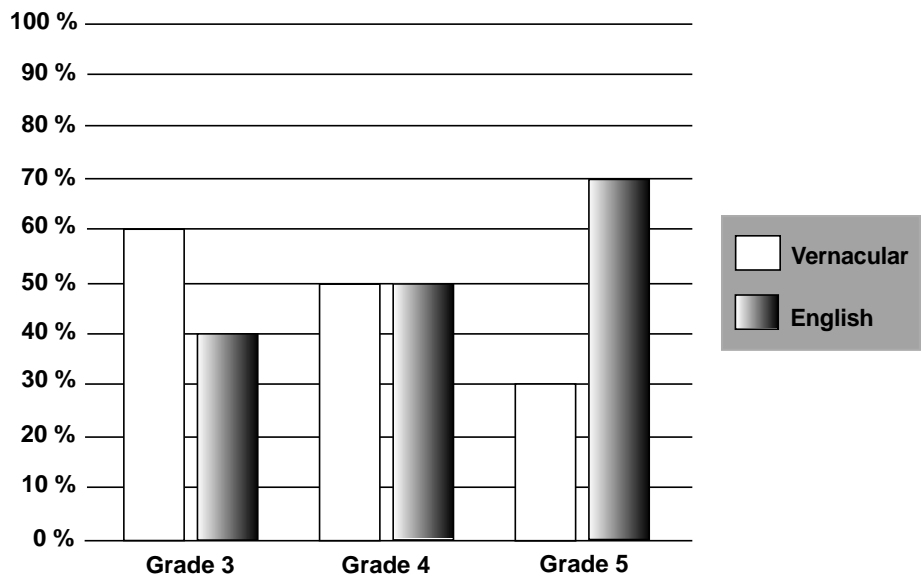
Appendices

Appendix 1:

Suggested percentage of vernacular and English usage

Papua New Guinea's Language Policy in All Schools (NDOE, 1999) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. The graph below gives you an indication of approximately how much time you will be teaching in vernacular and English in these grades

Percentage of teaching, learning and assessment in vernacular and English



In the classroom this means that in Lower Primary Community Living, as well as in all the other Lower Primary subjects, you will be planning teaching, learning and assessment activities for students in both vernacular and English. As the classroom teacher, you will be the best person to decide when it is appropriate to use vernacular to support the students' learning, and when it is appropriate to introduce the English terms and language features to the students. Language is the vehicle for learning, so it is very important that you help students to learn and understand the knowledge and skills from each subject in vernacular, while at the same time introducing them to the English words, phrases and language structures required of that subject. Grade 3 teachers will be introducing a lot of new English vocabulary and language features to students, while teaching mostly in vernacular. Grade 5 teachers will be using English as the main language of instruction in all subjects and using vernacular as a way of enhancing students' understanding of the concepts. In this way language will be used and taught explicitly in all subjects at Lower Primary.

Appendix 2:

Weekly time allocations for Lower Primary subjects

The curriculum reform allows teachers increased flexibility. Lower Primary teachers developing units of work must make sure that the following weekly time allocations for each grade and subject are met by the end of each term.

Subject	Grade 3	Grade 4	Grade 5
Arts	150 minutes	150 minutes	150 minutes
Community Living	150 minutes	180 minutes	210 minutes
Environmental Studies	180 minutes	210 minutes	210 minutes
Health	90 minutes	90 minutes	90 minutes
Language	570 minutes	450 minutes	405 minutes
Mathematics	210 minutes	210 minutes	210 minutes
Physical Education	105 minutes	135 minutes	150 minutes
Other			
Assembly	75 minutes	75 minutes	75 minutes
Religious Education	60 minutes	60 minutes	60 minutes
Block time	60 minutes	90 minutes	90 minutes
Total	1650 minutes	1650 minutes	1650 minutes

