
Environmental Studies

Lower Primary Teacher Guide



Department of Education

Issued free to schools by the Department of Education

Published in 2004 by the Department of Education, Papua New Guinea

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ISBN 9980-935-37-5

Acknowledgements

This Teacher Guide was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the Teacher Guide was coordinated by John Kakas and Barbara Sipou with support from Rachael Konaka and Jane Pagelio.

Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Environmental Studies Subject Advisory Committee have developed this Teacher Guide through meeting, workshops and consultations.

This document was developed with the support of the Australian Government through the Curriculum Reform Implementation Project.

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Inservice units

A set of inservice units has been written to support the implementation of the primary reform curriculum. These units should be used in conjunction with the Lower Primary Environmental Studies Syllabus and this Teacher Guide. For further information contact your head teacher or district inspector.

The inservice units are:

- self-instructional, so you can access them according to your needs
- self-paced, so you can study at your own pace
- outcomes-based, so you can experience outcomes-based approaches to education
- based on adult principles of learning such as, doing, sharing and reflecting
- practical and related to your daily work as a teacher or supervisor
- collegial, so you can learn together in small groups, whole school or cluster settings
- accredited with the PNG Education Institute, so you can improve your qualifications
- designed to promote best practice, so you can effectively implement the curriculum
- applicable across both Lower and Upper Primary syllabuses.

These units integrate principles contained in the National Curriculum Statement (2002) and the National Assessment and Reporting Policy (2003).

Secretary's message

The Environmental Studies Syllabus and this Teacher Guide build upon the skills and knowledge that children bring from their own cultural and family experiences and the learning outcomes from the Elementary curriculum. This learning occurs in the child's first language.

A bilingual approach, used at Lower Primary, incorporates bridging to English processes in Grades 3, 4 and 5. This approach helps students to know who they are by building on their knowledge about their culture and first language.

The student's first language used in Elementary will continue to be the language of instruction while bridging to English takes place in Grades 3, 4 and 5. Students will continue to develop their thinking and decision-making skills as well as skills in speaking and listening and writing in the language they speak, while also learning in English.

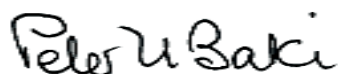
Lower Primary teachers are generalist teachers and this Teacher Guide is for all teachers in Lower Primary schools. It is one of a set of seven guides written for teachers of Grades 3, 4 and 5.

Environmental Studies helps students to understand what is in their environment, including living and non-living things and the interdependence and the impacts that humans have on environments. If we use and manage our resources and the environment wisely some of the natural disasters such as landslides, floods, bush fires and spread of diseases can be minimised. A harmonious relationship between the natural environment and humans is essential for healthy living. This relationship needs to be managed and maintained in order to keep our environment healthy for future generations.

As Lower Primary teachers you are responsible for ensuring that our children, who are the future generation of this resource rich country, recognise and understand, at an early age, that we need to care for all the resources we need for our daily living.

Teachers are encouraged to read this guide carefully and then become familiar with the content of each of the other Lower Primary teacher guides. In this way, teachers can feel confident to try out the ideas and strategies that they believe will be effective with their students. Teachers may choose to modify and amend these ideas to suit local circumstances.

Teachers should work closely with members of their school communities to ensure that local community needs are met within the framework of the learning outcomes published in the Lower Primary Syllabuses.



Peter M. Baki CBE
Secretary for Education

