
Health

Lower Primary Teacher Guide



DEPARTMENT OF EDUCATION

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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 Harold Ure

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

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In-service units

A set of in-service units has been written to support the implementation of the primary reform curriculum to improve students' learning. These units should be used in conjunction with the Lower Primary Health syllabus and this Teacher Guide. For further information contact your head teacher or senior primary school inspector.

The in-service 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, 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 Papua New Guinea 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

This Teacher Guide builds upon the skills and knowledge children bring from their own culture, family experiences and the learning outcomes of the Elementary curriculum. This learning occurs in the child's first language.

A bilingual approach is used at Lower Primary. It 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 students' 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, reading 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.

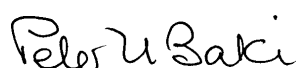
This Health Teacher Guide supports the Health Syllabus to teach appropriate knowledge in Health so that students are informed of health issues. They are also able to use the skills they acquire to take action to protect themselves and lead healthy lifestyles.

Health teaching is made meaningful, interesting and challenging when teaching is done in a context that is real and practical to the students. Teachers are required to assess students' and their communities needs to plan health programs accordingly. When students see how Health issues are relevant and practical to their daily lives, they are challenged to become interested and involved. Students can take the challenge further and take actions to plan, advocate and raise awareness about health issues in their schools and communities.

The Lower Primary Health Syllabus and this Teacher Guide support concepts developed through the Health-Promoting School Program. This supportive approach is designed to strengthen the schools' capacity to improve teaching of the Health as well as improving school health. Through this approach, communities are encouraged to become important partners in the health of students and their communities.

Teachers are encouraged to read this guide carefully, and 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 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

