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# Physical Education

## Lower Primary Teacher Guide



Department of Education

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### **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 9980-935-96-0

### **Acknowledgements**

The Lower Primary Physical Education 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 Colette Modagai Dadavana with support from Mirou Avosa.

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

The Lower Primary Physical Education 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 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.

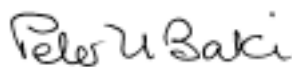
The Lower Primary Physical Education syllabus and Teacher Guide address the development of physical, social, intellectual, spiritual and emotional skills and interactions through the medium of physical activity. Learning Physical Education links with Health. The subjects help individuals to understand how the body works, how to stay fit and avoid health-related injuries, and how to relate to each other.

Physical Education encourages students to participate actively in a variety of physical activities. All students will come to understand the value and benefit of physical activity and how it contributes to their healthy growth and development. At this level, specific skills are introduced to enable the students to pursue their interest in various physical activities, such as sports, games and fitness programs. Participating in these activities improves body functions and reduces the likelihood of illness in life.

All students, including those with special needs, should be encouraged to participate in all activities. This will enable them to reach their full potential in every aspect of their lives, and to realise the importance of being active, respected and responsible citizens.

Teachers are encouraged to read this guide carefully, and to 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

