

# Health and Physical Education



# **Health and Physical Education**

**Years 1–8  
PRIMARY SCHOOL CURRICULUM**

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Curriculum Materials and Assessment Division  
Ministry of Education, Sports and Culture

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# Introduction

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*Soifua maloloina* describes the health and well-being of an individual, family or country. It embodies the whole concept of health. It is not only the absence of disease but also being physically, mentally, emotionally, socially and spiritually healthy. The health and well-being of Sāmoa's human resource is vital to the maintenance of a productive economy and dynamic society. A healthy and well nation is stable, vibrant and coherent. The rising incidence of lifestyle diseases (obesity, diabetes, hypertension, heart disease etc.), and social health issues such as child and sexual abuse, HIV/AIDS and young crime offenders threaten the stability, vitality and coherence of the Sāmoan community.

The choices people make can have an impact on their health and well-being as well as their family and others in their community. It is therefore of great importance that students learn how their choices affect their relationships, what they eat, the type of activities they are involved in, and the environment in which they live. Students need to gain appropriate knowledge, relevant skills and attitudes to make informed decisions. Such knowledge, skills and attitudes enable them to act in ways that contribute to their own well-being, the well-being of others and that of the Sāmoan community as a whole.

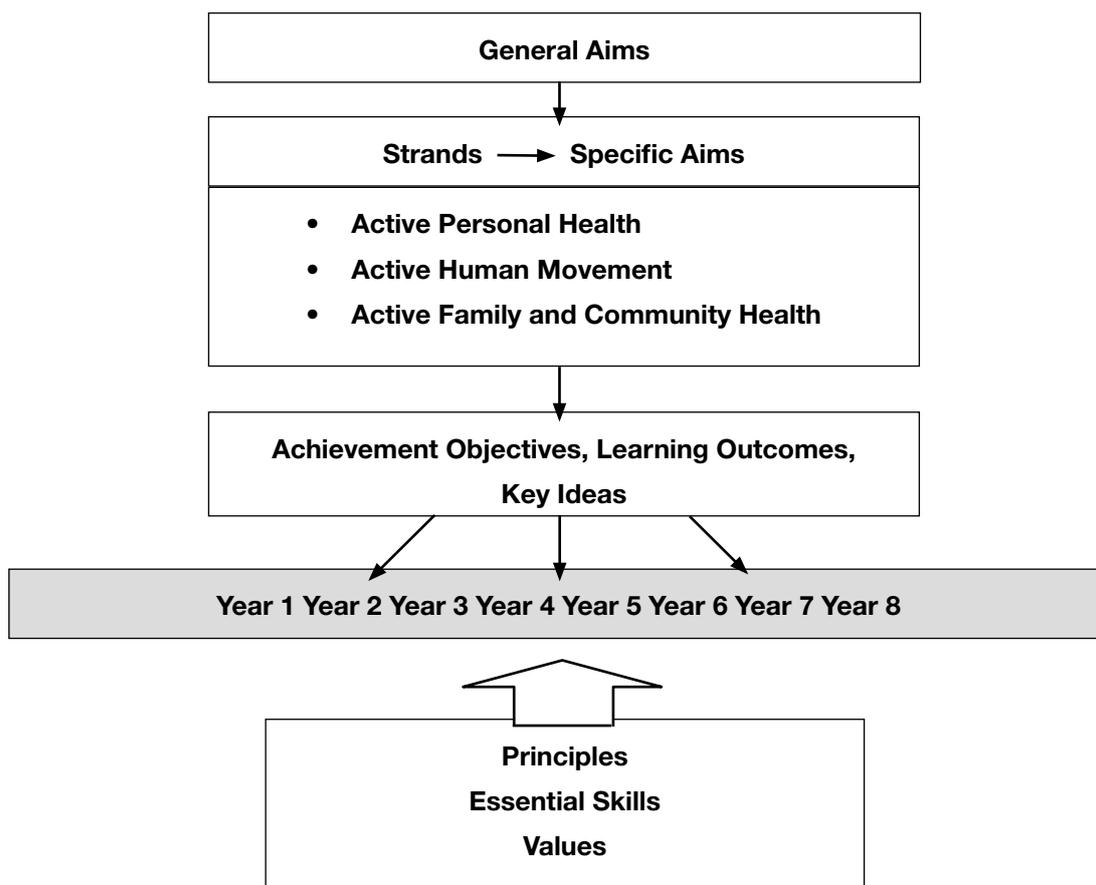
The Health and Physical Education curriculum provides opportunities for young people to learn about health, and to practise health-enhancing behaviours. It provides opportunities for them to demonstrate healthcare skills, and to develop responsibility for personal and social health. It also provides opportunities for students to experience different kinds of physical activities and develop the necessary physical and social skills for lifelong participation in physical activities. Being physically fit and healthy helps to create positive feelings about oneself and raises the student's feeling of self-worth. Addressing broad health issues that affect a student's learning will also foster academic achievement and create a healthy learning environment for all.

# The structure of the Health and Physical Education curriculum

The Health and Physical Education Curriculum is organised around the following:

- **General aims:** general statements outlining the purposes of the curriculum
- **Organising strands:** categories used to organise concepts or divide Health and Physical Education into branches of learning
- **Specific aims:** statements relating to several key ideas that are foundational concepts for each strand.
- **Achievement objectives:** 'content standards' derived from the specific aims or broad statements of what students are expected to learn
- **Learning outcomes:** statements of the learning that it is intended students will be able demonstrate as a result of a learning experience

The structure of the Health and Physical Education Curriculum is illustrated in the following diagram



*Figure 1: Structure of the Health and Physical Education curriculum*

## General aims

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The general aims of the Health and Physical Education curriculum are for students to develop the knowledge, understanding, skills and attitudes required to:

- pursue personal *soifua mālōlōina*, safe interpersonal relationships and to achieve positive behavioural development;
- pursue an active and healthy lifestyle through movement and regular physical activity;
- enhance family relationships and develop healthy communities by making responsible choices and engaging in active service.

## Organising strands

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In order to achieve its general aims, teaching and learning in the Health and Physical Education curriculum is organised around three strands:

- Active Personal Health
- Active Human Movement
- Active Family and Community Health.

## Specific aims

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Each strand has specific aims that establish a clear and structured progression of learning outcomes that span Years 1–8. The aims provide an overview of the expected learning in each strand.

### **Active Personal Health**

Through this strand students develop knowledge, understanding, attitudes and skills in:

- 1 holistic personal identity and self-esteem;
- 2 human growth and development;
- 3 regular personal physical activity;
- 4 personal safety, protection and responsible behaviour.

### **Active Human Movement**

Through this strand students develop knowledge, understanding, attitudes and skills in:

- 1 movement exploration, expression and enjoyment;
- 2 participation and fitness for life;
- 3 sports science and technology;
- 4 cooperation, socialisation and culture.

### **Active Family and Community Health**

Through this strand students develop knowledge, understanding, attitudes and skills in:

- 1 promotion of active family and community health;
- 2 relationships, respect, sensitivity and acceptance of others;
- 3 family safety, protection and responsible behaviour;
- 4 social and cultural attitudes, beliefs and practices in the community.

## Achievement objectives and learning outcomes

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Achievement objectives are broad statements of what students are expected to learn. They describe what students need to know and be able to do for each subject and year level i.e. the ‘content standards’ associated with each learning area and year level. Learning outcomes are statements that describe what learners demonstrate they know or are able to do as a result of a learning activity.

Samoa’s basic education curriculum is outcomes based. An outcomes-based curriculum clearly identifies the knowledge, skills, attitudes and values that all learners should be able to demonstrate at a particular year level, in a particular subject. Teachers are able to teach and learners are able to learn more effectively when the outcomes of learning are made explicit and are shared.

At each level from Year 1 to Year 8 there is an Achievement Objective for each of the three Strands. Each strand has four areas of learning identified across each level which provides a sound framework for progression and coherence.

Outcomes-based education (OBE) shifts from the traditional focus on the topics teachers teach (content) and for how much time, to a focus on learning and what learners are expected to demonstrate they know and are able to do. The characteristics of good learning outcomes are:

- learning is observable
- learning is measurable
- learners can demonstrate the application of their knowledge/skill/attitude
- what learners are expected to know and to be able to do with their knowledge is highly focused and made explicit to learners, teachers, and parents
- high expectations are held for all learners, in the knowledge that all are capable of achievement
- there is a focus on development, which emphasises the likely sequence of conceptual and cognitive development
- a range of teaching contexts, opportunities and means of support are necessary to enable learners to gain knowledge and demonstrate achievement of outcomes. All learners have different learning needs and learning styles and will not always be ready to demonstrate learning outcomes in the same way at the same time, or even at the same year level.

The ultimate test of a good learning outcome is whether or not the action taken by the participants can be assessed in an authentic way. Learning outcomes enable teachers to closely monitor the progress of learners, and to report accurately to parents on learner progress. It follows that there is a close connection between learning outcomes and ongoing assessment of learners.

## Key principles

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The National Curriculum Framework lists five key principles which underpin all aspects of Sāmoan education including the development of the curriculum. They are:

### Equity

Equity requires that the system will treat all individuals fairly and justly in provision of educational opportunity. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

## Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behaviour and results from a complex interplay of professional and technical factors, and social and cultural practices. Policies promoting these will focus on the learning institutions and specifically on day-to-day classroom practices including the monitoring, assessment and reporting of student outcomes and teaching effectiveness.

## Relevance

Relevance in education implies a system that is meaningful, recognised, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

## Efficiency

Efficiency in education is demonstrated by leadership and management practices which ensure optimum use of resources – human, financial and material. At all levels, service delivery needs to be efficient and effective.

## Sustainability

Sustainability requires the wise use of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values of trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.

# Curriculum principles

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The National Curriculum Framework outlines the following curriculum principles to give direction and consistency to the development of programmes and related policies.

## All students can be successful learners

The Sāmoan Curriculum recognises that *all* students can be successful learners when they are provided sufficient time and support.

## Students need to be engaged

The Sāmoan Curriculum recognises that for students to succeed, curriculum experiences must relate to student interests, needs and learning styles in order to engage students in their learning.

## Programmes must be planned

The Sāmoan Curriculum recognises that for students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.

### **Programmes must develop the whole person**

The Sāmoan Curriculum recognises that programmes must be broad and balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling they are well prepared for work and further studies.

### **Assessment must inform practice**

The Sāmoan Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established standards.

### **Teachers make a difference**

The Sāmoan Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.

### **Community involvement assists learning**

The Sāmoan Curriculum recognises that fā'asāmoa must be upheld and that the community plays a large role in the education of students.

### **A sustainable future**

The Sāmoan Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

## **Essential skills**

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Essential skills are the broader skills that are developed throughout the years of schooling. The essential skills are developed as a result of the quality of the experiences provided in all classroom and school activities and are used by students in all school activities as well as in their social and cultural world outside the school. In the National Curriculum Framework they are as follows.

### **Communicating effectively**

Communication underpins all learning and includes reading, writing, speaking and listening, visual and graphical representation, non-verbal communication and the use of number and data to convey meaning.

In Health and Physical Education this means: students develop the skills to communicate beliefs, ideas, understanding, options, choices, consequences, decisions, and solutions in a range of contexts, using oral, written and visual language skills.

When they have the opportunity students will:

- express their needs and feelings clearly and confidently;
- respond sensitively to the needs and feelings of others;
- listen, assert themselves, advocate, mediate and negotiate;
- demonstrate skills to discriminate, criticise and analyse, particularly in relation to information provided by the media.

## Solving problems

This involves the use of enquiry and reasoning, of gathering data and processing information, posing creative solutions and evaluating outcomes. Mathematical concepts and skills are often used when solving problems.

In Health and Physical Education this means students develop problem-solving skills in contexts that are directly relevant to their health and well-being through learning experiences that provide opportunities to:

- identify, describe and redefine problems and analyse them from different perspectives;
- enquire, research and explore options and consequences;
- make informed choices and implement decisions;
- evaluate processes, decisions, actions and outcomes.

## Utilising aesthetic judgement

This involves the use of the visual and performing arts as a means of expression and requires an appreciation of the aesthetic value of objects and experiences.

In Health and Physical Education this means students exercise imagination, initiative and flexibility as they explore the environment and resources available to them to express and relate body movements to music, dance, cultural performing arts, musical games and gymnastics. Students will:

- think critically, creatively, reflectively and logically;
- make connections and establish relationships;
- experiment and experience different forms of movement and dance;
- explore and demonstrate the use of music and body rhythms in performing arts.

## Developing social and cultural skills and attributes

The capacity to operate socially and to work effectively with others is an essential skill. It requires an understanding of context, of the cultural norms and expectations that exist and the ability to negotiate and reach consensus. It also involves individuals developing their ethical framework, including an informed understanding of the issues associated with gender.

In Health and Physical Education this means students develop and practise the social and cooperative skills they need to enhance their relationships with others in a wide range of social and working contexts. Opportunities are provided for students to:

- demonstrate effective relationships with others and work in cooperative ways to achieve common goals;
- accept various roles and take responsibility as a member of a group for jointly decided actions and decisions;
- participate in a range of social, cultural and physical settings;
- demonstrate fair play in situations where people are involved in physical activities;
- exercise leadership skills and respond appropriately to discriminatory practices and behaviours.

## Managing oneself and developing work and study skills

Students need to be able to manage their time effectively to allow them to pursue personal, spiritual, sporting and academic interests. They need to know how to resolve conflict in constructive ways that allow all involved to feel that they have been treated with fairness and respect. They need to take personal responsibility for their choices and actions and learn from both their mistakes and successes. This includes responsibility for personal health and fitness.

In Health and Physical Education this means students develop the skills and process required for self-management, change and competition when they are given opportunities to:

- develop the skills of self-appraisal and self-advocacy;

- set, evaluate, and achieve realistic personal goals;
- manage time effectively;
- show initiative, commitment, perseverance, courage and enterprise;
- adapt to new ideas, technologies and situations;
- develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
- achieve self-discipline and take responsibility for their actions and decisions.

## Integrating knowledge

While learning areas are used as the organisers of knowledge, the prime purpose of education is for students to understand the world around them and see the links between the various areas. This requires a deep and thorough understanding of subjects so the knowledge gained can be linked to experience and complex interrelated understandings developed.

In Health and Physical Education this means students consider other people and show qualities such as integrity, reliability, trustworthiness, diligence and tolerance. Students will:

- develop self-esteem and personal integrity;
- take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
- develop a range of practical life skills, such as budgeting, consumer and household maintenance skills;
- participate effectively as responsible citizens in a democratic society.

## Effectively using technology

Technology involves the development of the skills and knowledge used to make and construct objects and products used in day-to-day living and in the pursuit of special interests. Technology also involves the use of information technology used to access information stored electronically. Over time, information technology will become more widely available and be used increasingly in all areas of the curriculum to create, locate and store information.

In Health and Physical Education this means students acknowledge and appreciate the importance of information skills, number skills, and work and study skills. They will:

- collect, analyse, process and interpret data and use appropriate technologies to present it;
- develop sound, honest and reliable working habits;
- work independently as well as in groups;
- take responsibility for their own work.

## Movement skills

Health and Physical Education also recognises that movement skills are essential skills to be developed by all students across the whole curriculum throughout the years in Primary level. Participating in physical activities for enjoyment and fun, with the inclusion of all students, empowers them to have confidence to participate in a variety of physical activities that develop movement skills. Students will understand the importance and benefits of being physically active for a lifetime.

Students can develop essential movement skills necessary for daily living when they have opportunities to:

- participate, enjoy and have fun as they engage in a range of physical activities;
- learn to appropriately prepare the body before and after physical activity (warm up and cool down);
- learn basic anatomy of the body and how it moves;
- develop personal fitness and health through regular exercise, good hygiene and a healthy diet;
- develop and apply fundamental movement skills of locomotor, stability and manipulative actions;

- learn basic first aid skills and apply them appropriately;
- develop specialised skills related to sporting, recreational and cultural activities;
- use sporting equipments and materials efficiently and safely;
- develop relaxation skills.

## Specific Skills for Health and Physical Education

YEARS 1 AND 2	YEARS 3 AND 4	YEARS 5 AND 6	YEARS 7 AND 8
By the end of Year 2 students will be able to:	By the end of Year 4 students will be able to:	By the end of Year 6 students will be able to:	By the end of Year 8 students will be able to:
<p><b>Communicate effectively</b></p> <ul style="list-style-type: none"> <li>• Express their needs and feelings in appropriate ways</li> <li>• Listen, and allow others to have a say</li> <li>• Use oral and body language</li> <li>• Ask questions (for example, 'How?', 'Why?', 'What will happen if ...?') and decide how they might find answers to them</li> <li>• Use first-hand experience and simple information sources to answer questions or suggest questions to extend knowledge</li> <li>• Think about what might happen before deciding what to do</li> <li>• Describe whether what happened was expected</li> <li>• Share what they did and found out with the whole class.</li> </ul>	<p><b>Communicate effectively</b></p> <ul style="list-style-type: none"> <li>• Express their needs and feelings clearly</li> <li>• Listen, and allow others to have a say before responding</li> <li>• Use oral, written and body language to express themselves</li> <li>• Use their ideas about health and physical education and personal observations to ask questions</li> <li>• Recognise when an action, judgement or a comparison is unfair</li> <li>• Assert themselves and mediate on behalf of others.</li> </ul>	<p><b>Communicate effectively</b></p> <ul style="list-style-type: none"> <li>• Express their needs and feelings clearly and confidently</li> <li>• Listen and respond sensitively to the needs of others</li> <li>• Use oral, written and body language to express themselves</li> <li>• Ask questions that can be investigated scientifically and decide how to find answers</li> <li>• Ask questions and assert themselves, advocate, mediate and negotiate for the well-being of themselves and others.</li> </ul>	<p><b>Communicate effectively</b></p> <ul style="list-style-type: none"> <li>• Express needs, feelings and ideas clearly and confidently</li> <li>• Listen and respond sensitively to the needs and feelings of others</li> <li>• Ask a series of related questions and use ideas and personal observations to criticise and analyse information related to health and physical education issues especially those provided by the media.</li> </ul>
<p><b>Use aesthetic judgement</b></p> <ul style="list-style-type: none"> <li>• Explore the environment and available resources, using the senses of sight, hearing, smell, touch and taste as appropriate</li> <li>• Exercise imagination as they relate body movements to music, dance, cultural performing arts, games, and physical activities.</li> <li>• Make connections as they relate to others through physical activities.</li> </ul>	<p><b>Use aesthetic judgement</b></p> <ul style="list-style-type: none"> <li>• Explore and use the resources available and experiment in the use of body movement</li> <li>• Exercise imagination, relate body movements to music, dance, cultural performing arts, games, physical activities and gymnastics</li> <li>• Make connections and relationships as they recognise the strengths and skills of others.</li> </ul>	<p><b>Use aesthetic judgement</b></p> <ul style="list-style-type: none"> <li>• Strengthen connections and relationships through the expression of music, dance, performing arts and other physical activities</li> <li>• Develop critical, creative, reflective and logical thinking in expressing body movement</li> <li>• Experiment and experience different forms of movement, dance, games and physical activities.</li> </ul>	<p><b>Use aesthetic judgement</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and express the use of music and body rhythms in performing arts.</li> <li>• Experiment and experience with different forms of movement, dance and physical activities</li> <li>• Establish connections and relationships with others who share similar skills, strengths and passions in dance, music, performing arts and other physical activities</li> <li>• Apply creative, reflective, critical and logical thinking to the performance and expression of dance, performing arts and physical activities.</li> </ul>

YEARS 1 AND 2	YEARS 3 AND 4	YEARS 5 AND 6	YEARS 7 AND 8
By the end of Year 2 students will be able to:	By the end of Year 4 students will be able to:	By the end of Year 6 students will be able to:	By the end of Year 8 students will be able to:
<b>Integrate knowledge</b> <ul style="list-style-type: none"> <li>Develop a sense of self-worth</li> <li>Carry out daily physical activities</li> <li>Relay simple safety rules and apply what they learn to daily routines.</li> </ul>	<b>Integrate knowledge</b> <ul style="list-style-type: none"> <li>Be positive, trustworthy and diligent</li> <li>Make healthy food choices</li> <li>Know how to protect themselves from harm and abuse</li> <li>Take care of their personal health, hygiene and physical fitness.</li> </ul>	<b>Integrate knowledge</b> <ul style="list-style-type: none"> <li>Have integrity and can be trusted</li> <li>Take more responsibility for their own health and safety, and physical fitness</li> </ul>	<b>Integrate knowledge</b> <ul style="list-style-type: none"> <li>Be tolerant and sensitive to others</li> <li>Be proactive in taking responsibility for their actions, their health, safety, physical fitness and that of others in their family and community.</li> </ul>
<b>Develop social and cultural skills</b> <ul style="list-style-type: none"> <li>Develop good relationships with others</li> <li>Work in cooperation with others to achieve common goals</li> <li>Participate in a range of social, cultural and physical settings at home and at school.</li> </ul>	<b>Develop social and cultural skills</b> <ul style="list-style-type: none"> <li>Demonstrate good relationships with others</li> <li>Accept various roles and take responsibility as a member of a group for joint decisions and actions</li> <li>Participate in a range of social, cultural and physical settings at home</li> <li>Demonstrate fair play when they are involved in physical activities.</li> </ul>	<b>Develop social and cultural skills</b> <ul style="list-style-type: none"> <li>Demonstrate good understanding of issues related to culture, society and gender</li> <li>Participate in a range of social, cultural and physical settings in the school and home environment</li> <li>Accept various roles and take responsibility as a member of a group for joint decisions and actions</li> <li>Demonstrate fair play in all situations where people are involved in physical activities.</li> </ul>	<b>Develop social and cultural skills</b> <ul style="list-style-type: none"> <li>Develop an ethical framework and an informed understanding of cultural and social norms and expectations and gender issues</li> <li>Participate in a range of social, cultural and physical settings in the school and home environment</li> <li>Demonstrate fair play in all situations where people are involved in physical activities</li> <li>Exercise leadership skills and respond appropriately to discriminatory practices and behaviours.</li> </ul>
<b>Manage oneself</b> <ul style="list-style-type: none"> <li>Adapt new ideas and situations to everyday life</li> <li>Keep to time limits for activities</li> <li>Enjoy being challenged physically in activities and games</li> <li>Take care of equipment and materials used for activities</li> <li>Work in cooperative ways to achieve common goals.</li> </ul>	<b>Manage oneself</b> <ul style="list-style-type: none"> <li>Set and achieve realistic personal goals</li> <li>Manage their time well</li> <li>Show initiative, courage, commitment, and enterprise in carrying out tasks and activities</li> <li>Relate well to others and work cooperatively</li> <li>Take responsibility for their own work.</li> </ul>	<b>Manage oneself</b> <ul style="list-style-type: none"> <li>Set, evaluate and achieve personal goals</li> <li>Manage their time well</li> <li>Stay committed to complete tasks or activities</li> <li>Take responsibility for their own decisions and actions</li> <li>Work independently or in groups.</li> </ul>	<b>Manage oneself</b> <ul style="list-style-type: none"> <li>Set, evaluate and achieve realistic personal goals</li> <li>Manage their time effectively</li> <li>Exercise leadership skills</li> <li>Make informed choices and implement decisions.</li> </ul>

## Values in the curriculum

Like the essential skills, values are central to the personal development of each individual and the way the broader society operates. Values are not only developed by schools but by the broader community including the media. Values are the internal beliefs and attitudes held by individuals and groups that are used in responding to everyday events. The school curriculum will help individuals to develop and clarify their own beliefs and values. The values that underpin the Sāmoan Curriculum include:

*Fairness, in order to ensure that:*

decisions and practices are viewed as having respected the opinion of others and where outcomes are accepted as just.

*Honesty, in order to ensure that:*

there is a consistency and sincerity in what is said and done.

*Excellence, in order to ensure that:*

high achievement is valued and celebrated.

*Responsibility, in order to ensure that:*

students are responsible for their actions and undertake actions to assist others.

*Respect, in order to ensure that:*

others are treated with consideration and sensitivity, the physical environment is maintained and cultural and spiritual values and societal rules are adopted by all.

*Tolerance, in order to ensure that:*

the differences and diversity within society are respected and accommodated.

#### *Sāmoan values*

A number of intrinsic Sāmoan values and principles impact on all aspects of a student's life and flow through the curriculum.

- *Fāavae i le Atua Sāmoa* (Sāmoa is founded on God) is the nation's motto.
- Culture is based on *fā'aaloalo* (respect, reciprocity – or sharing and receiving), *alofa* (love and compassion), *tautua* (service), *aganu'u talimālō* (hospitality) and *fealofani* (positive relationships).
- Strong values (*tulaga e fa'atauaina*), cultural practices (*tu ma aga fa'asāmoa*) and beliefs (*talitonuga*) are exhibited in the loving and caring nature of the people.
- Identity (*faiā ma fa'asinomaga*) is based on the extended family (*aiga potopoto*) with strong linkages to the land.
- Relationships (*va fealoai*) are significant in the family, village district structure and in communicating with others, e.g. between brother and sister (*feagaiga*), sacred space between one individual and another (*va tapuia*), parent and child (*mātua-fānau*), elder and youth (*matua-laititi*), eldest and youngest sibling (*ulumatua ma le ui'i*), experience versus inexperience (*muamai-mulimai*), husband and wife (*tane-ava*), matai and family (*fa'amatai*), matai in the village council (*saofaiga a matai*) and at district level.

Like other cultures, Sāmoan culture changes. The education of young people must uphold these critical traditions while accommodating what is necessary in development and modernisation. The issues facing young people growing up in a changing Sāmoan society require opportunities for self-expression in an environment that enhances the holistic development of each individual, while reinforcing the principle of cooperation and group effort that are the essence of *fa'asāmoa*.

## Values in Health and Physical Education

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The Health and Physical Education curriculum values the total well being of the person (Soifua mālōlōina), not only in the absence of disease but also in being physically, mentally, emotionally, socially and spiritually healthy. In Health and Physical Education this means:

- Students who are healthy or have soifua mālōlōina are active individuals who have lifestyles that are physically, mentally, emotionally, socially and spiritually sound.
- Students are nurtured and educated in a positive environment where they feel accepted, valued, loved and understood. They are respected and in turn learn to respect others.
- Students live, work and play in a community where they develop good relationships based on honesty, acceptance of differences, and in which they can trust others for their protection and safety.
- Students value good health and practise activities that will result in good health for themselves, their families and their community.
- Students understand the importance and benefits of movement and physical activity for a long and healthy life. They demonstrate values of fair play, self-discipline and taking responsibility for their own actions.
- Students are aware that they do not need to be athletic to be physically active. They develop the values of commitment, perseverance, courage and enterprise.

## Inclusive education

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The Ministry of Education, Sports and Culture is committed to providing high-quality inclusive education to all Sāmoan students within a school culture based on respect and acceptance. A key component of quality education is the provision of appropriate programmes and support for a diverse range of students including those with disabilities, those at risk because of social or economic circumstances, and those in the gifted range. The principle that *'All students can be successful learners'* recognises that all students can succeed when they are provided with sufficient time, support and effective teaching. This ensures that the aims of social justice and equity are seen in practice as all students, irrespective of race, ethnicity, disability or socio-economic background can achieve quality educational outcomes. It acknowledges the right of all students to be successfully enrolled in schools and experience success through participating in inclusive educational programmes.

For all students the need to cater for their individual needs and develop appropriate skills, knowledge and personal attributes through a holistic approach to learning is at the centre of all educational programmes. All students have the right to be included in their local school where they will have the opportunity to access the rich social and cultural setting to best develop the social and cultural skills necessary be included in the broader community.

### Supporting the process of inclusive education

Inclusive education is a process whereby the school systems, strategic plans and policies adapt and change to include teaching strategies for a wider, more diverse range of children and their families. Inclusive education means to identify a child's learning style and adapt the classroom and teaching strategies to ensure high-quality learning outcomes for all members of the class. Everyone is important, unique and valued for their contribution to the school.

Students who are gifted in one or more areas also have educational needs. For these students it is important that programmes are provided that extend their abilities and assist them to develop their intellectual, artistic or other talents to their fullest potential.

## Gender

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The national curriculum ensures that the learning experiences of girls as well as boys are catered for equally. It is based on the knowledge that:

- a person's sex is genetically determined but gender roles are not; rather they change over time, from place to place, and from individual to individual;
- learners can play an active role in making meaning from their experiences, and in deciding to adopt or reject ways of behaving;
- gender stereotypes should be challenged.

Gender is what it means to be a female or a male. It refers to those behaviours and attitudes that are culturally accepted, and acceptable, as ways of being a woman and of being a man. Addressing gender issues goes well beyond ensuring that males and females have the same opportunities to receive an education and to fulfil their learning potential. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In Sāmoa there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. The curriculum provides learners with subjects, resources and experiences that value the needs of girls and boys.

To be inclusive, teachers need to ensure that all girls and boys are able to participate in activities that enhance their learning equally, and that provide equal opportunities to pursue a productive and fulfilling life when they complete their schooling. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able and encouraged to participate fully in all learning activities. Teachers must be sensitive to the kinds of classroom practices that discourage girls or boys from succeeding and persevering with their studies.

Materials used in teaching must give learners the opportunity to understand how men and women, and boys and girls, can have a wide range of occupations, tasks and responsibilities. Materials must also use gender-neutral language wherever possible.

School programmes and classroom learning tasks should reflect the diversity of roles available to women and men and girls and boys. Teachers need to ensure that gender is not an obstacle to learning success or individual value. To ensure this, learning programmes must:

- include the interests, perspectives and contributions of both females and males in programmes, content, resources and methods of teaching;
- ensure that both males and females have equal access to learning resources, and teachers' time, and take part fully in all forms of learning activity;
- ensure that both females and males take active and valued leadership roles in learning activities;
- ensure that boys and girls understand and respect the right of each other to equal opportunity.

## Language learning through Health and Physical Education

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The vision for Sāmoa's education system is bilingualism. It seeks to ensure additive bilingualism; that is, the continuing development and maintenance of Sāmoan language while acquiring English with both languages developing high levels of proficiency.

Sāmoan and English will be used as the mediums of instruction in an arrangement that allows skills to be developed in both languages while ensuring Sāmoan language maintenance.

The language associated with learning in every subject in the curriculum is often abstract and demanding

for any learner. Learning becomes even more complex as the medium of instruction in basic education moves from Sāmoan to English. So it is important for teachers to regard every lesson in every subject as a language lesson in which students' competence in the use of both Sāmoan and English is improved. The aim is for every class to be a language class and every teacher to be a language teacher.

Language function refers to the purpose for which language is used. For example, language can be used to give instructions, ask for help, give reasons and so on. Much of this language is common to all subjects in the curriculum. However, in addition to developing their general competence in the functional use of Sāmoan and English, it is necessary for students to understand and use the concepts and language functions that are especially relevant to health and physical education.

In Health and Physical Education the language functions that are especially important for students to learn to use include:

- Defining
- Expressing cause and effect (e.g. *Smoking tobacco increases the likelihood of a number of illnesses such as heart disease and lung cancer*).
- Explaining cause and effect (e.g. *The reason tobacco increases the likelihood of illness is that...*).
- Classifying
- Describing features, behaviours, properties, functions, roles, change
- Comparing and contrasting
- Giving reasons
- Asking questions as in interviews
- Explaining how: a natural process, a mechanical process etc.
- Stating principles
- Expressing relative importance
- Making a judgement
- Explaining why (e.g. a phenomenon)
- Giving examples
- Expressing conclusions, points of view or position and giving reason
- Expressing feelings
- Expressing requirements
- Predicting
- Hypothesising.

Health and Physical Education also has a special vocabulary and new words that will be introduced and developed in various activities so that the students are familiarised with these new words.

## Approaches to teaching and learning

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The role of teaching and learning involves learners, teachers, parents, support personnel and the community in a process where learners go through a sequence of transitions and insights to construct new understandings. The process is learner-focused with the teacher providing meaningful, realistic contexts, activities and effective instruction.

The emphasis on learning focuses attention on what students are able to do and say as a result of what they have been taught and what they have learned.

Students need to be able to:

- relate new ideas to previous knowledge and experience;
- engage in debate and reflection;
- investigate;
- problem solve;
- apply knowledge to generate and create learning.

Teachers play a key role in this process and much of the quality of the learning that occurs is a direct result of the quality of the teacher. The most effective teachers are those who use teaching methods that recognise and accommodate different learning styles, who encourage discussion, enquiry and problem solving and have a love of their subject. The practical implications associated with the different learning styles of various groups, including boys and girls, need to be addressed and reflected in practice. The attitudes and efforts of individual learners are very important and must continue to be encouraged, but there must be a continued focus on developing each teacher's skills and knowledge as they play a major role in assisting each student to realise their potential. Subject associations play a key role in bringing together teachers who are able to share ideas and provide high-quality advice on specific issues. They also provide an avenue for providing professional support to teachers.

## Learning environment

The issues addressed in the Health and Physical Education curriculum often relate to personal beliefs, customs and attitudes. It is imperative that the learning environment allows for students to feel emotionally safe and free from criticism, shame, embarrassment and discrimination.

Adult members of the school community play an essential responsibility as role models for learning. Teachers should act as role models by:

- creating an environment of trust and mutual respect among the students and between students and teachers;
- responding sensitively to students' needs, especially in situations where students are seeking an adult to trust in areas related to personal safety and protection;
- providing an emotionally and physically safe environment (both indoors and outdoors) for students' learning;
- actively promoting physical fitness through participation in activities and exercises with students and by wearing appropriate attire for physical activity.

## Thematic, integrated collaboration and multi-grade approaches to learning

The curriculum for Health and Physical Education allows for integrated programming across the curriculum. Thematic activities can be applied and integrated with other curriculum areas especially in early primary (Year 1–Year 3). Activities encourage a multi-grade approach, allowing for all levels to participate together.

## Assessment

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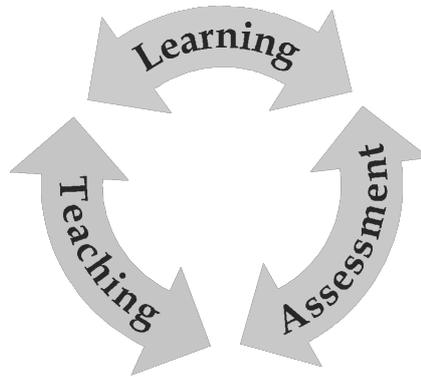
Assessment is not separate from the curriculum but is a cornerstone of outcomes-based learning in all subjects. It is the process of collecting and interpreting evidence in order to determine the learner's progress, to make judgements about a learner's performance and, above all, to improve each student's learning.

An outcomes-focused approach to assessment involves:

- providing a range of opportunities for learners to be aware of and to demonstrate outcomes;
- gathering and recording evidence of learners' demonstration of outcomes;
- making judgements about learners' demonstrations of outcomes;
- guiding the planning of teaching and learning programmes;
- reporting achievement to learners and parents in an effective way which encourages further learning.

Assessment should be an integral part of teaching and learning: it should not merely test learner achievement at the end of a unit of work. For this purpose, teachers' manuals provide assessment guidelines appropriate for each learning outcome – but which need to be adapted to suit the circumstances of each classroom situation. For assessment to achieve its full potential teachers need to ensure that learners receive immediate feedback on areas that need improvement.

**Figure 1: Learning-teaching-assessment cycle**



There are three purposes of assessment:

- 1 Assessment *for* learning
- 2 Assessment *as* learning
- 3 Assessment *of* learning.

## Assessment for learning

Assessment of individual learners' progress is, above all, diagnostic and formative. The purpose of such assessment is to improve teaching and learning by diagnosing learning strengths and weaknesses before teaching and learning commences, and then measuring learners' progress against defined learning outcomes, and reviewing the effectiveness of teaching programmes. The information which teachers record from these assessments enables clear profiles of individual learners' achievement to be built. These profiles are used to inform teachers about each learner's learning and development, and to provide the basis for feedback to learners and parents.

Assessment for learning is based on a variety of student activities. These include: questioning of and by students; class exercises and activities involving individual and group work; products created by learners; projects and portfolios; teacher observations of learner performance; discussion; student self-assessment and peer assessment.

Activities such as these give teachers the opportunity to give verbal or written feedback to each student. The feedback is constructive and encouraging, and aims to build confidence. It is mainly descriptive, emphasising strengths and challenges. The information also gives teachers the opportunity to adjust their own teaching to ensure students' learning is proceeding satisfactorily.

No grades or scores are given.

## Assessment as learning

A learning outcomes approach to teaching and learning requires constant classroom assessment of learner progress for each clearly defined outcome, and constant feedback to learners and parents. Assessment should be positive and encouraging and help learners understand how to improve. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome – known to both the learner and the teacher.

Students have some ownership of, and take responsibility for, their learning because they know in advance what is expected of them – what the learning goals are, and how achievement of the goals is going to be measured. Assessment tasks are explicitly linked to the syllabus and classroom programme.

## **Assessment of learning**

Assessment of learning is summative. It takes place at the end of a learning unit and is usually accompanied by a grade or score. It tells the student, parents and the teacher how achievement compares with the expected outcome.

## **Time allocation**

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Year 1–Year 2: 3 hours per week

Year 3–Year 8: 2.5 hours per week

This time is not to be used for school sports day which is a separate programme.

It is important to view this subject as one integrated subject and that it be treated as such. Effort should be made to ensure equal time is allocated to both the theoretical and practical aspects of health and physical education.

## Health and Physical Education core content

### Strand 1 Active Personal Health

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<p><b>Identity and self-worth</b></p> <ul style="list-style-type: none"> <li>Personal identity and self-esteem</li> <li>Who they are and where they are from</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>External body parts</li> <li>Body parts and senses</li> <li>Body parts and emotions</li> <li>Record Weight and height</li> </ul> <p><b>Nutrition and physical activity</b></p> <ul style="list-style-type: none"> <li>Why we eat food?</li> <li>Content of foods we like</li> <li>Food energy(fuel) for the body; for work and physical activity</li> <li>Importance of regular physical activity               <ul style="list-style-type: none"> <li>Enjoyable physical activities</li> </ul> </li> </ul> <p><b>Safety and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>Personal Hygiene and sanitation               <ul style="list-style-type: none"> <li>hand washing</li> <li>Protection from worms (wash fruits and vegetables before eating, wear shoes)</li> </ul> </li> <li>What is abuse?</li> </ul>	<p><b>Identity and self-worth</b></p> <ul style="list-style-type: none"> <li>What contributes to feelings of self worth in a person</li> <li>What makes them unique</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>Body parts and their functions e.g. digestion (fibre and water for good bowel movements)</li> <li>Growth (getting bigger and taller) and development (better able to do things)</li> <li>Body growth up to school age</li> <li>Growth to adulthood</li> <li>Record Weight and height</li> </ul> <p><b>Nutrition and physical activity</b></p> <ul style="list-style-type: none"> <li>Breast milk best for health of babies up to 2 years of age</li> <li>As get older need solid food, need more food for growth</li> <li>Importance of regular physical activity               <ul style="list-style-type: none"> <li>Participation in sports</li> </ul> </li> </ul> <p><b>Safety and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>Personal Hygiene and sanitation               <ul style="list-style-type: none"> <li>keep the whole body clean</li> <li>Keeping the hair free of nits and lice</li> </ul> </li> <li>Different types of abuse</li> <li>Who to contact for help</li> </ul>	<p><b>Identity and self-worth</b></p> <ul style="list-style-type: none"> <li>Role of cultural beliefs and values in building identity and self-esteem</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>Body parts and their functions e.g. bones               <ul style="list-style-type: none"> <li>protection of internal organs, give structure</li> </ul> </li> <li>Oral health, looking after teeth</li> <li>Record Weight and height</li> </ul> <p><b>Nutrition and physical activity</b></p> <ul style="list-style-type: none"> <li>Food groups</li> <li>Healthy and unhealthy food and drinks (emphasize water needs)</li> <li>Energy (fuel) from food               <ul style="list-style-type: none"> <li>Energy input versus energy output</li> </ul> </li> <li>Importance of regular physical activity               <ul style="list-style-type: none"> <li>exercise for enjoyment</li> </ul> </li> </ul> <p><b>Safety and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>Personal Hygiene and sanitation               <ul style="list-style-type: none"> <li>Keep finger and toe nails short and clean</li> </ul> </li> <li>Physical abuse               <ul style="list-style-type: none"> <li>How to avoid sasa</li> </ul> </li> </ul>	<p><b>Identity and self-worth</b></p> <ul style="list-style-type: none"> <li>Positive and negative experiences and self-esteem</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>Body parts and functions of the body e.g. muscles necessary for movement</li> <li>Record Weight and height</li> </ul> <p><b>Nutrition and physical activity</b></p> <ul style="list-style-type: none"> <li>Local, imported, processed and refined, whole foods</li> <li>Energy input versus energy output</li> <li>Importance of regular physical activity               <ul style="list-style-type: none"> <li>why the body needs exercise</li> <li>a daily exercise plan</li> </ul> </li> </ul> <p><b>Safety and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>Personal Hygiene and sanitation               <ul style="list-style-type: none"> <li>oral health /tooth brushing</li> <li>cover mouth when coughing</li> <li>no spitting</li> </ul> </li> <li>Neglect as a form of abuse</li> <li>How to get help</li> </ul>

YEAR 5	YEAR 6	YEAR 7	YEAR 8
<p><b>Personal Identity and self-worth</b></p> <ul style="list-style-type: none"> <li>• Role of spiritual beliefs and values in building identity and self-esteem</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>• Body parts and the functions of the body, eg. importance of blood, organs like the heart and lungs</li> <li>• Record Weight and height</li> </ul> <p><b>Nutrition and physical activity</b></p> <ul style="list-style-type: none"> <li>• Personal choices in dietary and exercise habits</li> <li>• Identify and taste different local of fruits</li> <li>• Importance of regular physical activity <ul style="list-style-type: none"> <li>– How exercise adds to feelings of well being</li> </ul> </li> <li>• Safety and responsible behaviour</li> <li>• Personal Hygiene and sanitation</li> <li>• and protection against sores, boils, pimples and fungal skin infections like <i>tane</i> (tinea) and <i>lafa</i> (ring worm).</li> </ul> <p><b>Where to get help and support</b></p>	<p><b>Personal Identity and self-worth</b></p> <ul style="list-style-type: none"> <li>• Personal strengths that enhance self worth</li> <li>• Social messages, stereotyping, media and self worth</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>• Body parts and the functions of the body e.g. physical changes due to puberty like weight gain</li> <li>• The physical, social, emotional and intellectual changes associated with puberty</li> <li>• Differences between boys and girls</li> <li>• What is happening to the body, the importance of puberty in a person's Growth and development</li> <li>• Record weight and Height</li> </ul> <p><b>Nutrition and physical activity</b></p> <ul style="list-style-type: none"> <li>• Food intake versus exercise or physical activity</li> <li>• Fast foods</li> <li>• Identify and taste local vegetables</li> <li>• Importance of regular physical activity <ul style="list-style-type: none"> <li>– for good body toning</li> </ul> </li> </ul> <p><b>Safety and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene and sanitation, and protection from Infectious Diseases (NCDs)</li> <li>• physical, emotional and social challenges that can affect personal and others' safety, e.g. smoking, alcohol and drugs</li> </ul>	<p><b>Personal Identity and self-worth</b></p> <ul style="list-style-type: none"> <li>• Ways to enhance positive feelings of self-esteem for themselves and others</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>• Body parts and the functions of the body e.g. Non communicable Diseases (NCDs) or Lifestyle diseases</li> <li>• Checks to ensure you are healthy eg. Blood pressure, blood sugar, Hb-iron levels</li> <li>• The basic needs of people in order to enjoy good health</li> <li>• Record Weight and height</li> </ul> <p><b>Nutrition and physical activity</b></p> <ul style="list-style-type: none"> <li>• strategies to help maintain personal health until you are 70-80 years of age</li> <li>• Importance of fresh fruits and vegetables for maintaining health</li> <li>• Importance of regular physical activity <ul style="list-style-type: none"> <li>– Physical fitness</li> </ul> </li> </ul> <p><b>Safety and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene and sanitation and protection from NCDs</li> <li>• Physical, emotional and social challenges that can affect personal and other's safety e.g. anger and violence</li> <li>• Violence as a form of abuse</li> <li>• Help and support agents/agencies</li> </ul>	<p><b>Personal Identity and self-worth</b></p> <ul style="list-style-type: none"> <li>• Good self-esteem and the challenges of teenage life</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>• Body parts and the functions of the body – effect of wrong choices, e.g. smoking, alcohol, drugs, peer pressure</li> <li>• Physical and emotional challenges that can affect the teenager, e.g. heightened emotions</li> <li>• Record Weight and height</li> </ul> <p><b>Nutrition and physical activity</b></p> <ul style="list-style-type: none"> <li>• Principles of exercise and nutrition</li> <li>• Importance of fruits and vegetables for good health</li> <li>• Importance of regular physical activity <ul style="list-style-type: none"> <li>– Muscle strength and endurance</li> </ul> </li> </ul> <p><b>Safety and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene and sanitation</li> <li>• Awareness of STIs and HIV AIDS</li> <li>• Physical, emotional and social challenges that can affect personal and others' safety</li> <li>• Different types of abuse</li> <li>• Help and support agents/agencies</li> </ul>

## Strand 2 Active Human Movement

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<p><b>Fundamental movement (locomotive and manipulative /stability)</b></p> <ul style="list-style-type: none"> <li>• Different body parts and how they move.</li> <li>• basic locomotive skills in space, in motion, for stability</li> </ul> <p><b>Fitness for living</b></p> <ul style="list-style-type: none"> <li>• Importance of being physically active.</li> <li>• Individual capacity for movement</li> </ul> <p><b>Sport science and technology</b></p> <ul style="list-style-type: none"> <li>• Exploring movement using different media or technology</li> <li>• Importance of the heart in physical activity</li> </ul> <p><b>Socialisation (attitudes, culture and relationships)</b></p> <ul style="list-style-type: none"> <li>• life skills related to physical activities – cooperation and sharing</li> </ul>	<p><b>Fundamental movement (locomotive and manipulative /stability)</b></p> <ul style="list-style-type: none"> <li>• basic movement skills</li> <li>• the different manipulative skills</li> </ul> <p><b>Fitness for living</b></p> <ul style="list-style-type: none"> <li>• The benefits of being physically active.</li> <li>• Maintaining good posture</li> </ul> <p><b>Sport science and technology</b></p> <ul style="list-style-type: none"> <li>• Enhancing body movement with sports wear and equipment</li> <li>• Body measurements</li> </ul> <p><b>Socialisation (attitudes, culture and relationships)</b></p> <p>life skills related to physical</p> <ul style="list-style-type: none"> <li>• activities – instructions and rules are needed</li> </ul>	<p><b>Fundamental movement (locomotive and manipulative /stability)</b></p> <ul style="list-style-type: none"> <li>• combining basic movements and skills in a series of movements</li> </ul> <p><b>Fitness for living</b></p> <ul style="list-style-type: none"> <li>• Movement skills needed for a healthy life</li> <li>• Relating physical activities to health and physical fitness</li> </ul> <p><b>Sport science and technology</b></p> <ul style="list-style-type: none"> <li>• Using media technology to conduct physical activities</li> <li>• Importance of water hydration</li> </ul> <p><b>Socialisation (attitudes, culture and relationships)</b></p> <ul style="list-style-type: none"> <li>• life skills related to physical activities – Cultural practices</li> </ul>	<p><b>Fundamental movement (locomotive and manipulative /stability)</b></p> <ul style="list-style-type: none"> <li>• control of basic movements.</li> <li>• Practicing and improving control</li> </ul> <p><b>Fitness for living</b></p> <ul style="list-style-type: none"> <li>• Importance of Warm -up and cool down activities</li> <li>• Importance of regular daily exercise</li> </ul> <p><b>Sports science and technology</b></p> <ul style="list-style-type: none"> <li>• Modified equipment for extending movement</li> <li>• Identify body parts to warm up and cool down</li> </ul> <p><b>Socialisation (attitudes, culture and relationships)</b></p> <ul style="list-style-type: none"> <li>• life skills through physical activities – trusting others</li> </ul>

YEAR 5	YEAR 6	YEAR 7	YEAR 8
<p><b>Fundamental Movement (locomotive and manipulative /stability)</b></p> <ul style="list-style-type: none"> <li>Refining basic movement skills.</li> <li>Developing confidence in challenging situations</li> </ul> <p><b>Fitness for Living.</b></p> <ul style="list-style-type: none"> <li>Components of physical fitness related to physical activities.</li> </ul> <p><b>Sports Science and technology</b></p> <ul style="list-style-type: none"> <li>Adapting apparel and type of physical activity to encourage enjoyment of physical activity in any situation</li> <li>Measuring heart rate</li> </ul> <p><b>Socialisation (attitudes, culture and relationships)</b></p> <ul style="list-style-type: none"> <li>Life skills through physical activities – attitudes, values and actions</li> </ul>	<p><b>Fundamental Movement (locomotive and manipulative /stability)</b></p> <ul style="list-style-type: none"> <li>More complex movement skills and combinations</li> </ul> <p><b>Fitness for Living.</b></p> <ul style="list-style-type: none"> <li>Exploring how the body responds to different types and intensity of physical activities and environments</li> </ul> <p><b>Sports Science and technology</b></p> <ul style="list-style-type: none"> <li>Investigating sports facilities and equipment</li> <li>The importance of the respiratory system</li> </ul> <p><b>Socialisation (attitudes, culture and relationships)</b></p> <ul style="list-style-type: none"> <li>Life skills through physical activities – safe and fair play practices, sportsmanship</li> </ul>	<p><b>Fundamental Movement (locomotive and manipulative stability)</b></p> <ul style="list-style-type: none"> <li>Refining personal movement skills</li> </ul> <p><b>Fitness for Living.</b></p> <ul style="list-style-type: none"> <li>Maintaining and improving physical fitness.</li> <li>Challenging personal physical fitness</li> <li>Adapting specialised motor skills to improve physical ability</li> </ul> <p><b>Sports Science and technology</b></p> <ul style="list-style-type: none"> <li>Handling and taking care of sports equipment</li> <li>Recovery training</li> </ul> <p><b>Socialisation (attitudes, culture and relationships)</b></p> <ul style="list-style-type: none"> <li>Life skills through physical activities – treating sports injuries</li> </ul>	<p><b>Fundamental movement (locomotive and manipulative /stability)</b></p> <ul style="list-style-type: none"> <li>Applying a combination and sequence of movement skills in physical activities and formal games</li> </ul> <p><b>Fitness for Living.</b></p> <ul style="list-style-type: none"> <li>Exploring different ways of maintaining and improving physical fitness</li> <li>Planing strategies to improve the physical fitness of different groups in the community</li> </ul> <p><b>Sports Science and technology</b></p> <ul style="list-style-type: none"> <li>Practices and technology to enhance physical activity</li> <li>Stages of human movement</li> </ul> <p><b>Socialisation (attitudes, culture and relationships)</b></p> <ul style="list-style-type: none"> <li>Life skills through physical activities – encouraging positive cultural and safety practices that help keep order at sports competitions</li> </ul>

**Strand 3: Active Family and Community Health**

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events</li> <li>Special/annual Health Promotion Day or campaign e.g. World Health Day, Samoan Food Day, Breast Feeding Day, Diabetes Day, Environmental Day, Biodiversity Day, Water Day, World Aids Day</li> </ul> <p><b>Relationships (Do to others what you want them to do to you) Acceptance &amp; friendship</b></p> <ul style="list-style-type: none"> <li>Communicating effectively; talking to each other</li> <li>Family <ul style="list-style-type: none"> <li>How to relate to parents and siblings, accept differences</li> </ul> </li> <li>Peers <ul style="list-style-type: none"> <li>How to be a friend, sharing</li> </ul> </li> <li>Community <ul style="list-style-type: none"> <li>Being friendly, smile</li> </ul> </li> </ul>	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events</li> <li>Special/annual Health Promotion Day or campaign e.g. World Health Day, Samoan Food Day, Breast Feeding Day, Diabetes Day, Environmental Day, Biodiversity Day, Water Day, World Aids Day</li> </ul> <p><b>Relationships (Do to others what you want them to do to you) Respect</b></p> <ul style="list-style-type: none"> <li>Communicating effectively <ul style="list-style-type: none"> <li>Body language</li> </ul> </li> <li>Family <ul style="list-style-type: none"> <li>Listening, being respectful</li> </ul> </li> <li>Peers <ul style="list-style-type: none"> <li>listening, respecting their views</li> </ul> </li> <li>Community <ul style="list-style-type: none"> <li>Respecting the elderly, being polite</li> </ul> </li> </ul>	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events</li> <li>Special/annual Health Promotion Day or campaign e.g. World Health Day, Samoan Food Day, Breast Feeding Day, Diabetes Day, Environmental Day, Biodiversity Day, Water Day, World Aids Day</li> </ul> <p><b>Relationships (Do to others what you want them to do to you) Honesty and Trust</b></p> <ul style="list-style-type: none"> <li>Communicating effectively <ul style="list-style-type: none"> <li>Getting your point across</li> </ul> </li> <li>Family <ul style="list-style-type: none"> <li>being honest, trusting and forgiving</li> </ul> </li> <li>Peers <ul style="list-style-type: none"> <li>trusting others and allowing them to trust you, being honest</li> </ul> </li> <li>Community <ul style="list-style-type: none"> <li>being honest in dealings <ul style="list-style-type: none"> <li>develops trust e.g. businesses</li> </ul> </li> </ul> </li> </ul>	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events</li> <li>Special/annual Health Promotion Day or campaign e.g. World Health Day, Samoan Food Day, Breast Feeding Day, Diabetes Day, Environmental Day, Biodiversity Day, Water Day, World Aids Day</li> </ul> <p><b>Relationships (Do to others what you want them to do to you) Loyalty</b></p> <ul style="list-style-type: none"> <li>Communicating effectively-</li> <li>Listening to others point of view</li> <li>Family -Loyalty <ul style="list-style-type: none"> <li>being loyal to family members</li> </ul> </li> <li>Peers <ul style="list-style-type: none"> <li>standing by them when support is needed (loyalty)</li> </ul> </li> <li>Community <ul style="list-style-type: none"> <li>loyal to our Country, Stand when National Anthem Played, Be honest in dealing with foreigners- gives Samoa a good name</li> </ul> </li> </ul>

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<p><b>Protection and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>• Road safety rules <ul style="list-style-type: none"> <li>– Recite the road rules</li> </ul> </li> <li>• Water safety (river, sea, swimming pools) <ul style="list-style-type: none"> <li>– introduce simple water safety rules</li> <li>– introduce to swimming (optional)</li> </ul> </li> <li>• Simple first aid techniques <ul style="list-style-type: none"> <li>– what to do when someone cuts or grazes themselves</li> </ul> </li> <li>• What to do in situations of disaster, e.g. fire, earthquake, floods, cyclone/hurricane, volcanic eruption, tsunami, land slide</li> </ul>	<p><b>Protection and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>• Road safety rules <ul style="list-style-type: none"> <li>– demonstrate understanding of the road rules</li> </ul> </li> <li>• Water safety (river, sea, swimming pools) <ul style="list-style-type: none"> <li>– recite simple water safety rules</li> <li>– have swimming classes (optional)</li> </ul> </li> <li>• Simple first aid techniques <ul style="list-style-type: none"> <li>– identify possible hazardous items in the home that should be stored away safely (e.g. medicines/detergents/kerosene and petrol/ weed killer, sharp material and utilities like bush knives, scissors, needles, pins, empty glass bottles and containers).</li> </ul> </li> <li>• What to do in situations of disaster, e.g. fire, earthquake, floods, cyclone/hurricane, volcanic eruption, tsunami, land slide</li> </ul>	<p><b>Protection and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>• Road safety rules <ul style="list-style-type: none"> <li>– practice road safety rules</li> </ul> </li> <li>• Water safety (river, sea, swimming pools) <ul style="list-style-type: none"> <li>– Practice water safety rules</li> <li>– have swimming classes (optional)</li> </ul> </li> <li>• Simple first aid techniques <ul style="list-style-type: none"> <li>– how to assist and get help when someone is hurt and when someone is unconscious</li> </ul> </li> <li>• What to do in situations of disaster, e.g. fire, earthquake, floods, cyclone/hurricane, volcanic eruption, tsunami, land slide</li> </ul>	<p><b>Protection and responsible behaviour</b></p> <ul style="list-style-type: none"> <li>• Road safety rules <ul style="list-style-type: none"> <li>– practice road safety rules</li> </ul> </li> <li>• Water safety (river, sea, swimming pools) <ul style="list-style-type: none"> <li>– practice water safety rules</li> <li>– have swimming classes (optional)</li> </ul> </li> <li>• Simple first aid techniques <ul style="list-style-type: none"> <li>– how to prevent accidents in the home, how to treat simple burns, what to do when clothing catches fire</li> </ul> </li> <li>• What to do in situations of disaster, e.g. fire, earthquake, floods, cyclone/hurricane, volcanic eruption, tsunami, land slide</li> </ul>
<p><b>Attitudes, beliefs and practices</b></p> <ul style="list-style-type: none"> <li>• What are attitudes, beliefs and practices?</li> <li>• In the Home?</li> <li>• At School?</li> <li>• In the Community?</li> </ul>	<p><b>Attitudes, beliefs and practices</b></p> <ul style="list-style-type: none"> <li>• Attitudes and beliefs people have regarding health and Physical Activity In the Home, School in the Community?</li> </ul>	<p><b>Attitudes, beliefs and practices-</b></p> <ul style="list-style-type: none"> <li>• Cultural attitudes, beliefs and practices that improve the health or physical activity of people at Home, School or Community?</li> </ul>	<p><b>Attitudes, beliefs and practices</b></p> <ul style="list-style-type: none"> <li>• Practices people do that show their attitudes and beliefs regarding health and physical activity in the home, at school and in the community.e.g Bullying at School</li> </ul>

YEAR 5	YEAR 6	YEAR 7	YEAR 8
<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events</li> <li>Special/annual Health Promotion Day or campaign to participate in, e.g. World Health Day, World Food Day, Samoan Food Day, Breast Feeding Day, Diabetes Day, Environmental Day, Biodiversity Day, Water Day, World Aids Day</li> </ul> <p><b>Relationships</b> (Do to others what you want them to do to you) Consideration</p> <ul style="list-style-type: none"> <li>Communicating effectively- a two way process</li> <li>Family <ul style="list-style-type: none"> <li>understanding of their needs,</li> </ul> </li> <li>Peers <ul style="list-style-type: none"> <li>considering their needs</li> </ul> </li> <li>Community <ul style="list-style-type: none"> <li>helping to meet the needs of the community eg. Participating in community clean-ups, giving funds for the blind</li> </ul> </li> </ul>	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events</li> <li>Special/annual Health Promotion Day or campaign to participate in, e.g. World Health Day, World Food Day, Samoan Food Day, Breast Feeding Day, Diabetes Day, Environmental Day, Biodiversity Day, Water Day, World Aids Day</li> </ul> <p><b>Relationships</b> (Do to others what you want them to do to you) Kindness &amp; generosity</p> <ul style="list-style-type: none"> <li>Communicating effectively- writing thank you notes</li> <li>Family <ul style="list-style-type: none"> <li>being kind &amp; generous, doing more than expected</li> </ul> </li> <li>Peers <ul style="list-style-type: none"> <li>unexpected kindnesses, shouting a meal, help clean your room</li> </ul> </li> <li>Community - generosity - companies sponsoring sports</li> </ul>	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events</li> <li>Special/annual Health Promotion Day or campaign to participate in, e.g. World Health Day, World Food Day, Samoan Food Day, Breast Feeding Day, Diabetes Day, Environmental Day, Biodiversity Day, Water Day, World Aids Day</li> </ul> <p><b>Relationships</b> (Do to others what you want them to do to you) Commitment</p> <ul style="list-style-type: none"> <li>Communicating effectively- using modern technology</li> <li>Family <ul style="list-style-type: none"> <li>making sacrifices for others -eg. parents working long hours</li> </ul> </li> <li>Peers <ul style="list-style-type: none"> <li>putting others' needs before yours</li> </ul> </li> <li>Community <ul style="list-style-type: none"> <li>Teachers, nurses, doctors, police, working long, odd hours to help others</li> <li>people caring for the environment, animals and birds.</li> </ul> </li> </ul>	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events</li> <li>Special/annual Health Promotion Day or campaign to participate in, e.g. World Health Day, World Food Day, Samoan Food Day, Breast Feeding Day, Diabetes Day, Environmental Day, Biodiversity Day, Water Day, World Aids Day</li> </ul> <p><b>Relationships</b> (Do to others what you want them to do to you) Love &amp; Responsibility</p> <ul style="list-style-type: none"> <li>Communicating effectively- Actions speak louder than words</li> <li>Family <ul style="list-style-type: none"> <li>Ways we show love, love is shown in our actions, being responsible</li> </ul> </li> <li>Peers <ul style="list-style-type: none"> <li>being a friend no matter what happens, take responsibility for actions eg. When a girl gets pregnant</li> </ul> </li> <li>Community <ul style="list-style-type: none"> <li>Shared grief, love shown in our actions, taking responsibility in response to the Tsunami 2009</li> </ul> </li> </ul>
<p><b>Protection and Responsible behaviour</b></p> <ul style="list-style-type: none"> <li>Road safety Rules <ul style="list-style-type: none"> <li>practice road safety rules</li> </ul> </li> <li>Water safety (river, sea, swimming pools) <ul style="list-style-type: none"> <li>practice water safety rules</li> <li>have swimming classes (optional)</li> </ul> </li> <li>Simple first aid techniques <ul style="list-style-type: none"> <li>how to treat stings and bites and Identify local medicinal leaves that are good for treating stings</li> </ul> </li> <li>What to do in situations of hazards and disaster e.g. fire, earthquake, floods, cyclone/hurricane, Volcanic eruption, tsunami, land slide</li> </ul> <p><b>Attitudes, Beliefs and Practice</b></p> <ul style="list-style-type: none"> <li>How positive attitudes, beliefs and practices can improve the health and/or physical fitness of people in your Home, School or Community.</li> </ul>	<p><b>Protection and Responsible behaviour</b></p> <ul style="list-style-type: none"> <li>Road safety Rules <ul style="list-style-type: none"> <li>practice road safety rules</li> </ul> </li> <li>Water safety (river, sea, swimming pools) <ul style="list-style-type: none"> <li>practice water safety rules</li> <li>have swimming classes (optional)</li> </ul> </li> <li>Simple first aid techniques <ul style="list-style-type: none"> <li>what to do when they accidentally eat or drink toxic/poisonous liquids or solids</li> </ul> </li> <li>What to do in situations of disaster e.g. fire, earthquake, floods, cyclone/hurricane, Volcanic eruption, tsunami, land slide</li> </ul> <p><b>Attitudes, Beliefs and Practices</b></p> <ul style="list-style-type: none"> <li>The role of positive attitudes, and beliefs in helping us achieve our goals and dreams whether it is in the home, school or in the community</li> </ul>	<p><b>Protection and Responsible behaviour</b></p> <ul style="list-style-type: none"> <li>Road safety Rules <ul style="list-style-type: none"> <li>practice road safety rules</li> </ul> </li> <li>Water safety (river, sea, swimming pools) <ul style="list-style-type: none"> <li>practice water safety rules</li> <li>have swimming classes (optional)</li> </ul> </li> <li>Simple first aid techniques</li> <li>What to do in situations of disaster e.g. fire, earthquake, floods, cyclone/hurricane, Volcanic eruption, tsunami, land slide</li> </ul> <p><b>Attitudes, Beliefs and Practices</b></p> <ul style="list-style-type: none"> <li>Ways we can overcome negative cultural attitudes and beliefs in the Home, School or Community.</li> </ul>	<p><b>Protection and Responsible behaviour</b></p> <ul style="list-style-type: none"> <li>Road safety Rules <ul style="list-style-type: none"> <li>practice road safety rules</li> </ul> </li> <li>Water safety (river, sea, swimming pools) <ul style="list-style-type: none"> <li>practice water safety rules</li> <li>have swimming classes (optional)</li> </ul> </li> <li>Simple first aid techniques</li> <li>What to do in situations of disaster e.g. fire, earthquake, floods, cyclone/hurricane, Volcanic eruption, tsunami, land slide</li> </ul> <p><b>Attitudes, Beliefs and Practices</b></p> <ul style="list-style-type: none"> <li>Positive attitudes, beliefs and practices that strengthen family members and the community to respond responsibly in times of natural disasters like flood, earthquake, tsunami, or hurricane and in situations of personal hardship or challenges like AIDS, cancer, or teenage pregnancy.</li> </ul>

**Year Level:** strands, achievement objectives, learning outcomes

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# Year One

## Strand 1: ACTIVE PERSONAL HEALTH

ACHIEVEMENT OBJECTIVE		
STUDENTS LEARN TO: AP1.1 EXPLORE WHO THEY ARE, IN RELATION TO THEIR DIFFERENT BODY PARTS , THEIR FOOD NEEDS AND THEIR PERSONAL HYGIENE AND SAFETY		
SUBSTRANDS	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	TEACHING IDEAS
Identity and self-worth	AP1.1.1 Describe themselves in a range of contexts AP1.1.2 Describe some of the things they enjoy doing and thing they don't enjoy.	<ul style="list-style-type: none"> <li>• For example, students give their name, parents' names, village, school and teacher; say who is in their family, say where they come in the family, say who their friends are.</li> <li>• Say what they like best in school, at home, at church and other groups they belong to.</li> </ul>
Growth and development	AP1.1.3 Identify the different parts of their body. AP1.1.4 Explain the use of the different body parts such as legs and feet for walking, hands for working, mouth for eating, senses etc. AP1.1.5 Describe their growth over a period of time.	<ul style="list-style-type: none"> <li>• Name the different parts of their body.</li> <li>• Describe and demonstrate the use of specific body parts for their senses – nose for smelling, tongue for tasting, ears for hearing, eyes for seeing, skin for feeling or touching.</li> <li>• Measure and record their height.</li> </ul>
Nutrition and physical activity	AP1.1.6 Identify foods and drinks that are good and not good for you and give reasons. AP1.1.7 Give examples of why it is important to be physically active.	<ul style="list-style-type: none"> <li>• Name the types of food they like to eat and describe why they like them.</li> <li>• Make food charts to record what they eat and drink daily for a week.</li> </ul>
Safety and responsible behaviour	AP1.1.8 Demonstrate basic hygiene habits for good health. AP1.1.9 Give examples of what it means to be safe. AP1.1.10 Identify space around them, who is allowed in this space, and safe behaviours in this space.	<ul style="list-style-type: none"> <li>• Children should be able to show evidence of               <ul style="list-style-type: none"> <li>– wash hands before eating and after toilet use</li> <li>– have a bath every day</li> <li>– comb your hair every day</li> <li>– wear clean clothes</li> <li>– cover cuts and wounds</li> <li>– brush teeth after meals</li> <li>– don't spit</li> <li>– cover mouth when coughing</li> <li>– keep finger and toe nails short and clean</li> </ul> </li> <li>• Practice washing fruit and vegetables before eating them.</li> <li>• Describe what can happen if they eat dirty fruit.</li> <li>• Use picture prompts to encourage discussion about safe and unsafe behaviours and strategies they can use in unsafe situations; take students for a walk around the school and identify safe and unsafe places and behaviours.</li> </ul>

**Strand 2: ACTIVE HUMAN MOVEMENT**

ACHIEVEMENT OBJECTIVE		STUDENTS LEARN TO: AH1.1 EXPLORE AND DEMONSTRATE THE DIFFERENT BODY MOVEMENTS THEY ARE CAPABLE OF IN ORDER TO PERFORM THEM THROUGH DAILY PHYSICAL ACTIVITIES, DANCE AND GAMES	
SUBSTRANDS	LEARNING OUTCOMES STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:	TEACHING IDEAS	
Fundamental Movements	<p>AH1.1.1 Demonstrate how each body part moves.</p> <p>AH1.1.2 Demonstrate how they can move with or without equipment.</p> <p>AH1.1.3 Name some of the different locomotor body movements in space, motion and for stability.</p>	<ul style="list-style-type: none"> <li>Practice eye hand coordination by throwing various objects at targets (e.g. Togitogiga i'a, throw and catch a ball, throw bean bags into hula hoops).</li> <li>Practice stability skills (take offs and landings.).</li> <li>Practice these movements to further demonstrate how each part of the body moves:               <ul style="list-style-type: none"> <li>Move in variety of ways in response to signals (e.g. – walk, run, hop) using different pathways and in space. (e.g. – forward, backwards, sideways)</li> <li>Release and receive objects of various shapes, sizes and textures using one or two hands, one or two feet using different body parts while stationary or moving.</li> </ul> </li> </ul>	
Fitness For Living	<p>AH1.1.4 Identify why it is important to be physically active.</p> <p>AH1.1.5 Demonstrate their capability to do certain movements.</p> <p>AH1.1.6 Implement a daily physical routine of basic physical activity during school hours.</p>	<ul style="list-style-type: none"> <li>Identify and demonstrate everyday activities that are physically active (e.g. Picking up rubbish, washing yourself, walking to school).</li> <li>Practice different movements to improve their own ability and flexibility through simple fun activities and games e.g. Cat and mouse, rats and rabbits, or hide and seek.</li> <li>Follow a daily programme of physical activity for approximately 20 minutes (could be 10 minutes at start of day to begin with).</li> </ul>	
Sports Science And Technology	<p>AH1.1.7 Use different forms of media or technology to explore different movements.</p>	<ul style="list-style-type: none"> <li>Explore movement used in everyday life and through different media and in creative ways using poems, stories, music, dance, drama – individually or in partners or in groups.</li> </ul>	
Socialisation	<p>AH1.1.8 Use cooperative behaviours in group situations.</p> <p>AH1.1.9 Identify factors that make their personal experience in physical activities enjoyable.</p>	<ul style="list-style-type: none"> <li>Demonstrate cooperating and sharing in team activities or games (sharing equipment, helping others).</li> <li>Demonstrate respect for others in pairs and in group activities (speaking politely, using positive words).</li> </ul>	

**Strand 3: ACTIVE FAMILY AND COMMUNITY HEALTH**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AF1.1 <i>SHARE IDEAS ABOUT RELATIONSHIPS, SAFE PRACTICES AND IDENTIFY FAMILY MEMBERS AND PEOPLE IN THE COMMUNITY WHO GIVE HEALTH CARE SO THAT THEY CAN EXPLAIN HOW TO ACCESS THIS HELP.</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
Health Promotion	AF1.1.1 Explore ways to make their classroom a healthy place to be in. AF1.1.2 Explain who takes care of them when they are sick at home, and in their community.	<ul style="list-style-type: none"> <li>• Carry out a project called Our Healthy Classroom – list ways, discuss and follow through on making a healthy classroom.</li> <li>• Describe where the health centre, traditional healer, doctors and nurses (if available) are in their village; discuss how they can get help from them.</li> </ul>
Relationships	AF1.1.3 Identify people that are important to them at home, at school, in the community. AF1.1.4 Demonstrate how they relate to those around them in respectful and safe ways: parents, siblings, teachers, elders, friends.	<ul style="list-style-type: none"> <li>• Make a big chart with a picture of a friend/photo or drawing and after discussions, write as many words as they can think of that describes a friend – who is a friend?</li> <li>• Demonstrate how they practice being respectful everyday to those around them: parents, siblings, teachers, elders, friends.</li> </ul>
Protection and Responsible behaviour	AF1.1.5 Demonstrate knowledge and understanding of safe practices and responsible behaviours in times of natural disasters; extreme weather conditions.	<ul style="list-style-type: none"> <li>• Recite the telephone numbers to ring for police, fire brigade and hospital in times of emergency.</li> <li>• Recite and demonstrate through drills actions during natural disaster warnings.</li> </ul>
Attitude, Beliefs and Practices	AF1.1.6 Describe expectations of themselves at home, at school, in the community in terms of their behaviours towards others and their environment. AF1.1.7 Identify the beliefs and attitudes behind these expectations and why these are important. AF1.1.8 Participate in developing an agreement for expectations of the teacher and the students to be used through out the year.	<ul style="list-style-type: none"> <li>• Describe how we show respect for others at home and at school.</li> <li>• Name some of the beliefs and values behind some of the behaviours expected of them.</li> <li>• Discuss with the teacher what is expected of them at school and what they expect from the teacher.</li> </ul>

# Year Two

## Strand 1: ACTIVE PERSONAL HEALTH

ACHIEVEMENT OBJECTIVE	STUDENTS LEARN TO: AP2.1 DESCRIBE THEIR STAGES OF GROWTH AND THEIR DEVELOPMENT NEEDS AND DEMONSTRATE INCREASING RESPONSIBILITY FOR SELF CARE AND CARE FOR OTHERS	
SUBSTRANDS	LEARNING OUTCOMES STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:	TEACHING IDEAS
Identity and self-worth	AP2.1.1 Describe personal qualities that help them feel unique and worthwhile. AP2.1.2 Identify words that build up and those that hurt.	<ul style="list-style-type: none"> <li>• Identify what makes them feel good about themselves.</li> <li>• Use photos of themselves, write words that describe themselves, write words that describe their friends on their photos.</li> <li>• Practice using positive words to build each other up amongst their peers e.g. You are very energetic instead of 'ese lou ulavale' you are so naughty.</li> </ul>
Growth and development	AP2.1.3 Identify areas that show their 'growth'. AP2.1.4 Compare the different stages of growth from birth to toddler to school age to adulthood.	<ul style="list-style-type: none"> <li>• Compare how tall/big they are now to say a year ago and give examples of how they know this (e.g. their uniform didn't fit anymore, their shoe size was bigger, they were heavier, they can now reach the clothes line . . .)</li> <li>• Describe what babies look like and what they can do; compare to a toddler, school aged child and adult – make charts showing differences in height, size, weight, type of work they can do etc.</li> </ul>
Nutrition and physical activity	AP2.1.5 Identify which parts of the body are involved in digesting the food. AP2.1.6 Appreciate that daily movement is necessary for the body structure to stay flexible and limber.	<ul style="list-style-type: none"> <li>• Outline the body system used for digesting the food we eat.</li> <li>• Demonstrate through a game different body movements.</li> <li>• Participate in a sporting activity.</li> </ul>
Safety and responsible behaviour	AP2.1.7 Describe the basic hygiene habits for good health. AP2.1.8 Observe and describe the different ways people communicate with each other using verbal and non-verbal communication or body language and say how effective this is.	<ul style="list-style-type: none"> <li>• Discuss the importance of keeping our bodies clean.</li> <li>• Show and emphasise through drama the importance of words in communicating.</li> <li>• List people who can help with verbal abuse problems.</li> </ul>

**Strand 2: ACTIVE HUMAN MOVEMENT**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AH2.1 <i>EXPLORE AND PRACTICE A RANGE OF MOVEMENTS AND SKILLS THROUGH GAMES AND ACTIVITIES AND FOLLOW RULES AND INSTRUCTIONS WHEN WORKING WITH OTHERS</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
<b>Fundamental Movements</b>	AH2.1.1 Identify and name the movements that can be done by the different body parts such as the head (circle or rotate), arms (shake, circle). AH2.1.2 Identify and demonstrate basic movements in motion and in space such as run, jump, throw, walk and so forth. AH2.1.3 Demonstrate basic stability (e.g. Balancing, rotation, landing).	<ul style="list-style-type: none"> <li>Practice basic movement skills (locomotor or stability skills)</li> <li>Play games or physical activities that practice movement skills.</li> <li>Practice different manipulative skills (eye-hand or eye-foot coordination) through activities such as throwing and catching, striking with feet, hand or an implement.</li> </ul>
<b>Fitness For Living</b>	AH2.1.4 Discuss the benefits of being active and having good nutrition for a healthy life. AH2.1.5 Identify good and bad posture and the importance of good posture.	<ul style="list-style-type: none"> <li>Participate regularly in games and active activities.</li> <li>Create posters promoting active lives and good nutrition.</li> <li>Practice movements and exercises that improve posture.</li> </ul>
<b>Sports Science And Technology</b>	AH2.1.6 Describe how clothing and footwear can affect movement. AH2.1.7 Demonstrate how to make body measurements that show growth and development over time.	<ul style="list-style-type: none"> <li>Participate in physical activities wearing appropriate clothing (T. shirt, shorts).</li> <li>Record the height of the children and let them trace around their hands and feet in the beginning and end of the year and see if there has been any growth development.</li> </ul>
<b>Socialisation</b>	AH2.1.8 Give simple reasons for why we need rules/instructions.	<ul style="list-style-type: none"> <li>Participate in activities and games that require working with others, and following instructions and rules.</li> </ul>

**Strand 3: ACTIVE FAMILY AND COMMUNITY HEALTH**

ACHIEVEMENT OBJECTIVE	STUDENTS LEARN TO: AF2.1 MAINTAIN GOOD RELATIONSHIPS AS THEY DESCRIBE AND CARRY OUT SIMPLE SAFETY RULES AND PRACTICES IN ORDER TO OVERCOME HAZARDS ON THE ROAD, AT SCHOOL, AT HOME, NEAR WATER OR THE SEA.	
SUBSTRANDS	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	TEACHING IDEAS
Health Promotion	AF2.1.1 Describe how taking care of the environment enhances our lives and safety (e.g. proper care of waste products like plastic, glass and metal etc, not burning rubbish etc).	<ul style="list-style-type: none"> <li>• Undertake a number of class projects throughout the year that is about caring for the environment, focusing on one aspect e.g. water care, recycling, composting and so on.</li> </ul>
Relationships	AF2.1.2 Explore and share ideas about how to relate to others in a respectful way (e.g. older, younger children and adults, friends, people of different cultures)	<ul style="list-style-type: none"> <li>• Communicate using appropriate language and non-verbal communication.</li> <li>• Say what is different when relating to older people and their own friends and why e.g. language use, actions differ when people are older, or when people are familiar or unfamiliar.</li> <li>• Express their needs and wants in appropriate ways.</li> </ul>
Protection and Responsible behaviour	AF2.1.3 Explain the importance of keeping the road rules to prevent accidents on the road. Identify possible hazardous items at home, at school, and in the community and the care that should be taken for safe keeping. AF2.1.4 Identify and practice safe behaviour in and around water. AF2.1.5 Practice safety measure and procedures during a cyclone or hurricane.	<ul style="list-style-type: none"> <li>• Demonstrate their knowledge of the road safety rules.</li> <li>• Identify storage options for hazardous items (e.g. medicines/detergents/ kerosene and petrol/weed killer, sharp material and utilities like bush knives, scissors, needles, pins, empty glass bottles and containers).</li> <li>• Give reasons for water safety rules.</li> <li>• Demonstrate safety measures for a cyclone or hurricane.</li> </ul>
Attitude, Beliefs and Practices	AF2.1.6 List the attitudes, beliefs, values that families hold about relating to other people.	<ul style="list-style-type: none"> <li>• Identify rules and practices in their homes about talking and relating to each other e.g. between adults to children, children to adults, adults to adults, children to children; say why these are important.</li> </ul>

# Year Three

## Strand 1: ACTIVE PERSONAL HEALTH

ACHIEVEMENT OBJECTIVE		
STUDENTS LEARN TO: AP3.1 EXAMINE SELF WORTH AND CULTURE, FOOD AND DRINKS AND RELATE THESE TO THE GROWTH, DEVELOPMENT AND PERSONAL HEALTH AND HYGIENE OF PEOPLE.		
SUBSTRANDS	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	TEACHING IDEAS
Identity and self-worth	AP3.1.1 Identify cultural beliefs and values that build up identity.	<ul style="list-style-type: none"> <li>Participate in a celebration of their culture focusing on a specific aspect e.g. food preparation, dancing.</li> </ul>
Growth and development	AP3.1.2 Locate where the bones are in their body and describe their function. AP3.1.3 Describe how to care for their bones including the kinds of food that are good for healthy bones.	<ul style="list-style-type: none"> <li>Use a chart of a skeleton, locate their own bones matching what they see on the skeleton.</li> <li>Investigate and explain why we need bones and what their function is in the body: support the body/help us stand, protect our main parts, allow us to move, produces blood in the bone marrow), say what happens if we did not have bones.</li> <li>Look at different kinds of posture and how they affect the bones; identify the foods that contain the mineral Calcium that help to build strong bones.</li> </ul>
Nutrition and physical activity	AP3.1.4 Explain why the body needs food. AP3.1.5 Classify the food groups according to the different functions or role of food in the body (growth/body building, energy, protection/health). AP3.1.6 Demonstrate and describe the importance of daily body movement.	<ul style="list-style-type: none"> <li>Explain why the body needs food for energy.</li> <li>Name the food groups.</li> <li>Demonstrate through an action song different body movements and explain their necessity for the body structure to stay flexible and limber supple/agile/nimble).</li> </ul>
Safety and responsible behaviour	AP3.1.7 Demonstrate basic personal hygiene and sanitation. AP3.1.8 Identify personal boundaries, appropriate behaviours in those boundaries and consequences.	<ul style="list-style-type: none"> <li>Review the basic hygiene habits for good health.</li> <li>Demonstrate keeping finger and toe nails clean.</li> <li>List different causes of worm infestation and protective measures including the wearing of jandals to protect them from sickness and harm.</li> <li>Distinguish between discipline and abuse (a'oa'iga ma le sauaina).</li> </ul>

**Strand 2: ACTIVE HUMAN MOVEMENT**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AH3.1 <i>INVESTIGATE BASIC MOVEMENT SKILLS AND THE ABILITY TO COMBINE THESE IN A SERIES OF MOVEMENTS, AND SIMPLE ACTIVITIES. SO THEY CAN DEMONSTRATE AND IDENTIFY HOW THESE ARE EXPRESSED IN DAILY ACTIVITIES, CULTURAL DANCES AND PRACTICES AND APPLY RULES AND PRACTICES FOR SAFETY.</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
Fundamental Movements	AH3.1.1 Combine basic movements and skills in a series of movements to enable them to play a game or perform a dance or tell a story and so on.	<ul style="list-style-type: none"> <li>Practice skills required in playing a game (such as throwing and catching, striking with the foot (e.g. kick a ball), the hand (e.g. lape) or an implement (e.g. small bat) as well as running or jumping during an activity).</li> <li>Demonstrate actions choreographed for a dance or drama.</li> </ul>
Fitness For Living	AH3.1.2 Identify and implement everyday movements and skills that help them throughout life e.g. Good posture, cleaning the house, walking to school, brushing their teeth and so forth. AH3.1.3 Relate and implement daily physical activities to health and physical fitness.	<ul style="list-style-type: none"> <li>Identify everyday movements and skills that help them throughout life e.g. Good posture, Cleaning the house, walking to school, brushing their teeth and so forth.</li> <li>Take part in daily physical exercise 20 minutes a day (aerobics, games, walk or run around the field).</li> </ul>
Sports Science And Technology	AH3.1.4 Identify various sequences of movements that illustrate traditional and modern concepts e.g. in Dance. AH3.1.5 Describe the importance of water for the body (hydration) and improvement to physical performance.	<ul style="list-style-type: none"> <li>Review video or DVD footage of dancing/items during (e.g. Don Bosco College during 2010 Independence, Groups from Samoa Youth Alive Competition) and note how the body movements are combined to illustrate traditional and modern concepts.</li> <li>Practice drinking water before, during and after physical activities and observe difference when not taking water.</li> </ul>
Socialisation	AH3.1.6 Identify cultural practices expressed through movement in dance. AH3.1.7 Explain how cultural practices illustrate respect, help us relate to each other, and keep group unity.	<ul style="list-style-type: none"> <li>Demonstrate how some cultural practices can be expressed through movements in dance or drama (such as preparing coconut cream, preparing kava, making sinnet).</li> <li>Develop positive attitudes towards others during activities and games and show respect and manners to peers, leaders and teachers. E.g. Saying 'Tulou-excuse me'; Crossing of legs-not facing ones legs or back towards people and so forth.</li> </ul>

**Strand 3: ACTIVE FAMILY AND COMMUNITY HEALTH**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AF3.1 <i>PROMOTE HEALTH, ROAD AND WATER SAFETY AND EXPLAIN HOW CULTURAL ATTITUDES AND BELIEFS COUPLED WITH KINDNESS AND GENEROSITY CAN IMPROVE THE HEALTH OF THEIR FAMILY AND COMMUNITY.</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
Health Promotion	AF3.1.1 Describe the importance of one of the special health events celebrated in Samoa and how it helps to improve the health of the people.	<ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events e.g. World Food Day or Samoan Food Day.</li> <li>Compose a song, poem or drama to illustrate the importance of this event.</li> </ul>
Relationships	AF3.1.2 Explain how being kind and generous build friendships and communities. AF3.1.3 Show kindness and appreciation to others.	<ul style="list-style-type: none"> <li>Using a big chart, list as many examples of kindness noting not just physical but in words of encouragement.</li> <li>List different ways to show appreciation to others e.g. Produce a thank you card or letter to show appreciation.</li> </ul>
Protection and Responsible behaviour	AF3.1.4 Demonstrate basic first aid techniques. AF3.1.5 Describe and practice what to do when there is a tsunami warning following an earthquake.	<ul style="list-style-type: none"> <li>Review water safety and road safety practices.</li> <li>Review disaster precautions.</li> <li>Demonstrate how to assist when someone is hurt and get help when someone is unconscious.</li> </ul>
Attitude, Beliefs and Practices	AF3.1.6 Describe using example how attitudes and beliefs can improve the health or physical fitness of their class.	<ul style="list-style-type: none"> <li>Conduct a simple class survey on attitudes to physical fitness e.g. how many like to walk, run, play sport? How many are active at home: picking up rubbish, make the saka, sweeping the grass etc; then do a simple test on how fit they are and make a general statement e.g. those who like to be active can walk around the field in less time.</li> <li>Conduct a simple class survey on attitudes to food types and draw a class food chart e.g. the food pyramid but have which foods the class likes to eat most, less etc; Interpret their class food pyramid and say what their food attitudes mean for their health and what needs to change.</li> </ul>

# Year Four

## Strand 1: ACTIVE PERSONAL HEALTH

ACHIEVEMENT OBJECTIVE	STUDENTS LEARN TO: AP4.1 <i>EXPLAIN THE LINKS BETWEEN PHYSICAL ACTIVITY AND DIET ON ONE'S WELL BEING AS THEY CONTINUE TO APPRECIATE THE NEED TO PRACTICE BASIC HYGIENE FOR PERSONAL HEALTH.</i>	
SUBSTRANDS	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	TEACHING IDEAS
Identity and self-worth	AP4.1.1 Explain how positive and negative experiences in physical activity contexts can affect self-esteem.	<ul style="list-style-type: none"> <li>Participate in physical activities for enjoyment and say how they feel.</li> </ul>
Growth and development	AP4.1.2 Investigate what muscles are, describe how they move and what they need to move. AP4.1.3 Identify the signs of healthy growth and assess if they are growing and developing in a healthy way.	<ul style="list-style-type: none"> <li>Observe a muscles chart and identify the basic muscle names, location and movements.</li> <li>Read and record their weights and heights.</li> </ul>
Nutrition and physical activity	AP4.1.4 Explain the importance of fruit in the daily diet. AP4.1.5 Describe and implement ways to keep fit and manage our weight for good health. AP4.1.6 Explain with examples why the body needs daily exercise.	<ul style="list-style-type: none"> <li>Give examples of how to incorporate fruits and vegetables in the daily diet.</li> <li>Outline some exercises they can do every day.</li> </ul>
Safety and responsible behaviour	AP4.1.7 Review and practice the basic hygiene habits for good health. AP4.1.8 Discuss what physical abuse is, relate to the idea of their personal space, and identify some forms they have experienced e.g bullying at School.	<ul style="list-style-type: none"> <li>Explain the importance of oral health e.g. keeps breath fresh, healthy teeth.</li> <li>Identify examples of physical abuse and the different forms we come across e.g. bullying at school, domestic violence (husbands beating their wives and children, school teachers and other people in leadership roles hitting children).</li> </ul>

**Strand 2: ACTIVE HUMAN MOVEMENT**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AH4.1 PRACTISE "CONTROL" OF BASIC BODY MOVEMENTS AND SKILLS AND APPLY RULES FOR SAFETY, FOR HEALTH AND FAIR PLAY PRACTICES AS THEY PARTICIPATE IN VARIOUS ACTIVITIES AND GAMES.	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
<b>Fundamental Movements</b>	AH4.1.1 Illustrate combined locomotor, stability and manipulative skills in playing games. AH4.1.2 Demonstrate improved control in various activities and exercises.	<ul style="list-style-type: none"> <li>• Participate in team relays using a ball-through the tunnel or a mini soccer game.</li> <li>• Practice control' while carrying out any of the following exercises.               <ul style="list-style-type: none"> <li>– Travel in a combined repeatable movement sequence with variation of speed in different directions and pathways.</li> <li>– Throw and catch a ball in different ways with one or both hands to partners or targets.</li> <li>– Use different equipment to practice how to hit, strike, pass, stop (trap), dribble.</li> <li>– Balance safely in a variety of static positions.</li> <li>– Jump to and from a low height using various turns and directions.</li> <li>– Practice and participate in traditional Samoan games.</li> </ul> </li> </ul>
<b>Fitness For Living</b>	AH4.1.3 Explain and demonstrate the value of warm ups and cool downs before and after physical activities. AH4.1.4 Demonstrate the value of regular daily exercise.	<ul style="list-style-type: none"> <li>• Carry out warm up and cool down exercises.</li> <li>• Participate regularly in games and active activities for at least 20 minutes a day.</li> </ul>
<b>Sports Science And Technology</b>	AH4.1.5 Explain how modified equipment can extend their personal movement capabilities. AH4.1.6 Explain and demonstrate the importance of warming up and cooling down in injury prevention.	<ul style="list-style-type: none"> <li>• Distinguish equipment used by different sports codes to enhance the performance of athletes e.g. helmets, swim suits, shoes, clothing such as tights, skins, breathable materials and so forth.</li> <li>• Practice basic injury prevention activities such as warm up and cool down exercises (e.g. Warm up the body and stretch well after activities).</li> </ul>
<b>Socialisation</b>	AH4.1.7 Explain how trusting your team mates can help build confidence when participating in group physical activities.	<ul style="list-style-type: none"> <li>• Demonstrate in their participation of activities that they have confidence to engage in group activities for example where one person is in the middle, while the others in the group catch them as they fall.</li> </ul>

**Strand 3: ACTIVE FAMILY AND COMMUNITY HEALTH**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AF4.1 <i>EXPLORE ATTITUDES AND BELIEFS REGARDING HEALTH AND PHYSICAL ACTIVITY AS THEY BUILD FRIENDSHIPS, APPLY SIMPLE FIRST AID TECHNIQUES AND REVIEW SAFETY PRECAUTIONS IN CASE OF ACCIDENTS OR FIRE.</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
Health Promotion	AF4.1.1 Use information for one particular health event and help to promote and celebrate an aspect of it.	<ul style="list-style-type: none"> <li>• Demonstrate or explain clearly how this activity will help improve the health of their family and community.</li> </ul>
Relationships	AF4.1.2 Demonstrate ways to make friends and establish relationships. AF4.1.3 Describe the importance of good communication skills when relating to others. AF4.1.4 Discuss the terms ‘honest’ and ‘trust’ and explain how they show these in their friendships.	<ul style="list-style-type: none"> <li>• Describe who their friends are and what makes them a good friend.</li> <li>• Demonstrate good listening skills to check they understood what people said or if they understood what they said.</li> <li>• Describe how they show honesty and trust to their friends.</li> </ul>
Protection and Responsible behaviour	AF4.1.5 Demonstrate basic first aid techniques in the treatment of burns. AF4.1.6 Practice what to do if there is a fire at home or at the school.	<ul style="list-style-type: none"> <li>• Carry out fire drills for the home, and for school.</li> <li>• Practice carrying out first aid for burns.</li> </ul>
Attitude, Beliefs and Practices	AF4.1.7 Describe using examples, how attitudes and beliefs about health are shown through people’s choices and practices.	<ul style="list-style-type: none"> <li>• List practices that people carry out that reflect their attitudes and beliefs regarding health and physical activity (e.g. throwing out rubbish from the car, waiting to stop the bus right in front of their house when someone got out a few yards before them, buying soft drinks instead of niu or water...)</li> </ul>

# Year Five

## Strand 1: ACTIVE PERSONAL HEALTH

ACHIEVEMENT OBJECTIVE		
<b>STUDENTS LEARN TO:</b> AP5.1 <i>EXAMINE SPIRITUAL STRENGTHS AND SELF WORTH, INVESTIGATE THE IMPORTANCE OF BLOOD AND OTHER ORGANS TO LIFE, AS THEY PRACTICE HEALTHY DIETARY, EXERCISE AND HYGIENE HABITS.</i>		
SUBSTRANDS	LEARNING OUTCOMES	TEACHING IDEAS
	<i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	
Identity and self-worth	AP5.1.1 Identify the spiritual values that help to build up their self-esteem e.g. love, forgiveness, kindness, helping those in need.	<ul style="list-style-type: none"> <li>Describe who/what they believe in and say different examples of how their beliefs helps them.</li> </ul>
Growth and development	AP5.1.2 Explain the way the heart and lungs work together so we can breathe. AP5.1.3 Explain the importance of healthy blood for life.	<ul style="list-style-type: none"> <li>Explain what gives blood it's red colour.</li> <li>Explain the organs of the body that help us to breathe (heart and lungs).</li> </ul>
Nutrition and physical activity	AP5.1.4 Identify and explain healthy food choices and exercise habits. AP5.1.5 Maintain a daily exercise program.	<ul style="list-style-type: none"> <li>Organise a fruit tasting session to promote local fruits.</li> <li>Make a general statement about their fitness and sense of wellness based on their chart.</li> </ul>
Safety and responsible behaviour	AP5.1.6 Explain how skin infections start and spread and how to protect themselves from infections.	<ul style="list-style-type: none"> <li>Investigate the common skin infections of school children and list remedies to treat these e.g. How to protect themselves against skin infections (sores, boils, pimples, tane (tinea) and lafa (ring worm).</li> </ul>

**Strand 2: ACTIVE HUMAN MOVEMENT**

<b>ACHIEVEMENT OBJECTIVE</b> <b>STUDENTS LEARN TO:</b> AH5.1 <i>DEVELOP AND IMPROVE THEIR MOVEMENT SKILLS AND FITNESS, USE SCIENCE AND TECHNOLOGY IN CREATIVE WAYS TO OVERCOME NEGATIVE SOCIAL AND CULTURAL INFLUENCES SO PEOPLE CAN PARTICIPATE IN REGULAR PHYSICAL ACTIVITY.</i>		
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
<b>Fundamental Movements</b>	AH5.1.1 Refine basic movement skills and manipulative skills of implements while developing confidence in challenging situations.	<ul style="list-style-type: none"> <li>• Practice refining movement skills to develop confidence in challenging situations like these:               <ul style="list-style-type: none"> <li>– Perform a combination of locomotion movements, while incorporating a variety of speed, in space and in relationship to objects or others.</li> <li>– Pass, release, send, trap and receive various objects while moving using different body parts or equipment to partner or targets.</li> <li>– Perform a sequence of movement (running – jumping – landing).</li> <li>– Transfer body weight in a variety of ways using changes in direction and speed.</li> </ul> </li> <li>• Practice manipulative skills while using various implements in game situations (e.g. Cricket bat, softball bat, tennis racquet).</li> </ul>
<b>Fitness For Living</b>	AH5.1.2 Identify the importance of physical activities in relation to speed of breathing and the heart.	<ul style="list-style-type: none"> <li>• Improve their fitness levels by participating in sustained moderate to vigorous physical activity for a minimum of 20 minutes per day including appropriate warm – up and cool – down procedures.</li> </ul>
<b>Sports Science And Technology</b>	AH5.1.3 Investigate why people will participate in physical activity. AH5.1.4 Create ideas to encourage people to participate and enjoy physical activity.	<ul style="list-style-type: none"> <li>• Conduct a survey on a target population and find out the types of physical activity they take part in and why/why not.</li> <li>• Make a chart to show why people will/will not participate in physical activities and list down solutions to encourage physical activity.</li> <li>• Discuss the heart and it's function and how to measure their heart rate (before and after exercise)</li> </ul>
<b>Socialisation</b>	AH5.1.5 Explain how people's attitudes, values, and actions contribute to healthy physical and social environments.	<ul style="list-style-type: none"> <li>• Determine how their attitudes and values are contributing to their actions.</li> </ul>

**Strand 3: ACTIVE FAMILY AND COMMUNITY HEALTH**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AF5.1 <i>IDENTIFY AND DESCRIBE WAYS TO PROMOTE HEALTH AND SAFETY AND ESTABLISH POSITIVE RELATIONSHIPS WITH FRIENDS AND FAMILY MEMBERS.</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
Health Promotion	AF5.1.1 Investigate the importance of one of the special health events celebrated in Samoa. AF5.1.2 Explore and implement creative ways to show the importance of the message being emphasized during this event.	<ul style="list-style-type: none"> <li>Promote, take part or help celebrate at least one of these special annual events e.g. World Health Day or Samoa No Smoking Day: set goals and actions and follow through.</li> </ul>
Relationships	AF5.1.3 Explain the importance of loyalty to friendships. AF5.1.4 Discuss what it means to be loyal to one's country.	<ul style="list-style-type: none"> <li>Brainstorm situations that demonstrate loyalty among friends.</li> <li>List how people can show loyalty to one's country. Demonstrate one aspect of loyalty to one's country by standing and singing the Samoan National Anthem.</li> </ul>
Protection and Responsible behaviour	AF5.1.5 Describe and practice the safety rules for when an earthquake strikes. AF5.1.6 Describe and practice what to do when there is a tsunami warning following an earthquake.	<ul style="list-style-type: none"> <li>Demonstrate safe behaviour during an earthquake drill.</li> <li>Demonstrate safe behaviour during a tsunami drill.</li> </ul>
Attitude, Beliefs and Practices	AF5.1.7 Identify positive attitudes, beliefs and practices that can improve the health and physical fitness of people in your home or school.	<ul style="list-style-type: none"> <li>Discuss positive practices that can improve the health or physical activity of the community e.g. making our environment healthy : no littering, picking up rubbish, Rubbish trucks collecting rubbish on a regular basis, reusing organic rubbish for gardens and taking plastic &amp; glass waste to the dump.</li> <li>Plan and implement a promotion of positive attitudes to health and physical fitness around the school or community.</li> </ul>

# Year Six

## Strand 1: ACTIVE PERSONAL HEALTH

ACHIEVEMENT OBJECTIVE		STUDENTS LEARN TO: AP6.1 INVESTIGATE THE CHARACTERISTICS OF PUBERTAL CHANGE SO THEY CAN RELATE THESE TO THE PHYSICAL, SOCIAL, EMOTIONAL, SPIRITUAL AND INTELLECTUAL GROWTH AND DEVELOPMENT OF A PERSON.	
SUBSTRANDS	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	TEACHING IDEAS	
Identity and self-worth	AP6.1.1 Identify ways people discriminate against others and demonstrate ways to act responsibly.	<ul style="list-style-type: none"> <li>• Discuss how people often use labels or categories to describe others and how these labels can be based on such characteristics as clothing, looks, the way a person talks, the kinds of food they have, the house they live in, the talents they have, or the groups to which he or she belongs.</li> <li>• Make a general statement to the effect that people often label, discriminate against others based on false information.</li> </ul>	
Growth and development	AP6.1.2 Examine what non-communicable diseases (NCDs) are and what this means for their lifestyle choices.	<ul style="list-style-type: none"> <li>• Explain what Non Communicable Diseases (NCD's) are and their causes.</li> <li>• Identify the main NCD's people suffer from in Samoa that are directly related to overeating, being overweight and not getting enough exercise.</li> </ul>	
Nutrition and physical activity	AP6.1.3 Investigate the content of fast foods and the implications for their health. AP6.1.4 Prepare healthy meals using local vegetables and fruit.	<ul style="list-style-type: none"> <li>• Investigate the amount of exercise/physical activity carried out in relation to the amount of food eaten.</li> <li>• Prepare some simple healthy meals using local fruit and vegetables.</li> <li>• Carry out exercises that are good for toning the body.</li> </ul>	
Safety and responsible behaviour	AP6.1.5 Define Infectious diseases. AP6.1.6 Identify some of the main infectious diseases found in Samoa.	<ul style="list-style-type: none"> <li>• List ways in which smoking, alcohol and drugs can affect a person's and other's health and safety.</li> </ul>	

**Strand 2: ACTIVE HUMAN MOVEMENT**

<b>ACHIEVEMENT OBJECTIVE</b>		<b>STUDENTS LEARN TO:</b>
<b>SUBSTRANDS</b>		<b>LEARNING OUTCOMES</b>
		<p>AH6.1 <i>DEMONSTRATE THEIR ABILITY TO LEAD, FOLLOW RULES AND INSTRUCTIONS AND APPLY THE PRINCIPLES OF GOOD "SPORTSMANSHIP" IN ORDER TO MONITOR EACH OTHER WHEN PARTICIPATING IN TEAM SPORTS OR GROUP PHYSICAL ACTIVITIES.</i></p>
		<p><i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i></p>
<b>Fundamental Movements</b>	<p>AH6.1.1 Demonstrate more complex movement skills that are required in a variety of activities, modified sports and other outdoor pursuits.</p>	<ul style="list-style-type: none"> <li>• Improve performance in carrying out more complex movement skills in a variety of activities like those outlined below. <ul style="list-style-type: none"> <li>– Combination of locomotion/travelling skills using a variety of running techniques.</li> <li>– Kick balls of various sizes and shapes for distance and accuracy.</li> <li>– Throw an object overhand or side arm to target or partner for distance and accuracy.</li> <li>– Demonstrate goal tending skills with or without a piece of equipment.</li> <li>– Perform locomotion and stability skills in combination (run and jump for height, sprint approach and jump for distance).</li> <li>– Refine use of various implements (e.g. cricket bat, softball bat, hockey stick).</li> </ul> </li> </ul>
<b>Fitness For Living</b>	<p>AH6.1.2 Improve their fitness level, identify how the body responds differently to regular and vigorous physical activity in different environments.</p>	<ul style="list-style-type: none"> <li>• Participate in a variety of exercise programmes and describe how the body responds to regular and vigorous physical activities in a range of environments.</li> </ul>
<b>Sports Science And Technology</b>	<p>AH6.1.3 Identify the purposes for the different sports equipment available by explaining design features.</p> <p>AH6.1.4 Identify design features of different sport facilities and comment on suitability to purpose and contribution to well being of community.</p> <p>AH6.1.5 Describe the purpose of the lungs in the respiratory system.</p>	<ul style="list-style-type: none"> <li>• Inspect home made equipment and gym equipment, identify their purpose and how their design matches purpose.</li> <li>• Identify sports facilities and fields that are available for sports events in your community and how they can access these.</li> <li>• Discuss the respiratory system.</li> </ul>
<b>Socialisation</b>	<p>AH6.1.6 Investigate the concept of 'fair play' and the importance of it in activities, games, sports.</p> <p>AH6.1.7 Describe the qualities of a good team leader and the importance of team listening and following the leader.</p>	<ul style="list-style-type: none"> <li>• Practice and demonstrate the rules of fair play during activities or games.</li> <li>• Collect names of well known good sportsman in a specific sport e.g. (Michael Jones in Rugby) and explain the characteristics that have given him this reputation.</li> </ul>

**Strand 3: ACTIVE FAMILY AND COMMUNITY HEALTH**

<b>ACHIEVEMENT OBJECTIVE</b>		<b>STUDENTS LEARN TO:</b>	
		<i>AF6.1 EXAMINE INDIVIDUALS AND GROUPS THAT INFLUENCE PEOPLES BEHAVIOUR IN ORDER TO PROPOSE POSITIVE WAYS FAMILY MEMBERS AND THE COMMUNITY CAN ADDRESS THESE FOR THEIR PROTECTION AND SAFETY.</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b>	<b>TEACHING IDEAS</b>	
	<i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>		
Health Promotion	AF6.1.1 Demonstrate and explain clearly how this activity will help improve the health of their family and community.	<ul style="list-style-type: none"> <li>Investigate any one of the events used to promote health and well being. Find out about:               <ul style="list-style-type: none"> <li>aim or purpose</li> <li>how long it has been in place</li> <li>reason it is celebrated e.g. problems and causes</li> <li>effects it may have had</li> </ul> </li> <li>plan and implement a celebration of this day at your school showing the key messages.</li> </ul>	
Relationships	AF6.1.2 Describe how individuals and groups can affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self worth.	<ul style="list-style-type: none"> <li>Using their peer groups, identify examples of:               <ul style="list-style-type: none"> <li>e.g. peer pressure, power imbalances, popular culture, religious groups, family, advertising, leadership, fellowship and team work</li> </ul> </li> <li>describe how these can influence relationships in the group and between groups.</li> </ul>	
Protection and Responsible behaviour	AF6.1.3 Describe safe practices around medicines, and poisons in the home in terms of storage and access. AF6.1.4 Maintain safe behaviours around roads and water.	<ul style="list-style-type: none"> <li>Identify unsafe practices around poisons in the home and school, identify safe storage areas.</li> <li>Identify safe practices around medicines.</li> <li>Run through safety drills of what to do when they accidentally eat or drink toxic/poisonous liquids or solids.</li> <li>Describe situations where their knowledge of the road safety and water safety rules have saved them from a possible disaster.</li> </ul>	
Attitude, Beliefs and Practices	AF6.1.5 Examine the role of positive attitudes, and beliefs in helping us achieve our goals and dreams whether it is in the home, school or in the community.	<ul style="list-style-type: none"> <li>Discuss as a class the statement 'Aim at nothing, hit nothing, achieve nothing'. Why is it important that we have goals, positive attitudes and beliefs, and take action? What happens if one of these three things is missing?</li> <li>Identify short and long term goals and possible actions, resources, behaviours needed to achieve these.</li> <li>Identify the types of evidence to show goals have been met.</li> </ul>	

# Year Seven

## Strand 1: ACTIVE PERSONAL HEALTH

ACHIEVEMENT OBJECTIVE	STUDENTS LEARN TO: AP7.1 EXAMINE WAYS AND COMPILE STRATEGIES (THAT INCLUDE FOOD AND NUTRITION, EXERCISE, HYGIENE AND SANITATION) TO ENHANCE THEIR SELF-WORTH AND PREVENT NCD'S IN ORDER TO MAINTAIN THEIR PERSONAL WELL BEING ACROSS THEIR LIFESPAN.	
SUBSTRANDS	LEARNING OUTCOMES STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:	TEACHING IDEAS
Identity and self-worth	AP7.1.1 Examine ways people discriminate against others and demonstrate ways to act responsibly to support themselves and others.	<ul style="list-style-type: none"> <li>Asking students what kind of discrimination they've observed in their everyday life.? Is there discrimination in your classroom? In the play ground? How do assumptions and stereotypes play a role in this discrimination? Do they see discrimination on TV? How about in their school or neighborhood.</li> <li>Demonstrate acting responsibly against discrimination in their environments.</li> </ul>
Growth and development	AP7.1.2 Describe the changes they may be going through at this time of their life. AP7.1.3 Reflect on their experience of puberty and identify the single hardest thing about going through puberty.	<ul style="list-style-type: none"> <li>Record their thoughts and ideas on the physical, social, emotional and intellectual changes associated with puberty in the form of a mind map.</li> <li>Discuss in pairs or small groups their mind maps.</li> </ul>
Nutrition and physical activity	AP7.1.4 Compile different strategies that include recommendations on food and nutrition, exercise, hygiene and sanitation, and other factors that will help maintain their personal well being across their life span (70–80 years).	<ul style="list-style-type: none"> <li>Describe the role of fresh fruits and vegetables in maintaining good health.</li> <li>Explain the role of physical fitness in maintaining good health.</li> <li>Outline other basic needs of people that help them enjoy good health e.g. happiness/laughter, love, family and friends etc.</li> <li>Design a lifestyle plan for a selected stage of their life: as a young person at primary school, as a young adult about to leave school, as an adult. The lifestyle plan includes:               <ul style="list-style-type: none"> <li>goals</li> <li>diet and exercise</li> <li>leisure</li> <li>spiritual life.</li> </ul> </li> </ul>
Safety and responsible behaviour	AP7.1.5 Investigate possible links between smoking, alcohol, drugs, stress and NCDs. AP7.1.6 Comment on how anger and violence can affect personal and other's safety. AP7.1.7 Develop strategies to protect self and others in violent situations, including where to go to for help.	<ul style="list-style-type: none"> <li>Find out and present information from health promotion about the effects of smoking, alcohol, drugs etc and NCDs.</li> <li>Describe examples of anger and violence, causes.</li> <li>Identify and role play alternative responses to conflict situations, assess their effects.</li> </ul>

**Strand 2: ACTIVE HUMAN MOVEMENT**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AH7.1 APPRAISE AND ADAPT SPECIALISED MOTOR SKILLS AND LIFE SKILLS TO IMPROVE THEIR OWN PHYSICAL ABILITY IN ORDER TO APPLY THESE SKILLS IN PHYSICALLY CHALLENGING SITUATIONS AND NEW ENVIRONMENTS.	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
Fundamental Movements	AH7.1.1 Refine motor skills to improve physical ability and response in different challenging situations.	<ul style="list-style-type: none"> <li>• Practice the following sequences in order to refine their own movement skills               <ul style="list-style-type: none"> <li>– Move to external stimuli using a variety of steps, sequences and directions.</li> <li>– Send an object to partner, to a target or over a net using a serve, an overhand pass or throw or underhand pass or throw.</li> <li>– Perform a variety of throws and passes to moving partner, shots at targets and intercept objects while moving in various directions, space and at different speeds.</li> <li>– Transfer body weight to get over pieces of apparatus (equipment).</li> </ul> </li> </ul>
Fitness For Living	AH7.1.2 Improve and maintain physical fitness. AH7.1.3 Respond positively to increase challenge in a sport or game. AH7.1.4 Appraise their levels of physical fitness on an ongoing basis and compare these with past performances.	<ul style="list-style-type: none"> <li>• Participate in a challenging new game or sport or change an aspect of your preferred sport to make it more challenging.</li> <li>• Monitor by keeping a journal, or a chart, how they are coping with various physical activities in terms of the levels of control they have of the motor skills required, their breathing, their endurance.</li> </ul>
Sports Science And Technology	AH7.1.5 Demonstrate their ability to properly use and take good care of equipment relevant for their age group activities. AH7.1.6 Explain the difference between recovery training and over training.	<ul style="list-style-type: none"> <li>• Find out the proper care and use of specialised equipment that is used in a game or sport they are participating in.</li> <li>• Discuss good training programs throughout a week and recovery days of rest and types of food/drink and exercise to use during recovery.</li> </ul>
Socialisation	AH7.1.7 Participate fairly in games or activities by accepting and respecting decisions made by officials.	<ul style="list-style-type: none"> <li>• Discuss the role of different authorities around sports and matches e.g. referees, other officials etc.</li> <li>• Investigate the issue of violence around inter-school sports – identify the issues, causes and make recommendations.</li> </ul>

**Strand 3: ACTIVE FAMILY AND COMMUNITY HEALTH**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AF7.1 <i>EVALUATE THE VALUE OF STRONG RELATIONSHIPS IN ORDER TO SHOW THEIR INFLUENCE ON THE CHOICES MADE FOR THE WELL BEING, SAFETY AND PROTECTION OF THEIR FAMILY AND OTHERS.</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
Health Promotion	AF7.1.1 Promote, take part or help celebrate at least one of these special annual events e.g. International Teachers Day or National Heart Day (any other NCD).	<ul style="list-style-type: none"> <li>Investigate any one of the events used to promote health and well being. Find out about:               <ul style="list-style-type: none"> <li>– aim or purpose</li> <li>– how long it has been in place</li> <li>– reason it is celebrated e.g. problems and causes</li> <li>– effects it may have had.</li> </ul> </li> </ul>
Relationships	AF7.1.2 Investigate the positive and negative influence of modern communication technologies e.g. mobile phones, internet on families and friends staying connected. AF7.1.3 Identify the features of ‘strong relationships’ and their influence on positive decision making by family members and friends.	<ul style="list-style-type: none"> <li>Carry out a simple investigation into the availability of mobile phones/internet to different class members families, the positives and negatives of this on people being able to talk to each other, get tasks done, staying connected.</li> <li>Outline how these relationships have influenced individuals to make good choices for their own safety and protection.</li> </ul>
Protection and Responsible behaviour	AF7.1.4 Transfer knowledge and skills around road and water safety to others.	<ul style="list-style-type: none"> <li>Explain to Year 1 or 2 students the importance of Road Safety or Water safety rules.</li> </ul>
Attitude, Beliefs and Practices	AF7.1.5 Compile a list of ways we can overcome negative cultural attitudes and beliefs to improve our health and physical fitness.	<ul style="list-style-type: none"> <li>Brainstorm as a class attitudes towards e.g. physical exercise, certain types of foods, certain types of behaviours, attitudes towards smoking, alcohol. Record on a chart. Against each, identify if the attitude is positive or negative. List ways of overcoming the negative attitudes.</li> </ul>

# Year Eight

## Strand 1: ACTIVE PERSONAL HEALTH

ACHIEVEMENT OBJECTIVE STUDENTS LEARN TO: AP8.1 FORMULATE QUESTIONS AND ANSWERS THAT REFLECT INFORMED CHOICES, PRACTICES, AND RESPONSIBLE BEHAVIOUR, IN ORDER TO DEAL WITH PHYSICAL, SOCIAL, EMOTIONAL AND SPIRITUAL CHALLENGES FOR TEENAGERS. (E.G. ALCOHOL, SMOKING, DRUGS, PREGNANCY, ABUSE, HIV/AIDS)		
SUBSTRANDS	LEARNING OUTCOMES STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:	TEACHING IDEAS
Identity and self-worth	AP8.1.1 Examine challenges of teenage life that can affect feelings of good self-worth. AP8.1.2 Outline a basis for informed decision making and execute responsible behaviours in response to the challenges they face.	<ul style="list-style-type: none"> <li>Share situations of personal challenge that have affected their feelings and generate ways to build positively on these experiences.</li> </ul>
Growth and development	AP8.1.3 Explain the effects of health harming choices on their growth and development.	<ul style="list-style-type: none"> <li>Formulate a question and answer sequence on the effect of health harming choices on the functions of the body.</li> <li>Formulate questions that demonstrate awareness of the physical and emotional challenges that affect teenagers, and generate positive solutions to these issues.</li> </ul>
Nutrition and physical activity	AP8.1.4 Explain principles of exercise and nutrition and their practical applications.	<ul style="list-style-type: none"> <li>Develop a recipe that uses local vegetables to enhance the nutritional value of a local dish like Samoan chop suey, sua ia, or sua moa.</li> <li>Develop questions and answers on importance of physical activity for muscle strength and endurance.</li> </ul>
Safety and responsible behaviour	AP8.1.5 Explain the cause and effects of STIs and HIV AIDS. AP8.1.6 Explain different types of abuse and identify relevant support agents.	<ul style="list-style-type: none"> <li>Investigate and complete a simple information pamphlet on STIs and HIV AIDS that includes:               <ul style="list-style-type: none"> <li>Basic definition of what it is, causes</li> <li>Outline the effects: physical, emotional and social</li> <li>Summary of the state of HIV AIDS/STIs in Samoa.</li> <li>Outline prevention strategies</li> <li>Identify resources available to help people learn more about AIDS.</li> </ul> </li> <li>Develop a visual aid that outlines abuse of different forms and support agencies.</li> </ul>

**Strand 2: ACTIVE HUMAN MOVEMENT**

<b>ACHIEVEMENT OBJECTIVE</b>	<b>STUDENTS LEARN TO:</b> AH8.1 <i>DEVELOP AND IMPLEMENT STRATEGIES TO IMPROVE THEIR PHYSICAL FITNESS AND THOSE OF OTHERS AND MAINTAIN POSITIVE CULTURAL AND SAFETY PRACTICES IN INDIVIDUAL AND GROUP PHYSICAL ACTIVITIES.</i>	
<b>SUBSTRANDS</b>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:</i>	<b>TEACHING IDEAS</b>
Fundamental Movements	AH8.1.1 Demonstrate how to combine a variety of movement skills in sequences in physical activities and formal games.	<ul style="list-style-type: none"> <li>• Apply locomotion, manipulation and stability skills in combination by carrying out the following               <ul style="list-style-type: none"> <li>– Throw, pass and shoot an object to a partner or at target while being defended for distance and accuracy.</li> <li>– Hit an object with one hand or a piece of equipment using backhand and forehand motions.</li> <li>– Dribble a ball using hands or feet in various directions at different speed and perform movement skills in sequence.</li> </ul> </li> </ul>
Fitness For Living	AH8.1.2 Improve and maintain a level of physical fitness appropriate to their age. AH8.1.3 Plan strategies to improve the physical fitness of different groups of people.	<ul style="list-style-type: none"> <li>• Improve their fitness levels by participating in sustained moderate to vigorous physical activity for a minimum of 20 minutes per day including appropriate warm – up and cool – down procedures.</li> <li>• Explain to people that physical fitness can be achieved by moving the body in different ways, not only in sports.</li> </ul>
Sports Science And Technology	AH8.1.4 Use appropriate practices and technology to enhance their physical activity. AH8.1.5 Explain the development stages of human movement skills	<ul style="list-style-type: none"> <li>• Demonstrate and practice the following to enhance their own physical fitness               <ul style="list-style-type: none"> <li>– Follow a fitness program to condition the body to improve fitness (e.g. Weekly exercises, running program, body strengthening).</li> <li>– Drink appropriate liquids and eat food at the appropriate times for recovery (e.g. Water, Niu, appropriate sports drinks, fruit).</li> <li>– Practice appropriate body recovery after physical activities (e.g. stretching, cool down, rest under shaded areas, ice therapy).</li> <li>– Wear appropriate equipment during activities (e.g. Foot wear, hat, sun block, clothing, mouth guard, shin guards etc)</li> </ul> </li> <li>• During puberty there are a lot of changes taking place. Discuss the different stages in fundamental movements from newborn reflexes, fundamental body movements and skills, progressive sports skills to specific sports skills.</li> </ul>
Socialisation	AH8.1.6 Demonstrate the importance of keeping order, being good sportsman, and displaying leadership qualities in both competitive and non competitive games and sports.	<ul style="list-style-type: none"> <li>• Distinguish safety practices seen at competitive sporting events or physical activities and describe their value.</li> </ul>

**Strand 3: ACTIVE FAMILY AND COMMUNITY HEALTH**

ACHIEVEMENT OBJECTIVE	STUDENTS LEARN TO: AF8.1 RESPOND RESPONSIBLY IN TIMES OF NEED THROUGH POSITIVE ATTITUDES, BELIEFS AND PRACTICES THAT STRENGTHEN INDIVIDUALS AND COMMUNITIES	
SUBSTRANDS	LEARNING OUTCOMES STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN:	TEACHING IDEAS
Health Promotion	AF8.1.1 Promote, take part or help celebrate at least one of these special annual events e.g. World AIDS Day.	<ul style="list-style-type: none"> <li>• Investigate any one of the events used to promote health and well being e.g. World AIDS Day. Find out about:               <ul style="list-style-type: none"> <li>– aim or purpose</li> <li>– how long it has been in place</li> <li>– reason it is promoted e.g. problems and causes</li> <li>– effects it may have had.</li> </ul> </li> </ul>
Relationships	AF8.1.2 Act responsibly and with love and compassion towards others when needed. AF8.1.3 Take responsibility for own actions.	<ul style="list-style-type: none"> <li>• Discuss the importance of responsible actions in maintaining individual, group and community relations.</li> <li>• Explain how you would show 'love/compassion' to a friend who became pregnant while at school.</li> <li>• Explain how taking responsibility for our own actions maintains relationships.</li> </ul>
Protection and Responsible behaviour	AF8.1.4 Transfer knowledge and skills around road and water safety to others. AF8.1.5 Describe and practice what to do in the event of a fire and drowning.	<ul style="list-style-type: none"> <li>• Review in a series of promotion messages through drama, visual presentations, the importance of Road Safety or Water Safety rules to the rest of the school.</li> <li>• Conduct a series of promotion performances on what to do when there is a fire.</li> <li>• Demonstrate what to do in the event of someone drowning.</li> </ul>
Attitude, Beliefs and Practices	AF8.1.6 Identify and implement positive attitudes, beliefs and practices that will strengthen people in times of natural disasters, illness, or personal hardship, and personally challenging situations. AF8.1.7 Investigate one of the agencies that responds in times of crisis and how they can contribute to the work of this organisation.	<ul style="list-style-type: none"> <li>• Compile a list of positive attitudes, beliefs and practices that can strengthen family members and people in the community during natural disasters like flood, earthquake, tsunami, or hurricane, or when a person is sick with AIDS, cancer, becomes pregnant etc.</li> <li>• Investigate the work of the Red Cross, Victim Support, World Vision or even their own churches in times of crisis etc and report on how they have helped Samoa.</li> <li>• Plan and carry out a class response to a known situation of crisis in their school, country, or another country. Examples can include:               <ul style="list-style-type: none"> <li>– Identify the needs of a particular situation such as a family (use information they read about in the paper or hear about in their community), or world crisis such as the earthquake in Christchurch, children in the tsunami area.</li> <li>– Complete a plan of action in terms of how they can respond as a class e.g. hold a series of mufti days, bottle collection, etc.</li> <li>– Find out how they can send their donation and carry out.</li> <li>– If carrying out a community action, find out how best to carry this out with the help of the school liaising with relevant people.</li> <li>– Discuss how their actions helped others and themselves.</li> </ul> </li> </ul>