



MINISTRY OF EDUCATION

# TEACHERS GUIDE FOR Y6 & Y8 TEACHERS-TERM3



CURRICULUM DEVELOPMENT UNIT

FIJI, 2015

The Ministry of Education owns the copyright to this Year 6 & Y8 Teacher's Guide. Schools may reproduce this in part or in full for classroom purposes only. Acknowledgement of the CDU Section of the Ministry of Education copyright must be included on any reproductions. Any other use of these syllabi must be referred to the Permanent Secretary for Education through the Director Curriculum Advisory Services.

Issued free to schools by the Ministry of Education.

First edition 2015

© Ministry of Education, Fiji, 2015

Published by  
Curriculum Development Unit  
Ministry of Education  
Waisomo House  
Private Mail bag  
Suva  
Fiji

## TABLE OF CONTENT

1.0	INTRODUCTION	1
2.0	COURSE CONTENT DETAIL	4
3.0	TIME ALLOCATION	17
4.0	RESOURCES	18
5.0	NOTES FOR TEACHERS	



## **1.0 INTRODUCTION**

This guide has been compiled to assist Y6 & Y8 teachers design their lessons to be carried out after the external examination. Teachers will use this guide but may resort to the many resources that are available to teach the actual lessons in the classrooms.

## 2.0 COURSE CONTENT DETAIL

### RED CROSS/GIRL GUIDES/BOYS SCOUTS

RED CROSS/GIRL GUIDES/BOYS SCOUTS				
CONTENT	CONTENT LEARNING OUTCOMES	SUGGESTED POINTER FOR STUDENT ACHIEVEMENT AND CONTENT		
SUB STRAND	CONCEPT, SKILLS AND ATTITUDES	MILO	ACHIVEMENT INDICATORS: Students will be able to	Scope & Content
Creating Awareness on Disasters	Identify and explain disasters and precautions to take when it happens  <b>Resources:</b> Scouts, Girl guides/red cross book	<u>Lesson 1-5</u> Discuss the different types of disasters[natural & man-made] & its effects <u>Lesson 6-10</u> Collecting of pictures on natural disasters and paste them on charts <u>Lesson 11-15</u> Precautions to be taken in any disaster-acquired skills	<ul style="list-style-type: none"> <li>Identify the different types of disasters that we face in Fiji</li> <li>Talk about the different types of disasters that we face.</li> <li>Determine the type of precautions for each natural disaster that they have mentioned.</li> <li>State and practice methods which can be used while preparing for disasters to strike</li> </ul>	<ul style="list-style-type: none"> <li>Information about the different types of disasters[human/natural]</li> <li>Effects of the identified disasters</li> <li>Types of precautions for each disaster</li> <li>Safety skills which is needed for preparation of disasters</li> </ul>
	Formulate and explain what do be done during and after a disaster  <b>Resources:</b> Scouts, Girl guides/red cross book	<u>Lesson 16-20</u> Explain and discuss in groups what can be done during and after a disaster  [acquired survival skills]  <u>Lesson 21-25</u> Poster, poems or essay to describe how well we can prepare for the disaster[s]	<ul style="list-style-type: none"> <li>Discuss the different safe ways during a disaster</li> <li>List and explain what one can do after a disaster</li> <li>Design posters, write poems/essay on how well we can prepare for any disaster</li> <li>Role play-scene-before, during and after disaster[s]</li> </ul>	<ul style="list-style-type: none"> <li>Safe methods/procedures to follow in any disaster</li> <li>Things to be done after the disaster</li> <li>Skills on drawing, creative writing or composing poems</li> </ul>

[PHYSICAL EDUCATION SUGGESTED ACTIVITIES FOR WEEK FIVE TO WEEK NINE IN TERM THREE]

**PEMAC - PHYSICAL EDUCATION**

**Training and safety**

CONTENT	CONTENT LEARNING OUTCOMES	SUGGESTED POINTER FOR STUDENT ACHIEVEMENT AND CONTENT		
SUB STRAND	CONCEPT, SKILLS AND ATTITUDES	MILO Time needed for coverage: 10 x 45 minutes period. Mode of delivery: Practical based activities.	ACHIVEMENT INDICATORS: Students will be able to	Scope & Content

PE 6.0 Fitness training method and safety	PE 6.1.1.1a Study and demonstrate the relationship between fitness and training methods.	PE 6.1.2.2a Demonstrate types of aerobic and anaerobic training.	<ul style="list-style-type: none"> <li>Show that running can be both aerobic and anaerobic.</li> <li>Exemplify different aerobic and anaerobic training styles.</li> <li>Discuss with examples the uses of aerobic and anaerobic in some sports.</li> </ul>	<p><b>Types of exercises</b></p> <p>Aerobic exercise (long)</p> <ul style="list-style-type: none"> <li>Walking</li> <li>Cycling</li> <li>Running</li> <li>Cross-country running</li> <li>Rowing</li> </ul> <p>Anaerobic exercise (fast)</p> <ul style="list-style-type: none"> <li>Running sprint</li> <li>Jumping rope</li> <li>Weights</li> <li>Swimming</li> </ul>
		PE 6.1.2.2b Describe and show training effects on fitness	<ul style="list-style-type: none"> <li>Divulge into different training methods.</li> <li>Investigate and apply different training methods in different sports.</li> <li>Classify and choose the different groups of training and their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Kicking</li> <li>Tagging</li> <li>Evading</li> <li>Jumping</li> <li>Throwing</li> <li>Stretching</li> <li>Plyometric</li> <li>Isometric-muscle tightening</li> <li>Isotonic-mucle move under pressure</li> <li>Isokenetic-bodyweights</li> </ul>
		PE 6.1.2.2c Analyse and explain Fitness through various	<ul style="list-style-type: none"> <li>Support that playing and Fitness is related.</li> </ul>	<ul style="list-style-type: none"> <li>Rugby skills</li> <li>Soccer skills</li> </ul>

		types of training.	<ul style="list-style-type: none"> <li>Relate that different positional roles require different types of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>Cricket skills</li> <li>Hockey skills</li> <li>Badminton skills</li> <li>Running skills</li> <li>Jumping skills</li> </ul>
		PE 6.1.2.2d Explore and perform basic first aid in sports injuries.	<ul style="list-style-type: none"> <li>Investigate and describe the different types of sports injuries.</li> <li>Participate and explore different treatment methods of sports injuries.</li> </ul>	<p>First Aid treatment of:</p> <ul style="list-style-type: none"> <li>Cuts and wounds</li> <li>Dislocations</li> <li>Fractures</li> <li>Concussion</li> </ul>

**[PHYSICAL EDUCATION SUGGESTED ACTIVITIES FOR WEEK FIVE TO WEEK NINE IN TERM THREE]**

**PEMAC - PHYSICAL EDUCATION**  
**Skill learning and Participation**

CONTENT	CONTENT LEARNING OUTCOMES	SUGGESTED POINTER FOR STUDENT ACHIEVEMENT AND CONTENT		
SUB STRAND	CONCEPT, SKILLS AND ATTITUDES	MILO Time needed for coverage: 10 x 45 minutes period. Mode of delivery: Practical based activities.	ACHIEVEMENT INDICATORS: Students will be able to	Scope & Content
PE 8.0 Fitness, skills learning and participation.	PE 8.1.1.1a Study and demonstrate the skills in different sports.	PE 8.1.2.2a Investigate the types of skills similar and different in sports.	<ul style="list-style-type: none"> <li>Show that running is common in almost all sports.</li> <li>Perform passing and receiving.</li> <li>Discuss with examples the types of skills used in different sports.</li> <li>Demonstrate some basic skills of some sports learnt.</li> </ul>	<p><b>Types of skills</b></p> <ul style="list-style-type: none"> <li>Catching</li> <li>Passing</li> <li>Kicking</li> <li>Dribbling</li> <li>Running</li> <li>Jumping</li> <li>Twisting</li> <li>Falling</li> <li>Rucking</li> <li>Batting</li> <li>Skipping</li> <li>Evading</li> </ul>
		PE 8.1.2.2b Describe and take part in skills learning and execution.	<ul style="list-style-type: none"> <li>Actively take part in the different skills learning methods.</li> <li>Investigate and apply different skills in different</li> </ul>	<p><b>1. Catching, Batting &amp; Passing Skills:</b></p> <ul style="list-style-type: none"> <li>Eye &amp; hand coordination</li> </ul> <p><b>2. Running Drills:</b></p> <ul style="list-style-type: none"> <li>Arm &amp; leg movement</li> </ul>



			sports. <ul style="list-style-type: none"> <li>Classify and choose the different skills and their purpose in the sports they are used in.</li> </ul>	<b>3. Evasive running &amp; Dribbling:</b> <ul style="list-style-type: none"> <li>Stepping and control</li> </ul> <b>4. Force Transfer</b> <ul style="list-style-type: none"> <li>Newtons Law of motion.</li> <li>Legs to arm motion</li> </ul> <b>5. Twisting &amp; turning skills.</b> <ul style="list-style-type: none"> <li>Upper body twist.</li> <li>Lower body twist.</li> </ul> <b>6. Rucks &amp; maul</b> <ul style="list-style-type: none"> <li>Body position</li> <li>Ball placement.</li> </ul> <b>7. Kicking skills</b> <ul style="list-style-type: none"> <li>Approach</li> <li>Leg movement</li> </ul>
PE 8.1 Skills and participation in physical activities.	PE 8.1.1.1b Explore and design skills needed in the chosen activity.	PE 8.1.2.2c Analyse and demonstrate all the skills relevant in the chosen sports.	<ul style="list-style-type: none"> <li>Perform the major skills type that is used in the game of their choice.</li> <li>Relate the importance of these skills in the sports they choose.</li> <li>Make out their sports cannot be played without these skills.</li> </ul>	<b>Types of sports</b> <ul style="list-style-type: none"> <li>Soccer</li> <li>Rugby</li> <li>Cricket</li> <li>Hockey</li> <li>Badminton</li> <li>Running</li> <li>Skipping</li> </ul>
		PE 8.1.2.2d Explore and perform basic skills in sports chosen actively.	<ul style="list-style-type: none"> <li>Take part in the sports of their choice actively.</li> <li>Contribute meaningfully to their team with the uses of the learnt skills in their sports.</li> <li>Enjoy being able to participate using the skills learnt.</li> </ul>	

**ENGLISH READING SKILLS-Y6**

ENGLISH READING SKILLS-Y6				
CONTENT	CONTENT LEARNING OUTCOMES	SUGGESTED POINTER FOR STUDENT ACHIEVEMENT AND CONTENT		
SUB STRAND	CONCEPT, SKILLS AND ATTITUDES	LESSONS	ACHIVEMENT INDICATORS: Students will be able to	Scope & Content
<p><b>EN 6.1</b> Text-Types Media, everyday communication and Literary Texts</p> <p><b>Resources:</b> Year 6 English Textbook, Newspaper Article, Library Books, Posters etc</p> <p><b>NOTE:</b> Use these steps to take the lessons for each Text-Type [One Text-Type for 2 weeks]</p>	<p><b>EN 6.1.1</b> Evaluate a range of written texts and make meaning out of it.</p>	<p><b>Lesson1-5</b> Discuss the features of the text[Descriptive/ narrative] . -Talk about the topic, asking them leading questions so that they understand the topic. -Skim and scan: Students identify main points. -Summarize: Students identify topic sentences/main points etc <b>Lesson 6-10</b> -Students read the passage in groups(pairs/threes) aloud then they read the prepared questions. -Students read the passage together &amp; teacher explain the difficult concepts. They read the prepared questions again and answer together orally. -Vocabulary activity: Students find meaning of the new words and make sentences from it.[Friday-Spelling Test) -Students then answer the prepared questions individually/in pairs. -Activity is marked together in class and corrections done.</p>	<ul style="list-style-type: none"> <li>• Identify the different text types</li> <li>• Discuss the main ideas in the passage.</li> <li>• Use the skills of skimming and scanning to identify the main points</li> <li>• Summarize the story</li> <li>• Read Fluently with understanding</li> <li>• Use the new words correctly in a sentence</li> <li>• Make new words out of the root word</li> <li>• Answer the comprehension questions correctly</li> <li>• Write answers to the prepared comprehension questions in a complete sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Text Types: Narrative Descriptive Procedural/Instructional Fiction Non-Fiction</li> <li>• Topic Discussion: Use all the senses of the students to make them understand the topic.[Conversational Web – Oral Presentation:dialogue /role play etc]</li> <li>• Skimming and scanning – looking for the main ideas/points</li> <li>• Vocabulary Activity: Synonyms Antonyms Parts of speech Spelling Meaning of the words</li> <li>• Reading of the passage: -group reading -choral reading -modeled reading -individual reading etc</li> </ul>

## YEAR 8 ENGLISH READING SKILLS

CONTENT	CONTENT LEARNING OUTCOMES	SUGGESTED POINTERS FOR STUDENT ACHIEVEMENT AND CONTENT		
SUB STRAND	CONCEPT, SKILLS AND ATTITUDES	MILO	ACHIEVEMENT INDICATORS: Students will be able to	Scope & Content
<p><b>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts</b></p> <p><b>Recognise, explain and analyse the ways literary texts draw on readers'</b></p>	<p>Explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres and discuss the appeal of these genres.</p> <p><b>Resources:</b> Year 8 Literature text Poetry – Leaves, Novel- Swiss Family Robinson</p>	<p><u>Lesson 1-5</u> Analyse the different characters, themes &amp; setting portrayed in the poems studied and present it on charts/poster</p> <p><u>Lesson 6-10</u> Examine relevant costume &amp; dramatise the poem</p> <p><u>Lesson 11-15</u> Explore the different themes portrayed in the novel studied and present it in class</p>	<ul style="list-style-type: none"> <li>• Identify the different characters, themes &amp; settings in the 7 poems studied {group work}</li> <li>• List them in terms of importance</li> <li>• Compare &amp; contrast ideas, characters' tone, audience &amp; special features</li> <li>• Present ideas in a chart form or poster or a song or video clip</li> <li>• Discuss &amp; prepare the relevant costume for the poem</li> <li>• Dramatise the poem with characters wearing the costume with relevant music &amp; sound effects</li> <li>• Stage the scene in front of the whole school</li> <li>• Watch the movie about Swiss Family Robinson</li> </ul>	<ul style="list-style-type: none"> <li>• Poems from Leaves</li> <li>• 'My Future' by Sarah Pene</li> <li>• 'How to eat a poem' by Eve Miriam</li> <li>• 'Bush Medicine' by Konai Helu Thaman</li> <li>• 'Town Life' by Nelson Puiarh</li> <li>• 'TEEVEE' by Eve Merriam</li> <li>• 'Student Plea' by Anonymous</li> <li>• 'The Eagle' by Lord Alfred Tennyson</li> <li>• 'Swiss Family Robinson' – prescribed novel for year 8</li> </ul>

<p><b>knowledge of other texts and enable new understanding and appreciation of aesthetic qualities</b></p>	<p>Identify personal ideas, experiences and opinions about literary texts and discuss them with others.</p> <p><b>Resources:</b> Short Stories- Myths &amp; Legends Drama- Treasure Island</p>	<p><u>Lesson 16-20</u> Discuss the different characters, themes&amp; setting portrayed in the short stories studied and present it in a class newspaper</p> <p><u>Lesson 21-25</u> Assess the different characters, themes&amp; setting portrayed in the 'Treasure Island' the prescribed drama studied and present it to the whole school</p>	<ul style="list-style-type: none"> <li>• Identify the different characters, themes&amp; settings in the short stories studied {group work}</li> <li>• List them in terms of importance</li> <li>• Compare &amp; contrast ideas, characters'tone,audience&amp;spe cial features</li> <li>• Present ideas in a chart form or poster or a song or video clip</li> <li>• Discuss &amp; prepare the relevant costume for the short stories</li> <li>• Dramatise a scene that depicts the theme with characters wearing the costume with relevant music &amp; sound effects</li> <li>• Stage the scene in front of the whole school</li> <li>• Readers' theater- students take turn reading aloud emphasizing punctuation marks and varying intonation to make the scene alive and real.</li> <li>• Watch the movie about the Treasure Island {drama} studied this year</li> </ul>	<ul style="list-style-type: none"> <li>• Short Stories from Myths &amp; Legends</li> <li>• 'The Great Flood'</li> <li>• 'How the Island of Viwa was built'</li> <li>• 'The Shark God'</li> <li>• 'Flaming Teeth'</li> <li>• 'Suna who was greedy'</li> <li>• 'The Snake Chief'</li> <li>• 'The Prawns of Vatulele'</li> <li>• 'Three presents for the Chiefs Daughter'</li> <li>• Drama text – Treasure Island</li> <li>• Creative writing or composing poems/song/dairy entry/letters to the editor/news bulletin/newspaper article etc</li> </ul>
---	--	--	--	---

## CONSTITUTIONAL/CITIZENSHIP

SUB STRAND	CONTENT LEARNING OUTCOMES  Concepts, Skills and Attitude	MiLO	ACHIEVEMENT INDICATORS  Students will be able to;	Scope of Content
Personal, Social /Cultural Groups &Processes, Diversity and Cohesion	Investigate the structure and functions of Fiji as a Republic and discuss ways the government can help the different social/cultural groups live together harmoniously.  Resource; Constitution 2013 Citizenship materials	<b>Lessons 1-7</b> Discuss Fiji as a Republic State.  <b>Resources;</b> <b>Constitution Book</b>	<ul style="list-style-type: none"> <li>Identify and collect information of Fiji as a Republic.</li> </ul>	<ul style="list-style-type: none"> <li>Democratic nation</li> <li>Self-governing</li> <li>Independent</li> <li>Constitution(constitution book-pages1-5)</li> <li>Features</li> <li>Advantages</li> <li>Disadvantages</li> </ul>
		<b>Lessons 8-14</b> Explain how Fiji as a Republic is structured and how it operates.	<ul style="list-style-type: none"> <li>Display and talk about its organisation and roles/functions.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders</li> <li>President of the State or Nation, Prime Minister</li> <li>Flag oath &amp; national anthem (English, Hindi &amp; iTaukei version)</li> </ul>
		<b>Lessons 15-20</b> Explain the government of Fiji, the leaders and the help it gives to the people <b>Resource:</b> <b>Citizenship Education Book/Constitution pgs 5-25</b>	<ul style="list-style-type: none"> <li>Relate and describe the Fiji government and its style of assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Cabinet Ministers</li> <li>Opposition</li> <li>Multiculturalism</li> <li>Peace building</li> <li>Bill of Rights</li> <li>Tolerance</li> <li>Assistance to citizens</li> <li>Role of Good Citizens</li> </ul>
		<b>Lessons 21-25</b> Explain the benefits people get from government's assistance.	<ul style="list-style-type: none"> <li>Develop/Present a report on the different social/cultural groups living peacefully from government's aid</li> </ul>	<ul style="list-style-type: none"> <li>Multiculturalism</li> <li>Live in tolerance, peace and harmony.</li> <li>Peace Building.</li> <li>Value the contributions of the Govt.</li> <li>Celebrating national events(Fiji</li> </ul>

- day, National sports Day, Hibiscus, etc)
- Cultural groups (Deepawali, Eid, Christmas, Easter)
- Social Groups (Mother's club, Red Cross, etc)
- Values of respect, sharing & forgiving are shared.

### FINANCIAL EDUCATION-Y6

CONTENT		CONTENT LEARNING OUTCOMES			SUGGESTED POINTER FOR STUDENT ACHIEVEMENT AND CONTENT			
SUB STRAND	CONCEPT, SKILLS AND ATTITUDES	MILO	ACHIVEMENT INDICATORS: Students will be able to	Scope & Content				
Income and Wealth	Gather information and identify different sources of income and wealth in a place, setting or an environment.  <b>Resources:</b> Financial; Education Manual	<u>Lesson 1 - 3</u> Discuss different types of income and wealth  <u>Lesson 4-7</u> Identify difference in income for different work and compare the taxes they are charged with	<ul style="list-style-type: none"> <li>• Calculate the exchange rate</li> <li>• Calculate the income from the wealth available</li> <li>• Arranging wealth in order of value from ascending or descending order Identify the different types of income and wealth</li> <li>• List the jobs and what they receive as pay</li> <li>• List the different types of taxes and the different in rate chargers</li> <li>• List the different wealth with its monetary value</li> <li>• Read the different currency of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Income tax</li> <li>• Budgeting</li> <li>• Calculating money</li> <li>• Reading numerical value</li> <li>• Currency</li> <li>• Daily exchange rate</li> </ul>				
	Demonstrate an understanding that wealth will be gained from savings from work and profit gained.	<u>Lesson 8-10</u> Classify and explain the difference in wealth and its income  <u>Lesson 11-12</u>	<ul style="list-style-type: none"> <li>• Multiplication and division of decimals</li> <li>• Place values</li> <li>• List and explain ways we can achieve wealth</li> <li>• Calculate one year's income from wealth discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Income tax</li> <li>• Budgeting</li> <li>• Calculating money</li> </ul>				

	<b>Resources:</b> Financial; Education Manual	Explain how income and wealth contribute to personal, family and community well-being.	<ul style="list-style-type: none"> <li>Calculate the tax charges to be paid</li> </ul>	
--	--	--	--	--

FINANCIAL EDUCATION – Y8				
CONTENT	CONTENT LEARNING OUTCOMES	SUGGESTED POINTER FOR STUDENT ACHIEVEMENT AND CONTENT		
SUB STRAND	CONCEPT, SKILLS AND ATTITUDES	MILO	ACHIEVEMENT INDICATORS: Students will be able to	Scope & Content
Income and wealth	Compile and compare different sources of income and wealth in society	<u>Lesson 1-5</u> Discuss ways in which people earn an income or gifts  <u>Lesson 6-10</u> Identify and describe the different sources of income, remittances and their importance  <u>Lesson 11-15</u> Select documents for income and remittances and their importance	<ul style="list-style-type: none"> <li>Identify ways (including entrepreneurial activity) in which people can earn an income or times when money is received as gifts, or receive as cash loans.</li> <li>Describe the different sources of income(earned and unearned) for individuals and households</li> <li>Interpret documents related to sources of income (including deductions) – documents to include pay slips, remittance receipts, bank statement entries.</li> <li>Explain the importance that remittances from overseas have on household incomes</li> </ul>	<ul style="list-style-type: none"> <li>Earned income</li> <li>Unearned income</li> <li>Interests</li> <li>Dividends (capital gains-investments)</li> <li>salaries</li> <li>loans</li> <li>Commission</li> <li>Self – employed</li> <li>Remittances</li> <li>Investment income</li> <li>Winnings</li> <li>Wages</li> <li>Superannuation</li> <li>Royalties</li> <li>Fees</li> <li>Profit</li> </ul>
	Identify and determine importance of managing money wisely	<u>Lesson 16-20</u> Identify personal expenses, budgets, saving programs short term and long term	<ul style="list-style-type: none"> <li>Identify different personal expenses for different living situations and different life stages</li> <li>Explain the role of budgets in managing spending and saving in</li> </ul>	<ul style="list-style-type: none"> <li>Inflation</li> <li>Life stages</li> <li>Goal setting</li> <li>SMART goals</li> </ul>
Financial planning				

	<p><b>Resources:</b> FINED Manual for teachers pp59- 67</p>	<p><u>Lesson 21-25</u> Importance of saving programs and the impact of inflation on income</p>	<p>the short term and medium term</p> <ul style="list-style-type: none"> <li>• Set up savings programme for both short and long term goals</li> <li>• Monitor savings program to achieve the short term goal</li> <li>• Demonstrate the impact of inflation on income</li> </ul>	
--	---	--	--	--



**CULTURE**

CULTURE				
CONTENT	CONTENT LEARNING OUTCOMES		SUGGESTED POINTER FOR STUDENTS ACHIEVEMENT AND CONTENT	
SUB STRAND	CONCEPTS, SKILLS AND ATTITUDES	MILO	ACHIEVEMENT INDICATORS:  Students will be able to	SCOPE AND CONTENT
<b>iTaukei Culture</b>	SS4.1.2.1 Gather information and demonstrate how they can acknowledge their culture.	<p>Lesson 1 – 3</p> <p>Discuss and role play the different cultural process at different scenarios</p> <p>Lessons 4 – 6</p> <p>Discuss and present cultural commonalities and differences</p> <p>Lessons 7 -10</p> <p>Discuss and practice cultural crafts and craftsmen ship</p>	<ul style="list-style-type: none"> <li>• Talk about cultural processes at a].home b]village c]school</li> <li>• Role play cultural processes at a].home b]village c]school</li> <li>• Discuss in groups commonalities and differences amongst the different provinces in Fiji</li> <li>• Present discussion results</li> <li>• dramatize cultural</li> <li>• Weave/carve/paint/ etc cultural artifacts</li> <li>• Cook/bake/smoke etc traditional food</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural identity</li> <li>• Greetings</li> <li>• Choice and usage of language</li> <li>• Audiences</li> <li>• Mannerism</li> <li>• Dressing</li> <li>• Tradition[Tabua/yaqona etc]</li> <li>• Crafts</li> <li>• I su/wa ni dreke/wa ni Tabua/bilo ni Waibuta/bilo ni yaqona/iri/sova/ketekete/kitu/</li> <li>• Fishing Tools- Types- bubura</li> <li>• Trapping skills – dai ni mana/manivusi/vuaka/law asua</li> <li>• Nita</li> <li>• Cooking Methods – kokoda/smoking/baking</li> </ul>

[Road Safety SUGGESTED ACTIVITIES FOR WEEK FIVE TO WEEK NINE IN TERM THREE]

**ROAD SAFETY**

**Skill Learning and Participation**

CONTENT	CONTENT LEARNING OUTCOMES	SUGGESTED POINTER FOR STUDENT ACHIEVEMENT AND CONTENT		
SUB STRAND	CONCEPT, SKILLS AND ATTITUDES	MILO	ACHIEVEMENT INDICATORS: Students will be able to	Scope & Content
RS6.1 Show me the way to go and how to read the road	RS6.1.1 Identify and develop strategies for difficult crossing situations	RS6.1.1.1 Investigate the types of difficult crossing situations in their locality.	<ul style="list-style-type: none"> <li>Ascertain specific crossing situations.</li> <li>Illustrate different crossing situations</li> <li>Explain reasons why it's difficult to use them for crossing</li> </ul>	<u>Specific crossing situations</u> <ul style="list-style-type: none"> <li>Heavy traffic</li> <li>Parked cars</li> <li>Hillcrests</li> <li>Bushes</li> <li>Uncontrolled pedestrian crossing</li> <li>Curves and bends</li> <li>No footpaths</li> </ul>
		RS6.1.1.1 Describe strategies for difficult crossing situations	<ul style="list-style-type: none"> <li>Discuss possible solutions for difficult crossing situations</li> <li>Actively take part in the different skills learning for crossing at different specific situations</li> </ul>	<ul style="list-style-type: none"> <li>Controlled crossings</li> <li>Find a quitter route</li> <li>Be visible</li> <li>Eye contact</li> <li>Face the traffic</li> <li>Keep to the right side</li> <li>Look around while crossing</li> </ul>
RS6.2 Coming to grips with traffic right up your street	RS6.1.2 Identify and investigate speed limits and their consequences	RS6.1.2 Recognise the need for reaction time	<ul style="list-style-type: none"> <li>Discuss speed limits in their area</li> <li>Discuss why speed limits should be respected</li> <li>Identify factors affecting stopping time</li> <li>Identify the need for reaction time</li> </ul>	<ul style="list-style-type: none"> <li>Definition of speed limits</li> <li>Stopping distance</li> <li>Tyre grip score</li> <li>Types of roads</li> <li>Road models</li> <li>Roadside tryouts</li> <li>Real situations</li> <li>Written directions</li> </ul>
RS8.1 How has transport changed	RS8.1.1 Seek and explain choices and development of roads in Fiji	RS8.1.1 Explore the development of road transport in Fiji	<ul style="list-style-type: none"> <li>Discuss different time line of transport</li> <li>Illustrate the progress of transport development in Fiji</li> </ul>	<ul style="list-style-type: none"> <li>Mode of transport</li> <li>Transport ownership-symbol of wealth</li> <li>Interview old people</li> <li>Record interview</li> </ul>

			<ul style="list-style-type: none"> <li>• Forecasts the possibility of road development in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Timelines</li> <li>• Future plans</li> </ul>
		<p>RS8.1.2</p> <p>Seek information about transport choices in their community</p>	<ul style="list-style-type: none"> <li>• Discuss a person's reasons for choosing transport to use</li> <li>• Talk about desirable behaviours in vehicles</li> <li>• Explain ways that can make you a good driver</li> </ul>	<ul style="list-style-type: none"> <li>• Convenience</li> <li>• Availability of public transport</li> <li>• Transport cost</li> <li>• Distance to travel</li> <li>• Good behaviours</li> <li>• Behaviours that leads to accidents</li> <li>• Good driver</li> <li>• Different types of motor vehicle in Fiji</li> </ul>
		<p>RS8.1.3</p> <p>Identify Public transport network in the local area</p>	<ul style="list-style-type: none"> <li>• Discuss how they travel to town, school and back home</li> <li>• Locate public transport stations</li> <li>• Discuss advantages and disadvantages of using public transport</li> </ul>	<ul style="list-style-type: none"> <li>• Bus, taxi, mini vans</li> <li>• Van stations</li> <li>• Taxi stands</li> <li>• Bus stations</li> <li>• Available all the time</li> <li>• Convenience</li> <li>• Cheap</li> <li>• Safe</li> <li>• Have own timetable</li> <li>• Have own route to travel</li> <li>• Very slow</li> </ul>

## 5.0 TIME ALLOCATION

The time allocation is accordance with the Ministry of Education’s recommendation for the subject offered.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00-8.30	<b>SCHOOL ASSEMBLY,DEVOTION, VALUE EDUCATION,HEALTH INSPECTION &amp; FLAG CEREMONY</b>				
8.30-9.00	FinEd	FinEd	FinEd	FinEd	FinEd
9.00-9.30	FinEd	FinEd	FinEd	FinEd	FinEd
9.30-10.00	English Reading Skills	English Reading Skills	English Reading Skills	English Reading Skills	English Reading Skills
10.00-10.30	English Reading Skills	English Reading Skills	English Reading Skills	English Reading Skills	English Reading Skills
10.30-10.45	<b>MORNING RECESS</b>				
10.45-11.15	Constitutional/ Citizenship	Constitutional/ Citizenship	Constitutional/ Citizenship	Constitutional/ Citizenship	Constitutional/ Citizenship
<b>SCHOOL BROADCAST PROGRAMME TO INTERRUPT WHEN IT IS TIME FOR THE BROADCAST</b>					
11.15-11.45	Constitutional/ Citizenship	Constitutional/ Citizenship	Constitutional/ Citizenship	Constitutional/ Citizenship	Constitutional/ Citizenship
11.45-12.00	Conversational	Conversational	Conversational	Conversational	Conversational
12.00-12.45	<b>LUNCH BREAK</b>				
12.45-1.00	<b>TOOTHBRUSH/DEAR PROGRAMME</b>				
1.00-1.30	Red Cross/ Guides/Scouts	Computer Ed	Red Cross/ Guides/Scouts	Road Safety Fire Safety	Culture
1.30-2.00	Red Cross/ Guides/Scouts	Computer Ed	Red Cross/ Guides/Scouts	Road Safety Fire Safety	Culture
2.00-2.30	Art & Craft	PE	Music	Music	Sports
2.30-3.00	Art & Craft	PE	Gardening	Gardening	Sports
3.00-4.00	<b>TEACHER LESSON PREPARATION TIME</b>				

This is a **suggested timetable and is subject to change** in order to suit your school context.

## 6.0 RESOURCES

The recommended resources for teachers and students are listed below. **Teachers are expected to be innovative and use resources available in the students' locality to ensure outcomes are achieved for the benefit of their students.**

- *Written text/Library books*
- *Financial Education Manuals*
- *Fire Safety Activity Book*
- *Road Safety Booklet*
- *Junior Red Cross Club Teacher's Guide*
- *Art & Craft-Y6 & Y8*
- *Value Education Book*
- *Other available resources in your context*

## 7.0 NOTES FOR THE TEACHERS

You are kindly advised that you are to utilize the available resources around to assist you in your teaching. If there are no computers then plan something else which can substitute that lesson.

Do not replace other subjects which the school may offer like Religious education, swimming, other languages like mandarin....etc.

**Most importantly is for you to see that the children are able to read and that struggling readers are given assistance so that they would be able to read before moving them above to the next year level.**

# National Anthem

English lyrics

Blessing grant oh God of nations on the isles of Fiji

As we stand united under noble banner blue

And we honour and defend the cause of freedom ever

Onward march together

God bless Fiji

CHORUS:

For Fiji, ever Fiji, let our voices ring with pride

For Fiji, ever Fiji, her name hail far and wide,

A land of freedom, hope and glory, to endure whatever befall

May God bless Fiji

Forever more!

Blessing grant, oh God of nations, on the isles of Fiji

Shores of golden sand and sunshine, happiness and song

Stand united, we of Fiji, fame and glory ever

Onward march together

God bless Fiji.

Fijian lyrics

Meda dau doka ka vinakata na vanua

E ra sa dau tiko kina na savasava

Rawa tu na gauna ni sautu na veilomani

Biu na i tovo tawa savasava

CHORUS:

Me bula ga ko Viti

Ka me toro ga ki liu

Me ra turaga vinaka ko ira na i liuliu

Me ra liutaki na tamata

E na veika vinaka

Me oti kina na i tovo ca

Me da dau doka ka vinakata na vanua

E ra sa dau tiko kina na savasava

Rawa tu na gauna ni sautu na veilomani

Me sa biu na i tovo tawa yaga

Bale ga vei kemuni na cauravou e Viti

Ni yavala me savasava na vanua

Ni kakua ni vosota na dukadukali

Ka me da sa qai biuta vakadua

Hindi Lyrics

He jagdishwar, kripa karo tum Fiji desh pe apne

Ahle watan hum teri sharan mein, teri dhwaja ke neehe

Ajaadi ki raksha aur samman sada hum karege

Sab milke badhte rahege

Sarwamangal Fiji

CHORUS

Yeh Fiji, hamara Fiji

Hum sab mil gaate rahe

Yeh Fiji Hamara Fiji

Yeh naara lagate rahe

Dharti hai apni, azaadi, asha aur garva ki

Kripa rahe prabhu ki, Fiji par sarwada