

# HEALTH EDUCATION SYLLABUS FOR PRIMARY LEVEL 2007



CURRICULUM PLANNING & DEVELOPMENT DIVISION  
Ministry of Education  
Singapore

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Year of Implementation from 2007 for P1 – P3  
Year of Implementation from 2008 for P4 – P6

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## **INTRODUCTION**

To provide a holistic Health Education syllabus, the revision of the syllabus has taken into consideration the trends and development in health education; that is, placing greater emphasis on the health messages advocated by the Health Promotion Board. These include myopia prevention, smoking prevention and health promotion in schools. Recommendations from the Guidance Branch, Education Programmes Division, in aspects of emotional and psychological health are also taken into consideration.

Health Education is offered to all pupils at the primary levels. The key emphasis of the syllabus is to provide pupils with knowledge and skills to empower them to take care of their health and the health of others and the environment. The success of the syllabus would be determined by pupils' demonstration of behaviour such as practising good health habits and exhibiting socially responsible behaviour. This can be achieved through a variety of learning experiences to present pupils the opportunity to apply what they have learnt.

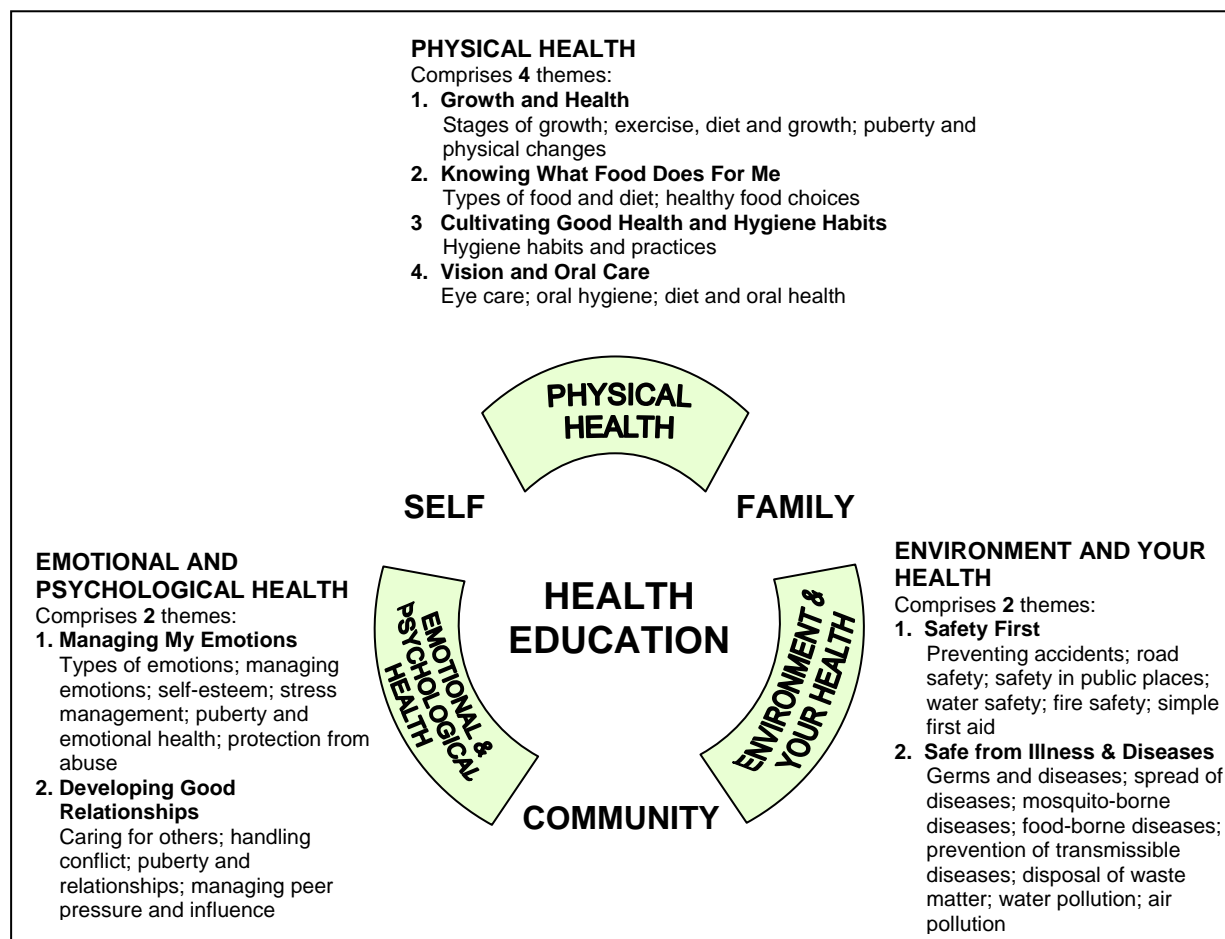
The syllabus document provides the curriculum direction and focus for teachers in the implementation of the revised Health Education syllabus. It explains the different components and themes in the three health dimensions of the revised syllabus, and the various strategies and assessment modes that could be employed in delivering the syllabus.

# 1 SYLLABUS CONTENT

## 1.1 Overview of Syllabus

The syllabus content has been organised into three health dimensions; namely, Physical Health, Environment and Your Health, and Emotional and Psychological Health. This is to provide a more holistic approach towards the learning of Health Education. Figure 1 highlights the themes and topics in each health dimension.

**Figure 1: Three Health Dimensions of the Revised Health Education Syllabus**



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### Physical Health

This health dimension comprises four themes pertaining to good physical health. Pupils are provided with an understanding of good health practices and habits such as nutrition, exercise and hygiene which can contribute to good physical growth and health. Pupils also recognise the different physical changes one goes through during puberty.

### Environment and Your Health

There are two themes in the Environment and Your Health dimension. Pupils gain an insight into how the environment can affect one's health and how it is the social responsibility of everyone in the community to maintain a clean, safe and healthy environment. They learn of the different contexts such as when they are swimming and crossing the road where their safety could be threatened. They also learn of the measures they should take to help keep them safe. Finally, pupils learn of the different types of illnesses and diseases that are potentially harmful to their health and recognise their part in helping to keep the environment safe and clean for everyone's health.

### Emotional and Psychological Health

Previously, Mental Health topics were only introduced from Primary 5 to 6. In the revised syllabus, additional Emotional and Psychological Health topics have been included and strengthened

from Primary 1 to 6. This is to address the many emotional and psychological changes pupils experience from childhood to puberty during their primary school years.

There are two distinct themes in this health dimension. Firstly, pupils learn to identify the different types of emotions experienced in different situations from childhood to puberty. They also learn how they can manage these emotions, such as managing emotions that lead to stress. Learning to protect themselves from sexual abuse and where to seek help when sexually abused are also included to help pupils manage negative emotions arising from this experience. Secondly, learning how to care for others and managing conflicts as well as relationships during puberty are seen as helping pupils develop good and wholesome relationships with others.

This health dimension is well aligned to the Social and Emotional Learning (SEL) Framework, especially to four of the core competencies; namely, self-awareness, social awareness, self-management and relationship skills. Hence, this health dimension could be easily integrated into the SEL programme of the school to better apply strategies to suit the school culture and pupils' needs.

## 1.2 Delivery of Content

When planning the delivery of the content, one would need to consider various factors. Content would need to be sequenced for meaningful and effective learning. Table 1 shows the sequence of topics for all three health dimensions from Primary 1 to Primary 6.

Content areas like sexual abuse are sensitive and harder for pupils to understand. They may need more time and delicate handling. Certain strategies or approaches would lend themselves better when delivering these content areas.

Lessons and activities could show the integration of knowledge or topics and connectedness to global issues; for an example, instilling social responsibility towards the environment and everyone's health could mean the prevention of dengue fever or bird flu.

The learning styles and abilities of pupils could be predetermined to ensure that the appropriate pedagogical approaches and skills could be used to ensure that effective learning takes place. IT skills could be harnessed to facilitate the learning of certain content areas, such as using recipe or food analyser software to analyse food intake.

Lastly, one would need to consider resources available and needed when planning the delivery of the content.

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**Table 1: Health Education Syllabus – Sequence of Topics**

Level	Physical Health			Environment and Your Health			Emotional & Psychological Health	
	Growth & Health	Good Health Habits & Growth	Vision & Oral Care	Keeping Safe	Pollution	Germs & Transmissible Diseases	Learning About Managing My Emotions	Understanding Puberty
<b>P1</b>	Physical Growth	Good Hygiene Habits	About Your Teeth	Preventing Accidents	-	Germs & Diseases	<ul style="list-style-type: none"> <li>• My Emotions</li> <li>• Managing My Emotions</li> </ul>	-
<b>P2</b>	Food & Growth	Good Hygiene Practices	Taking Care of Your Teeth	Road Safety	-	Spread of Germs & Diseases	<ul style="list-style-type: none"> <li>• Self-Esteem</li> <li>• Protecting Myself</li> </ul>	-
<b>P3</b>	<ul style="list-style-type: none"> <li>• Diet &amp; Growth</li> <li>• Eating Right</li> </ul>	-	<ul style="list-style-type: none"> <li>• Food &amp; Your Teeth</li> <li>• Taking Care of the Eyes</li> </ul>	Safety in Public Places	-	Mosquito-Borne Diseases	<ul style="list-style-type: none"> <li>• Caring for Others</li> <li>• Conflict with Others</li> </ul>	-
<b>P4</b>	Ensuring Growth & Health	<ul style="list-style-type: none"> <li>• Cleanliness of the Hands &amp; Feet</li> <li>• Substances Harmful to Health</li> </ul>	Preventing Tooth Decay	Water Safety	-	Food-Borne Diseases	Stress Management	Entering Puberty
<b>P5</b>	Puberty & Physical Changes	Puberty & Personal Hygiene	Taking Care of the Gums	Fire Safety	<ul style="list-style-type: none"> <li>• Waste Matter</li> <li>• Water Pollution</li> </ul>	Preventing Infection	Protecting Myself	Emotional Health In Adolescents
<b>P6</b>	Healthy Diet	-	Other Problems Affecting the Teeth	Simple First Aid	<ul style="list-style-type: none"> <li>• Air Pollution</li> <li>• Laws &amp; Regulations</li> </ul>	Preventing Spread of Transmissible Diseases	Managing Peer Influence	Relationships During Puberty

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### 1.3 Revised Health Education Syllabus

#### Goals of Health Education

Health Education aims to provide knowledge and skills to empower pupils to lead healthy lifestyles and take responsibility for the health and well-being of others and the environment. It also aims to provide pupils with the opportunities to develop and practise good health habits and attitudes.

#### General Objectives of Health Education

At the end of the Health Education Programme, pupils will be able to:

1. understand that good health habits will contribute to healthy growth and development of the body, e.g. practise good nutrition, hygiene and exercise;
2. exhibit good health habits in daily living;
3. express and manage emotions appropriately;
4. exhibit behaviour and attitudes that show consideration for others;
5. practise safe behaviour that will protect themselves and others around them;
6. understand the relationship between health and the environment; and
7. demonstrate understanding of their roles and responsibilities in caring for the environment.

#### CONTENT OF SYLLABUS

Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
<b>PHYSICAL HEALTH</b>			
Growth and Health	Pupils will be able to: <ul style="list-style-type: none"><li>• recognise the different stages of growth and development of their bodies</li></ul>	<u>Physical Growth</u> <ol style="list-style-type: none"><li>i. The human body is made up of main parts such as the head, arms and legs.</li><li>ii. When the body grows, there is an increase in height and weight.</li><li>iii. Regular physical activity and play will promote growth and health.</li></ol>	<u>Ensuring Growth and Health</u> <ol style="list-style-type: none"><li>i. Sufficient exercise is important to develop the different parts of the body, such as the bones, muscles, heart and lungs.</li><li>ii. Regular exercise will also enable one to stay trim and fit.</li></ol>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
	<ul style="list-style-type: none"> <li>• understand how to achieve healthy growth</li> <li>• understand that good eating habits and exercise are necessary to develop and maintain healthy growth</li> </ul>	<ul style="list-style-type: none"> <li>iv. Regular physical activities such as sports and games and callisthenics help develop muscles and strengthen the heart.</li> <li>v. After exercise, it is important to drink sufficient water to replace the water loss.</li> <li>vi. Good posture reduces unnecessary strain to the body.</li> <li>vii. Fresh air and sunshine are good for health.</li> </ul>	<ul style="list-style-type: none"> <li>iii. Weight-bearing exercises and a calcium-rich diet are required to attain peak bone mass to prevent osteoporosis later in life.</li> <li>iv. A variety of exercises done regularly with some intensity will increase heart rate and strengthen the heart.</li> </ul>
		<p><u>Food and Growth</u></p> <ul style="list-style-type: none"> <li>i. Good habits such as eating healthily and exercising regularly will promote healthy growth of the body.</li> <li>ii. Eating a variety of food and drinking enough water is necessary for healthy growth of the body.</li> <li>iii. Leading an active healthy lifestyle through sports and games will help promote and maintain good health and growth.</li> <li>iv. Overeating together with lack of exercise may cause obesity.</li> </ul>	<p><u>Physical Changes</u></p> <ul style="list-style-type: none"> <li>i. Puberty is a stage of development where there is a rapid increase in height / weight, hair growth in the armpits and around the sexual organs, development of breasts, onset of menstruation (in girls), and a change in voice (in boys).</li> <li>ii. Menarche in girls:               <ul style="list-style-type: none"> <li>- Puberty begins with the onset of menstruation.</li> <li>- Menstruation usually begins between the ages of 10 to 14 years.</li> <li>- Menstruation is a natural and healthy body process and daily activities can proceed as normal.</li> <li>- Menstruation may be accompanied by slight stomach cramps, headaches and moodiness.</li> <li>- There is a need to report any unusual menstrual problems, such as heavy bleeding, severe cramps/pain, irregular periods and fainting.</li> </ul> </li> </ul>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
		<u>Diet and Growth</u> <ol style="list-style-type: none"> <li>i. It is important to include a variety as well as the right amount of food in the diet.</li> <li>ii. Foods that are high in sugar, fats and salt should not be eaten in excess.</li> <li>iii. Fruit and vegetables are important for maintaining good health.</li> <li>iv. Two servings of fruit and two servings of vegetables should be eaten daily.</li> </ol>	<u>Puberty</u> <ol style="list-style-type: none"> <li>i. During puberty, healthy eating is necessary for body growth and development.</li> <li>ii. Attention should be taken to ensure having the correct serving sizes of food.</li> <li>iii. Sufficient calcium is important for strong bones and teeth, whilst girls need to pay attention to taking adequate amount of iron-rich food.</li> </ol>
Knowing what food does for me	Pupils will be able to: <ul style="list-style-type: none"> <li>• identify the different types of food for growth and health</li> <li>• make healthy food choices to obtain and maintain healthy growth</li> </ul>	<u>Eating Right</u> <ol style="list-style-type: none"> <li>i. Good eating habits include having regular meals (breakfast, lunch and dinner), eating in moderation and chewing food well.</li> <li>ii. There are four main groups of food which are present in the Healthy Diet Pyramid e.g. rice and alternatives, fruit, vegetables, meat and alternatives.</li> <li>iii. The different groups of food have different functions in the body.</li> <li>iv. Eating a variety of food means to include foods from the different groups.</li> </ol>	<u>Healthy Diet</u> <ol style="list-style-type: none"> <li>i. The Healthy Diet Pyramid is a guide to help one make healthy food choices.</li> <li>ii. The Healthy Diet Pyramid is a useful guide for planning balanced diet and achieving good eating habits.</li> <li>iii. The Healthy Diet Pyramid states that a healthy diet should consist of more servings of the food at the base of the pyramid and less of those at the top.</li> <li>iv. The food groups in the HDP contain specific nutrients.</li> <li>v. These nutrients contribute to different functions in the body.</li> <li>vi. Choosing healthier alternatives such as foods that are high in fibre and low in salt, sugar and fat.</li> <li>vii. Understanding one's own energy requirements is also helpful to enable one to manage it.</li> <li>viii. Improper diet could lead to some common health problems such as obesity, high blood pressure and high blood cholesterol.</li> </ol>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
Cultivating Good Health and Hygiene Habits	Pupils will be able to: <ul style="list-style-type: none"> <li>• establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses</li> </ul>	<u>Good Hygiene Habits</u> <ol style="list-style-type: none"> <li>i. Good hygiene habits keep the body healthy.</li> <li>ii. Keeping the body clean:               <ul style="list-style-type: none"> <li>- Showering / bathing and washing one's hair daily;</li> <li>- Cleaning the face, behind the ears and round the neck; and</li> <li>- Cleaning the hands and feet, and cutting finger and toe nails regularly.</li> </ul> </li> <li>iii. The eyes, ears and nose require special care:               <ul style="list-style-type: none"> <li>- Taking regular vision breaks;</li> <li>- Checking one's eyesight regularly;</li> <li>- Refraining from rubbing the eyes;</li> <li>- Wiping the ears after a bath or swim;</li> <li>- Keeping the nose clean; and</li> <li>- Blowing the nose gently when one has a cold.</li> </ul> </li> <li>iv. Sufficient sleep and rest are necessary to maintain good health.</li> <li>v. Food and drinks should not be shared for reasons of good hygiene.</li> <li>vi. At meal times, serving spoons should be used to serve food.</li> </ol>	<u>Cleanliness of the Hands and Feet</u> <ol style="list-style-type: none"> <li>i. Trimming the nails correctly, washing and keeping the hands and feet clean, dry and free from odour.</li> </ol>
		<u>Good Hygiene Practices</u> <ol style="list-style-type: none"> <li>i. Good hygiene practices help to prevent illness and diseases.</li> <li>ii. Good habits of cleanliness include:               <ul style="list-style-type: none"> <li>- washing hands before eating and after going to the toilet;</li> <li>- cleaning the body including the navel and pubic regions with soap;</li> </ul> </li> </ol>	<u>Personal Hygiene</u> <ol style="list-style-type: none"> <li>i. Personal hygiene is especially important during adolescence as the body glands are more active.</li> <li>ii. During menstruation, girls should change sanitary towels regularly and dispose of them correctly.</li> <li>iii. Changes during puberty may cause acne and pimples to appear.</li> <li>iv. Preventing infection of acne and pimples:               <ul style="list-style-type: none"> <li>- Washing the face regularly with gentle soap and water.</li> <li>- Refraining from touching the face with unwashed hands or breaking the pimples.</li> </ul> </li> </ol>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
		<ul style="list-style-type: none"> <li>- using clean personal articles such as clothes, shoes, handkerchiefs, combs, towels;</li> <li>- wiping the body with a clean towel after exercise or physical activity; and</li> <li>- observing good hygiene practice in the swimming pool.</li> </ul>	<ul style="list-style-type: none"> <li>iv. Smoking, including passive smoking has harmful effects on health e.g. asthma, lung cancer.</li> <li>v. Laws and regulations related to pollution, smoking, substance use and abuse help to safeguard the health of the community and maintain a clean environment.</li> </ul>
Vision and Oral Care	Pupils will be able to: <ul style="list-style-type: none"> <li>• recognise that the eyes need proper care and rest for good vision</li> <li>• recognise the importance of developing good oral hygiene habits to ensure that the teeth are healthy and well maintained</li> </ul>	<u>Eye Care</u> <ul style="list-style-type: none"> <li>i. Understanding myopia and the effects of near work on the eyes.</li> <li>ii. Care of the eyes include:               <ul style="list-style-type: none"> <li>- taking regular vision breaks when doing near work by looking at distant objects every 30 - 40 minutes;</li> <li>- having sufficient light when doing work and reading; and</li> <li>- keeping a minimum distance when reading and watching TV programmes.</li> </ul> </li> </ul>	<u>Eye Care</u> <ul style="list-style-type: none"> <li>i. Care should be taken to maintain good eyesight.</li> <li>ii. There are simple rules to follow, such as:               <ul style="list-style-type: none"> <li>- keeping a proper distance, about 30 cm, between the eyes and the book or paper when one is reading or writing;</li> <li>- avoiding staring directly at glaring light;</li> <li>- refraining from reading when lying down;</li> <li>- using proper lights for reading and writing;</li> <li>- watching television programmes from a distance of about two metres or more with the room lights turned on;</li> <li>- having regular check-ups for eyesight and using spectacles as prescribed to correct vision; and</li> <li>- using a filter on the computer monitor.</li> </ul> </li> </ul>
		<u>About Your Teeth</u> <ul style="list-style-type: none"> <li>i. There are two sets of teeth: milk teeth and permanent teeth.</li> <li>ii. They are needed to break down food and for clear speech.</li> <li>iii. Keeping the teeth clean will prevent tooth decay and bad breath.</li> </ul>	<u>Effects of Poor Oral Hygiene</u> <ul style="list-style-type: none"> <li>i. The teeth must be properly cleaned to prevent tooth decay.</li> <li>ii. The teeth will decay when:               <ul style="list-style-type: none"> <li>- germs act on food adhering to the teeth and produce an acid; and</li> <li>- dental plaque forms on teeth.</li> </ul> </li> </ul>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
		<p><u>Taking Care of the Teeth</u></p> <p>ii. Taking good care of the teeth so that the gums and two sets of teeth are kept healthy.</p> <p>iii. Taking care of the teeth and gums involves:</p> <ul style="list-style-type: none"> <li>- rinsing the mouth after eating food (especially snacks and sweets);</li> <li>- using a suitable toothbrush correctly;</li> <li>- using fluoride toothpaste;</li> <li>- going for regular dental check-ups; and</li> <li>- brushing them once in the morning and once before going to bed.</li> </ul>	<p><u>Gum Disease</u></p> <p>i. Gums support the teeth and require care to remain healthy.</p> <p>ii. Gums could become infected and lead to gum disease when not properly cleaned.</p> <p>iii. Proper and regular use of dental floss could prevent gum disease.</p>
		<p><u>Food and Your Teeth</u></p> <p>i. Foods that are high in calcium promote the growth of strong teeth and bones.</p> <p>ii. Regular consumption of food that are high in sugar, such as sweets and chocolate, can cause dental decay.</p>	<p><u>Other Problems Affecting the Teeth</u></p> <p>i. The teeth may not grow properly due to a number of reasons:</p> <ul style="list-style-type: none"> <li>- Early loss of teeth.</li> <li>- Overcrowding and wrong positioning.</li> </ul> <p>ii. Early intervention is important to prevent malocclusion<sup>1</sup>.</p>

<sup>1</sup> A condition where there is a faulty contact between the upper and lower teeth when the jaw is closed.

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
<b>ENVIRONMENT AND YOUR HEALTH</b>			
Safety First	Pupils will be able to: <ul style="list-style-type: none"> <li>• understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers</li> <li>• recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances</li> <li>• recognise dangerous situations and react to them in ways to reduce any harmful effects</li> </ul>	<u>Preventing Accidents</u> <ol style="list-style-type: none"> <li>i. Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents.</li> <li>ii. Accidents can be prevented by:                             <ul style="list-style-type: none"> <li>- not playing with matches and lighters;</li> <li>- not running on slippery floors or along staircases;</li> <li>- not jumping from high places;</li> <li>- not playing with or in water if unsupervised by an adult;</li> <li>- not sitting on the parapet;</li> <li>- not inserting small objects into your nose and ears;</li> <li>- taking only prescribed medicines;</li> <li>- handling sharp objects carefully e.g. scissors, penknife; and</li> <li>- using pedestrian crossings to cross the road.</li> </ul> </li> </ol>	<u>Water Safety</u> <ol style="list-style-type: none"> <li>i. Accidents can happen during water-related activities e.g. swimming, fishing, boating.</li> <li>ii. Accidents in the water can be prevented by:                             <ul style="list-style-type: none"> <li>- not playing near deep water e.g. reservoirs, monsoon drains, quarries;</li> <li>- not swimming when there is rain;</li> <li>- obeying all rules and posted signs;</li> <li>- paying attention to weather conditions e.g. heavy rains may cause flooding in some areas; and</li> <li>- learning to swim proficiently and in safe places.</li> </ul> </li> </ol>
		<u>Road Safety</u> <ol style="list-style-type: none"> <li>i. Common causes of road accidents are:                             <ul style="list-style-type: none"> <li>- jaywalking;</li> <li>- crossing in front of and between stationary vehicles;</li> <li>- playing on the road or in the car park;</li> <li>- crossing at a bend of the road;</li> <li>- standing on the road instead of the kerb; and</li> <li>- walking along roads when using earphones or mobile phones.</li> </ul> </li> </ol>	<u>Fire Safety</u> <ol style="list-style-type: none"> <li>i. Common fire hazards can be found in the home and school:                             <ul style="list-style-type: none"> <li>- Cigarettes and matches not put out properly.</li> <li>- Heated appliances left unattended e.g. iron, cooking stoves.</li> <li>- Overloaded electrical supply outlets.</li> </ul> </li> <li>ii. Ways to prevent fires:                             <ul style="list-style-type: none"> <li>- Keep matches and lighters in safe places;</li> </ul> </li> </ol>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
		ii. Follow the road safety rules: <ul style="list-style-type: none"> <li>- Do not climb / jump over road dividers;</li> <li>- Do not walk / run across expressways;</li> <li>- Do not stand in the middle of the road or lane markings;</li> <li>- Practising the kerb drill when crossing the road;</li> <li>- Crossing at pedestrian crossings;</li> <li>- When walking in a group, do not walk more than two abreast;</li> <li>- Always walk on footpaths;</li> <li>- Walking close to the side of the road and facing on-coming traffic if one has to walk along the road; and</li> <li>- Always wearing light-coloured clothing at night for visibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Dispose flammable items such as old newspapers and magazines regularly;</li> <li>- Have sufficient electrical outlets;</li> <li>- Turn off and unplug electrical appliances after use; and</li> <li>- Keep a fire extinguisher.</li> </ul> iii. If caught in a fire, carry out the following procedures: <ul style="list-style-type: none"> <li>- Do not use the lift, take the stairs;</li> <li>- Waste no time and getting everyone out immediately;</li> <li>- Close all the doors when leaving the room;</li> <li>- Warn all neighbours; and</li> <li>- Call 995.</li> </ul>
		<u>Safety in Public Places</u> <ul style="list-style-type: none"> <li>i. It is important to know some ways of ensuring safety in public places:                             <ul style="list-style-type: none"> <li>- Do not go into a lift with a stranger.</li> <li>- Beware of strangers and do not leave with them.</li> <li>- Do not accept food and drinks, toys, rewards, favours or rides from strangers.</li> <li>- Do not walk in dark and lonely places.</li> </ul> </li> </ul>	<u>Simple First Aid</u> <ul style="list-style-type: none"> <li>i. Proper procedures for treating cuts, minor wounds, burns and nose bleeds.</li> </ul>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
Safe from Illness and Diseases	Pupils will be able to: <ul style="list-style-type: none"> <li>• recognise that an unclean environment is a risk to healthy living for everyone</li> <li>• understand that a polluted environment is harmful to everyone's health</li> <li>• contribute to the prevention of the spread of diseases by keeping the environment pollution-free</li> </ul>	<u>Germs and Diseases</u> <ol style="list-style-type: none"> <li>i. Germs are harmful to health as they can spread diseases.</li> <li>ii. Germs can be prevented from spreading by:                             <ul style="list-style-type: none"> <li>- practising good personal hygiene (e.g. washing our hands); and</li> <li>- keeping the environment clean (e.g. discarding waste appropriately, keeping toilets clean).</li> </ul> </li> <li>iii. Take the necessary precautions when ill:                             <ul style="list-style-type: none"> <li>- Consult a doctor;</li> <li>- Check your temperature regularly; and</li> <li>- Stay at home to avoid spreading germs.</li> </ul> </li> </ol>	<u>Food-Borne Diseases</u> <ol style="list-style-type: none"> <li>i. Food can be contaminated by bacteria and can be transmitted through improper storage and unhygienic practices.</li> <li>ii. Contaminated food can result in food poisoning.</li> <li>iii. Food-borne diseases can be prevented through good personal, social and environmental hygiene practices.</li> </ol>
		<u>How Diseases are Spread</u> <ol style="list-style-type: none"> <li>i. Diseases can be spread through:                             <ul style="list-style-type: none"> <li>- contaminated drinking water or food;</li> <li>- faeces and urine of pests; and</li> <li>- bodily fluids (e.g. saliva, mucous, blood).</li> </ul> </li> <li>ii. Severe Acute Respiratory syndrome (SARS) is an example of a disease that can be spread very quickly.</li> </ol>	<u>Preventing Spread of Transmissible Diseases</u> <ol style="list-style-type: none"> <li>i. Transmissible diseases include SARS, tuberculosis, cholera and dysentery.</li> <li>ii. There are ways to prevent the spread of these diseases such as:                             <ul style="list-style-type: none"> <li>- having good health habits;</li> <li>- being immunised; and</li> <li>- being socially responsible.</li> </ul> </li> <li>iii. Transmissible diseases also include AIDS and Hepatitis B.</li> <li>iv. There are ways to prevent the spread of these diseases such as:                             <ul style="list-style-type: none"> <li>- having good health habits;</li> <li>- being immunised;</li> <li>- leading a non-promiscuous life; and</li> <li>- being socially responsible.</li> </ul> </li> </ol>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
		<p><u>Mosquito-Borne Diseases</u></p> <p>i. Two species of mosquitoes are:</p> <ul style="list-style-type: none"> <li>- Aedes</li> <li>- Anopheles</li> </ul> <p>ii. Mosquitoes breed in stagnant water and can spread diseases such as:</p> <ul style="list-style-type: none"> <li>- dengue fever; and</li> <li>- malaria.</li> </ul> <p>iii. Some symptoms include:</p> <ul style="list-style-type: none"> <li>- high fever;</li> <li>- body aches and pains;</li> <li>- rashes (dengue fever); and</li> <li>- chills (malaria).</li> </ul> <p>iv. Remove stagnant water from the environment to prevent the breeding of mosquitoes and the spreading of mosquito-borne diseases.</p>	<p><u>Waste Matter</u></p> <p>i. Improper waste disposal will have a negative impact on the environment and on health.</p> <p>ii. Waste should be properly disposed of.</p> <p>iii. Waste can be managed by reducing, reusing or recycling waste matter.</p> <hr/> <p><u>Water Pollution</u></p> <p>i. Water can be polluted by oil spills, chemical waste and waste matter.</p> <p>ii. Polluted water can be harmful to health.</p> <p>iii. Water pollution can be prevented through socially responsible behaviour.</p> <hr/> <p><u>Air Pollution</u></p> <p>i. Air can be polluted by smoke, carbon monoxide and other chemical fumes.</p> <p>ii. Polluted air can be harmful to health.</p> <p>iii. Air pollution can be prevented through socially responsible behaviour.</p>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
<b>EMOTIONAL AND PSYCHOLOGICAL HEALTH</b>			
Managing My Emotions	Pupils will be able to: <ul style="list-style-type: none"> <li>• understand different positive and negative emotions experienced</li> <li>• understand how different emotions can affect others</li> <li>• recognise and accept individual differences and similarities for a positive self-esteem</li> <li>• identify ways of managing negative emotions in positive ways</li> <li>• differentiate between good and bad touch</li> <li>• identify situations where there is a need to stand up to pressure</li> </ul>	<u>My Emotions</u> <ol style="list-style-type: none"> <li>i. There are different types of emotions such as happiness, sadness, fear, anger, restlessness, at peace and at ease.</li> <li>ii. It is important to recognise different emotions caused by different situations. e.g. celebrations, loss of a pet, being alone, not getting what one wants.</li> <li>iii. Knowing how to adapt to a new environment and relate to other people to create a sense of belonging.</li> </ol>	<u>Stress Management</u> <ol style="list-style-type: none"> <li>i. Positive stress drives one to achieve good things in life. Negative stress may cause health problems and create unhealthy relationships with people.</li> <li>ii. Positive and negative stress may be caused by:                             <ul style="list-style-type: none"> <li>- setting goals for oneself;</li> <li>- striving to do better in school;</li> <li>- competing in a race; and</li> <li>- expectations of self and others.</li> </ul> </li> <li>iii. Some effects of stress on health are:                             <ul style="list-style-type: none"> <li>- headaches;</li> <li>- stomach aches;</li> <li>- increase in heart rate;</li> <li>- tense muscles; and</li> <li>- sweating.</li> </ul> </li> <li>iv. Some positive ways of managing stress are:                             <ul style="list-style-type: none"> <li>- exercising; and</li> <li>- practising relaxation techniques such as deep breathing, light reading, laughing, and listening to music, hobbies.</li> </ul> </li> <li>v. Other causes of stress could result from high expectations from oneself, inability to accept failures, inability to handle rejection from peers, pressure from self and family, family difficulties, and problems with personal relationships.</li> </ol>
		<u>Managing My Emotions</u> <ol style="list-style-type: none"> <li>i. It is important to learn how to manage negative emotions such as anger, jealousy and envy.</li> <li>ii. It is important to recognise situations which give rise to these emotions; e.g. when one feels threatened, hurt, ridiculed or suffers from a lack of self-esteem.</li> <li>iii. Negative emotions may lead to stress and result in undesirable behaviour e.g. smoking.</li> <li>iv. It is important to recognise one's strengths so as to overcome negative emotions.</li> </ol>	

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
	<ul style="list-style-type: none"> <li>• seek appropriate sources of help or skills needed when threatened by sexual abuse</li> </ul>	<p><u>Self-Esteem</u></p> <p>i. Low self-esteem occurs when one is overwhelmed by negative emotions such as feelings of inadequacy, isolation and sadness.</p> <p>ii. Some characteristics of positive esteem would include:</p> <ul style="list-style-type: none"> <li>- feeling capable;</li> <li>- accepting and reflecting feedback on oneself from others;</li> <li>- accepting and learning from own mistakes;</li> <li>- being independent while accepting help when offered; and</li> <li>- being happy with themselves.</li> </ul> <p>iii. Strategies to achieve a positive self-esteem:</p> <ul style="list-style-type: none"> <li>- Fostering good relationships with peers, family and adults in school and the community.</li> <li>- Making a list of strengths and reading it regularly.</li> <li>- Finding a good listener to help review your strengths and weaknesses.</li> <li>- Appreciating what one already has.</li> <li>- Harnessing one's strengths and improving upon one's weaknesses.</li> </ul>	<p>vi. A low self-esteem and the inability to cope with emotional stress can lead to negative behaviour, such as substance abuse, giving in to negative peer influence or suicides.</p> <p>vii. Other strategies on handling stress include:</p> <ul style="list-style-type: none"> <li>- telling someone how you feel;</li> <li>- turning to adults and agencies for help;</li> <li>- learning how to stay positive and happy; and</li> <li>- thinking of ways to solve the problem.</li> </ul> <p><u>Entering Puberty</u></p> <p>i. During puberty, different emotions such as self-consciousness, shyness, frustration are experienced by adolescents.</p> <p>ii. Emotional changes during puberty are natural and part of growing up. An adolescent should learn how to manage them.</p> <p><u>Emotional Health in Adolescents</u></p> <p>i. Adolescents can learn to build their self-confidence by:</p> <ul style="list-style-type: none"> <li>- interacting with friends;</li> <li>- trying out new things that are not harmful to health and achieving new goals; and</li> <li>- loving and taking care of oneself.</li> </ul> <p>ii. Positive self-esteem can be developed by:</p> <ul style="list-style-type: none"> <li>- learning to appreciate one's strengths and weaknesses; and</li> <li>- practising good health habits for well-being.</li> </ul>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
		<p><u>Protection From Abuse</u></p> <p>i. To protect oneself from experiencing negative emotions such as guilt or hurt, one should take precautions in not allowing anyone to touch one's private areas.</p> <p>ii. It is important to know the difference between good and bad touch.</p> <p>iii. A good touch can mean a pat on the shoulder / hand / head, or a hug or a peck on the cheek as a sign of affection.</p> <p>iv. A bad touch occurs when one's private areas are touched by others. The body is very personal and one should not allow anyone to touch the private areas unnecessarily.</p> <p>v. When someone touches one's private areas inappropriately or any other areas that one is uncomfortable with, the following actions should be taken:</p> <ul style="list-style-type: none"> <li>- Tell the person to stop touching.</li> <li>- Get away from the person.</li> <li>- Inform a trusted adult.</li> </ul> <p>vi. When there are no adults in the house, do not allow anyone to enter.</p> <p>vii. Inform parents when there is a change in activities, such as CCA or outings.</p>	<p><u>Protection From Abuse</u></p> <p>i. There are some ways to protect oneself against sexual abuse:</p> <ul style="list-style-type: none"> <li>- Do not go out alone late at night;</li> <li>- Do not wear a lot of jewellery;</li> <li>- Always shout for help when caught in a dangerous situation;</li> <li>- Avoid lonely places;</li> <li>- Go out in groups;</li> <li>- Always inform parents of whereabouts and the company one is with; and</li> <li>- Look after one's own drinks and food when at a gathering.</li> </ul> <p>ii. If one has been sexually abused, one can do the following:</p> <ul style="list-style-type: none"> <li>- Talk to a trusted adult;</li> <li>- Seek school or professional counselling; and</li> <li>- Bear in mind that it is natural to feel hurt and one should not feel guilty or blame oneself.</li> </ul>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
Developing Good Relationships	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• explore different ways of developing healthy relationships with family members, peers and school leaders</li> <li>• identify characteristics of positive and negative relationships</li> <li>• understand how conflicts with others may be avoided or resolved</li> <li>• seek appropriate sources of help or skills needed when threatened by negative peer influence</li> </ul>	<p><u>Caring For Others</u></p> <ol style="list-style-type: none"> <li>i. It is important to develop healthy relationships with others.</li> <li>ii. One can be a good friend and family member by being:               <ul style="list-style-type: none"> <li>- patient;</li> <li>- kind;</li> <li>- helpful;</li> <li>- loyal;</li> <li>- responsible;</li> <li>- caring;</li> <li>- respectful;</li> <li>- considerate;</li> <li>- courteous; and by</li> <li>- accepting others' differences.</li> </ul> </li> <li>iii. Physical and psychological bullying (e.g. teasing, name calling) can affect healthy relationships and the well-being of others.</li> </ol>	<p><u>Relationships During Puberty</u></p> <ol style="list-style-type: none"> <li>i. During puberty, interest in the opposite sex is increased. However one should:               <ul style="list-style-type: none"> <li>- have a wide circle of friends;</li> <li>- participate in group activities such as sports, picnics; and</li> <li>- focus on studies.</li> </ul> </li> <li>ii. A positive self-esteem helps in :               <ul style="list-style-type: none"> <li>- developing positive and fulfilling relationships; and</li> <li>- coping with failures and learning from mistakes.</li> </ul> </li> <li>iii. Effective communication skills can enhance social interactions and make relationships more fulfilling.</li> </ol>

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Theme	Learning Objectives	Scope of Content	
		Lower Primary	Upper Primary
		<p><u>Conflict With Others</u></p> <p>i. Conflicts with others provide an opportunity to express one’s feelings and thoughts.</p> <p>ii. Conflicts may arise from:</p> <ul style="list-style-type: none"> <li>- making judgements;</li> <li>- differing views;</li> <li>- disagreements;</li> <li>- negative emotions;</li> <li>- miscommunication; and</li> <li>- not understanding the other person.</li> </ul> <p>iii. Conflicts may be resolved by knowing how to manage them and not avoiding them, such as:</p> <ul style="list-style-type: none"> <li>- being considerate;</li> <li>- speaking in a polite manner;</li> <li>- respecting others;</li> <li>- working with others to solve the problem; and</li> <li>- seeking help to solve a problem.</li> </ul>	<p><u>Managing Peer Influence</u></p> <p>i. It is important to recognise and distinguish between positive and negative peer influence.</p> <p>ii. Peers should influence and support each other in making positive health choices.</p> <p>iii. Smoking, drinking alcohol and drug taking are negative ways of dealing with stress.</p> <p>iv. It is important to know the dangers of substance use and abuse.</p> <p>v. It is important to resist peer pressure and temptations to smoke, take alcohol or experiment with drugs.</p> <p>vi. Peer pressure can be resisted by:</p> <ul style="list-style-type: none"> <li>- choosing friends wisely;</li> <li>- saying no politely and with respect; and</li> <li>- talking to an adult.</li> </ul>

## 2 METHODOLOGY

### 2.1 Introduction

Health Education is concerned with the development of desirable behavioural patterns and application of health concepts in making personal choices. The learning approach advocated is pupil-centred and experiential in nature. Hence, pupils should be given opportunities to engage in activities that allow them to experience and understand the concept of taking care of oneself, family and community. This can be achieved through a variety of strategies, such as role-play, case studies, discussions, exhibitions and visits.

Current approaches, such as the use of AVA materials, IT and the cooperative learning approach, remain relevant and will continue to be effective strategies in the classroom.

### 2.2 Planning the Scheme of Work

A scheme of work (SOW) is a **yearly plan** that *translates the syllabus* into **weekly operational plans** and **concrete practices**. In writing a SOW, the teacher need to be familiar with the syllabus, learning outcomes, MOE initiatives, teaching approaches and strategies, and available resources.

The SOW should include the following key features:

- i. Time-frame showing when the topics are to be taught;
- ii. Topic / subtopics to be taught;
- iii. Specific instructional objectives for the topic which would include the content, skills and values;
- iv. Activities that can be used to enhance the lesson; e.g. teaching and learning strategies or approaches, use of IT, follow-up enrichment activities and assignments;
- v. Available resources such as reference books, instructional packages and multi-media resources that are relevant to the topic; and
- vi. Infusion of thinking and / or subject skills into the lesson.

A regular review of the SOW should be conducted half-yearly or yearly to identify strengths and areas of concern encountered, and to explore solutions for improvement.

### 2.3 Managing the Curriculum Time

With effect from 2007, a designated period per week is to be allocated to the teaching of Health Education. This means that *Health Education would no longer be coupled with English or any other subject* but **Health Education would be assigned a separate period on its own**. Teachers should plan carefully to ensure that time is well-utilised. Time should be allocated for the teaching and learning of content and the application of concepts learnt.

Table 2 illustrates the recommended curriculum time for the three health dimensions spanning across 6 years. Schools usually allocate approximately 15 weeks per semester. The curriculum time per week is about 30 minutes. This would include time for both content and activities.

**Table 2: Recommended Curriculum Time**

Health Dimension	% Curriculum Time (No. of Periods)	Remarks
Physical Health	35 (9)	<ul style="list-style-type: none"> <li>The suggested time frame is a guide and should be used with some flexibility.</li> </ul>
Environment and Your Health	30 (8)	<ul style="list-style-type: none"> <li>Teachers should take every opportunity to apply strategies to transfer knowledge and skills across the three health dimensions.</li> </ul>
Emotional and Psychological Health	35 (9)	<ul style="list-style-type: none"> <li>Content could be taught through written assignments as well as application of health concepts</li> </ul>

## 2.4 Teaching Approaches

Teachers are decision-makers in the classroom. An understanding of learning theories and the teacher's own education philosophy would shape his or her instructional decision making. It is important that teachers create a conducive learning climate that is safe, stimulating and purposeful for pupils in the classroom.

To enable meaningful learning to take place in the classroom, it is recommended that teachers employ a variety of teaching approaches that would suit the different learning styles and abilities of their pupils. When learning is meaningful to pupils, their conceptual understanding and application of health concepts are enhanced. It is also important to choose approaches that promote active learning in pupils where they are meaningfully engaged in the learning process. Active learning stimulates interest, creativity and develops skills in independent learning, problem-solving and decision-making.

Teaching approaches include activities which are largely cooperative (involving group dynamics), experiential (involving activities that exemplify health concepts) and cognitive (involving use of thinking skills). Emphasis should be on a variety of pupil-centred learning experiences and activities to enable pupils to understand and experience the health concepts in everyday life.

These approaches should also nurture independent thinking and collaborative group work.

To enhance active learning, three approaches have been suggested. They are: Cooperative Learning Approach, Multiple Intelligences Approach and Investigative Approach. To promote further independent learning, two approaches have been identified. They are: **S**trategies for **A**ctive and **I**ndependent **L**earning (SAIL), and **S**trategies for **E**ffective **E**ngagement and **D**evelopment (SEED).

### Cooperative Learning Approach



This approach involves **active learning** in which pupils solve problems, answer questions, formulate questions, discuss, explain, debate or brainstorm in **small groups** during class to maximise learning. This lessens 'chalk-and-talk' time and encourages pupils to be more involved in their learning as they become more responsible for learning and processing information, as well as helping other members of the group to learn.

The active interactions among pupils encourage and develop social skills in pupils. The approach also involves more pupils in activities at the same time as they are either observing others and listening or actively participating and articulating their responses. Hence the teacher's role is to facilitate the process of learning.

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For the approach to be successful, pupils should interact actively and have equal participation in the learning activities. Each pupil in a group or pair could be assigned individual tasks. They could also share in pairs or groups. Simultaneous sharing of information could be done verbally, using mini whiteboards or kinesthetic movements so that everyone is gainfully occupied.

### Multiple Intelligences Approach



Intelligence is not fixed and static from birth. In fact, intelligence can be taught, enhanced and developed throughout our lives. Intelligence is multi-dimensional and every pupil learns differently. Hence, there should not be one prescribed way to deliver content as this would greatly disadvantage some pupils. To develop the diverse intelligences, we need to teach in different ways to provide varied learning experiences for them.

There are eight multiple intelligences (MI) and they include:

- |                           |                       |
|---------------------------|-----------------------|
| 1. Verbal / Linguistic    | 5. Visual / Spatial   |
| 2. Bodily / Kinesthetic   | 6. Interpersonal      |
| 3. Logical / Mathematical | 7. Intrapersonal      |
| 4. Naturalist             | 8. Musical / Rhythmic |

Pupils who are **verbally or linguistically intelligent** tend to learn best through reading, writing and discussing. **Kinesthetically intelligent** pupils learn through hands-on activities. They are highly coordinated and tend to enjoy acting, role-playing, dancing and moving about.

**Logically or mathematically intelligent** pupils think in numbers and patterns. They are logical and are able to apply information to the task, brainstorm ideas and organise facts. When pupils are **naturalistically intelligent** they are more aware of their natural surroundings and have keen observational skills.

**Visually or spatially intelligent** pupils learn through visuals and like to draw and create. They are also good at playing with puzzles and using graphic organisers to organise information. **Interpersonally intelligent** pupils are social beings and learn best while interacting with others. They are team leaders and builders.

**Intrapersonally intelligent** pupils, on the other hand, tend to be introspective and reflective learners. They need time to process information and think. Lastly, **musically or rhythmically intelligent** pupils enjoy and learn well through music. Hence, incorporating content through musical activities, such as raps, jingles, clapping, humming or composing music, is ideal for this group of pupils.

### Investigative Approach



The investigative approach provides pupils with an opportunity to take greater responsibility for their learning. It teaches pupils to **ask questions and answer** them through **scientific or research methods**. Pupils learn through activities designed to help them acquire, reinforce or develop knowledge. This approach helps pupils to develop decision-making skills as they identify problems, analyse data, draw logical conclusions and present possible solutions. Through investigation, innovation, creativity and independent learning are encouraged. Skills of research, critical and logical thinking are also developed.

Pupils should be involved in choosing or developing these activities. When planning investigative activities, it is important to pitch activities at suitable learning levels for pupils of varying abilities. Investigative work should be integrated into the curriculum and schemes of work should incorporate other activities. Other activities which employ the investigative approach are surveys, interviews, contextual questions and research projects.

## 2.5 Promoting Further Independent Learning

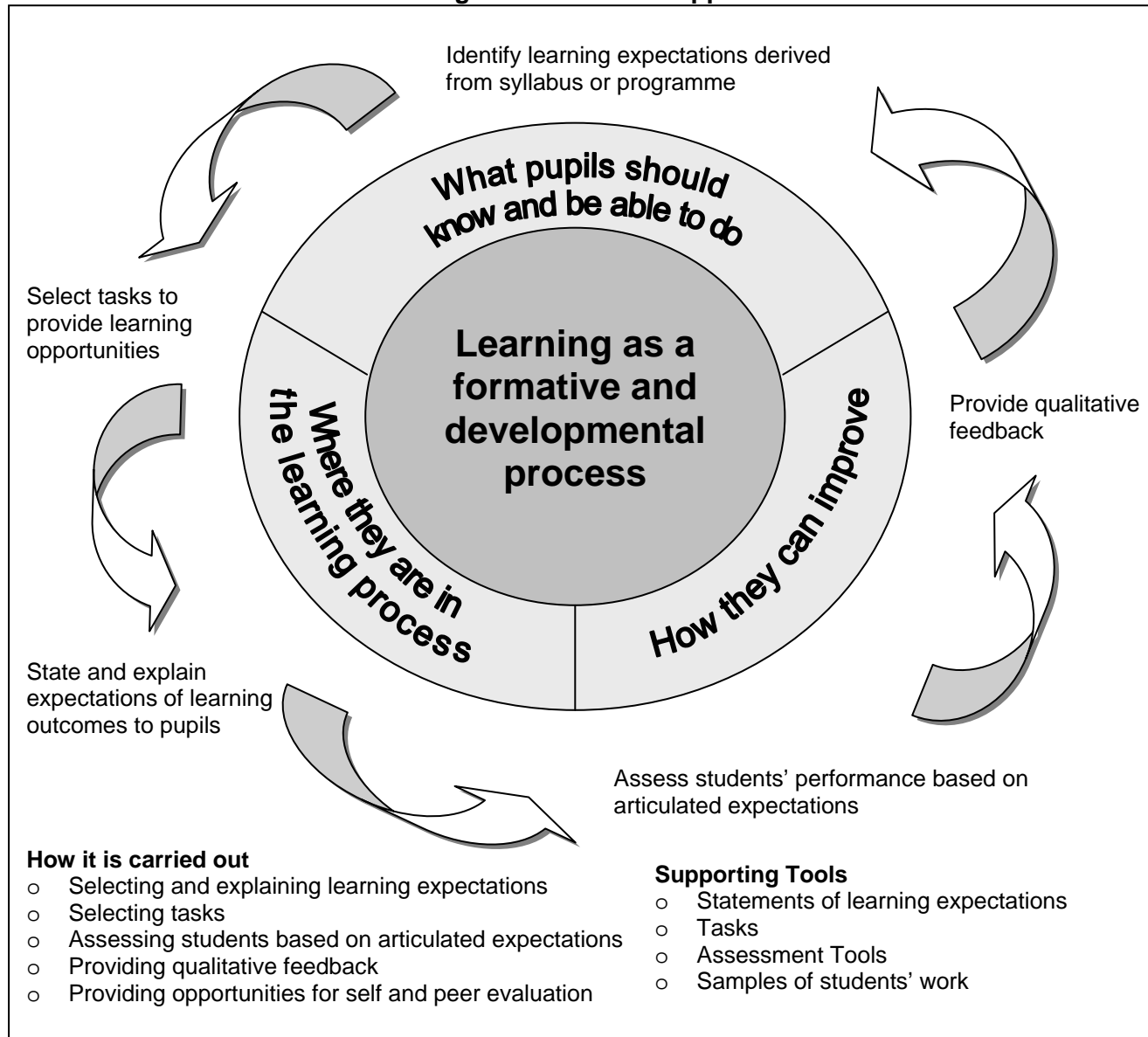
### Strategies for Active and Independent Learning (SAIL)



Teachers can use this instructional approach to engage pupils in meaningful and thoughtful learning. SAIL helps further develop our pupils into **active, independent and reflective** learners by articulating expectations for teaching, learning and assessment. It provides clear feedback on student performance and engages pupils in monitoring their own learning.

The SAIL approach emphasises learning as a formative and developmental process in which instruction and assessment point the way for pupils to continuously learn and improve. Pupils are provided with open statements or indications of what they should know and be able to do. These statements also describe where pupils are in the learning process and suggestions on how they can improve. In this way, pupils are able to chart their own learning to achieve improvement and progress, as well as learn how to enhance their strengths. Figure 2 shows how learning expectations, pupil-centred activities and formative assessment are linked in the design of lessons.

Figure 2: The SAIL Approach



Adapted from: SAIL Monograph, Curriculum Planning & Development Division, MOE, 2004

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### *Supporting Tools*

The following tools support the implementation of the SAIL approach:

1. **Statements of Learning Expectations**  
The statements are based on objectives and learning outcomes stated in the syllabus. They spell out the expectations for pupil learning. These statements are made known to pupils at the beginning of the lesson.
2. **Tasks**  
The approach focuses on learner-centred activities. The tasks comprise activities, exercises and problems that provide pupils with the opportunities to acquire knowledge, skills and values intended in the syllabus. These tasks also demonstrate pupils' levels of attainment. The tasks should actively engage pupils in the learning processes and foster habits of independent and reflective learning.
3. **Assessment Tools**  
The tools include rubrics, checklists and observation sheets. They show the dimensions for assessment and help evaluate pupils' level of achievement. The dimensions for assessment indicate the expectations of pupils' learning outcomes and what they need to achieve in their tasks.

4. **Samples of Pupils' Work**

These indicate clearly the different performance levels in the classroom and illustrates to the rest of the class what quality work looks like.

### *About the Approach*

Teachers can draw up their own statements from the objectives and learning outcomes of the syllabus. These statements should explain the broad expectations for pupil learning. The teacher sets the tasks and informs pupils that upon completion of the tasks, they will assess themselves based on the expectations and levels of performance stated in the rubrics.

The approach advocates self-directed learning where pupils assess their own work, and reflect and ascertain the area they need to improve on by using the assessment tools. Teachers can also look through pupils' work, provide qualitative feedback on their learning, and suggest ways in which pupils can improve. Class discussions on what constitutes quality work would help guide pupils in evaluating their work and that of their peers. This diagnostic use of assessment or formative assessment provides feedback to both pupils and teachers on pupils' learning and the planning of learning opportunities for pupils.

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### *About the Rubrics*

The rubrics take the form of a table. They set out the criteria for assessment and provide descriptors for different performance levels that pupils can achieve. These descriptors provide qualitative feedback on how well pupils have performed and what they can do to improve. The rubrics can be used for self-assessment as they become learning tools for pupils to reflect on their performance. When pupils examine their performance and articulate what they have learnt, they become more aware of their strengths and areas for improvement.

### *Benefits of SAIL*

As there is open communication of learning targets and expectations, pupils are more involved in their learning and understand their strengths and how they can improve their weaker areas. As they learn to assess their own work and seek ways to improve, they become more independent and reflective learners. The rubrics provide a common language which helps focus and encourage meaningful classroom discussions and stimulating questions.

As the tasks are open-ended, they provide the scope to engage pupils to generate a variety of answers. The rubrics are also able to accept a variety of possible answers as the approach recognises differences in the

thinking, learning, response and achievement abilities of pupils.

The approach advocates a formative and developmental process of learning. As the different levels of performance are spelt out in the rubrics, pupils are made aware of their strengths and weaknesses and their level of learning. They are motivated towards progressing towards a goal. The higher performance levels in the rubrics encourage pupils to extend their thinking and move beyond the basic requirements.

### *A Possible Approach for SAIL*

- Step 1** The process begins with the teacher identifying the learning outcomes for pupils in the lesson. These learning outcomes should coincide with the syllabus or programme.
- Step 2** Next, the teacher selects tasks to provide learning opportunities for pupils and develops assessment tools with clear descriptors and criteria for assessment.
- Step 3** At the start of the lesson, the teacher states and explains the expectations of the learning outcomes clearly to the pupils. The teacher instructs pupils to complete the tasks.

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**Step 4** Once pupils have completed the tasks, they assess their performance and achievement levels based on the criteria stated in the rubrics as well as their peers' work. Teachers also assess pupils' performance based on the articulated expectations and criteria in the rubrics and provide qualitative feedback to pupils.

**Step 5** Pupils attain feedback on their learning through the expectations defined in the rubrics and the qualitative feedback from their peers and teacher.

### *Issues for Consideration*

Initially, it may seem that a lot of time is needed to implement the approach in the classroom. Both teachers and pupils would need time to familiarise themselves with the classroom processes such as discussing and understanding learning expectations, working with open-ended tasks, and using the rubrics to evaluate a variety of answers. However with more experience using this approach, teachers and pupils become familiar with the processes and less time will be needed to establish them.

There is flexibility in using and customising the tools to meet the learning abilities and needs of pupils. For an example, where pupils have weaker language ability, the

language used in the tasks and rubrics would need to be simplified to suit their needs.

### Strategies for Effective Engagement and Development (SEED)



SEED is an approach to help primary school teachers examine the fundamentals of teaching and learning by thinking through how they can further enhance their teaching programmes, pedagogy and assessment approaches. This is to better engage their pupils.

Teachers should begin by reflecting on their instructional methods used. They should devise pedagogies suited to the unique needs and abilities of their pupils to enhance the learning outcomes. Schools will decide on the approaches that would best engage their pupils. They should adopt approaches that are interesting and appropriate. Schools should also optimise the use of resources to better engage pupils.

To ensure that engaged learning and enhanced pupil outcomes are achieved, the following qualities or features for strategies employed could be considered:

#### 1. *Holistic*

- The focus is on the pupil where all aspects of his or her development are catered for. One possible way to achieve this is for learning to be integrated rather than compartmentalised.

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### 2. *Interesting*

- Engage pupils to stimulate their intrinsic interest; that is their interest and satisfaction is derived from learning and engaging in the task itself.

### 3. *Meaningful*

- Incorporate approaches meaningfully to ensure that real learning takes place and to attain effective evaluation of learning outcomes achieved.

### 4. *Authentic*

- When teaching, use real life situations that would be of value to the learner.

- Ensuring effective teaching and learning take place; and
- Making provision for learning to be sustained across levels.

Schools may choose to integrate Health Education with other subjects. However the learning outcomes and the rigour for each subject should not be compromised in the process.

When designing an integrated curriculum, schools should consider some key factors:

- Giving adequate thought to the rationale of the programme and the pedagogy to be used;
- Integrating only subjects which are applicable;
- Integrating subjects only at levels when applicable;
- Ensuring the learning outcomes of the various subjects are attained;
- Considering the readiness and competence level of the teachers to develop the programmes;

### 3 ASSESSMENT

Assessment is an important feature of the teaching and learning process. It helps teachers to determine whether learning has taken place and provides information on pupils' progress. It indicates the extent of mastery of specific skills and content, and helps the teacher to identify strengths and weaknesses of the pupils. The teacher can then plan appropriate follow-up actions such as modifying teaching methods, or setting enrichment exercises to meet the specific needs of the pupils. It also gives teachers feedback on the effectiveness of their own teaching.

Assessment serves many purposes. It is important to match the type of assessment to the specific purpose for which it is intended.

The revised Health Education syllabus recommends the use of a variety of modes of assessment on a regular basis as the focus is on the understanding of the health concepts and should be based on evidence of behavioural and attitude changes. In other words, pupils must be able to constantly and actively apply and practise the knowledge learnt in their everyday lives. Thus, it is recommended that a more formative approach towards assessment be adopted. The assessment of Health Education should focus on pupils' understanding of health concepts, and their habits and attitudes towards health.

#### 3.1 Assessment of Learning Outcomes

Pupils should be assessed on their attainment of the learning outcomes in the following three areas:

i. Content Knowledge

Pupils' knowledge in the areas of the three health dimensions should be assessed.

ii. Health Habits and Attitudes

Pupils' development of good health practices and positive attitudes towards health should be assessed. Such attitudes include responsibility towards one's health and the health of others, perseverance in maintaining a healthy lifestyle, and care and concern for living things and the environment.

iii. Decision-Making Skills

Pupils' acquisition of decision-making skills should also be assessed. Pupils should be assessed on their ability to make right choices and decisions on their behaviour so as to achieve good health.

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Table 3 explains the levels of expectations for each learning outcome.

**Table 3: General Rubric for Student Learning and Assessment**

LEARNING OUTCOMES	LEVEL		
	1	2	3
Application of subject knowledge	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of content through checklists, projects and written assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of content through checklists, projects and written assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little understanding of content through checklists, projects and written assignments.</li> </ul>
Demonstration of health attitudes and practices	<p>Actions show firm conviction in health concepts through examples such as:</p> <ul style="list-style-type: none"> <li>• always buying healthier choices of food at recess time; or</li> <li>• having a clean and neat appearance at all times (e.g. nails, hair, school uniform).</li> </ul>	<p>Actions show some conviction in health concepts through examples such as:</p> <ul style="list-style-type: none"> <li>• sometimes buying healthier choices of food at recess time; or</li> <li>• sometimes having a clean and neat appearance (e.g. nails, hair, school uniform).</li> </ul>	<p>Actions show little conviction in health concepts through examples such as:</p> <ul style="list-style-type: none"> <li>• seldom buying healthier choices of food at recess time; or</li> <li>• seldom having a clean and neat appearance (e.g. nails, hair, school uniform).</li> </ul>
Making decisions	<p>Decisions in everyday activities show:</p> <ul style="list-style-type: none"> <li>• ability to think through all options, select choices for healthy living and act on all of them.</li> </ul>	<p>Decisions in everyday activities show:</p> <ul style="list-style-type: none"> <li>• ability to think through options, select some choices for healthy living and act on some of them.</li> </ul>	<p>Decisions in everyday activities show:</p> <ul style="list-style-type: none"> <li>• ability to think through options, select few choices for healthy living and act on a few of them.</li> </ul>

### 3.2 Assessment Grades for Health Education

At the end of each semester, grades for Health Education should be recorded in pupils' report books from Primary 1 to 6. Table 4 illustrates the grading system for Health Education.

**Table 4: Grading System for Health Education**

GRADE	A	B	C
MARKS	75 – 100	60 – 74	50 – 59
DESCRIPTORS	<ul style="list-style-type: none"> <li>Has a very good knowledge of the subject</li> <li>Shows very positive health attitudes and practices</li> </ul>	<ul style="list-style-type: none"> <li>Has adequate knowledge of the subject</li> <li>Shows positive health attitudes and practices</li> </ul>	<ul style="list-style-type: none"> <li>Has some knowledge of the subject</li> <li>Some positive health attitudes and practices</li> </ul>

### 3.3 Modes of Assessment for Health Education

Assessment modes could be formal and informal. Flexibility is given to schools to decide on the most suitable forms of assessment for their pupils. Teachers can use the assessment mode that best fits their pupils' needs and abilities. This flexibility will allow teachers to observe their pupils more closely as they learn and to modify the assessment as needed.

Using a variety of assessment modes would ensure that pupils are provided with ample opportunities to demonstrate their abilities and enable teachers to harness information they need to construct a complete, fair, accurate and balanced assessment of each pupil's learning.

#### Formal Assessment

Formal assessment is a standardised instrument that is carefully developed and structured. It provides teachers with a systematic way of evaluating and monitoring how well their pupils are learning. It may include paper-and-pencil tests, investigative projects, interdisciplinary projects, learning logs and written assignments.

### Non-Formal Assessment

Non-formal assessment refers to non-standardised assessment and is based on direct observation of behaviour. It may include competitions, oral questioning, debates, dramas, multimedia presentations, interviews, surveys, experiments, discussions, using a pedometer to chart and measure their level of activity and creative assignments, such as posters, puzzles, quizzes and checklists.

### **3.4 Providing Feedback on Pupils' Learning**

A mark or grade of a test or activity does not usually give pupils much information on their grasp of health concepts and how to improve. Teachers should also give constructive feedback to pupils on their efforts in the test or activity and focus on what they did well in addition to areas for improvement. Pupils should be encouraged to examine ways to make improvements on their work or behaviour to help them understand the health concepts as well as to practise them.

Feedback can be given in different forms, such as verbal comments, written comments, and through checklists or rubrics. The rubric allows the teacher to assess the pupil's understanding of a health concept, as well as provides an opportunity for the pupil's self-assessment and reflection of his or her learning. Tables 5 and 6 provide examples on rubrics.

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**Table 5: Suggested Rubric for Show-and-Tell / Oral Presentation / Multimedia Presentation**

<b>CRITERIA</b>	<b>JUST STARTING 😊</b>	<b>GETTING THERE 😊😊</b>	<b>GOT IT! 😊😊😊</b>	<b>WOW! 😊😊😊😊</b>
<b>CONTENT</b>	Information has little relevance to topic / theme	Information has some relevance to topic / theme	Information is relevant and interesting	Information is relevant and highly interesting
<b>CLARITY &amp; ORGANISATION</b>	Information presented is not clear and not well-organised	Information can be understood but may need to be better organised	Information is organised and presented clearly	Information is presented in a very clear and well-organised manner
<b>EFFECTIVENESS OF PRESENTATION</b>	Few visual aids and / IT are used in presentation	Some visual aids / IT are used but not effective in enhancing presentation	Visual aids and IT used are effective and appropriate in enhancing presentation	Visual aids and IT are very effective in enhancing presentation
<b>COMMUNICATION SKILLS</b>	Rarely engages the audience and speaks inaudibly; reads from notes	Makes some eye contact with the audience and reads from notes	Engages the audience using eye contact and speaks clearly; refers to notes occasionally	Establishes good rapport with audience and speaks confidently and fluently

**\*Note: Select only the criteria that are appropriate for the assignment or activity given**

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**Table 6: Suggested Rubric for Creative Artefact – Puzzles / Quizzes / Models / Board Games**

CRITERIA	JUST STARTING 😊	GETTING THERE 😊 😊	GOT IT! 😊 😊 😊	WOW! 😊 😊 😊 😊
CONTENT	Information has little relevance to topic / theme	Information has some relevance to topic / theme	Information is relevant and accurate	Information is relevant, accurate and thorough
BRIEF FOR ASSIGNMENT	Explanatory brief lacks details and information given is not clear	Explanatory brief has some key information but lacks details	Explanatory brief is satisfactorily detailed and informative	Explanatory brief is very detailed and informative
LAYOUT & PRESENTATION	Overall design and few illustrations are appropriate to the theme	Overall design and some illustrations are appropriate to the theme	Overall design is appropriate to the theme. Most illustrations are appropriate and effective	Overall design is highly appropriate to the theme. Illustrations used are very effective for presentation
FUNCTIONALITY	Product is not practical and few features are functional	Product serves the intended purpose but some features are not functional	Product serves the intended purpose effectively	Product serves the intended purpose effectively and is of excellent quality
AESTHETICS	Product has few aesthetic features	Product has some aesthetic features	Product has many aesthetic features	Product design is highly artistic and aesthetic
CREATIVITY	Product lacks originality and creativity	Some creativity is shown in product	Product is innovative and original	Product is highly innovative and original

**\*Note: Select only the criteria that are appropriate for the assignment or activity given**

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