

# Citizenship & Christian Values Education

**Teacher Guide**

**Grade 1**

**Standards Based**



Papua New Guinea  
**Department of Education**

**'FREE ISSUE  
NOT FOR SALE'**



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**Issued free to schools by the Department of Education**

*First Edition*

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## Secretary's Message

Since the inception of Standard based curriculum, the existing curriculum for the national school system has been reviewed, realigned and repositioned to meet the requirements of the new curriculum reform. This curriculum shift paved the way for an inclusion of a new subject Citizenship & Christian Values Education (CCVE). The undertaking of this subject content is scoped and tailored to address the social issues and experiences of unethical behaviours, bad attitudes, lack of good moral practices, declining of self-acceptance, and questioned dignity and integrity detected in our school population today.

Citizenship and Christian Values Education (CCVE) promotes knowledge of civic identifies, principles and systems, Christian values and principles, citizenship and society, including governance and leadership. These are life expectations and by the time the school population complete their formal education, these concepts will have groomed them into respectable, responsible, reliable and trustworthy citizens of this nation and in the global community as well.

Students in the early grades are very observant of the happenings in their surroundings, be it informal or formal learning environment. This means that attitudes, behaviours and other interactions displayed in their presence at home, classroom or surrounding community will influence the way they behave, think and conduct themselves and respond to ethical and moral issues, become aware of themselves and others around them. The CCVE subject is designed to provide teachers with the skills and knowledge to identify these characters and help develop them to foster a positive outlook in life. Thus Teachers must at all times maintain a positive relationship with all students regardless of their social status, culture, beliefs and faith.

I want to strongly emphasise that this subject promotes attitudes through physical intellectual, spiritual emotional or social aspects in life. Teachers must not lose sight of these principles. Your daily interactions with your students will help to instil in them good strong ethics and morals of living as they begin their journey in education today and beyond.

Teachers are encouraged to use this Teacher Guide to design and plan the implementation of the learning content presented in the Grade 1, 2 and 3 syllabuses accordingly.

I endorse and approve the content of the Citizenship and Christian Values Education to be taught in Grade 1 classrooms in the system schools.



.....  
**DR. UKE W. KOMBRA, PhD**  
Secretary for Education

# Introduction

The attitudes and behaviours of the school aged population today, whether they are engaged in social activities they may benefit from as individuals, members of a family or group. It is an absurd to see how they conduct themselves not knowing the consequences of their actions and how these actions may affect their lives and others as a citizen of a clan, tribe and community in a Papua New Guinea society.

The subject Citizenship and Christian Values Education (CCVE) embraces the practices of positive application of literacy, numeracy and life-skills that are contextually developed in the formal and informal learning environment in every day interactions, These practices observed mostly are demonstrations of situations in one's life that display unethical behaviours, lawlessness – lack of respect for the law, lack of moral behaviours and attitudes, acceptable and unacceptable behaviours demonstrated by self and peers, family members, school and community one belongs too and claims to be a citizen off.

With this understanding, this teacher guide intends to inform the teachers about the content of learning for the subject. The curriculum content of this subject is very challenging and that implementers must familiarise themselves with the content, in order to plan and deliver meaningful, student centred lessons. There are four strands with varying number of units for each one as indicated in the table below.

**Table: 1 Scope of Content**

Grade	Strand Strand	Unit	Teachable Concepts
One	<b>Civic Identities, principles and systems</b>	Civic Systems.	• State and civil institutions.
		Civics Principles.	• Guiding Morals and basic principles.
		Civic Identities.	• Civic connectedness. • Civic Self Image. • Symbols of identities.
	<b>Christian Values and Principles</b>	Christian Values and Practices.	• Christian Living and the Bible. • Basic Christian Values and practices. • Christian Identity and Character.
		Christian Institutions and principles.	• Christian Institutions. • Christian Conducts ethics and morals. • Christian Laws Statutes and precepts.
	<b>Citizenship and Society</b>	Citizen and Citizenship.	• Roles and responsibilities. • Opportunities, Abilities and potentials of Citizens.
		Active Citizenship and Civic participation.	• Actions influencing decision making. • Community participation in media.
	<b>Governance and Leadership</b>	Good Governance.	• Principles of good governance. • Rule of law.
		Leadership.	• Good Leadership. • Effective communication in governance and leadership.

# Purpose

The Teachers Guide is purposely written to set guidelines and provide information and directions for teachers to effectively plan and program the Citizenship and Christian Values Education content of learning given in the grade 1-3 syllabuses.

The teacher guide provides detailed information that can assist the teacher to interpret and translate the prescribed content in the syllabus into teachable instructional programs for a school year. The teacher guide provides the scope of curriculum content, specific time-frame to teach each unit and topic, and yearly overview to help you implement the content outline in the Grade 2 Syllabus.

Teachers are encouraged to read carefully the contents of the teacher guide to enable them to implement the Citizenship and Christian Values Education for Grade 2 students.

The teacher guide provides instructions, explanations, examples and samples that teachers can use or adapt to suit their teaching and learning needs. The instructions and explanations assist teachers how to effectively;

- use the suggested teaching and learning ideas to plan and deliver quality Citizenship & Christian Values Education lessons.
- use the provided sample guided lessons to write lessons of their need.
- utilize the lesson titles Values, Attitudes, skills and knowledge concepts provided in the Teacher Guides to develop their lessons.
- prepare active and interactive teaching and learning environment.
- decide when, where and how to use benchmarks in relation to attainment of standards.
- prepare and write learning activities that will motivate students to think critically, analyse issues, solve problems, probe questions, and communicate citizenship ideas freely with others through debates, meetings, social opportunities in gatherings and in different contexts.
- create and write assessment tasks in the Affective Domain and how to plan them to achieve identified content standards (make reference to cognitive and psychomotor domains).
- use relevant assessment recording and reporting strategies or methods.

## How to use the Guide

This CCVE Teacher Guide is a useful guide. It has multi-purpose uses both in and out of the classroom and the teacher's professional development. The document is used side by side with the syllabus to interpret and translate the scope of learning given into a deliverable instructional programme for all students learning in the classroom.

It also informs the teacher with knowledge that can be used for other purposes such as checking on their own attitudes, interactions with students and colleagues besides providing teachers with important instructions on managing the teaching and learning. There could be other uses this guide can offer therefore teachers are encouraged to:

- thoroughly read the entire document and consume the contents before using it
- use it as training manual to conduct school based in services on areas teachers find difficult to manage in their lessons in the classrooms and
- use the program planning ideas to assist school-based community activity programs for both the out of school children and the local community.

The content strands begin from preparatory grade and are developed with progression to cater for the learning needs of learners in grade one and other grades that follow up the ranks. This is shown by the complexity of content and performance standards written for grade one, leading up to grade two, and grade three. It is important for teachers implementing this content in the classroom to ensure that 120 minutes is the total time allocated for the subject in a teaching week. These minutes are distributed between CRE and CCVE. This is to say that CCVE will use 90 minutes and CRE will use 30 minutes. Further information on planning of this time is laid out in the time planning section of this guide.

This guide also presents to the teachers information on the following:

- how to use the guide;
- purpose of the teacher guide;
- key features;
- teaching and learning;
- planning and programming (yearly, term, time and lesson plans planning);
- guided lesson plan samples (ask and lesson titles for the year) and;
- assessment recording and reporting and references.

### Links with other subjects

Curriculum content links from Citizenship and Christian Values Education are identified by the strand names in the content of Culture & Community subject. These are broad concepts that are applied and used in the same contexts for teaching and concepts to provide students with knowledge and attitudes that must be lived in the community. The broad concepts, which link smoothly from CCVE to Culture and Community, are laid out in the table below. For example; Strand 2: Christian Values and Principles, has 2 units - Christian Values and Practices and Christian Institutions and Principles. The strand and units are developed across the respective grade levels with progression through the content standards.

**Table: 2** Content Links with other subjects in Grade One

Subject	Linking Concepts by strands		Strand	Subject
<b>Culture &amp; Community</b>	<b>My Community:</b> <ul style="list-style-type: none"> <li>• Living and working together.</li> <li>• Meeting needs.</li> <li>• Beliefs and values.</li> <li>• Resources.</li> </ul> <b>Healthy Individual and Community:</b> <ul style="list-style-type: none"> <li>• Healthy Individual</li> <li>• Family and community.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Christian Values and Practices</b> <ul style="list-style-type: none"> <li>- Christian Living and the Bible.</li> <li>- Basic Christian Values and practices.</li> <li>- Christian Identity and Character.</li> </ul> </li> <li>• <b>Christian institutions and principles.</b> <ul style="list-style-type: none"> <li>- Christian Institutions.</li> <li>- Christian Conducts ethics and morals.</li> <li>- Christian Laws Statutes and precepts.</li> </ul> </li> </ul>	Christian Values Principles.	Citizenship and Values Education.

# Key Features

Citizenship and Christian Values Education (CCVE) is a very unique subject. The subject features and focuses on promoting teaching and learning in the affective domain, with emphasis on the application of intellectual, physical, social, emotional and spiritual growths and developments of a person.

This subject introduced in grade 1, will identify and discuss a number of moral, ethical, and Christian values, virtues and principles which are important in a child's life, his or her interactions with others around them. As an alternate parent and teacher, you will need to lead and live by example. Always be the **role model** children expect

## Value-based education

As the subject name suggests, Citizenship & Christian Values curriculum is about imparting moral, ethical, and Christian values to children from Preparatory to grade 12. It is important for you to know that how you guide each child under your care as a teacher will determine what the child becomes at the end of grade 12 and beyond. Core values and virtues adopted and adapted will last a lifetime. Although there are values practiced at home and in the church as believers the grade 1 students must firstly know and practice this 8 core values - grace, hope, faith, love justice, joy, service and peace. These are very basic and must be taught well to the students in the lessons in this grade before proceeding into grade two (2).

## Integral Human Development

Integral development for a child begins with recognizing and practicing the most basic and simple values in the cognitive and affective domains. In terms of Citizenship & Christian Values curriculum, **knowledge and skills** are in the **cognitive and psychomotor domains**, whilst values and attitudes are in the **affective domain**. These two domains are inter-linked, therefore completes the characteristic make up of a whole person. Values and attitudes influence a person's behaviour and action regardless of their age, ability or gender. The individual must appreciate and value himself or her as an integral being and live by the core values of being a member of the society one belongs.

## Social Inclusion

Teachers are encouraged to take into account different physical and mental abilities and disabilities of students to socially include all students. Basic rules and guidelines must be provided for students to feel wanted and loved, to respect different cultures and to relate to other people freely and with confidence. The CCVE subject caters for diverse, marginalised individuals and addresses multiple sensitive issues.

## **Affective Teaching and Learning.**

The delivery of this subject content promotes teaching in the affective domain. Its strategies for teaching and learning situations, assessment tasks and lesson objectives are the stepping stones for developing, creating, planning and designing meaningful lessons. These principles are drawn around attitudes and behaviours experienced in various contexts that surrounds the learner and the daily interactions between peoples.

This lesson sets the foundations of helping and instilling in individuals at an early age, the importance of valuing one another, living and practicing biblical values and principles. Being a civil citizen, individuals have roles and responsibilities in family, school, community and church institutions. Understanding the responsibilities at higher levels such as taking part in the nations development and the knowledge on the functions of the government, its governance and leadership in the highest national post to the most common community affairs, are introduced in this subject to the growing population preparing them for today and the future.

### **Introduction and conclusion sections of a CCVE lesson**

The introductory and conclusion sections of a Citizenship and Christian Values Education Lesson is featured by the Affective questioning technique that teachers must observe and utilize to achieve a very interactive learning atmosphere.

# Teaching and Learning

Effective management of teaching and learning in early grades is the most important part of managing and delivering the curriculum content for learning in the classroom regardless of the learner's age, gender, ability and mobility. Teachers of early learners must understand that teaching and learning is a two way process. It is delivering and receiving feedback from the receiver. This is to say that the teacher releases required knowledge, skills and attitudes. The learner as the receiver must give feedback to the teacher about what was learnt. This process is very important in early learning classrooms. Teachers must reinforce this process in their teaching daily.

In the early grades, meaningful teaching and learning is extremely important. Teachers teaching grade 1 need to identify strategies that promote teaching and learning in the affective domain. This is because the subject content is designed to develop students understanding of themselves as individuals to better practice the moral and ethical living through values they are born with or bestowed to them.

Their conduct, behaviour, attitudes and manners towards immediate or extended families and others in the homes, classrooms and local communities must be planned into lesson activities and taught to the students.

Therefore the types of methods teachers choose to teach must be student-centred. Likewise methods of learning to must stimulate students to engage in the learning activities throughout the entire time of the lesson. The learning activities student will participate in during CCVE lessons must encourage student at this age to understand life and what is expected of them in the future. Such behaviours like, honesty, loyalty and trustworthiness and being good community members (citizen of this nation) and helping others are foundational principles that will enable them to become one.

A teacher in the classroom besides teaching also performs other roles as well. Some of these roles include:

- building relationships of student to student and student to teacher (partner)
- scaffolding students learning (facilitator)
- planning students learning (observer)
- researching information on issues related to current teaching practices in the classroom
- foster and nurture relationships between students and teacher or student to student
- make learning for students explicit and appropriate
- create learning environments that are responsive to students learning needs and interests
- question unfair, unjust or bias practices in the classroom

### Teaching and Learning Strategies/Methods in the Affective Domain

The section suggests to teachers, commended teaching and learning strategies - methods they can choose from to use in the teaching of lessons for this subject, and also for student learning are methods presented for teachers to select from when preparing students learning activities. It is a good idea to plan learning activities to that will suit the method you choose. This is so that students' participation will interact meaningfully and understand knowledge skills and values and attitudes they must acquire in these learning activities.

Teachers are very familiar with teaching and learning strategies or methods in their respective classrooms. To effectively teach student centred CCVE lessons, teachers are encouraged to use the affective domain teaching and learning methods commended and listed in the table below.

### Teaching Strategies – Methods

Teachers teaching early learners must ensure that teaching methods used are child friendly, student-centred, promoting interactive teaching in the classrooms. These learners are beginners therefore teachers must choose teaching methods that encourage group learning, free-play or discovery learning, engaging students to meaningfully participate in learning activities, and must be closely facilitated by the teacher. Teaching methods practiced in schools today may not be appropriate for this subject It is therefore important that all caution must be taken by teachers to choose suitable teaching strategies that will effect, effective delivery of this subject content.

The following are commended teaching methods in the affective domain teachers can use to deliver CCVE lessons in their classrooms.

**Table 1. Teaching Methods**

<b>1.</b>	Answering questions about personal feelings, attitudes, values and opinions.
<b>2.</b>	Open-ended Questionnaires about students' personal views, feelings opinions, values etc.
<b>3.</b>	Stem sentences/ Sentence completion on opinions or situations.
<b>4.</b>	Drawing pictures to express views.
<b>5.</b>	Drama/ Dramatization.
<b>6.</b>	Reviews: Films/Books.

**Note:** Teachers take note that each teaching strategy has a corresponding learning method. This means that when you choose teaching strategy 1 for teaching the lesson, then take learning strategy number 1 as the strategy for students to use in their activities. The corresponding learning strategies you can choose from are given in table 2.

## Learning Strategies - Methods

Teachers teaching grade 1 student's are cautioned here to ensure that learning strategies used are close to natural learning as in a 'baby learning how to talk and walk'. Learners here are beginners and therefore the learning strategies chosen for the students, must be student-centre, and is closely facilitated by the teacher.

Given in table 2 are learning strategies specific for use in grade 1 classrooms in students learning activities.

**Table 2.** Learning Strategies-Methods

Learning Strategies/ Methods
1. Students ask teachers or presenters about their personal feelings, attitudes, values and opinions about certain situations, experiences, issues etc. after being introduced to a topic or after listening to the speaker.
2. Students express their personal views, feelings opinions, values etc. (Use of black board for drawing, writing their responses for presentations).
3. I wish I had - I wish I had ...! - I think ..... - This game/show/movies is..... - My favourite..... - I like.....
3. Drawing of pictures to show any of the six aspects of the Affective. - Using black board management for this activity.
4. Listening to stories from a reading source for reflections and reviews. - Listening to stories from an experience being retold for reflections and reviews.
7. View a film, read a book or listen to a story being told and do a film/book/story review.

## Learning environment

Learning in this subject builds around developing positive attitudes and behaviours every day in the learning environment, using learning situations to understand ethical and moral conduct in or out of the formal learning environment such as the community. Encourage young learners to appreciate self, siblings, parents, peers and others. Help them in their learning to practice manners to interact with peers and others in the classroom showing respect, obedience, honesty, empathy, and caring, appreciating and sharing and loving relationships in their learning environment. Teacher as the facilitator your responsibility is to make sure this positive learning environment is maintained at all times. For example show the students you appreciate them and be with them all the time. Your own attitude and behaviours to the students must reflect the values/virtues mentioned above.

## Hints and tips

Here are some hints and tips to consider when organising the classroom space:

- student population of 35 students;
- the amount of space in the classrooms;
- set up learning centres by subjects (literacy, numeracy and life skills and motor skills);
- teacher student aids and support resources must be packed and stacked ready for usefulness;
- use half moon formation for sitting students in the front;
- have covering for the dirt floor;
- display posters that connect content concept that students will learn about and from with the biblical values or national identities etc.;
- posters monthly or two monthly and
- speak clearly and softly in a language all the students can hear and respond comfortably.

## Teaching and learning of CCVE for students with special needs

There are students with different level of abilities and have a special needs in their learning developments too. These students need special attention.

However, we cannot be ignoring their special needs. Teachers must become aware of the special needs of their students and each child must be treated with respect and should be engaged in almost all learning activities with the whole class setting. It is only on special occasions they should be given special attention.

That is to say that before the students with special need are accepted into your classroom ensure they are given

- special checks on the type of special learning need;
- identify their disability physical, sensory or both;
- prepare an individual education plan for each child;
- seat them where they are able to respond to you comfortably with a friend or two;
- ensure they have their health checks as advised by medical personnel or specialists

There may be others teachers know therefore you are encouraged to use them when and where the need arises within the learning environment bearing in mind that these students are vulnerable and that every care must be taken to ensure that they are comfortable at all times.

# Planning and Programming

Planning and programming is an essential component in the implementation of the curriculum at all levels of learning. Effective teaching and meaningful learning is the result of successful planning and programming of the prescribed content presented in the syllabus according to the grade levels.

Teachers in the classrooms must also take note and make reference to the yearly education calendar so that the content is scheduled throughout the four terms of the school year. Citizenship and Christian Values Education subject promotes teaching and learning of the affective domain. Therefore, teachers must ensure that students have a part in planning and taking ownership of their own learning. This section provides for grade one teachers various plans for the content of learning in:

- content overview.
- long term- yearly plan.
- medium term- term plan.
- short term – weekly plan and,
- timetable for daily teaching of lessons.

In grade 1 the content of this subject is comprised of the following:

- 4 strands
- 9 units
- 18 content standards and,
- 40 performance standards;

## Grade 1 - Content for the School Year

This table presents the content in terms of the number of:

- Strands;
- Units;
- Content standards;
- Performance standards and;
- Number of lessons that can be equally distributed in the four terms of the school year.

**Table:** Grade one content

Strand	Unit	Content Standards	Performance Standards	Number of Lessons	Terms
Civic Identities Principles and System	One	2	4	12	One
	Two	2	4	12	
	Three	2	4	12	
Christian Values and Principles	One	2	4	12	One /Two
	Two	2	4	12	
Citizen and citizenship	One	2	4	12	Two & Three
	Two	2	4	12	
Leadership and Governance	One	2	4	12	Four
	Two	2	4	12	
	9	18	36	108	

In addition Planning CCVE subject in grade1 for a school year requires teachers to understand the:

- number of teaching weeks in a school term.
- number of lessons per term.
- national school calendar for the year and note the events and important dates all schools will observe and students participate in as member of the class or school.

**Sample:** Proposed Content Overview for Grade One

Grade	Strand	Unit	Teachable Concept	Content Standards
One	Civic Identities, principles and systems.	Civics Identifies	• State and civil institutions.	1.1.1.1 1.1.1.2
		Civics Principles	• Guiding Morals and basic principles.	1.1.2.1 1.1.2.2
		Civics Systems	• Civics connectedness. • Civics Self Image. • Symbols of identities.	1.1.3.1 1.1.3.2
	Christian Values and Principles.	Christian Values and Practices.	• Christian Living and the Bible. • Basic Christian Values and practices. • Christian Identity and Character.	1.2.1.1 1.2.1.2
		Christian Institutions and principles.	• Christian Institutions. • Christian Conducts ethics and morals. • Christian Laws Statutes and precepts.	1.2.2.1 1.2.2.2
	Citizen and Society	Citizen and Citizenship.	• Roles and responsibilities. • Opportunities, Abilities and potentials of Citizens.	1.3.1.1 1.3.1.2
		Active Citizenship and Civic participation.	• Actions influencing decision making. • Community participation in media.	1.3.2.1 1.3.2.2
	Governance and Leadership	Good Governance.	• Principles of good governance. • Rule of law.	1.4.1.1 1.4.1.2
		Leadership.	• Good Leadership. • Effective communication in governance and leadership.	1.4.2.1 1.4.2.2

## Yearly Plan

The yearly overview presents to teachers a plan that has the content for teaching and learning in a whole year. The plan is organised in such a way that teachers must interpret it correctly and use the information to plan for the four terms and where possible extract relevant information to compile the weekly plans.

## Suggested Yearly Overview

The suggested overview has very important information which teachers must study and be well versed with before they start planning the instructional programs for the school year.

Term	Strand	Units	Content Standard	Performance Standard	Lesson Number
One	Civic Identities Principles and System.	Civic Identities .	1.1.1.1. Recognize the importance of having an identity based on their family name, home or place of origin.	1.1.1.1a. Describe various aspects of things that identify themselves as unique individual.	1. S L P 2
				1.1.1.1b. Describe certain things that identify them as part of a group e.g. clan, class, sports team, etc.	3 4
			1.1.1.2. Develop the understanding of how their family and extended family shape their identities, beliefs and value systems.	1.1.1.2a. Describe activities that everyone in the family love and do together as a family.	5 6
				1.1.1.2b Identify and describe activities that they need to do with the help of their extended family.	7
				Civic Identities Principles and System.	Civic Principles.
	1.1.2.1b. Discuss and describe the importance of setting personal goals or dreams in life.	10 11			
	1.1.2.2. Know how the values of responsibility and harmony can be applied or performed in their daily life, their homes, schools and communities.	1.1.2.2a. Discuss and identify the good things they do to others as a result of showing responsibility and harmony in the home and at school.	12 13		
		1.1.2.2b. List things that will prevent them from taking responsibility and working in harmony at home and in the school.	14 15		

Term	Strand	Units	Content Standard	Performance Standard	Lesson Number
One	Civic Identities Principles and Systems	Civic System- State And Civil Institutions.	1.1.3.1. Develop the understanding of how a state and civil institution works by visiting a state institution such as a school, health centre or police station in their community.	1.1.3.1a Describe the work of these institutions and identify the services they provide in the community.	16 17
				1.1.3.1b Identify Civil institutions and their roles and responsibilities in the community.	18 19
			1.1.3.2. Develop the understanding of the importance of having state and civil institutions in their communities .	1.1.3.2a. Identify and describe the importance of state institutions.	20 21
				1.1.3.2b. Identify and describe the importance of civil institutions.	22 23
Two	Christian Values and Principles.	Christian Values and practices.	1.2.1.1. Understand the fundamental values that an individual is born with and express these in their lives and with others	1.2.1.1a. Identify and list the fundamental values that an individual is born with.	24 Term 1 25. Term 2 26
				1.2.1.1b. Practice the values in different situations in their lives and with others.	27 28 29
			1.2.1.2. Discover and understand the values of self-acceptance love for God others and also express in prayer worship and fellowship in Church.	1.2.1.2a. Describe self-acceptance through appreciation for who and what they are.	30 31
				1.2.1.2b. Appreciate Gods love for you in prayer, worship and fellowship.	32 33
		Christian Institutions & Principles	1.2.2.1. Relate to works of institutions which distinctively aim to lay out the foundations to practice Christian values that build character and uphold Christian principles in daily interactions	1.2.2.1a. Explain the values of Christian laws and statutes in the family, church and community.	36 37
				1.2.2.1b. Discuss and discover why believers are called Christians	38 39
				1.2.2.1c. Relate the values that Christians developed as they lived after Christ went back to heaven.	40 41

Term	Strand	Units	Content Standard	Performance Standard	Lesson Number
Two	Christian Values and Practices	Christian Institution and Principles	1.2.2.2. Understand that man is a created being in the likeness of Elohim –God and mandated to live by the precepts in the holy scriptures as accorded.	1.2.2.2a&b. a). Relate to the ten commandments and understand the value of honour and respect in knowing that there is no other God but God alone. b). Demonstrate that God created man in His image and likeness and develop respect (reverence) for God.	42 43 44 45
				1.2.2.2c&d c). Discover that respect is learnt in the family by relating the roles of the father and mother and children in a family and  d). Recognize that man as created by God to live by the ten commandments and holy teachings in Godly behaviour to have a life acceptable to God and others.	46 47 48 49
Three	Citizenship and Society	1. Citizens and citizenship.	1. Recognize and describe characteristics of a good citizen, and the roles and responsibilities that promote good citizenship.	1.3.1.1a. Identify and describe the characteristics of a citizen and the different groups they belong to.	50 51 52
				1.3.1.1b. Identify various situations in which individual talents and abilities can be utilized to promote good citizenship in the school.	53 54 55
				1.3.1.2a. Recognize and describe qualities of good citizenship in school.	56 57 58
				1.3.1.2b. Identify various situations in which individual talents and abilities can be utilized to promote good citizenship in the school.	59 60 61
		Active Citizenship & Participation	1.3.2.1. Identify and describe various opportunities, which require students' participation in decision making to address issues.	1.3.2.1a. Recognize common issues and situations in an attempt to make good decisions to correct the problem.	62 63 64

Term	Strand	Units	Content Standard	Performance Standard	Lesson Number		
	Citizenship and Society	Active Citizenship & Civic Participation		<b>1.3.2.1b.</b> Identify and list the reasons that prevent individuals from being involved in decision making.	<b>65</b> <b>66</b> <b>67</b>		
				<b>1.3.2.2.</b> Recognize the importance of active involvement in community activities that promote good citizenship.	<b>68</b> <b>69</b> <b>70</b>		
				<b>1.3.2.2b.</b> Identify and apply possible actions to correct common issues to enhance good citizenship, (possible lesson – role play).	<b>71</b> <b>72</b> <b>73</b>		
			Governance and Leadership	Good governance	<b>1.4.1.1</b> Develop and display understanding of being honest and being responsible when governing people and the environment.	<b>1.4.1.1a.</b> Engage in activities to discover the qualities of being honest and being responsible.	<b>74</b> <b>75</b>
						b). Show how to be honest and be responsible when governing people and the environment.	<b>76</b> <b>78</b>
						<b>1.4.1.2.</b> Develop an understanding that there are rules and punishments for different groups of people in different places.	a). Discuss rules, their purposes, and application in different places. <b>79</b> <b>76 Term 4</b> <b>80</b>
Leadership	<b>1.4.2.1.</b> Develop an understanding that leaders of different groups have qualities, roles and responsibilities, reasons and challenges and are monitored in their local communities.	b). Discover rule makers, the enforcement of rules and the punishment of rules breakers in different places. <b>81</b> <b>82</b> <b>83</b>					
		a). Engage in activities to discover qualities of leaders and identify leaders of different groups, their reasons and challenges in their local community. <b>84</b> <b>85</b> <b>86</b> <b>87</b>					
		b). Discover the meanings of roles and responsibilities. Its importance and describe how leaders of different groups are monitored in their local communities. <b>88</b> <b>89</b> <b>90</b> <b>91</b>					

Term	Strand	Units	Content Standard	Performance Standard	Lesson Number
			<b>1.4.2.2.</b> Discover good manners and practice them appropriately when communicating with different people in the community.	a). Identify good manners and practice them when communicating with different people.	92 93 94
				b). Show good manners when communicating with different people.	95 96

## Term Plan

Term plan is developed from the yearly plan. Teachers ought to organise the content into a teachable program for implementation in the term. This information is transferred into the weekly teachable – daily program for the each week in the term. There should be consideration of lessons that may be identified as assessment tasks that teachers must identify for the term.

### Sample of proposed term plan for grade 1- term 2

Week	Strand	Units	Content Standard	Performance Standard	No of Lesson	Lesson titles
1	<b>Enrolment and Orientation</b>					
2	Civic Identities Principles And System.	Civic Identifies.	1.1.1.1	1.1.1.1a	3	1. Who am I?
				1.1.1.1b	3	2. Respect for myself and others.
				1.1.1.1b	3	3. Good manners in different groups.
3	Civic Identities Principles and Systems	Civic Principles	1.1.1.2	1.1.1.2a	3	4. Good and bad manners in different groups.
			1.1.1.2	1.1.1.2b	3	5. Things families like doing together.
4			1.1.2.1	1.1.2.1a	3	6. Things that may go wrong.
			1.1.2.1	1.1.2.1b	3	7. Help from extended family.
5			1.1.2.2	1.1.2.2a	3	8. My National Hero.
				1.1.2.1a	3	9. Why is my National hero famous?
				1.1.2.1b	3	10. What I want to be?
6			1.1.2.2	1.1.2.2a	3	11. What I want to do?
				1.1.2.2a	3	12. Good manners at home.
7			1.1.2.2	1.1.2.2a	3	13. Good manners at school.
				1.1.2.2b	3	14. Behaviours to avoid at home.
8			1.1.3.1b	1.1.3.1a	3	15. Behaviours to avoid in school.
				1.1.3.1a	3	16. Name of state institutions.
9			1.1.3.1	1.1.3.1b	3	17. Roles of state institutions.
				1.1.3.1b	3	18. Name of civil institutions.
10			1.1.3.2	1.1.3.2a	3	19. Roles of civil institutions.
				1.1.3.2a	3	20. I am thankful for state institutions.
9			1.1.3.2	1.1.3.2b	3	21. What do we do? (state)
				1.1.3.2b	3	22. I am thankful for civil institution.
10			1.2.1.1	1.2.1.1a	3	23. What do we do (civil)
					3	24. Elohim - God is Love
<b>Assessment and Reporting</b>						

## Weekly plan

This is a very important plan that teachers need to ensure that it is done weekly. This overview will be the key information teachers will use to compile their daily teaching programs each week. It is therefore advised that teachers prepare these weekly overviews fortnightly. This will keep you well informed of your daily teaching programs.

### Sample of a Weekly Overview

<b>Term</b>	<b>One</b>		
<b>Week</b>	Two	Date	2 – 6th July 2018

Subject	Strand	Unit	Content Standards	Performance Standards	Lesson Titles
<b>1. CCVE</b>	Civics, Identities, Principles and Systems	Civic Identities	1.1.1.1	1.1.1.1a	Who am I
<b>2. CCVE</b>	Refer to English Teacher Guide & Syllabus	Refer to English Teacher Guide & Syllabus	Refer to English Teacher Guide & Syllabus	Refer to English Teacher Guide & Syllabus	Refer to English Teacher Guide & Syllabus
<b>3. Language</b>	Refer to English Teacher Guide & Syllabus	Refer to English Teacher Guide & Syllabus	Refer to English Teacher Guide & Syllabus	Refer to English Teacher Guide & Syllabus	Refer to English Teacher Guide & Syllabus
<b>4. Mathematics</b>	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus
<b>5. Culture &amp; Community</b>	Refer to Culture & Community Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus
<b>6. CRE</b>	Refer to CRE Implementation Guide Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus	Refer to Mathematics Teacher Guide & Syllabus

### Timetable

Planning a timetable help teachers to see how many minutes each CCVE lesson will be taught and the number of lessons in a week. This is the spread of 120 minutes the total minutes allocated for Citizenship & Christian Values Education lessons each school week. The breakup is only an example. The subjects in grade 1 are important and should be planned equally in order to have all planned lessons for the week taught as they are prepared and programmed for delivery at the right time. Teachers can refer to the guide in their time planning along with the other subjects for the week.

All subject times have been provided here for your convenience. They include

- English - 300 minutes
- Mathematics - 240 minutes
- Language - 300 minutes
- Citizenship & Christian Values Education - 120 minutes
- Religious Ins - 60 minutes
- Culture & Community - 360 minutes

The total minutes for grade one is 1500 minutes. Teachers plan time well for your students learning needs.

### Sample of Grade 1 Sample Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15 - 8:30	CRE	CCVE	CCVE	CCVE	C&C MPA
8:30 - 8:45					
8:45 - 9:00	English	English	English	English	English
9:00 - 9:15					
9:15 - 9:45	Maths	Maths	Maths	Maths	Maths
9:45 - 10:00					
10:00 - 10:30	<b>RECESS BREAK</b>				
10:30 - 11:00	C&C HIC	C&C Community	C&C HIC	C&C Community	C&C Community
11:00 - 11:30	ENGLISH		ENGLISH		ENGLISH
11:30 - 12:00	C & C Environment	C&C HIC	C&C Environment	C&C MPA	Mathematics
12:00 - 1:00	<b>LUNCH BREAK</b>				
1:00 - 1:30	Language	Language	Language	Language	Language
1:30 - 2:00	Language	Language	Language	Language	Religious Instruction
2:00 - 2:30	C & C Arts	C & C Arts	C & C Arts	C & C MPA	

**Note:** This is a tentative timetable for guiding grade 1 teachers to plan their timetables to suit the learning needs of their learners.

## Time Analysis

Subject	Total Time	Plus (+)	Minus (-)	Suggest Time	No of Lessons	Minutes Week
1. English	300			300	10 x 30	300
2. Mathematics	240	15BT		255	5 x 45 1 x 30	255
3. Language	300			300	10 x 30	300
4. CCVE	120			120	4 x 30	120
5. Culture &Comm	360	60BT		420	14 x 30	420
6. Religious Instruct	60			60	1 x 60	60
7. Assembly	75			75	5 x 15	75
8. Block time	90	75		25	-	25
	<b>1545?</b>			<b>1555?</b>	50 lessons	<b>1555?</b>

This is a time break- up of the total minutes per subject to show how many:

- minutes per lesson in a day
- lessons are taught in each week for each subject in each day and
- total number of lessons for all the subjects in a week.

## Education Calendared Events

The department's yearly calendar caters for events schools must observe and plan and engage in annually. Teachers identify your provincial or community activities and insert them in together with the education events and deliver in your classrooms/schools.

Draw up your community calendar like the example given below and display in the classroom for the year.

- Schedule of calendared events

Month	National Events	Provincial Events	Community Events	Description
January	New Year			
February				
March				
April	Easter Holiday			Christ Crucifixion
May				
June	Queens Birthday			Head of the Commonwealth of Nations
July	National Remembrance Day			Remember people fought and died in ww1&2
August	National Repentance Day			Praying for the nation and world
September	PNG Independence Day			National Day
October				
November				
December	Christmas Day			Festive season
	Boxing Day			Public Holiday

## Guided Lessons

Lessons taught in the classrooms today must be well planned before delivering it to the students. As CCVE is a subject that is promoting learning achievements in the affective domain lessons must be well planned with emphasis on the application of affective domain requirements intended for learning.

Citizenship and Christian Values Education lessons have three objectives. These objectives are written in this order:

- affective
- psychomotor and
- cognitive objectives that students will achieve at the end of the lesson.

As such the following are sample guided lessons for teachers to study carefully and use the plan to create their own ideas for the lesson titles with ASKs given in the teacher guide. This section presents to the teachers:

- Yearly suggested lesson titles plan
- Sample guided lessons
- Lesson ASK

### Yearly suggested lesson titles plan

The yearly lesson plans identifies the particulars of a strand the lessons have being drawn from. These will direct the teachers to also check the guided lesson samples and the lessons that have only Values, attitudes, skills and knowledge (VASK), that have being given in the lesson titles for each unit Teachers must write up their own lesson plans for the lesson titles that have only VASKs to teach in the classroom.

### Suggested Yearly Lesson Titles for Grade 1

This plan provides for grade 1 teacher in the school all the lesson titles proposed for each strand by the units. It is important for teachers to follow the order of lessons as scheduled in this plan. Teachers are encouraged to use this lesson titles for the weekly lessons which need to be planned and taught in each week as identified by the:

- strands,
- units,
- content standards and,
- performance standards.

These lesson titles are organised in the order of teaching by strand . This means that Strand 1 begins the school year so in term 1 all the lessons for the strand will be programmed by weeks in your daily programs.

For your convenience given is the plan of lesson titles all grade 1 teachers can use whilst at the same time are reminded to read the plan thoroughly before implementation of the lessons .

## Yearly Lesson Titles for Grade 1- 2019

Strand	Unit	Content Standard	Performance Standard	Lesson Title		
<b>Civic Identities Principles and System</b>	1. Civic Identities	<b>1.1.1.1</b> Recognize the importance of having an identity based on their family name, home or place of origin	<b>1.1.1.1a</b> -Describe various aspects of things that identify themselves as unique individual	1. Who am I? 2. Respect for myself and		
			<b>1.1.1.1b.</b> Describe certain things that identify them as part of a group e.g. clan, class, sports team, etc.	3. Good manners in different groups 4. Good and bad manners in different groups		
		<b>1.1.1.2</b> Develop the understanding of how their family and extended family shape their identities, beliefs and value systems	<b>1.1.1.2a</b> Describe activities that everyone in the family love and do together as a family	5. Things families like doing together 6.Things that may go wrong		
			<b>1.1.1.2b</b> Identify and describe activities that they need to do with the help of their extended family	7. Help from extended families		
		<b>Civic Identities Principles and System</b>	2. Civic Principles	<b>1.1.2.1</b> Recognise and appreciate the National heroes of PNG and their contribution towards the country	<b>1.1.2.1a</b> Identify two or more national heroes and discuss reasons why they are famous	8. My National Heroes 9. Why is my National Hero famous?
					<b>1.1.2.1 b</b> Discuss and describe the importance of setting personal goals or dreams in life	10. What I want to be 11. What I want to do
<b>1.1.2.2</b> Know how the values of responsibility and harmony can be applied or performed in their daily life, their homes, schools and communities	<b>1.1.2.2a</b> Discuss and identify the good things they do to others as a result of showing responsibility and harmony in the home and at school.			12. Good manners at home 13. Good manners at school		
	<b>1.1.2.2b</b> List things that will prevent them from taking responsibility and working in harmony at home and in the school.			14. Behaviours to avoid at home 15 Behaviours to avoid at school		

	3. Civic System- State And Civil Institutions	<b>1.1.3.1</b> Develop the understanding of how a state and civil institution works by visiting a state institution such as a school, health centre or police station in their community	<b>1.1.3.1a</b> Describe the work of these institutions and identify the services they provide in the community	16. Name of state institutions	
			<b>1.1.3.1b</b> Identify Civil institutions and their roles and responsibilities in the community	17. Roles of state institutions	
		<b>1.1.3.2</b> Develop the understanding of the importance of having state and civil institutions in their communities	<b>1.1.3.2a</b> –Identify and describe the importance of state institutions	18. Name of civil institutions	
			<b>1.1.3.2b</b> Identify and describe the importance of civil institutions	19..Roles of civil institutions	
					20.I’m thankful for state institutions
					21.. What do we do? (State)
				22.I’m thankful for civil institutions	
				23.What do we do? (Civil)	
	<b>Christian Values and Principles</b>	1.Christian Values and practices	<b>1.2.1.1</b> Understand the fundamental values that an individual is born with and express these in their lives and with others	<b>1.2.1.1 a</b> Identify and list the fundamental values that an individual is born with.	24. God is love
					25.God is joy
				26.God is peace	
<b>1.2.1.2</b> Discover and understand the values of self-acceptance , love for God others and also express in prayer worship and fellowship in church			<b>1.2.1.1 b</b> Practice the values in different situations in their lives and with others		27. Having compassion
					28. Conducts of compassion
					29.The benefits of helping others
			<b>1.2.1.2 a.</b> Describe self-acceptance through appreciation for who and what they are. <b>b</b> Appreciate Gods love for you in prayer, worship and fellowship		30.Myself as a person
					31. Myself and others
					32.God Loves me
<b>1.2.1.2 c</b> Discuss ways of showing love and respect through sharing caring and giving to others			33.Fellowship with God		
			34.To love and respect		
			35.To love and care		
2. Christian Institutions & Principles		<b>1.2.2.1</b> Relate to works of institutions which distinctively aim to lay out the foundations to practice Christian values that build character and uphold Christian principles in daily interactions	<b>1.2.2.1a &amp; b</b> Explain the values of Christian laws and statutes in the family, church and community.  b) Discuss and discover why believers are called Christians	36.Christian Values	
				37. Christian laws in the family and church	
			<b>1.2.2.1 c</b> Relate the values that Christians developed as they lived after Christ went back to heaven.		38. Who are Christians
		39 Christian Attitudes /Behaviours			
		40. Core Values (love, joy and peace)			
			41. Christian Living		

<b>Christian Values and Principles</b>	Christian Institution and Principles	<b>1.2.2.2</b> Understand that man is a created being in the likeness of Elohim – God and mandated to live by the precepts in the holy scriptures as accorded	<b>1.2.2.2 a&amp;b</b>	42. The Ten Commandments <i>Exodus 20: 1-17</i>
			a) Relate to the ten commandments and understand the value of honour and respect in knowing that there is no other God but God alone	43. Core Value –joy and hope
			b) Demonstrate that God created man in His image and likeness and develop respect (reverence) for God	44. Who created Man
			<b>1.2.2.2 c&amp;d</b>	45.Christian Role of Family <i>Ephesians 6:1-4</i>
			c) Discover that respect is learnt in the family by relating the roles of the father and mother and children in a family	46.God and man are friends
			d) Recognize that man as created by God to live by the ten commandments and holy teachings in Godly behaviour to have a life acceptable to God and others.	47.Gods law for man

<b>Citizen-ship and Society</b>	1 Citizens and citizenship	<b>1.3.1.2</b> Recognize and embrace talents and abilities that can be used to promote good citizenship.	<b>1.3.1.1a</b> Identify and describe the characteristics of a citizen and the different groups they belong to.	48. I am a citizen
				49. Good manners
				50. My Rights as an individual (Basic rights)
			<b>1.3.1.1b</b> Identify various situations in which individual talents and abilities can be utilized to promote good citizenship in the school.	51 My job at home
				52. My job at School
				53. Work people do in the community
		<b>1.3.1.2</b> Recognize and embrace talents and abilities that can be used to promote good citizenship.	<b>1.3.1.2a</b> Recognize and describe qualities of good citizenship in school.	54. Respectable Leaders at home
				55. Leaders at school
				56. I can take part in class meeting (Role play meetings in the classroom)
	<b>1.3.1.2b</b> Identify various situations in which individual talents and abilities can be utilized to promote good citizenship in the school.		57. I am special	
			58. What can you do?	
			59. Working together	
	2. Citizen and Active Citizen-ship and Civic Participation	<b>1.3.2.1</b> Identify and describe various opportunities which require students' participation in decision making to address issues.	<b>1.3.2.1a</b> Recognize common issues and situations in an attempt to make good decisions to correct the problem.	60. (Making decisions) Why go to school?
				61. When to say yes and No. (Making decision)
				62. (Making decisions). Solving our Problems
			<b>1.3.2.1 b</b> Identify and list the reasons that prevent individuals from being involved in decision making	63. Role models (Famous people in the community)
				64. Part 1. Project: Groups that help communities
<b>1.3.2.2</b> Recognize the importance of active involvement in community activities that promote good citizenship.		<b>1.3.2.2a</b> Recognize and describe various situations and issues where positive actions can be taken by individuals to promote good personal relationships	66. Getting along with others	
			67. Learn from each other	
			68. Why Do Schools Have Rules?	
		<b>1.3.2.2b</b> Identify and apply possible actions to correct common issues to enhance good citizenship. (possible lesson – role play)	69 Who Helps Us at School?	
			70. How Are We Good Helpers at School?	
71. What do good neighbours do?				

<b>Govern- ance and Leadership</b>	Good governance	<b>1.4.1.1</b> Develop and display understanding of being honest and being responsible when governing people and the environment	<b>1.4.1.1a</b> Engage in activities to discover the qualities of being honest and being responsible	72. Honesty
				73. Responsibility
			b. stow how to be honest and be responsible when governing people and the environment	74. Display being honest
				75. Display being responsible
		<b>1.4.1.2</b> Develop an understanding that there are rules and punishments for different groups of people in different places	a. Discuss rules, their purposes and application in different places •	76. What are rules?
				77. Rules in different places
				78. Why do we have rules
			79. Who makes rules?	
			80..Enforcing the rules	
			81.Punishment for breaking rules	
	Leadership	<b>1.4.2.1</b> Develop an understanding that leaders of different groups have qualities, roles and responsibilities, reasons and challenges and are monitored in their local communities	a. Engage in activities to discover qualities of leaders and identify leaders of different groups, their reasons and challenges in their local community	82. Who is a leader?
				83. Leaders of different groups
				84. Reasons for having leaders of different groups
				85. What are the challenges of leaders of different groups ?
			b. Discover the meaning of roles and responsibilities, its importance and describe how leaders of different groups are monitored in their local communities	86 .What are roles and responsibilities?
				87. Importance of roles and responsibilities of a leader
				88. Roles and responsibilities of leaders of different groups
			89. How are roles and responsibilities of leaders monitored in different groups?	
<b>1.4.2.2</b> Discover good manners and practice them appropriately when communicating with different people in the community		a. Identify good manners and practice them when communicating with different people	90. What are manners?	
			91. What are good manners?	
		92. Practice good manners when communicating with different people		
	b. Show good manners when communicating with different people	93. Where to practice good manners		
		94. Display good manners		

## Sample Guided Lessons

The sample guided lessons given in this guide are organised by strands. Teachers you are encouraged to read them carefully and plan them before you make an attempt to teach it to your class. The sample guided lessons are selected from the units It is the first lesson identified from the

Here are the sample guided lessons by strands. There are two lessons for each strand except for strand 1 which has 3 units and so has 3 sample lessons.

### Sample Guided Lesson

Lesson No: 1



**Strand:** Civil Identities, Principles and Systems

**Unit: 1** Civil Identity

**Content Standard:** **1.1.1.1** Recognize the importance of having an identity based on their family name, home or place of origin

**Performance Standard:** **1.1.1.1a** Describe various aspects of things that identify themselves as unique individual

**Lesson Title:** Who am I?

**Lesson Objective:** Students will be able to and can:

**a) Affective objective:** Respect and appreciate themselves and others in the family and home

**b) Psychomotor objective:** Demonstrate with respect when describing themselves as individuals and part of the family

**c) Cognitive objective:** Have a sense of identity in the family and home

**PAT/SAT:** List things that makes you, who you are?

**Resources:** *Civic Education in PNG Schools*, page 32- TIPNG.

**References:** CCVE Syllabus Grades 1, 2& 3

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>Respect and appreciation of themselves and others in the family and home.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate with respect when describing themselves as individuals and part of the family.</li> </ul>	<ul style="list-style-type: none"> <li>Sense of identity in the family and home.</li> </ul>

**Lesson Notes:**

Focus and stress on:

- individuals to see themselves as member of the family
- relationship to other members of the family
- appreciate themselves as a member of the family

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> – (5mins)	Ask students to sing a known song (M) (O) (B).	Sing the song we are one big happy family.....
<b>Body</b> - (20 mins)	Write the following list on the chalkboard before the lesson; a) Your name b) how tall you are, name of your village and so on depending on how the students.	Discuss in pairs all about themselves following the list on the chalk board.
<b>Conclusion</b> - (5 mins)	Ask students to present their friend's findings.	Present friend's profile.

**Teacher Reflection/Evaluation:**

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**Sample Guided Lesson:****Strand:** Civil Identities, Principles and Systems**Unit:** One - Civil Identity**Lesson No.2**

**Content Standard:** 1.1.1.2. Develop the understanding of how their family and extended Family's shape their identities, beliefs and value systems

**Performance Standard:** 1.1.1.2b. Identify and describe activities that they need to do with the help of their extended family.

**Lesson Title:** Help from extended family.

**Lesson Objective:** Students will be able to and can:

- a) **Affective objective:** Value and appreciate the assistance given by extended family members.
- b) **Psychomotor objective:** Develop and demonstrate their appreciation to extended family members for their good actions or deeds.
- c) **Cognitive objective:** Name the types of activities that extended families can be involved in to help each other. *Example;* making a garden, building a house, feasting or bride price payment.

**Resources:** Civic Education in PNG Schools TIPNG

**References:** CCVE Syllabus Grades 1, 2& 3.

**Key Concepts:**

Values/Attitude	Skills	Knowledge
<ul style="list-style-type: none"> <li>Value and appreciate the assistance given by extended family members.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to be appreciative and thankful to extended family members for their assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Activities that they can participate in to assist extended family members.</li> </ul>

**Lesson Notes:**

Allow the students to express themselves freely and guide them to identifying and achieve the affective, psychomotor and cognitive objectives.

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> – (5mins)	Ask students what they did over the weekend.	Give a short statement on their weekend activity.
<b>Body</b> - (20 mins)	On the chalkboard list common activities that students would participate in to assist another member of the family.	Discuss in groups of three what type of family activity they would be doing to assist an extended family member.
<b>Conclusion</b> - (5 mins)	Ask students to present their discussion.	A student presents an individual response.

**Teacher Reflection/Evaluation:**

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## Sample Guided Lesson:

## Lesson No. 3



**Strand:** Civil Identities, Principles and Systems

**Unit 2 :** Civics Principles

**Content Standard: 1.1.2.1.** Recognise and appreciate the National heroes of PNG and their contribution towards the country.

**Performance Standard: 1.1.2.1a.** Identify two or more national heroes and discuss reasons why they are famous

**Lesson Title:** My National Heroes.

**Lesson Objective:** Students will be able to and can:

- a) **affective objective:** be grateful for these national heroes and what they have done for the country.
- b) **psychomotor objective:** discuss reasons why he or she is in one of these groups and why they have chosen him/her.
- c) **cognitive objective:** recognise and list what these famous people have done and achieved.

**Resources:** *Civic Education in PNG Schools - TIPNG*

**References:** CCVE Syllabus Grades 1, 2 and 3.

### Key Concepts:

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Show respect and be grateful for national heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different roles of these national heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise what these national heroes are famous for.</li> </ul>

### Lesson Notes:

Focus on content knowledge:

- National heroes and heroines,
- Province they come from ,
- Name of national heroes or heroines
- Things heroes and heroines did

### Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> – (5mins)	Ask students who they think is a hero in their lives and why?	Students state their family hero and give their reason why?
<b>Body</b> - (20 mins)	On the chalkboard list areas / categories in which individuals have aspired in and become national heroes.	Discuss in groups of five what an individual has done become a national hero and is now famous.
<b>Conclusion</b> - (5 mins)	Ask students to present their discussion.	A student presents a group findings

### Teacher Reflection/Evaluation:

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**Sample Guided Lesson:****Lesson No. 4**

**Strand:** Civil Identities, Principles and Systems  
**Unit:** Civic Principles

**Content Standard:** **1.1.2.2.** Know how the values of responsibility and harmony can be applied or performed in their daily life, their homes, schools and communities.

**Performance Standard:** **1.1.2.2b.** List things that will prevent them from taking responsibility and working in harmony at home and in the school.

**Lesson Title:** Behaviours to avoid at home.

**Lesson Objective:** Students will be able to and can:

- a) **Affective objective:** Encourage positive behaviour to parents at home and others in their community.
- b) **Psychomotor objective:** Identify and discuss unacceptable behaviors they must not practice and how to avoid them at home and in their community.
- c) **Cognitive objective:** Identify and list unacceptable behaviours that they must not practice at home and in their community.

**Resources:** *Civic Education in PNG Schools - TIPNG*

**References:** CCVE Syllabus Grades 1, 2 & 3.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Show respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Discourage and avoid practising bad behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify unacceptable/bad behaviour.</li> </ul>

**Lesson Notes:**

Allow the students to express themselves freely and guide them to identify and achieve the affective, psychomotor and cognitive objectives.

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> – (5mins)	Ask students to give an example of bad behaviour at home.	Students state examples of bad behaviour at home.
<b>Body</b> - (20 mins)	On the chalkboard teacher lists areas at home such as kitchen, living room, toilet etc... where bad behaviour can be practised and ask students to name some examples.	Working in groups of five, students list as heading different sections of a home and identify some example of bad behaviour that can be practised under each heading. <i>Example;</i> during meals - talking while eating,
<b>Conclusion</b> - (5 mins)	Ask students to present their discussion.	A student presents a groups findings.

**Teacher Reflection/Evaluation:**

**Sample Guided Lesson:****Strand:** Civil Identities, Principles and Systems**Unit 3 :** Civics System State and Civil Institutions

**Content Standard: 1.1.3.1.** Develop the understanding of how a state and civil Institution works by visiting a state institution such as a school, health centre or police station in their community

**Performance Standard: 1.1.3.1b.** Identify civil institutions and their roles and responsibilities in the community.

**Lesson Title:** Name of civil institutions.

**Lesson Objective:** Students will be able to and can:

- a) **Affective objective:** Appreciate and care for the civil institutions
- b) **Psychomotor objective:** Differentiate between the civil institutions in the community
- c) **Cognitive objective:** Identify and name a civil institution

**PAT/SAT:** Role play on the services these institutions provide in the Community

**Resources:** *Civic Education in PNG Schools - TIPNG*

**References:** CCVE Syllabus Grades 1, 2 & 3.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate and care for civil institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between the civil institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a civil institution.</li> </ul>

**Lesson Notes:**

Focus and stress on content knowledge:

- care for civil institutions
- appreciate work civil institutions do for the ordinary people
- different civil institutions

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction –</b> (5mins)	Ask students what they think of a church organisation.	Students give their answers.
<b>Body –</b> ( 20 mins)	On the chalkboard teacher lists some activities that church organisations are involved in ask students what happens during these activities.	Working in pairs students discuss, describe and list activities in which church organisations are involved in. <i>Example:</i> Volunteer work such as ...
<b>Conclusion –</b> ( 5 mins)	Ask students to present their discussion.	A student presents groups answers.

**Teacher Reflection/Evaluation:**.....

**Sample Guided Lesson:**

**Lesson No.6**



**Strand:** Civil Identities, Principles and Systems  
**Unit 3 :** Civic Systems-State and Civil Institutions.

**Content Standard: 1.1.3.2** Develop the understanding of the importance of having state and civil institutions in their communities.

**Performance Standard: 1.1.3.2a.** Identify and describe the importance of state institutions.

**Lesson Title:** What do we do? (State)

**Lesson Objective:** Students will be able to and can:

- a) **Affective objective:** Appreciate, realise and value the importance of state institution.
- c) **Psychomotor objective:** Demonstrate an understanding of the importance of state institutions.
- d) **Cognitive objective:** Discuss what individuals would do in the absence of state institutions.

**Resources:** *Civic Education in PNG Schools - TIPNG*

**References:** CCVE Syllabus Grades 1, 2 & 3.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate and care for state institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the importance of state institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what individuals would do in the absence of state institutions.</li> </ul>

**Lesson Notes:**

Focus on the content of lesson topic:

- care for state institution
- appreciate state institution
- name one state institutions in the community
- work of the civil institution

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> – (5 mins)	Ask students what they think of a church organisation.	Students give their answers.
<b>Body</b> - (20 mins)	On the chalkboard teacher lists some activities that church organisations are involved in ask students what happens during these activities.	Working in pairs students discuss, describe and list activities in which church organisations are involved in. <i>Example:</i> Volunteer work such as .....
<b>Conclusion</b> - (5 mins)	Ask students to present their discussion.	A student presents groups answers.

**Teacher Reflection/Evaluation:**.....

**Sample Guided Lesson :**  
**Strand 2 :** Christian Values and Principles  
**Unit 1 :** Christian values and practices

## Lesson No.7



**Content Standard: 1.2.1.1** Understand the fundamental values that an individual is born with express these in their lives and with others.

**Performance Standard: 1.2.1.1a** Identify and list the fundamental values that an

**Lesson Title:** Having Compassion *Mathew 8:1-4*.

**Lesson Objective:** Students will be able to and can:

- a) **Affective Objective:** Appreciate the value of compassion by feeling sorry for a classmate and sharing food with a friend who has no lunch or lunch money.
- b) **Psychomotor Objective:** Prepare a donation box in the classroom to collect items and give to the church.
- c) **Cognitive Objective:** Identify and name the various needs that people have and the types of needy people.

**PAT/SAT:** Role play on the services these institutions provide in the Community

**Resources:** The Holy Bible.

**References:** Bible Readings: place in lesson notes.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate and enjoy bible stories of Yeshua-Jesus Christ showing compassion for people in need.</li> <li>• Appreciate the value of compassion for people in need.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a bible story about YeshuaJesus- Christ having compassion – feeding 5,000 people.</li> <li>• Develop compassion for people in times need.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the examples of Yeshua –Jesus Christ as He shows compassion for man</li> <li>• Having compassion for those in need</li> <li>• Helping others in times of need.</li> </ul>

**Lesson Notes:**

- People in need, the poor, the hungry, the sick, the disabled and the blind.
- Compassion: Feeling sorry and understanding the needs of the needy.
- Willingness to give freely.

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction –</b> (5mins)	<ol style="list-style-type: none"> <li>1. Ask students to name something good they did for their grandparents and why they did so? What is the good act done??</li> <li>2. Go through the responses of students and tell them the meaning of the type of responses they gave.</li> <li>3. Introduce the lesson by reading the story in <i>Matthew 8:1-4</i>. Follow the template order. Choose one of the 3 above.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name something good they did for their grandparents.</li> <li>2. Listen and understand the meaning behind their response as to why they did the good actions to their grandparents.</li> <li>3. Listen attentively to the B</li> </ol>
<b>Body -</b> (20 mins)	<ol style="list-style-type: none"> <li>1. Place into groups students according to the types of needy peoples, use pictures to identify needy people).</li> <li>2. Identify the specific needs of needy people</li> <li>3. Identify ways of helping people. Use affective language</li> </ol>	<ol style="list-style-type: none"> <li>1. Go into assigned groups.</li> <li>2. List the specific needs.</li> <li>3. Ways of helping those in need y preparing a donation box for collecting items to help the needy Use affective language.</li> </ol>
<b>Conclusion -</b> (5 mins)	Ask students to report what they have done and why is this affective language.	1. State why they created a donation box

### Teacher Reflection/Evaluation:

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**Sample Guided Lesson:****Lesson No. 8**

**Strand 2 :** Christian Values and Principals

**Unit 2 :** Christian Institutions and Principles

**Content Standard: 1.2.2.1.** Relate to works of institutions, which distinctively aim to lay out the foundations to practice Christian values that build character and uphold Christian principles in daily interactions.

**Performance Standard: 1.2.1.1a.** Explain the values of Christian laws and statutes in the family, church and community.

**Lesson Title:** Christian laws in the family and church.

**Lesson Objective:** Students will be able to and can:

- a) **Affective Objective:** Obedience for the rules in the Bible.
- b) **Psychomotor Objective:** Recite the first two commandments.
- c) **Cognitive Objective:** Memorize the scriptures of the Ten Commandments.

**Prescribed Assessment Task #:** Find certain scriptures in the Bible within given time.

**Specific Assessment Task #:** Write down scriptures in the bible that talk about obedience.

**Resources:** Bible and also teaching aids you prepare for the lesson. *Eg;* chart of the Ten (10) commandments

**References:** CCVE Syllabus Grades 1, 2 & 3.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Obedience for the rules in the Bible.</li> <li>• Obediently obey the rules of home.</li> <li>• Be honest and trust worthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite the first two commandments.</li> <li>• Demonstrate obedience to the commandment.</li> </ul>	<ul style="list-style-type: none"> <li>• God the Father, God the Son and God the Holy Spirit.</li> <li>• Who is God in the family</li> <li>• Structure of a family.</li> <li>• Family fellowship.</li> </ul>

**Lesson Notes:**

Focus and stress on:

- Rules of God- Elohim
- Obedience to Ten Commandments
- Value in honesty and trustworthy

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> – (5mins)	1. Ask the students to explain a brief story of Moses, (M,O,B- identify which one).	1. Explain a brief story of Moses to the class.
<b>Body</b> - (20 mins)	<ol style="list-style-type: none"> <li>1. Explain that obedience is a command from God, (Ephesians 6:1-3).</li> <li>2. Ask students to find and read the text in the Bible.</li> <li>3. Tell the students to memorize the text by heart.</li> <li>4. Encourage students to be obedience at all times. Follow template 2 activities only.</li> </ol>	<ol style="list-style-type: none"> <li>1. Help the students to find the text in the bible.</li> <li>2. Read text together with the class.</li> <li>3. Listen to a desk mate say the text by heart.</li> <li>4. Checklist of students obeying school rules.</li> </ol>
<b>Conclusion</b> - (5 mins)	1. Revise the lesson	1. Thank for participation cooperation.

### Teacher Reflection/Evaluation:

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## Sample Guided Lesson:

## Lesson No. 9



**Strand 3 :** Citizenship and Society.

**Unit 1 :** Citizens and citizenship.

**Content Standard: 1.3.1.1.** Recognize and describe characteristics of a good citizen, and the roles and responsibilities that promote good citizenship.

**Performance Standard: 1.3.1.1a.** Identify and describe the characteristics of a citizen and the different groups they belong to.

**Lesson Title:** I am a Citizen!

**Lesson Objective:** Students will be able to and can:

- a) **Affective Objective:** have a sense of belonging to a country.
- b) **Psychomotor Objective:** identify what citizenship is and the characters of a citizen.
- c) **Cognitive Objective:** Know the characteristics of a good citizen.

**Prescribed Assessment Task # 1:** Illustrate features that describe good citizen.

**Specific Assessment Task # 1 :** Draw and describe designs of the National flag  
(Use affective language).

**Resources:** PNG Flag, Black board, papers, scissors, markers.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Have Pride in your Country.</li> <li>• Being loyal as citizen.</li> <li>• Respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe what a citizen is and the characteristics of a citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• Identity as a citizen of Papua New Guinea.</li> </ul>

**Lesson Notes:**

Definition of the word Citizen is; a native, an inhabitant of a community, land or country.  
(More simply a citizen is someone belongs to a country).  
For this lesson, refer to TI PNG – I'm a PNG citizen resource book.

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> – (5mins)	<p>Ask lead up questions</p> <ul style="list-style-type: none"> <li>• Where do you come from?</li> <li>• Which country is----- in?</li> <li>• Tell the students what the word citizen means;</li> </ul> <p>A person who is born in PNG is a Papua New Guinea <u>citizen</u>.</p>	<p>Students possible Answers</p> <ul style="list-style-type: none"> <li>• Name their province.</li> <li>• Papua New Guinea.</li> </ul> <p>The class will repeat the statement together.</p>
<b>Body</b> - (20 mins)	<p>Topic. <b>I am a citizen</b> Explain that in this lesson we will do an information card for ourselves.</p> <ul style="list-style-type: none"> <li>• The teacher will cut out a flyer to a shape of bird of paradise and give to students to fill in the missing information.</li> </ul> <p><i>Example</i> My name is John Kakas. I am a Citizen of PNG</p>	<ul style="list-style-type: none"> <li>• Students will use the flyer to write their own information Cards.</li> <li>• My name is_____._____</li> <li>• I am a Citizen of _____</li> <li>• Students will read their information card to a partner.</li> </ul>
<b>Conclusion</b> - (5 mins)	<ul style="list-style-type: none"> <li>• Are you a citizen of PNG?</li> <li>• Collect and hang the flyer on the mobile in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will answer questions.</li> <li>• Yes, I am a citizen of Papua New Guinea. I was born in Port Moresby (Taurama village, Kila village etc), Papua New Guinea.</li> </ul>

### Teacher Reflection/Evaluation:

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## Sample Guided Lesson:

## Lesson No. 10



**Strand 3 :** Citizenship and Society.

**Unit 1 :** Citizens and citizenship.

**Content Standard: 1.3.2.1.** Identify and describe various opportunities, which require students' participation in decision making to address issues.

**Performance Standard: 1.3.1.1a.** Identify and describe the characteristics of a citizen and the different groups they belong to.

**Lesson Title:** Why go to school

**Lesson Objective:** Students will be able to and can:

- a) **Affective Objective:** Being wise and Making wise decisions.
- b) **Psychomotor Objective:** Discuss cause and effects in various situations (staying home or going to school).
- c) **Cognitive Objective :** Know and understand that making wise decisions are always healthy.

**Specific Task # 1:** Oral report: explain why they should eat food every day.

**Resources:** Blackboard preparation, charts, markers, drawing papers, pencils.

**Reference :** CCVE Syllabus for Grades 1,2,3

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
Appreciate and respect others opinions.	<ul style="list-style-type: none"> <li>• Discuss cause and effects in various situations.</li> <li>• Staying home or going to school.</li> <li>• What are the consequences of not going to school</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand their roles as students/scouts/ church groups.</li> </ul>

**Lesson Notes:**

Focus and stress on the:

- manner - showing respect for a friend parent teacher
- behaviour – in different settings, home, classroom, play ground
- attitude towards things need to do and not to do

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Ask lead up questions</li> <li>• Ask lead up questions relating to their experiences about the content.</li> <li>• Why do you go to church, eat food?</li> <li>• Introduces the new content concept as reasoning, making decisions when situations and opportunities arise when attending school.</li> <li>• Teacher ask the key question such as, why did you go to school?'</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Students possible responses</u></li> <li>• I go to church because .....</li> <li>• I go to school because I want to learn.</li> <li>• I eat food to help my body grow strong and healthy.</li> </ul>
<b>Body</b>	<ul style="list-style-type: none"> <li>• Introduce the topic</li> <li>• <u>Why do you go to school?</u></li> <li>• Ask children why they go to school?</li> <li>• Call for children's attention and share the group discussions about the reasons of going to school.</li> <li>• Teacher explains to the children of the independent activity by drawing related pictures illustrating why going to school.</li> <li>• Have students return to their seats. Children describe what the drawings are all about focusing on reasoning, decision-making and participating in helping self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Children work in pairs.</li> <li>• Talk about reasons for going to school.</li> <li>• Students present feedback from their group discussions.</li> <li>• Children draw related pictures illustrating the reasons of going to school.</li> <li>• Students will display their drawings by describing and reading the short descriptive texts about their drawings.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Recap the main ideas for the lesson.</li> <li>• Why do you go to school?</li> </ul>	<p>Students will answer questions.</p> <ul style="list-style-type: none"> <li>• Because I want to become a pilot.</li> </ul>

### Teacher Reflection/Evaluation:

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**Sample Guided Lesson:**

Lesson No. 11

**Strand 4 :** Governance and Leadership.**Unit 1 :** Good Governance.**Content Standard: 1.4.1.1.** Develop and display the understanding of being honest and being responsible when governing people and the environment.**Performance Standard: a.** Engage in activities to discover the qualities of being honest and being responsible.**Lesson Title:** Honesty.**Lesson Objective:** Students will be able to and can:**a ) Affective Objective:** Curiosity to learn and develop the attitude of being honest.**b) Psychomotor Objective:** identify the abilities of being honest.**c) Cognitive Objective:** the quality of being honest and truthful.**Specific Assessment Task #:** Apply assessment “as/in” learning methods and sample are prepared in isolation.

Find a playing field outside of the classroom to play the game.

**Resources:** Ball, playing field**Reference :** CCVE syllabus- for grade one, two and three/CCVE Teacher Guide for grade One.**Key Concepts:**

Values /Attitudes	Skills	Knowledge
• Having the curiosity to learn and develop being honest.	• Identify the abilities of being honest.	• Honesty is the quality of being honest and truthful.

**Lesson Notes:**

These should be concepts of learning to teach the students not steps to prepare aids.

Preparations:

1. Get the students out of the classroom to a clear and safe playing field to play the game, “Fill the basket.”
2. Have these qualities of honesty; truth; trust; honest and fact written on the flash cards.
3. Have these words written in five sets for each team and also have baskets or empty boxes.
4. Divide the students into teams and tell them to stand behind the set basket or box with the leader in front of the line. There should be five players in each team. (Number of team depends on the number of students in a class.)
5. Measure the field with a meter space from the box or basket for placing each card. There should be five small lines indicating the position to place each card. How to play the game “Fill the basket”

**Lesson Notes:**

1. All the flashcards with words written are placed in the basket or empty box.
2. The first student in front of each line will take a card out of the box after the whistle and run out to place it on each line. The student runs back, around the box, takes another card and runs out again to place on the line until he/she has lined up all the five cards.
3. The second student will run out, pick up a card that was placed by the first student on the line, runs back and puts it in the basket or the box. He/she continues until all cards are placed back in the basket or box.
4. The game will continue until every student has a turn and the team that has completed the game first is the winner.
5. Have the students to relax and cool off under a shade of a tree and revise the qualities of being honest by saying the words on the flash cards.

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction (5 mins)</b>	<ol style="list-style-type: none"> <li>1. Motivate the students by giving some simple warm up exercises using the honesty quality (For example, Simon says “be honest and hop like a frog.” All students should be honest to do the action of a frog hopping and not something else.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen attentively to the instructions and do the action by hopping like a frog.</li> </ol>
<b>Body (20 mins)</b>	<ol style="list-style-type: none"> <li>1. Organise the student into teams.</li> <li>2. Explain rules of the game and demonstrate how to play the game.</li> <li>3. Teacher blows the whistle and starts the game.</li> <li>4. Teacher observes and assesses students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students get into teams.</li> <li>2. Listen to the rules of the game and watch the teacher demonstrate the game.</li> <li>3. Start playing the game in their teams.</li> </ol>
<b>Conclusion (5 mins)</b>	<ol style="list-style-type: none"> <li>1. Teacher stops the game when there is a winner.</li> <li>2. Have students to relax and cool off under a shade of a tree and revise the qualities of being honest by saying the words on the flash cards.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students stop playing when the teacher declares the winning team.</li> <li>2. Students relax and cool off under a shade of a tree and answer teacher’s questions on the qualities of honesty.</li> </ol>

**Teacher Reflection**

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## Sample Guided Lesson

## Lesson # 12



**Strand 4 :** Governance and Leadership.

**Unit 2 :** Good Governance.

**Content Standard: 1.4.2.1** Develop an understanding that leaders of different groups have qualities, roles and responsibilities, reasons and challenges and are monitored in their local communities.

**Performance Standard: a.** 1.4.2.1 a Engage in activities to discover qualities of leaders and identify Leader's of different groups, their reasons and challenges in their local communities

**Lesson Title:** Who is a leader?

**Lesson Objective:** Students will be able to engage in activities to:

- a) **Affective Objective:** Embrace the concept of being a leader
- b) **Psychomotor Objective:** Discover the concept of being a leader.
- c) **Cognitive Objective:** Understand that a leader is someone that leads and people follow or someone who is in-charge of others.

**Specific Assessment Task # :** Draw a leader they have in the home, school or community.

**Resources:** Pictures of different types of leaders/Papers for drawing.

**Reference :** CCVE Syllabus-Grades 1,2,3 and CCVE Teacher Guide for Grade One.

**Key Concepts:**

Attitudes/ Values	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Embrace the concept of being a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in activities to discover the concept of being a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of leader means a person or someone that people follow or someone who is in-charge of others</li> <li>• A leader can be yourself, your classmate, your teacher or any other person in the school or community who is able to lead.</li> </ul>

**Lesson Notes:**

1. Have pictures of leaders on a poster placed on the blackboard.
2. Write these sentences on the blackboard these are learning activities
  - o A parent is the leader of a \_\_\_\_\_ - picture showing children lead by their parents
  - o A class captain is the leader of a ..... - picture showing the group leader with other students
  - o A Teacher is the leader of a..... - picture showing the teacher teaching children in a class
  - o A Head Teacher is the leader of a..... - picture showing the Head Teacher & children in school
  - o A councillor is the leader of a..... - picture showing councillor and his people community

Look carefully at the pictures of different leaders in different places and fill in the blank spaces using the correct words that describe the picture.
3. Use these words to fill in the blank spaces.
  - Family.
  - Class mates.
  - Class of students.
  - School.
  - Village /community.

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5 mins)	1. Motivate the students by showing a picture of a famous leader of the country and ask questions.	1. Students observe the picture and answer questions.
<b>Body</b> (20 mins)	<ol style="list-style-type: none"> <li>1. Place the pictures of different leaders on the black board.</li> <li>2. Write the sentences and the words that will be used to fill in the blank spaces on the board.</li> <li>3. Give instruction of the activity.</li> <li>4. Ask students to fill in the blank spaces.</li> <li>5. Teacher observes and assesses students.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students study the pictures of different leaders on the black-board.</li> <li>3. Copy the sentences and fill in the correct words in their books.</li> </ol> <p>What are activities for learning – no examples???</p>
<b>Conclusion</b> (5 mins)	<ol style="list-style-type: none"> <li>1. Teacher corrects the work with the students.</li> <li>2. Revise concept of who is a leader by asking questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Appointed students to fill in blank spaces with correct words on the blackboard.</li> <li>2. Answer oral questions asked by the teacher</li> </ol>

**Teacher Reflection**

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## Lesson Title - Attitudes, Skills and Knowledge only

In Citizenship and Christian Values and Education (CCVE) subject the emphasis is place on students to always be positive in their personal conducts wherever they are in or out of school. Positive attitudes and behaviours are their criteria as to how they interact with peers, family members and the community around them.

Included in the table of ASKs are prescribed assessment and specific assessments given for teachers to plan and teach in their classrooms. Teachers can adjust the prescribed and specific assessment tasks appropriately, should the need arise. The detailed explanations on prescribed and specific assessment are given in the assessment section of this guide.

Following are lesson titles given in the yearly overview, which have been give attitudes, skills and knowledge only. It is advised that teachers must take note of these ASKs to teach in these lessons as they plan and teach them to the class.

The learning activities for student must be drawn out from this ASKs given for each lesson. Teachers must study the ASKs given thoroughly and interpret them in the respective sections or parts of the lesson. They are helpful information when used correctly will result in meaningful lessons prepared for the students.

These lesson ASKs are organised by strands:

- **Strand 1:** Civic Identities, principles and systems = 21 Lessons.
- **Strand 2:** Christian Values and Principles = 22 Lessons.
- **Strand 3:** Citizenship and Society = 22 Lessons.
- **Strand 4:** Governance and Leadership = 22 Lessons.

## Strand 1: Civics Identities, Principles and Systems.

### Unit 1: Civic Identities

Content Standards	<b>1.1.1.1.</b> Recognize the importance of having an identity based on their family name, home or place of origin.			
Performance Standards	a) Describe various aspects of things that identify themselves as unique individuals.			
Lesson # & Title	Values/Attitude	Skills	Knowledge	
1. Who am I?	Respect and appreciation of themselves and others in the family and home.	Demonstrate with respect when describing themselves as individuals and part of the family.	Give some examples of sense of identity such as; a given name, family name, being joyful or shy, in the family and home.	List things that makes you who you are.
2. Respect for myself and others.	Respect and appreciate the feelings of being shy, joyful, happy or upset.	Explore and appreciate the feelings of being shy, joyful, happy or upset	Identify and give examples of ways in which, one's feelings of being shy, joyful, happy or upset is expressed..	
Performance Standards	b. Describe certain things that identify them as part of a group.			
Lesson # & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
3. Good manners in different groups.	Value good manners in different groups.	Demonstrate how to show good manners when interacting in groups such as class, sports team and with clan members.	Understand good manners when interacting in groups such as class, sports team and with clan members.	List things that makes you who you are.
4. Good and bad manners in different groups.	Appreciate the understanding of good and bad manners.	Identify examples of good and bad manners when interacting in different groups.	Understand good and bad manners.	

## Unit 1: Civic Identities

<b>Content Standards</b>	<b>1.1.1.2.</b> Develop the understanding of how their family and extended family shape their identities, beliefs and value systems.			
<b>Performance Standards</b>	a) Describe activities that everyone in the family love and do together as a family.			
<b>Lesson # &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed /Specific Assessment of Learning</b>
5. Things families like doing together.	Value the importance of family togetherness bonding.	Demonstrate good behaviours when involved in family activities such as going to church, Shopping, family gathering, family meetings, sports, fellowships, picnics.	Understand the importance of family togetherness/ bonding.	
6. Things that may go wrong	Accept the fact that there may be problems likely to happen during the family togetherness.	Identify situations that can go wrong during the family gathering.	Know types of situations that can go wrong during family gathering.	List examples of problems that may occur during the family gathering and their solutions.
<b>Performance Standards</b>	b) Identify and describe activities that they need to do with the help of their extended family.			

Performance Standards	a) Identify and describe activities that they need to do with the help of their extended family			
Lesson # & Title	Values/Attitude	Skills	Knowledge	Prescribed /Specific Assessment of Learning
7. Help from extended families	Value and appreciate the assistance from extended family members.	Demonstrate appreciation from extended family members assistance during gardening, building a house, feasting or bride price, haus krai, sporting competitions, church activities.	Know the types of activities such as gardening, building a house, feasting or bride price, that extended families can help in.	
8. Maintaining extended families help.	Respect and appreciate extended families help even when things may go wrong.	Demonstrate through activities by identifying situations to maintain extended families help.	Identify and list examples of situations such as avoid being greedy, selfish, ignorant, isolated or non-cooperative to maintain extended families help.	

## Unit 2: Civic Principles

Content Standards	1.1.2.1. Recognise and appreciate the National heroes of PNG and their contributions towards the country.			
Performance Standards	a) Identify the two or more national heroes and discuss reasons why they are famous.			
Lesson# & Title	Values/Attitude	Skills	Knowledge	Prescribed /Specific Assessment of Learning
9. My National Heroes	Be grateful for these national heroes and what they have done for the country.	Discuss reasons why he or she is in one of these groups and why they have chosen him/her.	Recognise and list what the these famous have done and achieved. Sports - (Steven Kari, Kumuls. Ryan Pini, Francis Kompaon, Toea Wisil,) Country Leaders – (Grand Chief Sir Michael Thomas Somare, Meg Taylor, Dame Carol Kidu WWII Veterans – (Ben Moide, Raphael Oimbari)	

## Unit 2: Civic Principles

Content Standards	1.1.2.1. Recognise and appreciate the National heroes of PNG and their contributions towards the country.			
Performance Standards	a) Identify the two or more national heroes and discuss reasons why they are famous.			
Lesson# & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
10. Why is my National Hero famous?	Be grateful for a national hero and what he/she has done for the country.	Explain through demonstration of activities of why these National heroes are famous.	Recognise and give reasons about a famous National hero.	
Performance Standards	b). Discuss and describe the importance of setting personal goals or dreams in life			
Lesson # & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
11. What I want to be?	Develop resilience towards distractions from reaching their aims and goals.	Identify what they are good at and develop the ability to pursue it.	Know what they want to be and what they must do to get there.	
12. What I want to do?	Develop resilience towards distractions from reaching their aims and goals.	Identify what they are not good at and develop the ability to improve on.	Know what they not good at and what they must do to improve.	Prepare a short verbal presentation of their dream of becoming a National Hero.

## Unit 2: Civic Principles

Content Standards	1.1.2.2 Know how the values of responsibility and harmony can be applied or performed in their daily life, their homes, schools and communities.			
Performance Standards	a). Discuss and identify the good things they do to others as a result of showing responsibility and harmony in the home and at school.			
Lesson # & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
13. Good manners at home.	To show reverence to parents at home and others in their community.	Display and practice good manners to others at home and in their community.	Identify and list good manners they do to others at home and in their community	
14. Good manners at school	To show reverence to their classmates and teachers at the school.	Display and practice good manners to others in their classroom and at school.	Identify and list good manners they do to others in the classroom and the school	

Content Standards	<b>1.1.2.2</b> Know how the values of responsibility and harmony can be applied or performed in their daily life, their homes, schools and communities.			
Performance Standards	b) List things that will prevent them from taking responsibility and working in harmony at home and in the school.			
Lesson # & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
15. Behaviours to avoid at home	Encourage positive behaviour to parents at home and others in their community	Identify and discuss unacceptable behaviours they must not practice and how to avoid them at home and in their community	Identify and list unacceptable behaviours that they must not practice at home and in their community	
16. Behaviours to avoid at school	Encourage positive behaviours to their classmates and teachers at the school.	Identify and discuss things they must not practice and how to avoid them at school through their actions.	Identify and list things that they must not do to others in their classroom and at the school.	Use a checklist to compile student's verbal report on showing responsibility and harmony at school and at home.

### Unit 3 : Civic Systems-State and Civil Institutions

Content Standards	<b>1.1.3.1</b> Develop the understanding of how a state and civil institution works by visiting a state institution such as a school, health centre or police station in their community			
Performance Standards	a) Describe the work of these institutions and identify the services they provide in the community.			
Lesson # & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
17. Name of state institutions.	Appreciate and care for the institutions.	Differentiate between the state institutions in the community.	Identify and name a state institution such as school, health centre or police station in their community.	
18. Roles of state institutions.	Respect and care for the institutions.	Find the similarities and differences between the State Institutions.	Name the type of service provided by the state institution such as learning to read and write, caring for the sick, looking after law and order provided in your community.	Role play on the services these institutions provide in the community.

Content Standards	<b>1.1.3.1</b> Develop the understanding of how a state and civil institution works by visiting a state institution such as a school, health centre or police station in their community			
Performance Standards	b). Identify Civil institutions and their roles and responsibilities in the community			
Lesson# & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
19. Name of civil institutions.	Appreciate and care for the civil institutions.	Differentiate between the civil institutions in the community.	Identify and name a civil institution such as shops, banks or post office in their community.	
20. Roles of civil institutions.	Respect and care for the civil institutions.	Find the similarities and differences between the civil Institutions.	Name the type of service provided by the civil institution in your community.	Role play on the services these institutions provide in the community.

### Unit 3: : Civic Systems-State and Civil Institutions

Content Standards	<b>1.1.3.2</b> Develop the understanding of the importance of having state and civil institutions in their communities			
Performance Standards	a) Identify and describe the importance of state institutions.			
Lesson # & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
21. I'm thankful for state institutions.	Appreciate, realise and value the importance of state institution.	Demonstrate an understanding of the importance of state institutions by giving examples of situations that may happen if there were no state institutions in your community.	Identify and give examples of situations where there are no state institutions in their community.	
22. What do we do? (State)	Appreciate, realise and value the importance of state institution.	Demonstrate an understanding of the importance of state institutions by giving examples of situations that they would do in the absence of state institutions in their community.	Discuss what they would do in the absence of state institutions in their community.	1. Name a state institution in the community and describe one function that can help you as an individual (S).

Content Standards	<b>1.1.3.2</b> Develop the understanding of the importance of having state and civil institutions in their communities			
Performance Standards	b). Identify and describe the importance of civil institutions.			
Lesson # & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
23. I'm thankful for civil institutions.	Appreciate, realise and value the importance of civil institution.	Demonstrate an understanding of the importance of civil institutions by giving examples of situations that may happen if there were no civil institutions in your community.	Discuss and give examples of what will happen if there were no civil institutions in your community.	
24. What do we do? (Civil)	Appreciate, realise and value the importance of civil institution.	Demonstrate understanding of the importance of civil institutions by giving examples of situations that they would do in the absence of civil institutions in their community.	Discuss what they would do in the absence of civil institutions in their community.	1. Name a civil institutions in the community and describe one function that can help you as an individual (PAT).

## Strand 2 : Christian Values and Principles

### Unit 1 : Christian Values and Practices

Content Standards	1.1.2.1 Understand the fundamental values that an individual is born with and express these in their lives and with others			
Performance Standards	1.2.1.1 a. identify and list the fundamental values that an individual is born with			
Lesson# & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
25. ELOhim God is love	<ul style="list-style-type: none"> <li>Value that love comes from God</li> <li>Value and appreciate the love for and from others</li> <li>Respect God's love for each person</li> <li>Be humble to accept that the reason one is alive is because of the love of God (John 3:16)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about being humble and accept God's love</li> <li>Learning to respect God's love</li> <li>describe God's love for each person.</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance of love is a gift from God</li> <li>Being alive is because of the love of God</li> <li>Acceptance of God's love for others</li> <li>Being alive is a gift from God</li> </ul>	Draw a picture to show understanding of the love for friends
26. Elohim - God is joy	<ul style="list-style-type: none"> <li>Live one's life with the joy of the Lord</li> <li>Respect the 1st Commandment of God's Ten Commandments</li> </ul>	<ul style="list-style-type: none"> <li>Learning to live life that God gives with joy</li> <li>Recite 1st Commandment in Honour to God</li> </ul>	<ul style="list-style-type: none"> <li>Live the life in joy with honour to God</li> <li>Understanding that God is the Almighty God</li> </ul>	
27. Elohim - God is peace	<ul style="list-style-type: none"> <li>Live in peace with self and others</li> <li>Live humbly with family</li> <li>Respect the fifth commandment of the Ten Commandments</li> </ul>	<ul style="list-style-type: none"> <li>Speak with humbleness and respect</li> <li>Recite the 5th commandment of the Ten Commandments</li> </ul>	<ul style="list-style-type: none"> <li>God uses parents to give life's values to children</li> <li>Parents are vessels God use to set examples for peace in the family</li> </ul>	
Performance Standards	1.2.1.1 b Practice the values in different situations in their lives and with others			
Lesson# & Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
28. Having Compassion <i>Matthew 8: 1- 4</i>	<ul style="list-style-type: none"> <li>Appreciate and enjoy Bible Stories of Yeshua Jesus Christ showing compassion for people in need</li> <li>Appreciate the value of compassion for people in need</li> </ul>	<ul style="list-style-type: none"> <li>Read a Bible story about Yeshua Jesus having compassion</li> <li>Develop compassion for people in times of need</li> </ul>	<ul style="list-style-type: none"> <li>Learning the examples of Yeshua Jesus Christ as He shows compassion for man</li> <li>Having compassion for those in need</li> <li>Helping others in times of need</li> </ul>	

<p>29. Conducts of Compassion <i>Matthew 8:1-4</i></p>	<ul style="list-style-type: none"> <li>• respect and accept that people have needs and need help</li> <li>• being genuine in their concern for others</li> </ul>	<ul style="list-style-type: none"> <li>• speaking with respect to the elderly, the sick, the hungry, the beggar</li> <li>• Humble</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to respect others with needs</li> <li>• Accept that all people have needs</li> <li>• Learning not to judge people who are in need</li> </ul>	
<p>30. The Benefits of helping others</p>	<ul style="list-style-type: none"> <li>• Being able to feel the same needs as someone would feel</li> <li>• Appreciate that it feels good to help others</li> <li>• Accept and appreciate the action of helping others as an act of worship</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the examples of Yeshua (Jesus Christ)</li> <li>• humbly accept thank you with genuine concern</li> <li>• Realise that offering help is an act of worship</li> <li>• Being happy with one-self</li> </ul>	<ul style="list-style-type: none"> <li>• Helping others is a benefit of following Yeshua's (Jesus Christ) <i>examples</i></li> <li>• helping others is a positive character</li> </ul>	

## Strand 2 : Christian Values and Principles

### Unit 2 : Christian Institutions and Principles

Content Standards	<b>1.2.2.1.</b> Relate to works of institutions which distinctively aim to lay out the foundations to practice Christian values that build character and uphold Christian principles in daily interactions.			
Performance Standards	Explain the values of Christian laws and statutes in the family, church and community.			
Lesson Number and Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
31. Christian Values.	<ul style="list-style-type: none"> <li>Peaceful living and healthy well-being.</li> <li>Loving family members and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Display humble attitude or behaviour in speaking to someone.</li> <li>Communicate respectfully and politely.</li> </ul>	<ul style="list-style-type: none"> <li>Having affection for family members and others.</li> <li>Being quiet and calm.</li> </ul>	
32. Christian laws in the family and church.	<ul style="list-style-type: none"> <li>Obediently obey the rules of home and bible.</li> <li>Be honest and trust worthy.</li> </ul>	<ul style="list-style-type: none"> <li>Recite the first two commandments.</li> <li>Demonstrate obedience to the Commandments.</li> </ul>	<ul style="list-style-type: none"> <li>Memorize the scriptures of the Ten Commandments.</li> <li>God's laws are for every body.</li> </ul>	
Performance Standards	<b>b)</b> Discuss and discover why believers are called Christians.			
Lesson Number and Title	Values/Attitude	Skills	Knowledge	Prescribed / Specific Assessment of Learning
33. Who are Christians?	<ul style="list-style-type: none"> <li>Calm, quiet and positive loving towards friends and others.</li> <li>Prayerful and helpful characters.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss beliefs in Christian faith.</li> <li>Identify Christian characters.</li> </ul>	<ul style="list-style-type: none"> <li>Life and living of Christ.</li> <li>Work Christ did?</li> </ul>	PAL /SAL 1.
34. Christian Attitudes / Behaviours.	<ul style="list-style-type: none"> <li>Respectful and loving to class mates, brothers etc.</li> <li>Serving others before yourself</li> </ul>	<ul style="list-style-type: none"> <li>Describe good attitudes of a Christian.</li> <li>Demonstrate Christian behaviours obedience, forgiving others in the classroom or home</li> </ul>	<ul style="list-style-type: none"> <li>Positive attitudes towards family members and others.</li> <li>Positive behaviour in self-conduct</li> </ul>	

## Strand 2 : Christian Values and Principles

### Unit 2 : Christian Institutions and Principles

<b>Content Standards</b>	<b>1.2.2.1.</b> Relate to works of institutions which distinctively aim to lay out the foundations to practice Christian values that build character and uphold Christian principles in daily interactions.			
<b>Performance Standards</b>	<b>1.2.2.1c</b> Relate the values that Christians developed as they lived after Christ went back to heaven.			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed / Specific Assessment of Learning</b>
35. Core Values.	<ul style="list-style-type: none"> <li>• Have respectful attitude for each other.</li> <li>• Have an open mind to serve others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the core Values from the Bible</li> <li>• Discuss ways of practicing core values</li> </ul>	<ul style="list-style-type: none"> <li>• Core values from the Bible</li> <li>• Importance of core values.</li> </ul>	
36. Christian Living.	<ul style="list-style-type: none"> <li>• Being loving and kind to peers and others.</li> <li>• Being patient and trust self, family good friends</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss things Christian family does - pray and read bible together, going to church etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Day of worship in the Bible</li> <li>• Good Christian life examples in the Bible</li> </ul>	

### Unit 2 : Christian Institutions and Principles

<b>Content Standards</b>	<b>1.2.2.2.</b> Understand that man is a created being in the likeness of Elohim –God and mandated to live by the precepts in the holy scriptures as accorded.			
<b>Performance Standards</b>	<b>1.2.2.2a.</b> Relate the Ten Commandments and understand the value of honour and respect in knowing that there is no other God but God alone.			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed / Specific Assessment of Learning</b>
37. The Ten Commandments	<ul style="list-style-type: none"> <li>• Respect the Ten Commandments.</li> <li>• Share feelings about the Ten Commandments.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite the Ten Commandments.</li> <li>• Discuss how families use these laws.</li> </ul>	<ul style="list-style-type: none"> <li>• Law of moral and ethical behaviour.</li> <li>• Importance of the Ten Commandments.</li> </ul>	
38. Core Value - joy and hope.	<ul style="list-style-type: none"> <li>• Behave in ways that reflect joy and hope.</li> </ul>	<ul style="list-style-type: none"> <li>• Discus different ways of showing joy in self, parents, siblings, church and friends.</li> <li>• Describe the experiences of hoping for Gods miracles.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of joy and hope.</li> </ul>	

## Strand 2 : Christian Values and Principles

### Unit 2 : Christian Institutions and Principles

<b>Content Standards</b>	<b>1.2.2.2.</b> Understand that man is a created being in the likeness of Elohim – God and mandated to live by the precepts in the holy scriptures as accorded.			
<b>Performance Standards</b>	<b>1.2.2.2b.</b> Demonstrate that God created man in His image and likeness and develop respect (reverence) for God			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed / Specific Assessment of Learning</b>
39. Who created Man	<ul style="list-style-type: none"> <li>Appreciate self as the way you are.</li> </ul>	<ul style="list-style-type: none"> <li>Describe things of God that interest you and others.</li> <li>Discuss how Elohim - God made man</li> </ul>	<ul style="list-style-type: none"> <li>God is important to man.</li> <li>Man is important to God.</li> </ul>	<ul style="list-style-type: none"> <li>PAL /SAL 1.</li> </ul>

### Unit 2 : Christian Institutions and Principles

<b>Content Standards</b>	<b>1.2.2.2.</b> Understand that man is a created being in the likeness of Elohim – God and mandated to live by the precepts in the holy scriptures as accorded.			
<b>Performance Standards</b>	<b>1.2.2.2c.</b> Discover that respect is learnt in the family by relating the roles of the father and mother and children in a family.			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed / Specific Assessment of Learning</b>
40. Christian Role of Family	<ul style="list-style-type: none"> <li>Be loving and caring for family members</li> <li>Being at peace when performing your roles</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Christian parents and children's roles at home and in the church</li> </ul>	<ul style="list-style-type: none"> <li>Importance of Christian duties.</li> </ul>	<ul style="list-style-type: none"> <li>PAL /SAL 1</li> </ul>
<b>Performance Standards</b>	<b>1.2.2.2d</b> Recognize that man as created by God to live by the ten commandments and holy teachings in Godly behaviour to have a life acceptable to God and others.			
41. God and man are friends.	<ul style="list-style-type: none"> <li>Be fair and friendly towards others.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss relationship of Elohim God with Bible Characters - Moses</li> </ul>	<ul style="list-style-type: none"> <li>God is loving to mankind</li> <li>God is forgiving.</li> </ul>	<ul style="list-style-type: none"> <li>PAL /SAL 1</li> </ul>
42. Gods law for man.	<ul style="list-style-type: none"> <li>Man being obedient and honour the law of Elohim - God</li> </ul>	<ul style="list-style-type: none"> <li>Observe the law of God and practice it</li> </ul>	<ul style="list-style-type: none"> <li>Man obedience to the law of God.</li> </ul>	

## Strand 3 : Christian Values and Principles

### Unit 1 : Citizens and Citizenship

<b>Content Standards</b>	<b>1.3.1.1.</b> Recognize and describe characteristics of a good citizen, and the roles and responsibilities that promote good citizenship.			
<b>Performance Standards</b>	<b>1.3.1.1a.</b> Identify and describe the characteristics of a citizen and the different groups they belong to.			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed / Specific Assessment of Learning</b>
43. I am a citizen!	<ul style="list-style-type: none"> <li>Appreciate your nationality.</li> <li>Being loyal.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe what a citizen is and the characteristics of a citizen.</li> </ul>	<ol style="list-style-type: none"> <li>The characteristics of a good citizen</li> <li>The famous national icons such as bird of paradise, ancient buildings.</li> </ol>	<b>PAT:</b> <i>Assessment task</i> Illustrate features that describe good citizen. <b>SAT:</b> <i>Assessment of learning.</i> <b>Task:</b> a. Draw and describe designs on the National flag.
44. Good manners.	<ul style="list-style-type: none"> <li>Being polite and be respectful to others</li> </ul>	<ul style="list-style-type: none"> <li>Describe and demonstrate good manners</li> </ul>	<ul style="list-style-type: none"> <li>Good manners promote good citizenship</li> </ul>	<b>Task:</b> Role - play <ol style="list-style-type: none"> <li>Excuse me please...?</li> <li>May I leave the room please...?</li> </ol>
45. My Rights as a person, (Basic rights).	<ul style="list-style-type: none"> <li>Value and appreciate their rights.</li> <li>Express Self worthiness.</li> </ul>	<ul style="list-style-type: none"> <li>Identify list the basic right of an individual/child.</li> </ul>	The basic rights of a child: (Love, Food, shelter and clothing).	<b>Project:</b> Do a flyer card of Personal basic rights.
<b>Content Standards</b>	<b>1.3.1.1.</b> Recognize and describe characteristics of a good citizen, and the roles and responsibilities that promote good citizenship.			
<b>Performance Standards</b>	<b>1.3.1.1b.</b> Identify and describe specific roles and responsibilities that students and teachers perform			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed / Specific Assessment of Learning</b>
46. My job at home.	<ul style="list-style-type: none"> <li>Being responsible and be active participants.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss roles and responsibilities of family members.</li> </ul>	<ul style="list-style-type: none"> <li>The roles of different members of the family.</li> </ul>	<b>PAT:</b> <i>Assessment Task:</i> <ol style="list-style-type: none"> <li>List the roles and responsibilities of a teacher and a student in the classroom as good citizen.</li> </ol> <b>SAT:</b> <i>Method:</i> Use Table. <i>Task:</i> Tabulate different roles you play at school/church or home.
47. My job at School.	<ul style="list-style-type: none"> <li>Being responsible and be active participants.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and Describe different roles you play at school.</li> </ul>	<ul style="list-style-type: none"> <li>The roles and responsibilities as a students and different groups you belong to.</li> </ul>	
6. Work people do in the community.	<ul style="list-style-type: none"> <li>Obeying.</li> <li>Serving.</li> <li>Loyalty.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss different types of work community workers do.</li> </ul>	<ul style="list-style-type: none"> <li>That good citizens serve others.</li> </ul>	<b>Sat:</b> <i>Method:</i> Modeling <b>Task:</b> Do a modal of a community worker.

<b>Content Standards</b>	<b>1.3.1.2.</b> Recognize the importance and demonstrate active involvement in community activities that promote good citizenship.			
<b>Performance Standards</b>	<b>1.3.1.2a.</b> Recognize and describe qualities of good leaders in the school.			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed specific assessment of learning (PAL/SAL)</b>
49. Respectable Leaders at home.	Appreciate and respect roles of people in authorities.	Identify and discuss leaders in your family.	The roles of good Leaders in the family.	<b>PAT:</b> <i>Assessment Task</i> Displaying individual talents and abilities through a talent show to promote good citizenship.
50. Leaders at school.	Appreciate and respect roles of people in authorities.	Identify and discuss qualities of a leader at school.	The roles of and qualities of good Leaders.	
51. I can take part in class meeting, (Role play meetings in the classroom).	Active participation.	Identify and apply procedures of choosing leaders in the class and organize class meetings.	Know and understand meeting processes.	
<b>Performance Standards</b>	<b>1.3.1.2b.</b> Identify various situations in which individual talents and abilities can be utilized to promote good citizenship in the school.			
<b>Lesson Number and Title</b>	<b>Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed specific assessment of learning (PAL/SAL)</b>
52. I am special!	Appreciate and Value self-worthiness.	• Identify and demonstrate special abilities and talents I have.	My special talents.	<b>PAT:</b> <i>Assessment Task</i> Displaying individual talents and abilities through a talent show to promote good citizenship.
53. What can you do?	Appreciate and Value self-worthiness.	• Identify talents in students, (I can sing, Draw, swim).	The talents and ability to do things.	
54. Working together.	Value and appreciate working together to Promote healthy community.	• Discuss and demonstrate what we can do to help each other become better.	Working together promotes healthy community.	

<b>Content Standards</b>	<b>1.3.2.1. Identify and describe various opportunities, which require students' participation in decision making to address issues.</b>			
<b>Performance Standards</b>	<b>1.3.2.1a. Recognize common issues and situations in an attempt to make good decisions to correct the problem.</b>			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed specific assessment of learning (PAL/SAL)</b>
55. Why go to school? (Making decisions)	Appreciate and respect others opinions.	Discuss cause and effects in various situations: a. Staying home or going to school. b. What are the consequences of not going to school?	Know and understand cause and effects and ways to solve problems.	<b>PAT:</b> Assessment Task 1) Describe situations or issues and suggest possible actions taken to solve them.
56. When to say Yes and No, (Making decision).	Appreciate and respect others opinions.	Discuss cause and effects in various situations: a. Listen to my teacher. b. Playing in the classroom during class time. c. I am hungry and someone help me.	Know and understand cause and effects and ways to solve problems.	
57. Solving our Problems, (Making decisions).	Appreciate and respect one and other decision.	Discuss how to solve problems: a. I found lost money. b. Fight between my two friends.	Know and understand cause and effects and ways to solve problems.	

<b>Content Standards</b>	<b>1.3.2.1. Identify and describe various opportunities, which require students' participation in decision making to address issues.</b>			
<b>Performance Standards</b>	<b>1.3.2.1b. Identify and list the reasons that prevent individuals from being involved in decision making</b>			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed specific assessment of learning (PAL/SAL)</b>
58. Getting along with others.	• Value and appreciate good relationships.	• Discuss ways we get along with others in School?  • <b>Example:</b> Create scenarios of good and bad relationships and how these actions affect them.	• Good relationships promote healthy living.	<b>PAT:</b> Show illustrations of good practices to address common issues.

<b>Content Standards</b>	<b>1.3.2.1.</b> Identify and describe various opportunities, which require students' participation in decision making to address issues.			
<b>Performance Standards</b>	<b>1.3.2.1b.</b> Identify and list the reasons that prevent individuals from being involved in decision making			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed specific assessment of learning (PAL/SAL)</b>
59. Learn from each other.	<ul style="list-style-type: none"> <li>Value and appreciate each other.</li> </ul>	<ul style="list-style-type: none"> <li>Identify why it is important to learn from each other?</li> </ul>	<ul style="list-style-type: none"> <li>Working together promotes healthy living.</li> </ul>	
60. Why do schools have rules?	<ul style="list-style-type: none"> <li>Respect and appreciate rules.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss school rules and explain each rules and consequences of breaking school rules.</li> </ul>	<ul style="list-style-type: none"> <li>Rules guides and protect citizens.</li> </ul>	

<b>Content Standards</b>	<b>1.3.2.2.</b> Describe ways that individual actions can contribute to the common good of the community.			
<b>Performance Standards</b>	<b>1.3.2.2a.</b> Recognize and describe various situations and issues where positive actions can be taken by individuals to promote good personal relationships.			
<b>Lesson Number and Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed specific assessment of learning (PAL/SAL)</b>
61. Role models (Famous people in the community)	Respect and appreciate people who have become famous for what they have done in life.	Discuss and identify famous people from Papua New Guinea: <ul style="list-style-type: none"> <li>Who am I?</li> </ul> <i>(Listen to a story of a famous Papua New Guinean (George Telek, Moses Tau).</i>	Individuals who contributed for the common good of the community.	<b>PAT:</b> Show illustrations of good practices to address common issues.
62. Groups that help Communities.	Respect and appreciate special Groups that help to build good characters and behaviours.	Identify and invite special Guest <i>(speakers to talk to the students about their work)</i>	The different Volunteer groups that are in the community.	
63. Project Serving others.	Respect and appreciate volunteer groups (organizations).	Talk about groups in your community and how they help people	The roles of Volunteer groups.	

Content Standards	<b>1.3.2.2.</b> Describe ways that individual actions can contribute to the common good of the community.			
Performance Standards	<b>1.3.2.2b.</b> Identify and apply possible actions to correct common issues to enhance good citizenship.			
<b>Lesson Number and Title</b>	<b>Attitude</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prescribed specific assessment of learning (PAL/SAL)</b>
64. Who helps us at school?	<ul style="list-style-type: none"> <li>Respect and appreciate others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify people who help you and how they help you</li> </ul>	<ul style="list-style-type: none"> <li>Specific people have responsibilities to help us.</li> </ul>	<b>PAT:</b> Describe situations or issues and suggest possible actions taken to solve them.
65. How are we good helpers at school?	<ul style="list-style-type: none"> <li>Respect and appreciate others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways that make you a good helper at school</li> </ul>	<ul style="list-style-type: none"> <li>That working together promotes healthy living.</li> </ul>	
66. What do good neighbours do?	<ul style="list-style-type: none"> <li>Respect and appreciate others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways neighbours help each other (who is my neighbour?)</li> </ul>	<ul style="list-style-type: none"> <li>Who your neighbours are?</li> </ul>	

## Strand 4 : Governance and Leadership

### Unit 1 : Good Governance

Content Standards	1.4.1.1. Develop and display the understanding of being honest and being responsible when governing people and the environment.			
Performance Standards	1.4.1.1a. Engage in activities to discover the qualities of honest and being responsible.			
Lesson Number and Title	Values/Attitude	Skills	Knowledge	Prescribed/ Specific Assessment of Learning (PAT/ SAT)
67. Honesty	<ul style="list-style-type: none"> <li>Having the curiosity to learn and develop being honest.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the abilities of being honest.</li> </ul>	<ul style="list-style-type: none"> <li>Honesty is the quality of being honest and truthful.</li> </ul>	
68. Responsibility	<ul style="list-style-type: none"> <li>Having the curiosity to learn and develop being responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the abilities of being responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility means doing what needs to be done to take care of yourself, family friends and the community.</li> </ul>	

Content Standards	1.4.1.1. Develop and display the understanding of being honest and being responsible when governing people and the environment.			
Performance Standards	1.4.1.1b. Show how to be honest and be responsible when governing people and the environment.			
Lesson Number and Title	Values/Attitude	Skills	Knowledge	Prescribed/ Specific Assessment of Learning (PAT/ SAT)
69. Display Being Honest.	<ul style="list-style-type: none"> <li>Appreciate the importance of being honest.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities that promote honesty in school.</li> </ul>	<ul style="list-style-type: none"> <li>Display being honest in relationships that strengthens trust with oneself, classmates, teachers and others in school.</li> </ul>	<p><b>PAT:</b> Identify situations and characters of being honest and being responsible based on stories given by teacher.</p>
70. Display Being Responsible.	<ul style="list-style-type: none"> <li>Value the importance of being responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities that promote being responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Display being responsible in having the attitude of taking ownership of something we say and do in oneself, classmates, teachers and others in the school.</li> </ul>	<p>Apply assessment "learning."</p> <p><b>Method:</b> Use simple short</p> <p><b>Sample:</b> Story 1 - being honest. Story 2 - being responsible</p>

Content Standards	1.4.1.2. Develop an understanding that there are rules and punishments for different groups of people in different places			
Performance Standards	1.4.1.2.a. Discuss rules, their purposes and their application in different places.			
Lesson Number and Title	Values/Attitude	Skills	Knowledge	Prescribed/ Specific Assessment of Learning (PAT/ SAT)
71. What are rules?	Appreciate following simple rules.	Engage in activities to promote simple rules.	Rules are simple laws that guide behaviour and actions at home, in the classroom in school or the community.	<p><b>Method:</b> Use questionnaire check list to diagnose students' knowledge about rules.</p> <p><b>Sample:</b> A list of five simple classroom rules (to be placed in teachers notes).</p>
72. Rules in different places.	Respect the rules in different places.	Engage in activities to discover rules in different places.	<p>Rules at home.</p> <p>Rules in the classroom.</p> <p>Rules in the school and community.</p>	<p><b>SAT:</b> <b>Method:</b> Use questionnaire check list to assess students' knowledge about rules in different places.</p> <p><b>Sample:</b> A list of two places with three simple rules (to be placed in teachers notes).</p>
73. Why do we have rules?	Value and appreciate reasons for having rules.	Engage in activities to discover reasons for having rules.	Rules protect and govern oneself, classmates, teachers and others in the school.	<p><b>SAT:</b> <b>Method:</b> Oral test- answer simple questions ask by teacher.</p> <p><b>Sample:</b> A simple story of having rules (write a simple story in the teachers notes).</p>

Content Standards	1.4.1.2. Develop an understanding that there are rules and punishments for different groups of people in different places			
Performance Standards	1.4.1.2b. Discover rule makers, the enforcement of rules and the punishment of rule breakers in different places			
Lesson Number and Title	Values/Attitude	Skills	Knowledge	Prescribed/ Specific Assessment of Learning (PAT/ SAT)
74. Who makes rules?	Respect rule makers.	Engage in activities to discover ruler makers.	Rule makers are people who make rules Rule makers at home Rule makers in the classroom and at school Rules makers in the community.	<b>SAT:</b> <b>Method:</b> Use questionnaire checklist to diagnose students' knowledge on who makes rules. <b>Sample:</b> List of people who make rules: (To be placed in the Teachers Notes).
75. Enforcing the rules.	Respect people who enforce rules.	Engage in activities to identify people who enforce the rules.	Who enforces rules at home? Who enforces rules in the classroom and at school? Who enforces rules in the community?	<b>SAT:</b> <b>Method:</b> Use questionnaire checklist to diagnose students' knowledge on enforcing rules. <b>Sample:</b> List of people who enforce rules. (To be placed in the Teachers Notes)
76. Punishment for breaking rules.	Value the work of rule makers in different places.	Respect the rules set	Punishment for breaking rules at home Punishment for breaking rules in the classroom and at school Punishment for breaking rules in the community.	<b>PAT:</b> <b>Method:</b> (A simple written test) Choose a context and (i). Name two rules of the context that you choose. (ii). Give reasons for having these two rules. (iii). Name the rule maker. (iv). Name the rule enforcer. (v). Name the type of punishment (What are these for under assessment

Content Standards	<b>1.4.2.1.</b> Develop an understanding that leaders of different groups have qualities, roles and responsibilities, reasons and challenges and are monitored in their local communities.			
Performance Standards	<b>1.4.2.1c.</b> Engage in activities to discover qualities of leaders and identify leaders of different groups, their reasons and challenges in their local community.			
Lesson Number and Title	Values/Attitude	Skills	Knowledge	Prescribed/ Specific Assessment of Learning (PAT/SAT)
77. Who is a leader?	Embrace the concept of being a leader.	Engage in activities to discover the concept of being a leader.	The concept of leader means a person or someone that people follow or someone who is in-charge of others. A leader can be yourself, your classmate, your teacher or any other person in the school or community who is able to lead.	<p><b>Method:</b> Use questionnaire checklist to diagnose students' knowledge on leaders.</p> <p><b>Sample:</b> Use pictures to identify leaders (provide sample in the teacher's notes).</p>
78. Leaders of different groups.	Have respect for leaders of different groups.	Engage in activities to discover leaders for different groups.	There are leaders for different groups such as a father in a family, class captain in the classroom, a group leader in the activity group, a school captain in the school, a head teacher in a school and other leaders in the community.	<p><b>Method:</b> Use observation checklist to assess students' knowledge about leaders of different groups.</p> <p><b>Sample:</b> Role-play leaders of different groups.</p>
79. Reasons for having leaders of different groups.	Value the reasons for having leaders of different groups.	Engage in activities to discover the reasons for having leaders of different groups.	The reasons for having leaders of different groups are to lead and provide directions for duties in families, classrooms, schools and communities.	<p><b>Method:</b> Oral test- answer simple oral questions asked by teacher.</p> <p><b>Sample:</b> Use picture text to identify reasons for having leaders of different groups, (provide sample in the teacher's notes).</p>
80. What are the challenges of leaders of different groups?	Appreciate leaders facing different types of challenges when leading people and show positiveness in your responses.	Engage in activities to discover the different types of challenges that leaders face when leading people.	The kinds of challenges that leaders of different groups face when leading people are such as lack of support from others, lack of respect from others, not being heard when giving instructions of duties.	<p><b>SAT Method:</b> Oral test- answer simple oral questions asked by teacher.</p> <p><b>Sample:</b> Use picture text to identify the challenges of leaders of different groups, (provide sample in the teacher's notes).</p>

Content Standards	<b>1.4.2.1.</b> Develop an understanding that leaders of different groups have qualities, roles and responsibilities, reasons and challenges and are monitored in their local communities.			
Performance Standards	<b>1.4.2.1d.</b> Discover the meaning of roles and responsibilities, its importance and describe how leaders of different groups are monitored in their local communities.			
Lesson Number and Title	Attitude	Skills	Knowledge	Prescribed/ Specific Assessment of Learning (PAT/ SAT)
81. What are roles and responsibilities?	Embrace and accept the meaning of roles and responsibilities.	Engage in activities to discover the meaning of roles and responsibilities in the family, in the school and in the community.	<p>Role is the expected job or task of a person that he /she will do. For example, the job of a father and mother of the family, the class captain, or a group leader, the class teacher and others in the school or the community.</p> <p>Responsibilities are referred to as carrying out duties and tasks in the family, in the school and in the community as expected by their parents, teachers, and community leaders.</p>	<p><b>SAT Method:</b> Use questionnaire checklist to diagnose students' knowledge on roles and responsibilities</p> <p><b>Sample:</b> Use role play to identify roles and responsibilities, (provide sample of the role play in the teacher's notes).</p>
82. Importance of roles and responsibilities of a leader.	Appreciate roles and responsibilities of a leader.	Engage in activities to promote the importance of roles and responsibilities of a leader.	The importance of roles and responsibilities of a leader is to lead and provide guidance with directions for others in doing duties in families, classrooms, schools and communities.	<p>Use assessment "as/in".</p> <p><b>Method:</b> Use observation checklist to assess students' knowledge about importance of roles and responsibilities for a leader.</p> <p><b>Sample:</b> Role-play to identify the importance of roles and responsibilities of a leader.</p>
83. Roles and responsibilities of leaders of different groups.	Respect and accept roles and responsibilities of leaders for different groups.	Engage in activities to promote roles and responsibilities of leaders for different groups.	Different groups such as the family, the classroom, the school and the community have leaders who perform different roles and responsibilities.	<p><b>Method:</b> Use observation checklist to assess students' knowledge about roles and responsibilities of leaders of different groups.</p> <p><b>Sample:</b> Role-play to identify the roles and responsibilities of leaders of</p>

<p>84. How are roles and responsibilities of leaders monitored in different groups?</p>	<p>Appreciate the knowledge that roles and responsibilities of leaders in different groups, are being monitored by high authorities.</p>	<p>Engage in activities to discover how leaders in different groups are monitored</p>	<p>Roles and responsibilities of leaders in different groups are being monitored by authorities such as parents in the homes, class captains in a class, teachers in a classroom, head teacher in a school and leaders in the communities.</p>	<p><b>PAT:</b> Name a leader in the community and state his or her role and responsibility in that place</p> <p><b>SAT</b> <b>Method:</b> Oral test- answer simple oral questions asked by teacher.</p> <p><b>Sample:</b> Use oral test questions, (provide sample in the teachers' notes</p>
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Content Standards	1.4.2.2. Discover good manners and practice them appropriately when communicating with different people in the community.			
Performance Standards	1.4.2.2a. Identify good manners and practice them when communicating with different people.			
Lesson Number and Title	Values/Attitude	Skills	Knowledge	Prescribed/ Specific Assessment of Learning (PAT/ SAT)
85. What are manners?	Appreciate the discovering of behaviours and conducts of people in different settings.	Engage in activities to identify behaviours and conducts of people in different settings.	Manner(s) are behaviours and conducts of people in different settings such as at home, in the classroom, at school or in the community.  People can present their manners in a positive way or a negative way.	<b>SAT Method:</b> Use questionnaire checklist to diagnose students' knowledge on good manners.  <b>Sample:</b> Use role play to identify good manners, (provide sample of the role play in the teacher's notes).
86. What are good manners?	Appreciate and value good manners.	Engage in activities to discover the meaning of good manners such as being polite, being respectful, good listeners, sharing caring.	Good manners are acceptable behaviours and conducts. Common good manners are: being polite, being respectful, good listeners, sharing, caring, etc.	
87. Practice good manners when communicating with different people.	Accept and value the practice of good manners when communicating with different people.	Engage in activities to discover the practice of good manners when communicating with different people.	The reasons for practicing good manners when communicating with different people is to;  - Enable you to be a good listener. - Enable a smooth flow of communication. - Enable you to response well.	<b>Method:</b> Oral test with simple question to assess student's understanding of good manners.  <b>Sample:</b> Simple questions to assess students' understanding of good manners, (to be placed in the teacher's notes).

Performance Standards	1.4.2.2b. Show good manners when communicating with different people.			
Lesson Number and Title	Attitude	Skills	Knowledge	Prescribed/ Specific Assessment of Learning (PAT/ SAT)
88. Where to practice good manners.	Appreciate the right times, places, and stage of events to practice good manners.	Engage in activities to discover the right times, places, and stage of events to practice good manners.	The right times, places of events and stages of events to practice good manners at home, in the classroom, at school or in the community.	<p><b>PAT: Method:</b> Act out good manners when communicating with different people.</p> <p>Observation checklist with set criteria to assess the role-play.</p>
89. Display good manners.	Appreciate and show good manners to the different groups of people.	Engage in activities to discover how to display good manners to different groups of people.	Display good manners to the different groups of people such as parents, relatives, classmates, teachers, church members and other people in the community.	<p><b>Sample:</b> A role play to identify good manners when communicating with different people, (to be placed in the teacher's notes).</p>

# Assessment, Recording and Reporting

Assessing, recording and reporting are very important part of the curriculum delivered in the classrooms. Assessment of students' performance and achievements must be planned and delivered to the students with ease. There are many ways of conducting, recording and reporting assessments due to the fact that, there are 3 types of assessment emphasised in Standard based curriculum.

The SBC assessments promote the achievement of benchmarks by grades and by levels. CCVE is no exception but takes on the practices of promoting the assessment of as or in learning, for and of learning.

All assessment tasks for the three types of assessment mentioned must promote assessment in the affective domain.

This section intends to address the following questions in order to effectively conduct assessment for the CCVE subject. The section also expands on the following topics to assist teachers in their assessment of their pupils. These include:

- Assessment conducting strategies.
- Assessment recording and reporting strategies.
- Yearly assessment plan.
- Sample assessment tasks by strands.

## Methods for conducting assessment

Teachers are the most important persons in choosing the types of assessment strategies they wish to use in the classroom for practice assessment with students. There are many good strategies teachers have identified and use them in their classroom today, however here a few commended strategies commended to conduct assessment for students taking CCVE subject. These are:

- Conference.
- Observation.
- Sample tasks.

## Conference

In this assessment strategy, the teacher discusses with students that is talking (verbally) and asking questions or questioning students individually or in groups or as a class about their learning. It is a good way of finding out what the students know (knowledge), how they can perform the task (skill) and how they feel about what they are learning (emotions).

Conferencing with student's helps teachers gather evidences about what the student knows, what he or she can do and understand. Also teachers can learn about the student's attitudes and behaviour towards learning how students work through the process of learning, and acquiring a new skill or knowledge.

- This is most recommended for the subject as talking asking and answering questions exposes feelings of students' very easily especially young learners who are very emotional in certain learning situations.

## Observation

With observation strategy less talking is encouraged. Teachers will use their eyes and ears more to look and listen attentively at students work to descriptions or explanations given by the students about the task and make an assessment of what each student knows, can do and their behaviour as they interact, cooperate with others to complete a task.

In observation teachers are required to do the following to the students.

- ability to organise and start a task in a learning activity.
- understanding of the content of the learning task.
- how students are thinking.
- their leadership and social skills.
- ability to work with others.

## Sample tasks

Work samples make teachers think about and examine drawing, sentences or diagram done by a student in the learning activity. It can be in the form of written task on paper, slates or small chalkboards, models or drawn pictures:

- studying work samples gets the teacher to assess the students;
- levels of knowledge and the understanding of the learning taking place;
- thinking skills and the ability to offer own ideas and their creativity;
- amount of time and effort used by student to do the task;
- skills student has to produce the work and;
- if the work meets the standard.

## Assessment recording and reporting strategies

Classroom assessment recording is a must for all teachers to undertake as a way of monitoring the students' learning and achieving respective content standards. Keeping records of the student's individual performance can be done using various recording strategies. The three below are suggested for your convenience. These are:

- check-lists.
- anecdotal notes.
- journals.

These strategies are also used across the subjects in grades prep, 1 and 2 in the elementary schools. Teachers are encouraged to also use the strategies you know to report on the students' achievements in CCVE subject.

## Yearly Assessment Plan

Yearly assessment plans are guiding information to teachers who are in control of coordinating individual student assessment on the performance of each content standard taught throughout the school year. Teachers are encouraged to use this plan as a guide to plan and conduct the prescribed assessment tasks given in the syllabus. This yearly assessment plan promotes the summative assessment type.

**Table: Suggested Yearly Assessment Overview**

Weeks	Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task
1	Planning and Orientation of school year				
2	1. Civic Identities Principles and System	1. Civic Identities	1.1.1.1	1.1.1.1a	1. Explain why it is important to have an identity.
3			1.1	1.1.1.1b	
4			1.1.1.2	.1.1	1. Identify and describe a common belief or value that is important to the family Eg: honesty.
5			1.1.1.2	1.1.1.2b	
6		2. Civic Principles	1.1.2.1	1.1.2.1a	1. Prepare a short presentation dream of your dream of being a national hero.
7			1.1.2.1	1.1.2.1b	
8			1.1.2.2	1.1.2.2a	1. Use a checklist to compile students verbal report on showing responsibility and harmony at home and at school.
9			1.1.2.2	1.1.2.2b	
10		Revision and school assessment			
11	Civic Identities Principles And System	3. Civic System- State And Civil Institutions.	1.1.3.1	1.1.3.1a	1. Draw or collect pictures of state or civil institutions in their communities.
12			1.1.3.1	1.1.3.1b	
13			1.1.3.2	1.1.3.2a	1. Name a civil institution in the community and name a function it can help you as an individual.
14			1.1.3.2	1.1.3.2b	
15	Christian Values and Principles	1. Christian Values and practices.	1.2.1.1	1.2.1.1a	1. Draw picture to show their understanding of the love for friends.
16			1.2.1.1	1.2.1.1b	
					3. What will you do if you see grandpa/ mama carrying heavy load?
					4. What will you do if you see others make fun of a disabled person?
17		1.2.1.2	1.2.1.2a	1. Perform various role plays on situations on self- acceptance.	
18		1.2.1.2	1.2.1.2b&c		2. Demonstrate citing prayers, scriptures and grace for meals etc.
19			2. Christian Institutions & Principles	1.2.2.1	1.2.2.1a

Weeks	Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task
20	<b>Revision and school assessment</b>				
21	Christian Values and Principles	2. Christian Institutions & Principles	1.2.2.1	1.2.2.1b&c	1. Using a role play to show respect and disrespect in the family display types of actions.
22			1.2.2.2	1.2.2.2a&d	
23			1.2.2.2	1.2.2.2b&c	
24	Citizenship and Society	1. Citizens and citizenship	1.3.1.1	1.3.1.1a	1. Compare the roles and responsibilities of a teacher and student in the classroom. 2. Role play specific roles of a teacher and a student.
25			1.3.1.1	1.3.1.1b	
26			1.3.1.2	1.3.1.2a	1. Perform in pairs the talents such as singing in class. 2. Name special talents and how it can be helpful to others.
27			1.3.1.2	1.3.1.2b	
28		2. Citizen and Active Citizen	1.3.2.1	1.3.2.1a	1. Draw pictures where littering is mostly found in schools. 2. Discuss ways to keep all disposals in the correct place.
29			1.3.2.1	1.3.2.1b	
30	<b>Revision and school assessment</b>				
31	Citizenship and Society	Active Citizenship and Civic Participaton	1.3.2.2	1.3.2.2a	1. Name some ways that encourage good relationship. 2. Discuss how to improve on their negative actions.
32			1.3.2.2	1.3.2.2b	
33	Governance and Leadership	Good governance	1.4.1.1	1.4.1.1a	Identify situations and characters of being honest and responsible based on stories given by teacher
32			1.4.1.1	1.4.1.1b	
34			1.4.1.2	1.4.1.2a	Write a classroom rule.
35			1.4.1.2	1.4.1.2b	
36		Act out good manners when communicating with different people.	1.4.2.1	1.4.2.1a	Name a teacher in the community and state his or her role and responsibilities in that place.
37			1.4.2.1	1.4.2.1b	
38			1.4.2.2	1.4.2.2a	Act out good manners when communicating with different people.
39	1.4.2.2		1.4.2.2b		

## Assessment Tasks

Assessment tasks are selected learning activities that are drawn out from performance standards listed under each content standard. These assessment tasks must contain the are planned samples for teachers to study and adapt the plan to create their specific assessment tasks for the students in their classrooms.

## Assessment Task Development

An Assessment Task is a lesson activity identified from the lessons drawn or written out from the performance standards listed under each content standard. This particular lesson /learning activity is identified from the other activities under a particular performance standard for its status, that is the activity has key skills and knowledge from the elaborations given in the Teacher Guide embedded inside the activity. There are many ways in which assessment tasks are identified. One of the simplest way is by identifying an assessment task from a group of learning activities/lessons:

- the key skill and knowledge stated in the content standard must be reflected so students will perform them in the process of solving the problem;
- the minor knowledge concept/idea and skill performance standards must be clearly seen in the task that is written to be performed by the students to achieve the content standard.

This process is a sample, which will guide you as teacher to understand where to begin from.

## Sample Assessment Task Plans

There are four sample plans of assessment tasks. They are presented in strands. These samples give teachers the steps to planning assessment tasks in the affective domain. This is challenging but as you continue to practice throughout the year you will become confident and will use the idea in other subject assessment tasks as well.

The sample plans here are very explicit and are developed from the prescribed assessments in the syllabuses. Some of the prescribed assessment tasks are general but others are specific. Specific assessment tasks can be drawn out from the performance standards by teachers to meet the assessment needs of their students learning. It is important that the assessment tasks are not planned and conducted in isolation from the standard statements and performance tasks given in the syllabuses.

## Assessment Templates

Teachers for your convenience provided for planning and delivering prescribed and specific assessment tasks are templates especially designed for the assessments. The blank templates must be completed with relevant informational prescribed and specific assessments outlined in the syllabus. The templates are:

- prescribed, and;
- specific assessment.

### 1. Sample Prescribed Assessment Task Plan 1

<b>Strand:</b>	Civic Identities Principles and System
<b>Content Standard:</b>	<b>1.1.1.1.</b>
<b>Performance Standard:</b>	<b>1.1.1.1a.</b>
Lesson 1:	Who am I?
Lesson 2:	Respect for myself and others.
<b>Performance Standard:</b>	<b>1.1.1.1b</b>
Lesson 3:	Good manners in different groups.
Lesson 4:	Good and bad manners in different groups.
<b>Prescribed Assessment:</b>	<ol style="list-style-type: none"> <li>1. Explain why it is important to have an identity.</li> <li>2. Describe themselves as unique individuals.</li> </ol>
<b>Assessment Method/Tool:</b>	Studying Work Sample.
<b>Assessment Criteria:</b>	<p>Specific descriptions of things she likes and dislikes.</p> <ol style="list-style-type: none"> <li>1. Draw a nice drawing of self.</li> <li>2. Write the name of the favourite food.</li> <li>3. Draw favourite member of the family.</li> <li>4. Colour the most liked part of the body.</li> <li>5. Neatness of the work.</li> </ol> <p>4. <b>Recording Method:</b> Checklist for individual performance of the task judging by the:</p> <p>Drawing - work sample done by the student.</p>
<b>Reporting Method:</b>	Criteria and lesson title must be clearly printed on the worksheet – which must bear the name of the child, subject and date of assessment task performed. Each criteria is worth 2 marks. Have a summary section on the worksheet for teacher to report on the students' performance.

## 1. Sample Prescribed Assessment Task Plan 2

### 2. Prescribed Assessment

<b>Strand:</b>	Christian Values and Principles																							
<b>Content Standard:</b>	<b>1.2.1.2.</b>																							
<b>Performance Standard:</b>	<b>1.2.1.2a.</b>																							
Lesson 1:	Elohim.- God is love!																							
Lesson 2:	Elohim - God is joy!																							
Lesson 3:	Elohim - God is peace!																							
<b>Performance Standard:</b>	<b>1.1.1.1b</b>																							
Lesson 4:	Having Compassion.																							
Lesson 5:	Conducts of compassion.																							
Lesson 6:	The benefits of helping others.																							
<b>Prescribed Assessment:</b>	2. Demonstrate citing prayers, scriptures or grace for meals.																							
<b>Assessment Method/Tool:</b>	Conferencing																							
<b>Assessment Criteria:</b>	<p>Student will prepare and recite to the class the family daily prayer or meals in the home. The child will be assed by these criteria:</p> <ol style="list-style-type: none"> <li>1. Introduce him/herself to the class.</li> <li>2. Tell the class what she/he will recite.</li> <li>3. Clear voice and smoothness in the reciting of the prayer.</li> <li>4. Confidence and prepared ness.</li> </ol>																							
<b>Reporting Method:</b>	<p><b>Checklist</b> Teacher will use checklist for student responses for each criteria given on the checklist with key for marking performance.</p> <p><b>Key for criteria</b></p> <ul style="list-style-type: none"> <li>➤ EP - Excellent Presentation.</li> <li>➤ GP - Good Presentation.</li> <li>➤ FP - Fair Presentation.</li> <li>➤ NP - No Presentation - (after 60 seconds) .</li> </ul>																							
<b>Reporting Method:</b>	<table border="1"> <thead> <tr> <th>Student Particulars</th> <th>C1. Introduce him/herself to the class.</th> <th>C2. Tell the class what she/he will recite.</th> <th>C3. Clear voice and smoothness in the reciting of the prayer.</th> <th>C4. Confidence and prepared ness.</th> </tr> </thead> <tbody> <tr> <td>Name:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Date:</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Student Particulars	C1. Introduce him/herself to the class.	C2. Tell the class what she/he will recite.	C3. Clear voice and smoothness in the reciting of the prayer.	C4. Confidence and prepared ness.	Name:					Grade:					Date:				
Student Particulars	C1. Introduce him/herself to the class.	C2. Tell the class what she/he will recite.	C3. Clear voice and smoothness in the reciting of the prayer.	C4. Confidence and prepared ness.																				
Name:																								
Grade:																								
Date:																								

# Glossary

The section provides words and definitions that teachers would like to use in their teaching lessons and also help students to build up their vocabulary.

## Table of Glossary

Words and phrases	Definitions
<b>Accountable</b>	Able to be explained: capable of being explained or responsible to somebody or for something.
<b>Accountability</b>	Being responsible to the responsibility, and answerable to the things one is taking charge of.
<b>Affective domain</b>	Emotional expression: relating to an external expression of emotion associated with an idea or action.
<b>Assertiveness</b>	Training to act boldly: teaching people how to overcome shyness and assert themselves.
<b>Auditory and visual disorder</b>	
<b>Authentic</b>	Trustworthy: shown to be true and trustworthy.
<b>Boldness</b>	Confidence: Self-Assurance, Brashness, Nerve, Cheek (UK, Informal), Audaciousness, Impudence, Chutzpah (Informal).
<b>Citizen</b>	Legal Resident Of Country: Somebody Who Has The Right To Live In A Country Because He Or She Was Born There Or Has Been Legally Accepted As A Permanent Resident.
<b>Citizenship</b>	Legal Status Of Citizen: The Legal Status Of Being A Citizen Of A Country.
<b>Civics</b>	Study Of Citizenship: The Study Of The Rights And Duties Of Citizens (Takes A Singular Verb).
<b>Consequences</b>	Result: Something That Follows As A Result.
<b>Compassion</b>	Sympathy: Sympathy For The Suffering Of Others, Often Including A Desire To Help.
<b>Commandments</b>	Divine Proscription: A Command From God, Especially One Of The Ten Commandments.
<b>Courage</b>	Bravery: Guts (Slang), Nerve, Pluck, Valour, Daring, Audacity, Mettle, Resolution.
<b>Courteous</b>	Polite: Well-Mannered, Considerate, Chivalrous, Civil, Genteel, Gallant.
<b>Corruption</b>	Dishonesty: Exploitation, Sleaze, Bribery, Fraud, Venality.
<b>Democracy</b>	<b>Free And Equal Representation Of People:</b> The Free And Equal Right Of Every Person To Participate In A System Of Government, Often Practiced By Electing Representatives Of The People By The Majority Of The People <i>“Democracy Is Like The Experience Of Life Itself - Always Changing, Infinite In Its Variety, Sometimes Turbulent And All The More Valuable For Having Been Tested For Adversity.”</i>
<b>Democratic</b>	<b>With Equal Participation By All:</b> Characterized By Free And Equal Participation In Government Or In The Decision-Making Processes Of An Organization Or Group
<b>Disrespect</b>	<b>Show No Respect:</b> To Show A Lack Of Respect For Somebody Or Something

## Table of Glossary

Words and phrases	Definitions
<b>Dispositions</b>	<b>Behavioral Tendency:</b> An Inclination Or Tendency To Act In A Particular Way
<b>Dysgraphia</b>	<b>Impaired Ability To Understand Written Language:</b> A Learning Disorder Marked By A Severe Difficulty In Recognizing And Understanding Written Language, Leading To Spelling And Writing Problems. It Is Not Caused By Low Intelligence Or Brain Damage.
<b>Dyslexia</b>	a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence.
<b>Efficacy</b>	<b>Effectiveness:</b> The Ability To Produce The Desired Result.
<b>Empower</b>	<b>Make More Confident Or Assertive:</b> To Give Somebody A Greater Sense Of Confidence Or Self-Esteem.
<b>Enthusiasm</b>	<b>Excited Interest:</b> Passionate Interest In Or Eagerness To Do Something.
<b>Ethical</b>	<b>Conforming To Accepted Standards:</b> Consistent With Agreed Principles Of Correct Moral Conduct, While Such Activities Are Not Strictly Illegal, They Are Certainly Not Ethical.
<b>Ethics</b>	Code Of Morality: A System Of Moral Principles Governing The Appropriate Conduct For A Person Or Group (Takes A Plural Verb).
<b>Excellence</b>	Outstanding Feature: A Feature Or Respect In Which Somebody Or Something Is Superior And Outstanding.
<b>Governance</b>	<b>State Of Governing A Place:</b> The Act Or State Of Governing A Place.
<b>Gratefulness</b>	<b>Thankfulness:</b> Appreciativeness, Appreciation, Gratitude, Thanks.
<b>Honour</b>	Personal Integrity: Strong Moral Character Or Strength, And Adherence To Ethical Principles.
<b>Honesty</b>	<b>Sincerity:</b> Truthfulness, Integrity, Frankness, Candour, Openness, Authenticity, Straightforwardness, Directness.
<b>Integrity</b>	<b>Honesty:</b> Truth, Truthfulness, Honour, Veracity, Reliability, Uprightness.
<b>Ideal</b>	<b>Optimum:</b> Best-Case Scenario, Goal, Ideal, Best, Target.
<b>Idealism</b>	<b>Perfectionism:</b> Fundamentalism, Commitment, Principle, Morality, Fanaticism, Zeal, Fervour.
<b>Inequality</b>	<b>Disparity:</b> <i>Dissimilarity, Variation, Difference, Discrimination, Unfairness, Inequity, Disproportion, imbalance.</i>
<b>Immorality</b>	<b>Wickedness:</b> Depravity, Sin, Corruption, Dissoluteness, Dishonesty, Dissipation, Decadence, Iniquity, debauchery.
<b>Innovative</b>	Ground Breaking: Advanced, State-Of-The-Art, Pioneering, Inventive, Original, New, Novel, Modern.
<b>Insightful,</b>	Perceptive: Astute, Shrewd, Understanding, Discerning, Aware, Intuitive.
<b>Interaction</b>	<b>Communication Or Collaboration:</b> Communication Between Or Joint Activity Involving Two Or More People.
<b>Keeness</b>	<b>Enthusiasm:</b> Eagerness, Zeal, Passion, Gusto, Willingness, Zest, Interest, , favour
<b>Leadership</b>	<b>Ability To Lead:</b> The Ability To Guide, Direct, Or Influence People.
<b>Loyalty</b>	<b>Feeling Of Duty:</b> A Feeling Of Devotion, Duty, Or Attachment To Somebody Or Something (Often Used In The Plural).
<b>Meekness</b>	<b>Humbleness:</b> Quietness, Docility, Gentleness, Humility, Modesty, Mildness.

## Table of Glossary

Words and phrases	Definitions
<b>Merciful</b>	<b>Showing Mercy:</b> Showing Mercy Or Compassion To Somebody.
<b>Modesty</b>	<b>Humility:</b> Unwillingness To Draw Attention To Your Own Achievements Or Abilities.
<b>Moral</b>	<b>Involving Right And Wrong:</b> Relating To Issues Of Right And Wrong And To How Individual People Should Behave.
<b>Noble</b>	<b>Having Excellent Moral Character:</b> Possessing High Ideals Or Excellent Moral Character.
<b>Nurturing</b>	Care for look After Take Care Of, Raise, Rear, Foster.
<b>Open-Minded</b>	<b>Unprejudiced:</b> Free From Prejudice And Receptive To New Ideas.
<b>Reliable</b>	<b>Dependable:</b> Able To Be Trusted To Do What Is Expected Or Has Been Promised. She Is Extremely Reliable And A Hard Worker.
<b>Reliability</b>	<b>Dependability:</b> Consistency, Steadfastness, Trustworthiness.
<b>Resilience</b>	<b>Speedy Recovery From Problems:</b> The Ability To Recover Quickly From Setbacks.
<b>Respect</b>	<b>Esteem:</b> A Feeling Or Attitude Of Admiration And Deference Toward Somebody Or Something. <i>He Has No Respect For Authority.</i>
<b>Responsibility</b>	<b>Something To Be Responsible For:</b> Somebody Or Something For Which A Person Or Organization Is Responsible.
<b>Reverence</b>	<b>Respect Gained</b> -The Respect Or Devotion That Others Show Somebody or Something.
<b>Scripture</b>	<b>Biblical Writings:</b> The Sacred Writings Of The Bible.
<b>Self - Discipline</b>	<b>Ability To Motivate Self:</b> The Ability To Do What Is Necessary Or Sensible Without Needing To Be Urged By Somebody Else.
<b>Self - Image</b>	<b>Opinion Of Self:</b> The Opinion That You Have Of Your Own Worth, Attractiveness, Or Intelligence.
<b>Sensitivity</b>	<b>Consideration:</b> Care And Understanding Of Needs And Requirements. <i>Sensitivity To Different Cultural Traditions.</i>
<b>Society</b>	<b>Customs Of A Community:</b> The Customs Of A Community And The Way It Is Organized, E.G. Its Class Structure - The Role Of Women In Society.
<b>Statutes</b>	<b>Established Rule</b> - A Permanent Established Rule Or Law, Especially One Involved In The Running Of A Company Or Other Organization.
<b>Steadfastness</b>	<b>Firm</b> - Firm And Unwavering In Purpose, Loyalty, Or Resolve.
<b>Structure/S</b>	<b>System Of Parts:</b> A System Or Organization Made Up Of Interrelated Parts Functioning As A Whole.
<b>Systems</b>	<b>Orderliness:</b> The Use Or Result Of Careful Planning And <i>Organization</i> <i>There Doesn't Seem To Be Any System In His Working Methods.</i>
<b>Tolerance</b>	<b>Tolerating Of Somebody Or Something:</b> The Act Of Putting Up With Somebody Or Something Irritating Or Otherwise Unpleasant.
<b>Tolerant</b>	<b>Withstanding Harsh Treatment:</b> Able To Put Up With Harsh Conditions Or Treatment.
<b>Transparentcy</b>	<b>Obvious And Easy To Recognize:</b> Clearly Recognizable As What He, She, Or It Really Is.
<b>Trustworthy</b>	<b>Reliable:</b> Deserving Trust, Or Able To Be Trusted.
<b>Passionate</b>	<b>Showing Intense Emotion:</b> Expressing Intense Feeling

## Table of Glossary

Words and phrases	Definitions
<b>Penalties</b>	<b>Unpleasant Consequences:</b> Something Unpleasant Suffered As The Result Of An Unwise Action.
<b>Precepts</b>	<b>Principle:</b> A Rule Instruction, Or Principle That Guides Somebody's Actions, Especially One That Guides Moral Behaviour (Formal).
<b>Principle</b>	<b>Ethical Standard:</b> A Standard Of Moral Or Ethical Decision-Making.
<b>Values</b>	<b>Worth Or Importance:</b> The Worth, Importance, Or Usefulness Of Something To Somebody.
<b>Vigilance</b>	<b>Watchfulness:</b> The Condition Of Being Watchful And Alert, Especially To Danger.
<b>Virtues</b>	<b>Goodness:</b> The Quality Of Being Morally Good Or Righteous.
<b>Zealous</b>	<b>Full Of Zeal:</b> Actively And Unreservedly Enthusiastic.
<p><i>The source of the definitions is the Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.</i></p>	

## References

Below is a list of books consulted during the development of this teacher guide.

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# Appendices

The section gives provide for student and teachers commended handouts picture and enrichment activity focussed on the content of CCVE subject. Teachers can choose from these reference materials to use in their teaching and learning at their discretion.

## Appendix 1

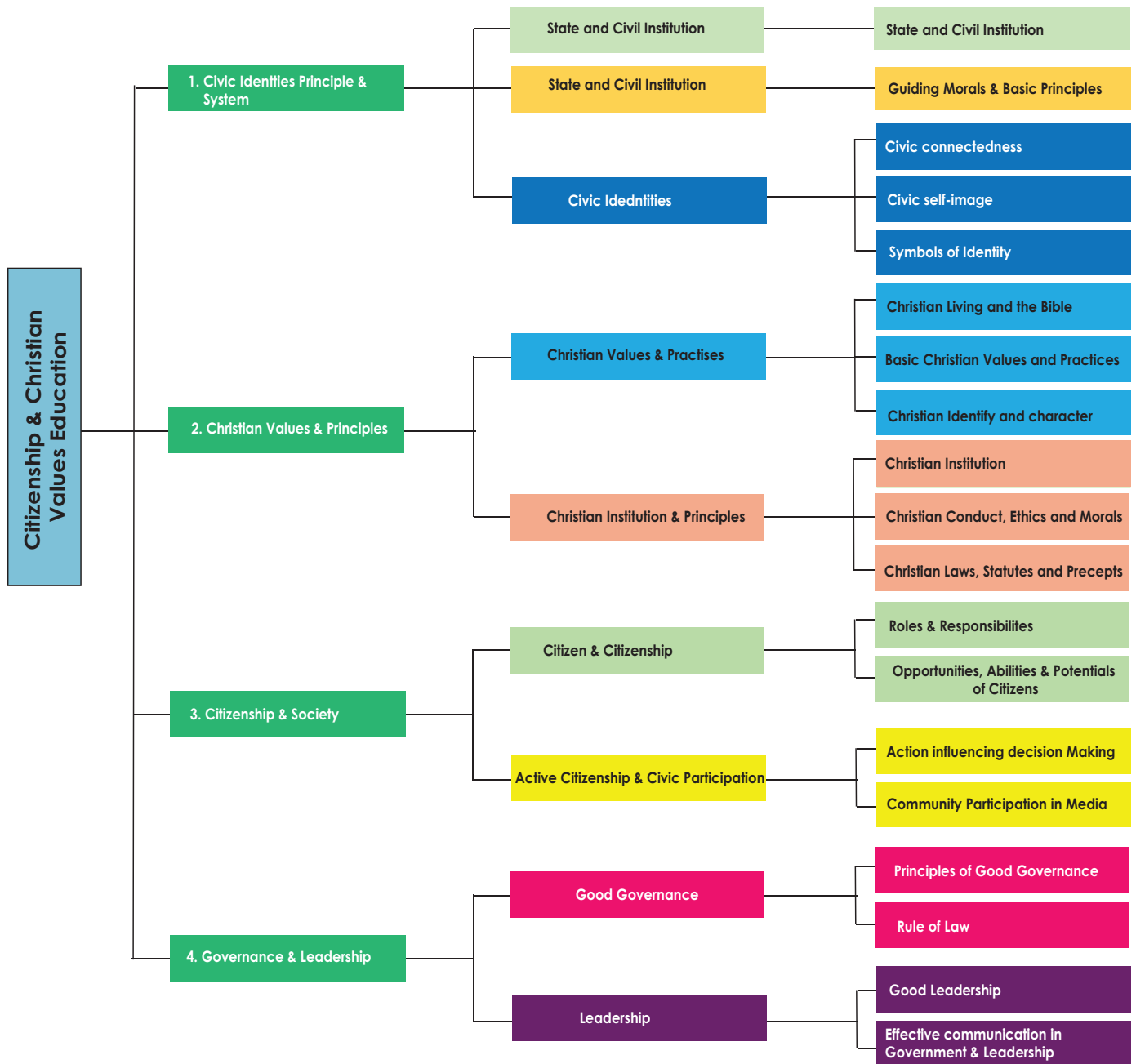
**Table of teaching and learning strategies**

Teaching Strategies	Learning Strategies
<ul style="list-style-type: none"> <li>• Answering questions about personal feelings, attitudes, values, opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask teachers or presenters about their personal feelings, attitudes, values and opinions about certain situations, experiences, issues etc. after being introduced to a topic or after listening to the speaker.</li> </ul>
<ul style="list-style-type: none"> <li>• Open-ended Questionnaires about students' personal views, feelings opinions, values etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students express their personal views, feelings opinions, values etc.</li> <li>• Use of black board for drawing, writing their responses for presentations.</li> </ul>
<ul style="list-style-type: none"> <li>• Stem sentences/ Sentence completion on opinions or situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I wish I had ...?</li> <li>• I think ... !</li> <li>• This game/show/movies is ...!</li> <li>• My favourite ...!</li> <li>• I like ...!</li> </ul>
<ul style="list-style-type: none"> <li>• Drawing pictures to express views.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing of pictures to show any of the six aspects of the Affective domain. Using black board management for this activity.</li> </ul>
<ul style="list-style-type: none"> <li>• Reading stories and case studies with emotional content/ story telling.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories from a reading source for reflections and reviews.</li> <li>• Listening to stories from an experience being retold for reflections and reviews.</li> </ul>
<ul style="list-style-type: none"> <li>• Group-centred discussions about personal reflections to or feelings about a shared experience or about shared opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in round-robin, round table, or random picks discussions.</li> </ul>
<ul style="list-style-type: none"> <li>• Dyads, triads, quadruples etc. activities of sharing feelings, ideas, values, opinions etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Dyads, Triads, Quadruples activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Video shows.</li> </ul>	<ul style="list-style-type: none"> <li>• Watching and viewing videos with emotional content and characters displaying desired good behaviour, positive attitudes and values e.g. "The Lion King", "Three little Pigs" "Moses", "King David", "The Three Wise Men."</li> </ul>
<ul style="list-style-type: none"> <li>• Imagery or memory for example " show an image related to the content of learning for a certain lesson to provoke thinking and/or discussions or cause recall of something.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided imagery or memory where children try to recall and reflect on an image presented before them.</li> </ul>

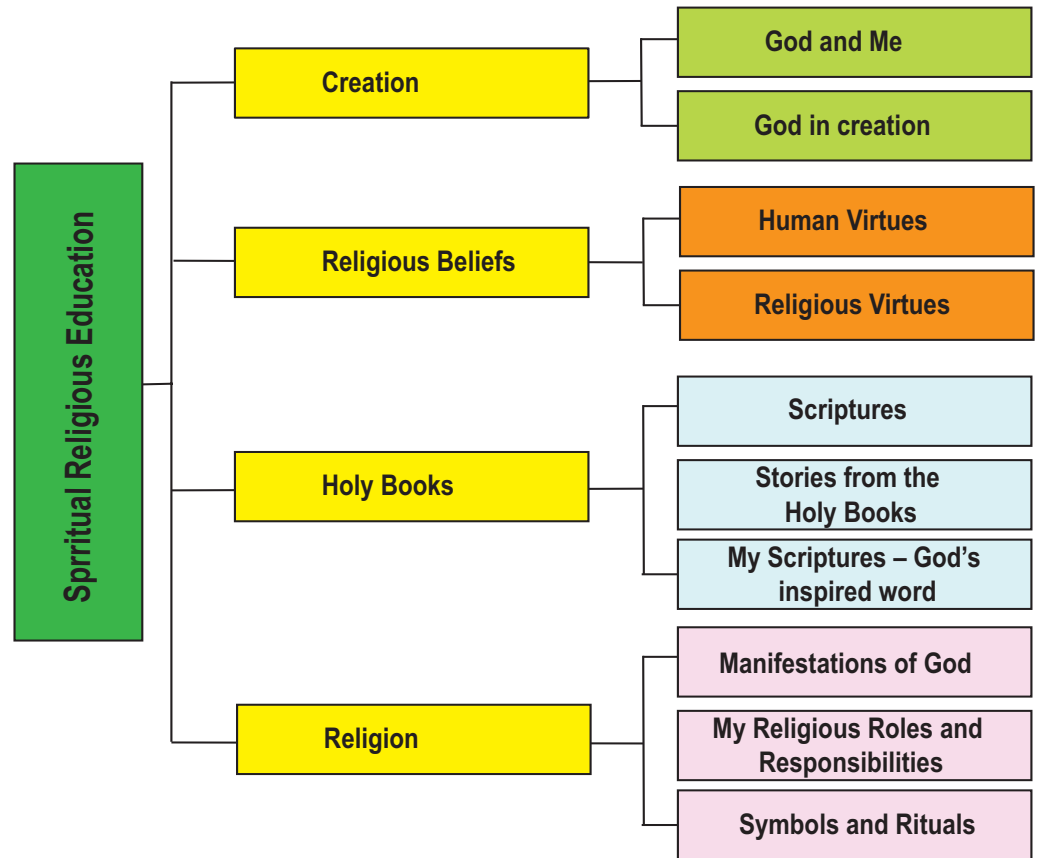
<ul style="list-style-type: none"> <li>• Forced choice continuum for example, when teaching about “sharing responsibilities by working together” the students may be given a certain situation that allows them to come to a conclusion that they need to work together with students from the opposite sex even if they didn’t liked to do so, in the beginning.</li> <li>• The strategy is used to help in changing students mindsets about certain misconceptions, certain beliefs and practices that may be for example discriminatory.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a variety of forced Choice continuum to help in changing students mindsets about certain misconception, certain beliefs and practices that may be for example discriminatory.</li> </ul>
<ul style="list-style-type: none"> <li>• Anonymous statements.</li> <li>• Audio= for Prep - Grade 3.</li> <li>• Written for Grade 3-12.</li> <li>o <i>For example;</i> where students listen to a statement presented in; audio and then give their opinions or where students read a written statement and give their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to audio piece of anonymous statements or being read out by the teacher about certain issues, experiences etc. to be able to responds to stimulus items and take part in discussions.</li> <li>• Read anonymous stimulus materials to prompt responses and discussions.</li> </ul>
<ul style="list-style-type: none"> <li>• Responding to pictures (stimulus).</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to pictures with stimulus.</li> </ul>
<ul style="list-style-type: none"> <li>• Journal writing.</li> </ul>	<ul style="list-style-type: none"> <li>• My Diary Approach e.g.; for a Preparatory of Grade 1 student- to describe their feeling of being Happy- they draw a sun, for feeling Sad – they draw a stone (use colours)</li> </ul>
<ul style="list-style-type: none"> <li>• Interviews (must be guided for lower levels).</li> </ul>	<ul style="list-style-type: none"> <li>• Interview their colleagues, classmates, friends, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Q&amp;As – depends on questions being asked.</li> <li>• Ask or asking students open-ended questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Open-ended questions that allow students to express themselves e.g. why would like to be a policeman? (open-ended question that requires students to express their own opinion with no right or wrong answer) Or how can you help someone in your class who is in need?</li> </ul>
<ul style="list-style-type: none"> <li>• Guide or guiding students.</li> </ul>	<ul style="list-style-type: none"> <li>• Following guides given by the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• Role play- Subjective.</li> </ul>	<ul style="list-style-type: none"> <li>• Voluntarily choose persons or roles they play in role plays.</li> </ul>
<ul style="list-style-type: none"> <li>• Drama/Dramatization.</li> </ul>	<ul style="list-style-type: none"> <li>• Take up roles of different personalities and roles of different characteristics in a play or drama.</li> </ul>
<ul style="list-style-type: none"> <li>• Debates- facts and Opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Group debates based on facts and opinions.</li> </ul>
<ul style="list-style-type: none"> <li>• Guest Speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to an invited guest speak to them or listen to an audio recording of a particular person.</li> <li>• View a speech delivered by a person.</li> </ul>
<ul style="list-style-type: none"> <li>• Discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of proposed topics... e.g. “pineapples are fruits, how many different ways can pineapple be useful?” (then ask related questions to expand the discussion)</li> </ul>
<ul style="list-style-type: none"> <li>• Give Tips (to encourage the skill of analysing things and giving educated or intelligent conclusions and guesses).</li> </ul>	<ul style="list-style-type: none"> <li>• I am thinking about something ...?</li> <li>• I spy with my two little eyes and what do I see?</li> </ul>
<ul style="list-style-type: none"> <li>• Reviews: Films/Books</li> </ul>	<ul style="list-style-type: none"> <li>• View a film, read a book or listen to a story being told and do a film/book/story review.</li> </ul>

## Appendix 2 : Scope of Citizenship and Christian Values Education

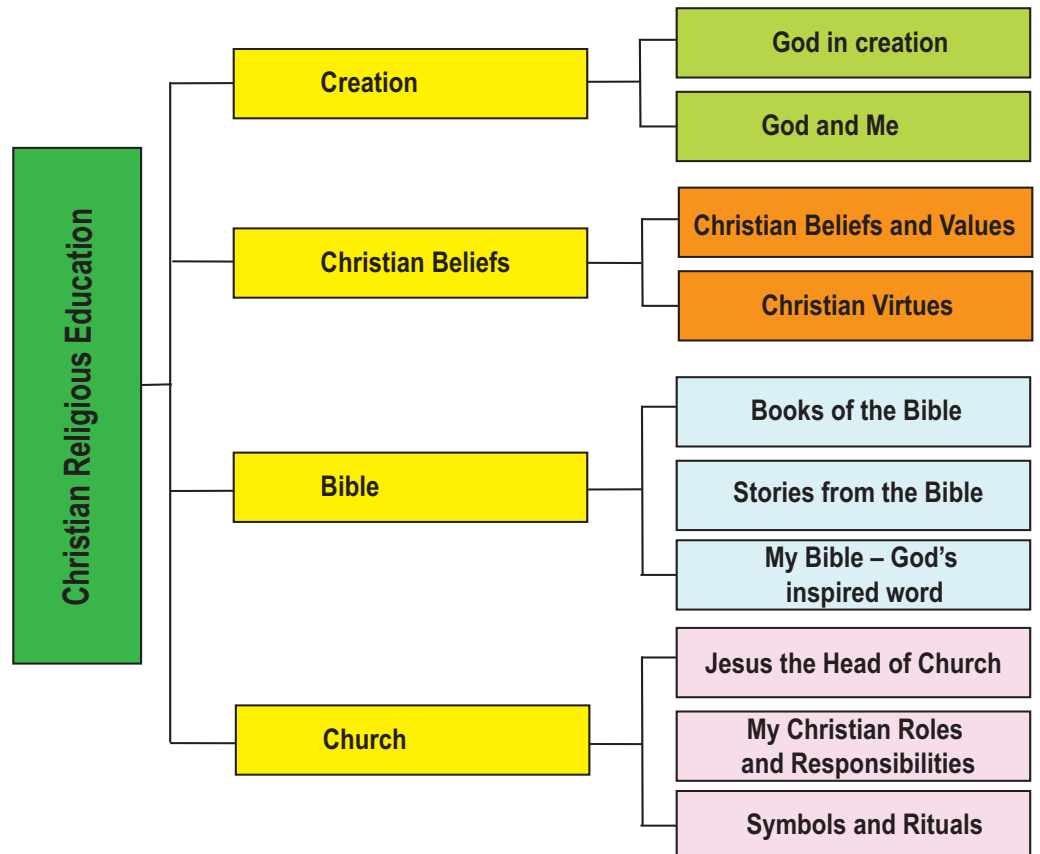
### Conceptual Content Chart-CCVE



### Appendix 3: Spiritual Religious Education Conceptual Content Chart



### Appendix 4: Christian Religious Education Conceptual Content Chart



## Appendix 5 Ten Commandments



### Ten Commandments

1. - You shall have no other “gods” before me
2. - You shall not make for yourself and idol
3. - You shall not take the name of God in vain
4. - Remember the Sabbath Day to Keep it Holy
5. - Honour your Father and your Mother
6. - You shall not murder
7. - You shall not commit adultery
8. - You shall not steal
9. - You shall not lie
10. - You shall not covet

**Appendix 6 Ten Commandments****Lords Prayer**

Our Father,  
Who art in heaven,  
Hallowed by the name.  
Thy Kingdom come,  
Thy will be done,  
On earth as it is heaven  
Give us this day our daily bread.  
And forgive us our trespasses,  
As we forgive those  
Who trespass against us.  
And lead us not into temptation,  
But deliver us from evil.  
For thine is the kingdom,  
The power and the glory.  
For ever and ever.

**Amen**



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