

# Citizenship & Christian Values Education

**Teacher Guide**

**Grade 3**



**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

The Citizenship and Christian Values Education is a new subject under the Standard Based Curriculum. It is compulsory and will be taught from Prep to Grade 12. This subject is developed to teach students about being responsible citizens and act accordingly. It focuses in developing the moral well - being of students by helping them to acquire and live by the values that guide them to make appropriate decisions for themselves and their communities and societies.

The Citizenship and Christian Values Education is developed as a result of the lack of the importance of civics, ethics, moral principles and Christian values in the national school system. Therefore, this curriculum is introduced into the school system so that it will equip students with attitudes, skills and knowledge to be responsible and productive citizens. It is important that students learn about; respect for themselves, elders and authorities, become aware of their rights and responsibilities as citizens, appreciate, care for and control the use of natural resources and to uphold their Christian values.

Citizenship and Christian Values Education contributes to the achievement of the national goals and directive principles. This subject will promote self and mutual respect, a sense of self -worth and self-discipline and a sense of responsibility for one -self and for others. It promotes individuals' potentials and the willingness to develop skills in solving problems and contribute to the common good of society and to maintain and improve learning and living as highlighted in the Philosophy of Education (Ministerial Committee Report 1986).

All Grade three (3) teachers are instructed to use the teacher guide to plan teaching and learning activities to help students learn Citizenship and Christian Values.

I commend this Citizenship and Christian Values Education, Grade 3 Teacher Guide to be used together with the Grades 1, 2 and 3 Citizenship and Christian Values Education Syllabus throughout Papua New Guinea.



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



# Introduction

The Citizenship and Christian Values Education subject consists of civics, citizenship and Christian values. It provides important content for the development of the foundations of a person's life. It takes into account the importance of civil society and citizenship education and Christian principles and values as an essential part of the Citizenship and Christian Values Education.

The information and guidelines provided in this teacher guide will assist Grade 3 teachers to interpret and translate the content prescribed in the Citizenship and Christian Values Education, Grades 1 to 3 Syllabus into teachable activities.

It contains samples of teaching and learning strategies for teachers to use, planning and programming, suggested lesson titles with attitude, values and knowledge, and guided lessons to assist teachers to plan their lessons. This guide also contains samples of assessment tasks in the affective domain to help teachers to create assessment tasks for the intended content standard. The teacher guide will give an opportunity to prepare learning activities that will motivate students to think critically and communicate ideas freely with others.

Citizenship and Christian Values subject content is linked to all the other subjects taught in different levels of schooling which educates the whole person. Each student learns about beliefs and value systems, relationships with other human beings, the use of resources and decision making. Therefore, the content of Citizenship and Christian Values Education is taught in all the subjects in the curriculum.

The Grade three (3) Citizenship and Christian Values Education is timetabled for 120 minutes per week. One thirty (30) minute lesson is to be used by Christian Religious Education while ninety (90) minutes will be used for Citizenship and Christian Values Education.

Teachers must note that the Grade 2 Citizenship and Christian Values Education Teacher Guide does not contain Christian Religious Education content. The Christian Religious Education content is in a separate implementation Guide, which is designed to complement the teaching of Christian Values and Principles.

The CCVE has accommodated for two other pathways: the Spiritual Education Conceptual Framework (SECF) and the Christian Religious Education Framework (CREF) to enable teachers to develop subject content that is relevant and appropriate to their practice.

# 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 3 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 3 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 Teacher Guide

The Grade 3 Teacher Guide is an expansion of the content in the Citizenship and Christian Values Education Grades 1, 2 and 3 Syllabus. This teacher guide is to be used in conjunction with the syllabus. The syllabus contains the benchmarks and standards, which are expanded into teaching and learning activities. The table below shows how the teacher guide is linked to the syllabus.

Syllabus	Teacher Guide
Strand Bench marks	
Unit Bench marks	
Grade Bench marks	
Content Standards	
Performance Standards	
	Lesson Titles
	Attitude, Skills and Knowledge
Assessment Tasks	Assessment Tasks: 1. Prescribed Assessment Tasks 2. Specific Assessment Tasks

Lesson titles in the teacher guide were drawn out from the performance standards. One or more lessons were created from one performance standard. From the lesson titles outlined in the planning and programming section, the attitudes, the skills and the knowledge are identified.

Teachers are encouraged to carefully study the different benchmarks and their linkage to the content standards, the performance standards, and the lesson titles. When planning a lesson, it is important that the attitudes, skills and knowledge of the lesson come out clearly in the teaching and learning activities as displayed in the sample guided lessons.

Teachers should be able to differentiate between Specific Assessment Task and a Prescribed Assessment Task. A Prescribed Assessment Task assesses the content standard, while the Specific Assessment Task assesses a performance standard of a content standard. Samples of assessment tasks are provided to assist teachers in preparing the two different types of assessments and most importantly in the affective domain.

The sections of the teacher guide clearly explain and direct teachers as to how the Grade 3 content in Citizenship and Christian Values Education subject should be taught and assessed.

## Key Features

The Citizenship and Christian Values education is a unique subject that features and promotes the teaching and learning in the Affective Domain. It places emphasis on aspects of intellectual, social, mental, emotional and spiritual growth of a person.

The Citizenship and Christian Values Education subject presents teaching and learning activities that enable students to discuss moral and ethical values, Christian Values, Principles and practices that are important in life and to their community. The content is presented to enable students to deal with challenges faced in their lives every day. It emphasises on aspects of self-discipline, being responsible, team work, and respect for the rule of law, decision making and being a productive citizen of Papua New Guinea.

Citizenship and Christian Values subject is difficult to teach because of the subjective nature of the subject, in particular the affective domain. The affective domain focuses on students' feelings, emotions, attitudes and engagement, which translate how they interact and communicate with others. The teacher is required to invest quality time in building creativity and variety into the lessons in order to observe, judge and measure each child's performance.

### Values based education

Values development is influenced by both external and internal factors. The Citizenship and Christian Values Education Teachers must make sure that they are role models for students as the success of each student is highly dependent on the teacher's relationship with the student. The teachers must be morally and ethically sound.

Assessment in Citizenship and Christian Values Education assesses the abilities of students to show an understanding of citizenship participation, Christian values and moral principles, and apply the processes involved in moral reasoning, responsible decision making and problem-solving. Assessments should be broad-based and multi-dimensional, and designed according to the needs, interests and abilities of the students. As Citizenship and Christian Values Education focuses on character development, emphasis should be placed on Formative Assessment.

- Formative assessment is 'Specific' and it assesses Performance Standards
- Summative assessment is the 'Prescribed Assessment' from the Grades 1, 2 and 3 CCVE Syllabus which assess each Content Standard

### 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 to.

## **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 Strategies

Citizenship and Christian Values Education emphasizes the use of the cognitive and affective domains to teach children to appreciate nature and diversity in relation to their cultural, regional, religious, and socio-economic and gender with respect for themselves, others and their environment.

Teaching in the affective domain is very important because it has a major impact on the behaviour of an individual student. Their beliefs, attitudes, opinions and biases affect how they treat other people. Teaching in the affective domain helps students to;

- Articulate and speak about their attitudes
- Analyse their feelings, values and attitudes
- Understand their attitudes
- Encourage group and individual analysis of aspects of attitudes
- Encourage personal reflection on own attitudes and values
- Encourages questioning of values and attitudes
- Affect and change unhealthy attitudes
- Motivate students to act in ways that are healthy, acceptable, social and reflect their attitudes
- Build respect and tolerance for others
- Personalise information provided
- Challenges biases and prejudices.

Below are suggested teaching and learning strategies grade 3 teachers are encouraged to use in their teaching.

### Teaching and Learning Strategies in the Affective Domain

Teaching Strategies	Learning Strategies
Open-ended questionnaires about students' personal views, feelings opinions, values etc.	<ul style="list-style-type: none"> <li>• Students express their personal views, feelings opinions, values etc.</li> <li>• Use of black board for drawing and writing their responses for presentations</li> </ul>
Stem sentences/ Sentence completion on opinions or situations.	<ul style="list-style-type: none"> <li>• I wish I had.....</li> <li>• I think .....</li> <li>• This game/show/movie is.....</li> <li>• My favourite.....</li> <li>• I like.....</li> </ul>
Drawing pictures to express views.	<ul style="list-style-type: none"> <li>• Drawing of pictures to show any of the six aspects of the affective domain.</li> <li>• Using black board management for this activity.</li> </ul>
Video shows.	<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>

Teaching Strategies	Learning Strategies
Open-ended questionnaires about students' personal views, feelings opinions, values etc.	<ul style="list-style-type: none"> <li>• Students express their personal views, feelings opinions, values etc.</li> <li>• Use of black board for drawing and writing their responses for presentations</li> </ul>
Questions and answers – depends on questions being asked Ask or asking students open-ended questions	<ul style="list-style-type: none"> <li>• Open ended questions allow students to express themselves e.g. why would you 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>
Guide or guiding students	<ul style="list-style-type: none"> <li>• Following guides given by the teacher</li> </ul>
Case studies/Stories	<ul style="list-style-type: none"> <li>• View, read about or listen to a case study/ stories with stimulus materials to respond to individually or group work</li> </ul>
Give Tips (to encourage the skill of analysing things and giving educated or intelligent conclusions and guesses)	<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>

## Planning and Programming

This is the organisation of the Grade 3 content from the Grades 1, 2 and 3 Citizenship and Christian Values Syllabus into a teachable plan. The planning and programming consists of:

- Content overview
- Yearly content overview
- Timetable samples
- Yearly lesson

### Content Overview

This section presents an overview of the content to be planned in a year. The overview outlines the strands, units and the teachable concepts.

Strand	Unit	Teachable Concept
<b>Civic Identities, Principles and Systems</b>		Personal Identity National Identity Symbols of identity Civic Self Image Civic Connectedness
	Civic Principles	Guiding Morals and Basic Principles
	Civic Systems	State and Civil Institutions
<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>	Citizens and Citizenship	Roles and Responsibilities Opportunities, Abilities and Potentials of Citizens
	Active Citizenship and 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



## Yearly Content Overview

The Grade 3 content in the Citizenship and Christian Values Education is organised according to the four terms in a school year. The content in each strand is to be taught per term as shown in the table.

Term One (1)				
Strand	Units	Teachable Concepts	Content Standards	Performance Standards
Civic Identities, Principles and Systems	1. Civic Identities.	<ul style="list-style-type: none"> <li>• Personal identity.</li> <li>• National identity.</li> <li>• Symbols of identity.</li> <li>• Civic self – image.</li> <li>• Civic connectedness.</li> </ul>	<b>3.1.1.1.</b> Develop an understanding of how their identity can be an advantage in establishing communication and relations.	<b>3.1.1.1a.</b> Describe certain characteristics that make them comfortable to be able to speak to other people. <b>3.1.1.1b.</b> Identify how negative thoughts about their identity can prevent them from communicating easily with others.
			<b>3.1.1.2.</b> Recognize similarities and differences in their symbols of identities compared to those of others.	<b>3.1.1.2a.</b> Identify and describe some of their symbols of identity that are similar or different to other people. <b>3.1.1.2b.</b> Explore and identify benefits of similar and different symbols of identity.
	2. Civic Principles	<ul style="list-style-type: none"> <li>• Guiding morals and basic principles</li> </ul>	<b>3.1.2.1.</b> Develop the understanding of how to manage themselves to handle social problems in their community.	<b>3.1.2.1a.</b> Discuss and describe simple management skills to handle situations in the family and school <b>3.1.2.1b.</b> Discuss the importance of these values in relation to management skills to handle situations at home and school.
			<b>3.1.2.2.</b> Know how to manage themselves to handle a social problem in the community.	<b>3.1.2.2a.</b> Describe what happens if we let somebody else takes the blame for our wrong doings. <b>3.1.2.2b.</b> Discuss how we can contribute to reduce a social problem in our community.
	3. Civic Systems	<ul style="list-style-type: none"> <li>• State and civil institutions</li> </ul>	<b>3.1.3.1.</b> Identify and understand different types of state and civil institutions and their functions in the district.	<b>3.1.3.1a.</b> Discuss and identify the work of different state or civil institutions in the district and appreciate their work.
			<b>3.1.3.2.</b> Develop an understanding of good citizenship behaviour towards state and civil institutions.	<b>3.1.3.2a.</b> Discuss and identify acceptable behaviours towards state and civil institutions. <b>3.1.3.2b.</b> Discuss how state and civil institutions can benefit people in the district.

## Term: Two (2)

Strand	Units	Teachable Concepts	Content Standards	Performance Standards
Civic Identities, Principles and Systems	1. Christian Values and Practices.	<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>	<p><b>3.2.1.1.</b> Explore the Christian values and Godly virtues and recognize the outworking of these virtues in their lives.</p>	<p><b>3.2.1.1a.</b> Use the Bible to identify the four Godly virtues and discuss their importance.</p> <p><b>3.2.1.1b.</b> Understand and describe the four Christian values that will form acceptable behaviours in a person's life.</p> <p><b>3.2.1.1c.</b> Discuss the importance of Godly virtues and say how they help individuals to have faith in God.</p>
			<p><b>3.2.1.2.</b> Based on prior learning of the Christian values and Godly virtues, demonstrate these in their lives and with others.</p>	<p><b>3.2.1.2a.</b> Apply Christian values and Godly virtues in various situations.</p> <p><b>3.2.1.2b.</b> Show Godly virtues that can produce other values such as kindness, respect and obedience in personal lives.</p> <p><b>3.2.1.2c.</b> Show Godly virtues such as modesty, dignity, meekness and humbleness that express service to others in the community.</p>
	2. Christian Institutions and Principles.	<ul style="list-style-type: none"> <li>• Christian institutions.</li> <li>• Christian conduct, ethics and morals.</li> <li>• Christian laws, statues and precepts.</li> </ul>	<p><b>3.2.2.1.</b> Discover that man was born in sin and must be born again in Christ (a new creation) and develop good and acceptable conduct in the family ,church and community</p>	<p><b>3.2.2.1a.</b> Relate creation from the beginning and how God formed man apart from speaking plants, animals and the stars to come into being.</p> <p><b>3.2.2.1b.</b> Discuss and discover why man fell in sin in the Garden of Eden.</p> <p><b>3.2.2.1c.</b> Express the meaning of born again as a new spiritual being created in Christ.</p> <p><b>3.2.2.1d.</b> Demonstrate good and acceptable conducts as a new creation in Christ.</p>
			<p><b>3.2.2.2.</b> Understand and discover the Christian ethics and moral within family, church and other relationships between man and God and friends in the school.</p>	<p><b>3.2.2.2a.</b> Discover the Christian ethics in the Ten Commandments in a family, the church and the community.</p> <p><b>3.2.2.2b.</b> Discover the relationship with man and God and the values of such relationship.</p>

## Term: Three (3)

Strand	Units	Teachable Concepts	Content Standards	Performance Standards
Citizenship and Society	1. Citizens and Citizenship.	<ul style="list-style-type: none"> <li>Roles and responsibilities.</li> <li>Opportunities, abilities and potentials of citizens.</li> </ul>	<b>3.3.1.1.</b> Explore and understand the basic rights and responsibilities of individuals that promote good citizenship in the community.	<p><b>3.3.1.1a.</b> Recognise and describe their rights and responsibilities as good citizens in the community.</p> <p><b>3.3.1.1b.</b> Apply their rights and responsibilities to promote good citizenship in the community.</p>
			<b>3.3.1.2.</b> Explore and identify various abilities and potentials, which they can use to exercise good citizenship in their community.	<p><b>3.3.1.2a.</b> Discuss situations in which individuals can participate as an active citizen in the community?</p> <p><b>3.3.1.2b.</b> Identify and describe how abilities and talents of role models in the community can help others improve their behaviour.</p>
	2. Active Citizenship and Civic Participation.	<ul style="list-style-type: none"> <li>Actions influencing decision Making.</li> <li>Community participation in media.</li> </ul>	<b>3.3.2.1.</b> Demonstrate the ability to use decision making skills to enhance individuals and groups to be good citizens.	<p><b>3.3.2.1a.</b> Explain how to make good decisions about negative behaviours.</p> <p><b>3.3.2.1b.</b> Demonstrate an understanding of responsible ways to overcome and settle problems at school.</p>
			<b>3.3.2.2.</b> Identify various actions and situations, which promote positive behaviour for individuals.	<p><b>3.3.2.2a.</b> Explore and identify certain behaviours that portray positive attitude towards self and others.</p> <p><b>3.3.2.2b.</b> Discuss and explain ways that display positive behaviour and attitude towards others.</p>

## Term: Four (4)

Strand	Units	Teachable Concepts	Content Standards	Performance Standards
Governance and Leadership	1. Good Governance.	<ul style="list-style-type: none"> <li>Principles of good governance.</li> <li>Rule of law</li> </ul>	<b>3.4.1.1.</b> Demonstrate and value the principles of being honest, responsible, answerable and accountable when governing people and the environment.	<b>3.4.1.1a.</b> Discover the importance of valuing honesty, responsibility, answerable and accountable in community participation.  <b>3.4.1.1b.</b> Practice the value of being honest, responsible, answerable and accountable by participating in community activities.
			<b>3.4.1.2.</b> Explore fairness of rules, its importance for people and how it applies to rule breakers in the community.	<b>3.4.1.2a.</b> Identify and discuss fair rules and its importance to people in the community.  <b>3.4.1.2b</b> Identify and discuss situations in the community where rule breakers are treated unfairly.
	2. Leadership.	<ul style="list-style-type: none"> <li>Good leadership.</li> <li>Effective communication in governance and leadership.</li> </ul>	<b>3.4.2.1.</b> Develop an understanding of role models and their influence on individuals in the community.	<b>3.4.2.1a.</b> Identify role models and describe their characteristics.  <b>3.4.2.1b.</b> Discuss the positive impacts of role models on individuals.
			<b>3.4.2.2.</b> Develop the understanding of speaking carefully and the importance when communicating with people	<b>3.4.2.2a.</b> Learn about the importance of speaking clearly and carefully.  <b>3.4.2.2b.</b> Display speaking clearly and carefully when communicating with different people.

## Time Table

Planning a time table is the prerogative of the teacher. However, these guidelines are provided to make teachers aware of the number of minutes each CCVE lesson will be taught and the number of lessons in a week.

The 120 minutes for CCVE consists of a 30 minute period for Christian Religious Education (CRE) and 90 minutes for CCVE per week. The allocated and time break ups for Grade 3 include;

- English – *300 minutes*
- Mathematics - *240 minutes*
- Language - *300 minutes*
- Culture and Community – *360 minutes*
- Citizenship and Christian Values Education – *120 minutes*
- Religious Instruction – *60 minutes*
- Assembly – *75 minutes*
- Block time – *90 minutes*

The total time for a school year in Grade 3 is 1500 minutes. The subject time allocations can be used by teachers to do a time table for their classes. Note that the timing starts at 7:45 am. It is aimed that this starting time be observed as it instils into the students official clocking in time in and punctuality to the official business starting time which is 08:00am

Note also that there is 5 minute interval between lesson times to allow for teachers to get over the previous lesson and get prepared for the next lesson. The times must be strictly observed to instil in students the importance of time and the essential s of time management.

### Sample Time Table for a Grade 3 Class

The sample timetable is provided for teachers to use to draw their own timetables depending on the school's program. Teachers are encouraged to study the time analysis to plan all the subjects in Junior Primary.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 - 8:00	Assembly	Assembly	Assembly	Assembly	Assembly
8:00 - 8:05	Movement and Preparation - 5 minutes				
8:05 - 8:35	CRE	CCVE	CCVE	CCVE	C&C
8:35 - 8:40	Movement and Preparation- 5 minutes				
8:40 - 9:10	English	English	English	English	English
9:10 - 9:15	Movement and Preparation- 5 minutes				
9:15 - 9:45	Maths	Maths	Maths	Maths	Maths
9:45 - 10:25	<b>Recess Break</b>				
10:25 - 10:30	Movement and Preparation- 5 minutes				
10:30 - 11:00	C & C	C & C	C & C	C & C	C & C
11:00 - 11:05	Movement and Preparation- 5 minutes				
11:05 - 11:35	English	English	English	English	English
11:35 -12:05	Language	Language	Language	Language	Language
12:05 - 1:05	<b>Lunch Break</b>				
1:05 - 1:10	Movement and Preparation - 5 minutes				
1:10 - 1:40	C & C	C & C	C & C	C & C	Maths
1:40-1:45	Movement and Preparation - 5 minutes				
1:45-2:35	Language	Language	Language	Language	Language

### Time Analysis- Grade 3

This time analysis has all the subjects to be taught in Junior Primary Schools. It gives the total number of minutes, the number of lessons and the number of periods allocated to each subject per week. This will help teachers to plan Citizenship and Christian Values Education lessons according to the time given.

No	Subject/Activity	Allocated Time	No Lessons per Week	Suggested Total Minutes Per week
1	English	300	10 x 30	300
2	Language	300	10 x 30	300
3	Culture & Community	360	12 x 30	360
4	Mathematics	240	6 x 40	240
5	Citizenship & Christian Values Education	120	4 x 30	120
6	Christian Religious Instruction	60	1 x 60	60
7	Assembly	75	5 x 15	75
8	Sports / Community Service	??		??
9	Block Time	90		90
	<b>Total</b>	<b>1500</b>		<b>1500</b>



## Yearly Lesson Overview

The yearly lesson guide is a suggested plan designed to organise the learning content for Grade 3 in Citizenship and Christian Values Education in primary schools. It is developed from the Grade 3 content in the CCVE Grades 1, 2 and 3 Syllabuses. This plan shows how the content is to be delivered linking the strand to the suggested lesson titles in a week during the four terms in a school year. There are 3 CCVE lessons per week.

### Term One Lesson Overview

Term: One (1)								
Strand	Unit	Content Standard	Performance Standard	Lesson No.	Lesson Title	Week		
<b>Week one (1) Orientation &amp; Planning</b>								
<b>1. Civic Identities, Principles and Systems</b>	<b>Civic Identities</b>	<b>3.1.1.1</b>	3.1.1.1a	1	It's easy to talk to you.	<b>2</b>		
				2	Why do you follow me?			
			3.1.1.1b	3	I can also be heard.			
				4	I am able to face a challenge.			
		<b>3.1.1.2</b>	3.1.1.2a	5	Similar symbols.	<b>3</b>		
				6	Different symbols.			
			3.1.1.2b	7	I like similar symbols of identity.			
				8	I like different symbols of identity.			
	<b>Civic Principles</b>	<b>3.1.2.1</b>	3.1.2.1a	9	Handling situations at home.	<b>5</b>		
				10	Handling situations at school.			
			3.1.2.1b	11	My skills to solve problems at home.			
				12	My skills to solve problems at school.			
			<b>3.1.2.2</b>	3.1.2.2a	13		I am sorry.	<b>6</b>
					14		The innocent.	
		3.1.2.2b		15	I can help to reduce it.			
				16	Our safe and happy community			
		<b>Civic Systems</b>	<b>3.1.3.1</b>	3.1.3.1a	17	State institutions in my district.	<b>8</b>	
					18	Roles of state institutions in my district.		
	19				Civil institutions in my district.			
	20				Roles of civil institutions in my district.			

**Term: One (1)**

Strand	Unit	Content Standard	Performance Standard	Lesson No.	Lesson Title	Week
<b>1. Civic Identities, Principles and Systems</b>	<b>Civic Systems</b>	<b>3.1.3.2</b>	3.1.3.2a	21	Positive behaviour towards state and civil institutions in districts.	<b>8</b>
				22	Negative behaviour towards state and civil institutions in districts.	<b>9</b>
			3.1.3.2b	23	Good things about state institutions in my district.	
				24	Good things about civil institutions in my district.	
<b>Week ten (10) revision, assessment</b>						

## Term Two Lesson Overview

Term: Two (2)						
Strand	Unit	Content Standard	Performance Standard	Lesson No.	Lesson Title	Week
Week one (1) Orientation						
1.Christian Values and Principles	Christian Values and Practices	3.2.1.1	3.2.1.1a	25	The Godly virtues in the Bible; <i>Prov 3:5-6,</i> <i>Rom 12:12</i> <i>1Cor 13:13, 2 Cor 12:9.</i>	2
				26	The importance of Godly virtues.	
			3.2.1.1b	27	What are Christian value?	3
				28	Behaving according to christian value. Four Godly values.	
			3.2.1.1c	29	Importance of Godly virtues.	
		30		Godly virtues and faith protects individuals.		
		3.2.1.2	3.2.1.2a	31	Application of Christian values.	4
				32	Application of Godly virtues; <i>1 Cor 13:13.</i>	
			3.2.1.2b	33	Godly virtues that produce kindness.	5
				34	Godly virtues that produce respect and obedience.	
1. Christian Values and Principles	Christian Institutions and Principles	3.2.2.1	3.2.1.2c	35	Modesty and dignity in service to others.	6
				36	Meekness and humbleness in service to others; <i>Matt 5:5.</i>	
			3.2.2.1a	37	The days of creation.	7
				38	Man formed by God.	
			3.2.2.1b	39	The origin of sin.	8
				40	Sin defined.	
		3.2.2.1c	41	The meaning of born again.		
		3.2.2.1d	42	A new creation.		
		3.2.2.2	3.2.2.2a	43	Christian ethics in the family.	9
				44	Christian ethics in the church.	
			3.2.2.2b	45	Christian ethics in the community.	
				46	God and man.	
				47	Importance of God's relationship with man.	
48	God's rewards.					
Week ten (10) revision, assessment						

## Term Three Lesson Overviews

Term: Three (3)						
Strand	Unit	Content Standard	Performance Standard	Lesson No.	Lesson Title	Week
3. Citizenship and Society	Citizens and Citizenship.	3.3.1.1	3.3.1.1a	49	Understanding citizenship.	2
				50	Children's basic rights.	
				51	Up-holding our rights.	
		3.3.1.1b	52	Knowing my duties.	3	
			53	What happens when people do not do their duties?		
			54	How do we learn about our rights.		
	Citizens and Citizenship.	3.3.1.2	3.3.1.2a	55	I can be a good student.	4
				56	To do a volunteer work in my community.	
				57	To be an active citizen- (Project).	
		3.3.1.2b	58	I can be of help to others.	5	
			59	I am able to make something happen.		
			60	What we can do to help better others.		
Active Citizenship and Civic Participation	3.3.2.1	3.3.2.1a	61	Teasing & fighting at school.	6	
			62	Steps taken to make decisions.		
			63	Good choices in the classroom.		
		3.3.2.1b	64	"Listen before you say something."	7	
			65	Obeying school rules.		
			66	Putting rubbish into the right place.		
	3.3.2.2	3.3.2.2a	67	Doing what is right.	8	
			68	How to be a good friend.		
			69	Who do I show respect?		
3.3.2.2b	70	Who do I show respect?	9			
	71	I care for my community.				
	72	I belong to a special club.				
Week ten (10) revision, assessment						

## Term Four lesson Overviews

Term: Four (4)						
Strand	Unit	Content Standard	Performance Standard	Lesson No.	Lesson Title	Week
<b>Week one (1) Orientation</b>						
<b>4. Governance and Leadership</b>	<b>Good Governance</b>	3.4.1.1	3.4.1.1a	73	The importance of valuing honesty, responsibility and being answerable.	<b>2</b>
				74	Attitude of being accountable.	
			3.4.1.1b	75	Practice being honest and responsible.	
		3.4.1.2	3.4.1.2.a	76	Practice being answerable and accountable.	<b>3</b>
				77	Fair rules.	
			3.4.1.2.b	78	Awareness on having fair rules.	
				79	What is unfair treatment on rule breakers?	<b>4</b>
				80	Awareness on correcting unfair treatment on rule breakers.	
			<b>Leadership.</b>	3.4.2.1	3.4.2.1a	81
	82	Who is a role model?				<b>5</b>
	3.4.2.1b	83			Characteristics of a role model.	
		84			My role model in the community.	
	3.4.2.2	3.4.2.2a		85	Positive impacts of my role model.	<b>6</b>
				86	Speaking clearly and carefully.	
				87	Why speak clearly and carefully?	
		3.4.2.2b		88	Display speaking words clearly and carefully.	<b>7</b>
				89	Where and when to display speaking words clearly and carefully.	

## Guided Lessons

The guided lesson samples in CCVE promote teaching and learning in the Affective Domain. The guided lesson samples provided in this guide are aimed at helping teachers to plan a lesson in the Affective Teaching Approaches.

It is important that teachers introduce and conclude the lesson with an activity in the Affective Domain. The Guided statements in each of the section must be used as it is designed especially to encourage affective teaching and learning. Using the guided sample guided statements, teachers can develop their affective introductory and concluding statements suitable for each lesson.

Each strand has 1 guided lesson per unit. Strand 1 has 3 units and therefore has three sample guided lessons. Strand 2, 3 and 4 all have 2 units and so have 2 guided lessons each. The guided lessons are developed from Performance Standards which are derived from the Content Standards. Teachers are given the opportunity to follow this guided lesson or use it as a guide to plan their own lessons.

Teachers are also encouraged to refer to this sample guided lessons when planning their other lessons that have only key concepts provided in the form of Values, Attitudes, Skills and Knowledge.

### Lesson Objectives

The CCVE guided lesson sample use mixed objectives and it is required that all lessons must consist a;

1. Affective Objective
2. Psychomotor Objective
3. Cognitive objective

It is important that all three (3) objectives must be achieved in one lesson.

CCVE is moving away from the traditional Psychomotor and Cognitive objectives in learning as the sample guided lessons promote the Affective Teaching and Learning Strategies



## The Suggested Guided Lesson Template

The Guided lesson template provided below is used in all CCVE teacher guides across grades. The template can be used to develop lessons that have the key concepts provided in the form of Attitudes, Skills and Knowledge. Teacher can modify the template for their convenience and to suit their needs but still enforcing the practice of Affective Teaching and Learning.

**Sample Guided Lesson:**

**Lesson #.....**



**Strand:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Content Standard:** \_\_\_\_\_

**Performance Standard:** \_\_\_\_\_

**Lesson Title:** \_\_\_\_\_

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

**a) Affective objective:** \_\_\_\_\_

**b) Psychomotor objective:** \_\_\_\_\_

**c) Cognitive objective:** \_\_\_\_\_

Prescribed Assessment #/ Specific Assessment Task #: \_\_\_\_\_

**Resources:** \_\_\_\_\_

**References:** \_\_\_\_\_

**Key Concepts:** *(key concepts must be in the table form below)*

Attitudes/ Values	Skills	Knowledge

### Notes to the Teacher

Notes for teachers for the lesson. All lessons must have Teacher's notes

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> <i>(plan for 5 minutes)</i>	Moral Activity Opinionative Activity Bias/ Belief /View Point Activity	
<b>Body</b> <i>(Plan for 20 minutes)</i>  <i>All activities in the body to be limited to two different Activities. Three lessons will be acceptable only if content allows</i>	Activity 1:    Activity 2	
<b>Conclusion</b> <i>(plan for 5 minutes)</i>		

### Teacher Reflection/Evaluation:

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## Explanation for the Introduction in Teaching and Learning Activities

The teachers are required to introduce and conclude all CCVE lessons with activities that promote affective teaching and learning such as the use of a moral activity, an opinionative activity, bias, belief or view point activities in Grade 2.

### 1. A moral activity

A moral activity may include a story of good morals and character to help students get tuned into the lesson. It may also include stories of bad behaviour and character and their consequences to help discourage the students practicing the bad behaviours. The use of stories with bad morals and their consequences gives the students the opportunity to make decisions about sticking to good morals and behaviours. *For example;* “The Story of the Good Samaritan in the Bible that tells of Kindness and love.”

Other examples would be the use of quotes, tales or fables and famous sayings from their locality and also universal ones that carry within it a moral, as in the story of “the tortoise and the hare, an old tale that tells of Pride, humility and persistence.

### 2. Opinionative/ Bias/ View Point and Belief Activity

An opinionative, bias, view point and belief activity may include children expressing their opinions, biases, viewpoints and beliefs about certain things. Students at this level must be given the opportunity to express themselves in these activities. The teacher must only facilitate and guide the students learning in these types of activities.

For example, the students may be asked to express their view point about a certain character in a story such as ‘What do you think about the Tortoise in the story?’. This kind of question provides the students the challenge to analyse the story and gives them the opportunity to express themselves. This would not be possible if the question asked was a cognitive question, for example, who won the race? or who lost the race?

### 3. Sample introductory Questions in a Lesson (Affective Domain)

#### Sample Moral Activity- Questions

Ask Students

- “How do you feel about yourself?”
- “What is something you like about your family, your place, the food or your school etc?”

#### Sample Bias/ Belief /View Point Activity – Questions

- What family activity do you enjoy and like to do most with your family etc?
- What do you like/dislike most about school, etc?
- What would you prefer eating/drinking on a sunny hot day?

#### Sample Opinionative Activity – Questions

- What do you think is the best thing to do when you are angry?
- What do you think makes a person beautiful?
- What do you think should be done to law and rule breakers?

#### The use of songs, poems and rhymes in the introduction

If students are asked to sing a song or recite a rhyme or a poem, ask students such questions after singing or reciting

- “What they like and dislike about the song/poem/rhyme?”
- “What is the meaning of the song/poem/rhyme?”
- “What is one important lesson/ moral/ value can you pick out from the song/poem/rhymes?”

### 4. Sample Concluding Questions in the Affective Domain

- “What did you discover about yourself that you were not aware of?”
- “How do you feel learning about your friend?”
- “What would you like us to learn about in our next lesson?”
- “What do you think was the best thing you learnt in this lesson?”
- “How would you have preferred the lesson to have been presented to you?”
- “What would be one area you would like us to improve in the next lesson?”

**Sample Guided Lesson:**

Lesson # 7

**Strand 1** : Civic Identities, Principles and Systems.**Unit 1** : Civic Identities.

**Content Standard: 3.1.1.1.** Develop an understanding of how their identity can be an advantage in establishing communication and relations

**Performance Standard:** a. Describe certain characteristics that make them comfortable to be to speak to other people.

**Lesson Title:** Why do you follow me?

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

- a) **Affective:** Appreciate that good personalities and behaviours can be an advantage to others around them.
- b) **Psychomotor:** Share experiences of situations in relation to personalities that lead to being influential, looked upon or being a leader.
- c) **Cognitive:** Identify why being open, out spoken, confident or outgoing are personalities to have for effective communication and good relationship.

**Resources:** *Civic Education in PNG Schools*, page 32 - TIPNG, A4 papers.

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

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate that good personalities and behaviours can be an advantage to others around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Share experiences of situations in relation to personalities that lead to being influential, looked upon or being a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Being open, out spoken, confident or outgoing are personalities to have for effective communication and good relationship.</li> </ul>

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	Ask students to sing a known song.	Sing the selected song.
<b>Body</b> (20 mins)	Copy sample list of 3 factors on the board: a. Being open. b. Being outspoken. c. Outgoing. Point to the three factors. Ask them to think of other examples that enable us to speak to others easily.	In pairs discuss these questions: a. Do you think some of these are more important than others? If yes, which ones? b. Do you think that other people would give the same level of importance? If no, Why? c. Who is responsible for determining your identity?
<b>Conclusion</b> (5 mins)	Facilitate their discussions. Summarize the lesson.	Present their discussions.

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

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

<b>Content Standards</b>	<b>3.1.1.1.</b> Develop an understanding of how their identity can be an advantage in establishing communication and relations.		
<b>Performance Standards</b>	a. Describe certain characteristics that make them comfortable to be able to speak to other people.		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
1. It's easy to talk to you.	<ul style="list-style-type: none"> <li>Respect and appreciate the views, opinions and background of others.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and demonstrate through a presentation the reasons why certain behaviours and characteristics make it possible to speak with others.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons why certain characteristics such as, openness, being out spoken, confidence and out-going make it possible to speak with others easily.</li> </ul>
2. Why do you follow me?	<ul style="list-style-type: none"> <li>Appreciate that good personalities and behaviours can be an advantage to others around them.</li> </ul>	<ul style="list-style-type: none"> <li>Share experiences of situations in relation to personalities that leads to been influential, looked upon or being a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Being open, out spoken, confident or outgoing are personalities to have for effective communication and good relationships</li> </ul>
<b>Performance Standards</b>	b. Identify how negative thoughts about their identity can prevent them from communicating easily with others.		
<b>Lesson# &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
3. I can also be heard	<ul style="list-style-type: none"> <li>Being confident and remain positive when dealing with difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and demonstrate through a presentation the reasons why certain negative thoughts and feelings prevent you from communicating freely with others.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons why negative thoughts and feelings such as, being outnumbered, defeated, hopeless, degraded, opposed or intimidated prevent you from speaking freely with others.</li> </ul>
4. I am able to face a challenge.	<ul style="list-style-type: none"> <li>Being confident and remain positive when dealing with difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to confidently overcome situations that may prevent them from communicating freely with others.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to overcome situations when outnumbered, defeated, feeling hopeless, degraded, opposed or intimidated.</li> </ul>
<p><b>PAT:</b> Identify and describe certain characteristics that make them uncomfortable to speak to other people.  <i>For example.</i> their teacher</p>			
<b>Content Standards</b>	<b>3.1.1.2.</b> Recognise similarities and differences in their symbols of identities compared to those of others.		
<b>Performance Standards</b>	a. Identify and describe some of their symbols of identity that are similar or different to other people.		
5. Similar symbols of identify	<ul style="list-style-type: none"> <li>Respect, care and appreciate the uniqueness of symbols of identity that are used by different groups.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some symbols that are similar from different individuals or groups and explain that symbol of identity.</li> </ul>	<ul style="list-style-type: none"> <li>Symbols of identity such as; same name, place of origin, religious faith, school uniform, culture, interests.</li> </ul>
6. Different symbols of Identity	<ul style="list-style-type: none"> <li>Respect, care and appreciate the uniqueness of symbols of identity that are used by different groups.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some symbols that are different from individuals or groups and explain why they are used.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe symbols of identity such as; same names, place of origin, Christian faith, school uniform, culture, interests that are different.</li> </ul>
<b>Performance Standards</b>	b. Explore and identify benefits of similar and different symbols of identity.		

Content Standards	<b>3.1.1.2.</b> Recognise similarities and differences in their symbols of identities compared to those of others.		
Performance Standards	<b>b.</b> Explore and identify benefits of similar and different symbols of identity.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
7. I like similar symbols of identity.	<ul style="list-style-type: none"> <li>Respect, care and appreciate the benefits of symbols of identity that are used by different groups.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to identify symbols of similar identity and explain their benefits to them as a group, province and region.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons why similar symbols of identity can be of benefit to you and your family, group, province and region.</li> </ul>
8. I like different symbols of identity.	<ul style="list-style-type: none"> <li>Respect, care and appreciate the benefits of symbols of identity that are used by different groups.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to identify symbols of identity that are different and explain their benefits to them as a group, province and region.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons why different symbols of identity can be of benefit to you and your family, group, province and region.</li> </ul>
<b>PAT:</b> Identify a symbol of identity that all students of this particular share. For example. school uniforms, school pledge or school motto etc.			



**Sample Guided Lesson:**

**Lesson # 2**



**Strand 1 : Civic Identities, Principles and Systems.**  
**Unit 1 : Civic Principles.**

**Content Standard: 3.1.2.1.** Develop the understanding of how to manage themselves to handle social problems in their community.

**Performance Standard:** b. Identify qualities that they admire in their parents, which are important for positive self-image.

**Lesson Title:** Ideal parents

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

- a) **Affective:** Appreciate and value qualities that display positive self-image from their parents (guardians).
- b) **Psychomotor:** Identify and apply qualities that display positive self-image from their parents (guardians).
- c) **Cognitive:** Recognise qualities that display positive self-image such as up-bringing, nurture, self-confidence, self-discipline.

**Resources:** *Civic Education in PNG Schools*, page 32 - TIPNG, A4 papers.

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

**Key Concepts:**

Values/Attitude	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate and value qualities that display positive self-image from their parents (guardians).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and apply qualities that display positive self-image from their parents (guardians).</li> </ul>	<ul style="list-style-type: none"> <li>• Qualities in parents that display positive self-image such as; loving and caring, trustworthy, bold, frank, reliable, cheerful, responsible, sociable, helpful, firm but friendly, generous, kind, and be a role model.</li> </ul>

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	Ask students to say one word that describes their parents.	Selected students say one thing nice about their parents.
<b>Body</b> (20 mins)	Ask students to discuss in pairs the qualities they admire about their parents.  Facilitate their discussions.	Describe in pairs, qualities in the parents that display positive self-image such as; Loving and caring, trustworthy, bold, frank, reliable, cheerful, responsible, sociable, helpful, firm but friendly, generous, kind, and being a role model. Present their discussions.
<b>Conclusion</b> (5 mins)	Summarize the lesson.	Reflect on their learning

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

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	<b>3.1.2.1.</b> Develop the understanding of how to manage themselves to handle social problems in their community.		
Performance Standards	a. Discuss and describe simple management skills to handle situations in the family and at school.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
9. Handling situations at home	<ul style="list-style-type: none"> <li>Recognise and accept qualities that they must acquire and keep in order to be able to handle situation at home.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the understanding of simple management skills that are used to handle situations at home practicing tolerance, confidence, fair and firmness.</li> </ul>	<ul style="list-style-type: none"> <li>Simple management skills such as decision making, sound communication and patience that are used to handle situations at home</li> </ul>
10. Handling situations at school.	<ul style="list-style-type: none"> <li>Recognise and accept qualities that they must acquire and keep in order to be able to handle situation at school.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the understanding of simple management skills that are used to handle situations at school by practicing tolerance, confidence, fair and firmness.</li> </ul>	<ul style="list-style-type: none"> <li>Simple management skills such as decision making, sound communication and patience that are used to handle situations at school.</li> </ul>
Performance Standards	b. Discuss the importance of these values in relation to management skills to handle situations in the home and school.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
11. My skills to solve problems at home.	<ul style="list-style-type: none"> <li>Recognise and accept qualities that they must acquire and keep in order to be able to handle situation at home.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to solve situations at home using values such as tolerance, confidence, fair and firmness.</li> </ul>	<ul style="list-style-type: none"> <li>Things that might happen if you do not practice tolerance, confidence, fair and firmness while handling situations at home.</li> </ul>
12. My skills to solve problems at school.	<ul style="list-style-type: none"> <li>Recognise and accept qualities that they must acquire and keep in order to be able to handle situation at school.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to solve situations at school using values such as tolerance, confidence, fair and firmness.</li> </ul>	<ul style="list-style-type: none"> <li>Things that might happen if you do not practice tolerance, confidence, fair and firmness while handling situations at school.</li> </ul>
<b>PAT:</b>			
1. Students observe a school meeting and list good management skills used in the meeting.			
2. Make a list of bad management skills observed in the home and discuss how to handle them positively.			
Content Standards	<b>3.1.2.2.</b> Know how to manage themselves to handle a social problem in their community.		
Performance Standards	a. Describe what happens if we let somebody else take the blame for something we did.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
13. I am sorry	<ul style="list-style-type: none"> <li>Recognise, accept and take responsibility of your own actions.</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility of your actions that may lead to causing unnecessary fear, uneasiness or questioning of innocent people.</li> </ul>	<ul style="list-style-type: none"> <li>Things that might happen if you do something wrong and let someone else take the blame.</li> </ul>
14. The innocent	<ul style="list-style-type: none"> <li>Recognise, accept and take responsibility of your own actions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to maintain innocence by being truthful, honest and firm when faced with situations they are being blamed for and take responsibility to report the matter.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to maintain innocence by being truthful, honest and firm when faced with situations they are being blamed for.</li> </ul>

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.1.2.2. Know how to manage themselves to handle a social problem in their community.		
Performance Standards	a. Describe what happens if we let somebody else take the blame for something we did.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
15. I can help to reduce it.	<ul style="list-style-type: none"> <li>Accept that social problems are existing in our communities but they can be reduced by making awareness and taking positive actions.</li> </ul>	<ul style="list-style-type: none"> <li>Gather information or share experience of a social problem and identify ways to reduce it.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to reduce social problems such as; sexual violence, gambling, alcohol and drug related violence</li> </ul>
16. Our safe and happy community.	<ul style="list-style-type: none"> <li>Appreciate community activities that promote safe and happy living.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to promote safe, and happy living in the community by being involved in community activities such as sports and church activities that will have a positive impact in their life.</li> </ul>	<ul style="list-style-type: none"> <li>Activities that lead to promoting safe and happy living in the community.</li> </ul>

**PAT:** Describe how our friend's feel when they come to share a problem and we do not listen to them.

## Sample Guided Lesson:

Lesson # 17



**Strand 1 : Civic Identities, Principles and Systems.**  
**Unit 1 : Civic Identities.**

**Content Standard: 3.1.3.1.** Identify and understand the different types of state and civil institutions and their functions in the district.

**Performance Standard: a.** Discuss and identify the work of different state or civil institutions in the district and appreciate their work.

**Lesson Title:** District state institutions

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

- a) Affective:** Suggest how the district state institutions can be appreciated and cared for.
- b) Psychomotor:** Develop the ability to differentiate between two state institutions.
- c) Cognitive:** Identify and name state institutions.

**Resources:** *Civic Education in PNG Schools*, page 32 - TIPNG, A4 papers.

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

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate and care for the institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different state institutions such as Defence Force and Correctional Services in their district.</li> </ul>	<ul style="list-style-type: none"> <li>• State institutions; Defence Force, the Navy, the Fire Service, Postal Services, health in their district.</li> </ul>

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	Ask students to name a government service.	Selected students name a government service.
<b>Body</b> (20 mins)	Ask students to discuss in groups how they can care for and show appreciation for these institutions.  Facilitate their discussions.	Discuss in groups to show how they appreciate and care for the institutions such as the Defence Force, the Navy, the Fire Service, Postal Services, health in their district. Present their discussions.
<b>Conclusion</b> (5 mins)	Summarize the lesson.	Reflect on their learning

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

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.1.3.1. Identify and understand the different types of state and civil institutions and their functions in the district.		
Performance Standards	a. Discuss and identify the work of different state or civil institutions in the district and appreciate their work.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
17. State institutions in my district.	<ul style="list-style-type: none"> <li>Appreciate and care for state institutions in my district.</li> </ul>	<ul style="list-style-type: none"> <li>Identify state institutions in the district such as; Defence Force and Correctional Services.</li> </ul>	<ul style="list-style-type: none"> <li>State institutions in the district such as; the Defence Force, the Navy, the Fire Service, Postal Services, health in their district.</li> </ul>
18. Roles of state institutions in my district.	<ul style="list-style-type: none"> <li>Show respect and appreciate the workers and properties of state institutions in my district.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and explain how a State Institution is different from the other state institutions in the roles they perform.</li> </ul>	<ul style="list-style-type: none"> <li>Roles of state institutions in the district.</li> </ul>
19. Civil institutions in my district.	<ul style="list-style-type: none"> <li>Appreciate and care for state and civil institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between the civil institutions such as a bank, guest house or communication tower Services in their district.</li> </ul>	<ul style="list-style-type: none"> <li>Civil institutions in the district such as; bank , church.</li> </ul>
20. Roles of civil institutions in my district.	<ul style="list-style-type: none"> <li>Show respect and appreciate the workers and properties of civil institutions in my district.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare roles of different civil institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Roles of civil institutions in the district.</li> </ul>
<b>PAT:</b> Draw a picture of a state or civil institution and describe its functions and benefits.			

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

<b>Content Standards</b>	<b>3.1.3.2. Develop an understanding of good citizenship behaviour towards state and civil institutions.</b>		
<b>Performance Standards</b>	<b>a. Discuss and identify acceptable behaviours towards state and civil institutions.</b>		
<b>Lesson No. &amp; Title</b>	<b>Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
21. Positive behaviour towards state and civil institutions in the district.	<ul style="list-style-type: none"> <li>Accept that positive behaviour towards state and civil institutions will not disrupt normal daily routines.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to display and practice positive behaviour towards state and civil institutions in the district.</li> </ul>	<ul style="list-style-type: none"> <li>Positive behaviour towards state and civil institutions in the district.</li> </ul>
22. Negative behaviour towards state and civil institutions in the district	<ul style="list-style-type: none"> <li>Accept that positive behaviour towards state and civil institutions will not disrupt normal daily routines.</li> </ul>	<ul style="list-style-type: none"> <li>Identify actions that display negative behaviour towards state and civil institutions and, discuss ways to correct and improve them.</li> </ul>	<ul style="list-style-type: none"> <li>Actions that display negative behaviour towards state and civil institutions in the district.</li> </ul>
<b>Content Standards</b>	<b>3.1.3.2. Develop an understanding of good citizenship behaviour towards state and civil institutions.</b>		
<b>Performance Standards</b>	<b>b. Discuss the benefits of state and civil institutions to the people in the district</b>		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
23. Good things about state institutions in our district.	<ul style="list-style-type: none"> <li>Be appreciative to state institutions in the district for the services provided which are beneficial to the population.</li> </ul>	<ul style="list-style-type: none"> <li>Gather information on benefits of state institutions in the district and share their findings with the class.</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of state institutions in the district.</li> </ul>
24. Good things about civil institutions in our district	<ul style="list-style-type: none"> <li>Be appreciative to civil institutions in the district for the services provided which are beneficial to the population.</li> </ul>	<ul style="list-style-type: none"> <li>Gather information on benefits of civil institutions in the district and share their findings with the class.</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of civil institutions in the district.</li> </ul>
<b>PAT:</b>			
<ol style="list-style-type: none"> <li>State a common civil institution in the district and describe its functions.</li> <li>Explain possible ways of how to care for state and civil institutions in the district.</li> </ol>			

**Sample Guided Lesson:**

Lesson # 26

**Strand 2 : Christian Values and Principles.****Unit 1 : Christian Values and Practices.**

**Content Standard: 3.2.1.1.** Explore the Christian values and Godly virtues and recognize the importance.

**Performance Standard: c.** Discuss the importance of Godly virtues and say how they help individuals to have faith in God. *Lesson No: 29*

**Lesson Title:** Importance of Godly Virtues.

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

- a) Affective:** Value the spirit of God within self reflects all sorts of fruit that are virtues and ethically moral of doing good things for God and people.
- b) Psychomotor:** Identify the by-products (fruits) of virtues and articulate Godly virtues with Christian values.
- c) Cognitive:** Search through the Bible to identify Godly virtues and Christian values.

**Prescribed Assessment Task:** Describe the virtue that is found in their lives and its importance.

**Resources:** The Bible.

**References:** : Jack Wellman, *Mulvane Brethren Church*, Kansas, USA.

**Bible Reading:** Philippians **4:8** and Galatians **5:22 -23a**.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Upholding virtues displays wisdom, courage, kindness, good manners, courtesy, modesty, generosity, and self- control in life.</li> <li>• Have occasional fruit inspection for it is associated with living a life of virtue.</li> </ul>	<ul style="list-style-type: none"> <li>• Search and identify the Godly virtues has stated by Apostle Paul in <i>Philippians 4:8</i>.</li> <li>• Search and identify the fruits of virtues has stated by Apostle Paul in Galatians <b>5:22 -23</b>.</li> <li>• Practice the Godly virtues and its fruits in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of Godly virtues in the Bible.</li> <li>• Fruits of Godly virtues.</li> </ul>



**Lesson Background Notes:**

**Definition of Godly Virtues;  
Philippians 4 : 8**

- True
- Noble
- Fair (just)
- Pure (holy living)
- Lovely (as Christ is)

**Fruits (by-products) of Virtues –  
Galatians 5 : 22 -23a**

love, goodness, joy, faithfulness, peace, gentleness, long suffering, self-control, kindness

**Group Activity: Draw a Virtue Tree on a chart and label it for display.**

- ✓ **Virtues display** – wisdom, courage, kindness, good manners, courtesy, modesty, generosity and self-control.
- ✓ Provide good examples making reference or link to real life situation  
*Example: Say excuse when you are walking in front of someone (Good manners).*

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	Draw a tree with its branches and fruits. Explain the function of the parts.	Listen attentively. Ask questions.
<b>Body</b> (20 mins)	Introduce the topic – Godly Virtue. Give A4 sheets. Ask students to search through their Bibles to identify virtues from given texts. Go through the virtues and by-products. Explain the virtues and by-products and relate them to each other.	Divide the paper into two parts. Search through the Bible and identify the virtues. List all the virtues and their by-products from the two different texts. Put them under their heading. Listen attentively and ask questions for clarification.
<b>Conclusion</b> (5 mins)	Give examples of virtues making reference to real life situations in the teacher’s note.  Invite students to select virtues and articulate them in a sentence structure.	Volunteer to select a by-product of virtues and make reference to a real life situation.

**Teacher Reflection/Evaluation:**.....  
 .....  
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## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.2.1.1. Explore the Christian values and Godly virtues and recognise the outworking of these virtues in their lives.		
Performance Standards	a. Use the Bible to identify the four Godly virtues and discuss their importance.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
25. The Godly virtues in the Bible:  <b>Prov</b> 3:5-6. <b>Rom</b> 12:12. <b>1Cor</b> 13:13. <b>2 Cor</b> 12:9.	<ul style="list-style-type: none"> <li>• Having respect for God and others.</li> <li>• Self-respect</li> <li>• Self-control</li> <li>• Be patient when things are not right.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect to others in terms of good manners.</li> <li>• Participate in prayer and worship with honour and respect to God.</li> <li>• Practice self- control and patience when things are not right.</li> <li>• Practice to keep time and be punctual.</li> </ul>	<ul style="list-style-type: none"> <li>• A virtue is the character of holy or goodness.</li> <li>• There are four Godly virtues of grace, faith, love and hope.</li> <li>• Mannerism.</li> <li>• Proper and decent dressing.</li> <li>• Cleanliness.</li> <li>• Punctuality and keeping time.</li> </ul>
26. The importance of Godly virtues.	<ul style="list-style-type: none"> <li>• Considerate to family members and others.</li> <li>• Helpful to family members and others.</li> <li>• Collaboration with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate fairness in distributing items.</li> <li>• Be honest in making any decisions.</li> <li>• Be responsible as a class leader.</li> <li>• Participate in team work.</li> <li>• Helpful to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Wisdom and fairness.</li> <li>• Trust and courage.</li> <li>• Helpfulness.</li> <li>• Faithfulness.</li> <li>• Kindness.</li> </ul>
Content Standards	3.2.1.1. Explore the Christian values and Godly virtues and recognise the outworking of these virtues in their lives		
Performance Standards	b. Understand and describe the four Christian values that will form acceptable behaviours in a person's life		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
27. What are Christian values?	<ul style="list-style-type: none"> <li>• Display Christian values to influence behaviour and action.</li> <li>• Value gives glory to God.</li> <li>• Value is good for people.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between social and Christian values.</li> <li>• Identify four fundamental Christian values.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the capacity of Christian values to inspire and encourage others.</li> </ul>

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

<b>Content Standards</b>	<b>3.2.1.1.</b> Explore the Christian values and Godly virtues and recognise the outworking of these virtues in their lives		
<b>Performance Standards</b>	<b>b.</b> Understand and describe the four Christian values that will form acceptable behaviours in a person's life		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
28. Behaving according to Christian values - Four (4) Godly values.	<ul style="list-style-type: none"> <li>• <b>Grace</b> Have sound relationship with those who are in need. Be transformed by grace to work in the lives of others.</li> <li>• <b>Love</b> Love yourself, parents and family members. Show your love to conquer hatred and fear of some one.</li> <li>• <b>Faith</b> Attitude of trust in someone. Having an approach of being committed. Ensure that trust is not taken away from you.</li> <li>• <b>Hope</b> Having trust in God. Having a positive thinking. Able to look beyond immediate problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Read about the grace of God in the Bible for all Mankind.</li> <li>• Emphasize that God loved the world so much that he gave His only son, Jesus Christ (<i>John 3:16</i>).</li> <li>• Memorize the verse in the Bible.</li> <li>• Use a situation to explain how love dispatches hatred and fear.</li> <li>• Show faithfulness to parents.</li> <li>• Show faithfulness to teachers.</li> <li>• Demonstrate faithfulness in social relationship (marriage).</li> <li>• Tell a story or watch a movie about AIDS.</li> <li>• Emphasis second life in Christ after death.</li> </ul>	<ul style="list-style-type: none"> <li>• God's grace is free.</li> <li>• God gave his son Jesus Christ.</li> <li>• God is love.</li> <li>• God's unconditional love known in Jesus Christ.</li> <li>• Love is more than unemotional.</li> <li>• Love conquers fear.</li> <li>• God's trust on Adam and Eve.</li> <li>• Christians have faith in Jesus Christ.</li> <li>• Faith involves commitment and trust.</li> <li>• Positive thinking.</li> <li>• Have confidence and trust in God.</li> <li>• Hope is an encouragement.</li> <li>• Hope of second life in Christ.</li> </ul>
<b>Content Standards</b>	<b>3.2.1.1.</b> Explore the Christian values and Godly virtues and recognise the outworking of these virtues in their lives.		
<b>Performance Standards</b>	<b>c.</b> Discuss the importance of Godly virtues and say how they help individuals to have faith in God.		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
29. Importance of Godly virtues	<ul style="list-style-type: none"> <li>• Upholding virtues display wisdom, courage, kindness, good manners, courtesy, modesty, generosity, and self-control in life.</li> <li>• Have occasional fruit inspection for it is associated with living a life of virtue.</li> </ul>	<ul style="list-style-type: none"> <li>• Search and identify the Godly virtues has stated by Apostle Paul in <i>Philippians 4:8</i>.</li> <li>• Search and identify the fruits of virtues has stated by Apostle Paul in <i>Galatians 5:22-23</i>.</li> <li>• Practice the Godly virtues and its fruits in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of Godly virtues in the Bible.</li> <li>• Fruits of Godly virtues. Love, joy, peace, long suffering, kindness, goodness, faithfulness, gentleness, self-control.</li> </ul>
30. Godly virtues and faith protects individuals.	<ul style="list-style-type: none"> <li>• Have constant relationship with God through prayers.</li> <li>• Act, speak and represent in truth</li> <li>• Lead others to believe in the truth and faith through example.</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing virtue that leads to righteousness and godliness.</li> <li>• Talk about Jesus conquering trials and temptations through prayers in the desert and Garden of Gethsemane.</li> <li>• Identify different skilled jobs held by servants of God and what they do in the church.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtue and grace fight off temptations and sins.</li> <li>• Virtue bear witness to our faith.</li> <li>• Virtue forges our character.</li> <li>• Virtues strengthen prayer and faith in God.</li> </ul>
<b>PAT:</b>			
<ol style="list-style-type: none"> <li>1. Write down two Christian values and virtues and talk about them to a friend.</li> <li>2. Describe the virtue that is found in their lives and its importance.</li> </ol>			

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	<b>3.2.1.2.</b> Based on prior learning of the Christian values and Godly virtues, demonstrate these in their lives and with others.		
Performance Standards	a. Apply Christian values and Godly virtues in various situations		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
31. Application of Christian values.	<ul style="list-style-type: none"> <li>Loyal to God</li> <li>Humbleness leads to success in life.</li> <li>Honest convinces people to trust and believe in you.</li> <li>Be generous to others who are in need.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what a lot of people are doing today to achieve earthly things and less time is made available to God.</li> <li>Discuss how students nowadays lie to gain favour and fame from their parents.</li> <li>Practice how one should do to his/her time and money when a family member is sick and needs urgent assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Worship only God.</li> <li>Be humble and honest.</li> <li>Be generous with time and money.</li> </ul>
32. Application of Godly virtues. <b>1 Cor 13:13</b>	<ul style="list-style-type: none"> <li>Faith brings answers to whatever you ask in prayers</li> <li>Perseverance in prayer.</li> <li>Hope in Christ for second life after death</li> <li>Friendship of man with God.</li> </ul>	<ul style="list-style-type: none"> <li>Share testimonies and blessing on benefits of faith in their lives (e.g., healing, prosperity, peace and joy).</li> <li>Identify and list things they hope of getting it from God (e.g., getting good marks, have a job in future, entering university and colleges).</li> <li>Discuss and identify something which builds relationship with God and what they do in the church.</li> </ul>	<ul style="list-style-type: none"> <li>Faith in God.</li> <li>Hope in God.</li> <li>Charity in God.</li> </ul>
Performance Standards	b. Show Godly virtues that can produce other values such as kindness, respect and obedience in personal lives.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
33. Godly virtues that produce kindness.	<ul style="list-style-type: none"> <li>Accept and appreciate the love of God.</li> <li>Accept and respect self</li> <li>Concern for others.</li> </ul>	<ul style="list-style-type: none"> <li>Show the love of God in speaking well of self and others.</li> <li>Show love of self in proper dressing, good manners.</li> <li>Think of others who are not well and do an act of kindness.</li> </ul>	<ul style="list-style-type: none"> <li>The virtues of faith, hope and love.</li> <li>Concern and consideration.</li> <li>Acts of kindness.</li> </ul>
34. Godly virtues that produce respect and obedience.	<ul style="list-style-type: none"> <li>Accept and appreciate the virtues of faith, love and hope.</li> <li>Appreciate obedience as a good character in life.</li> </ul>	<ul style="list-style-type: none"> <li>Accept and appreciate the virtues of faith, love and hope.</li> <li>Appreciate obedience as a good character in life.</li> </ul>	<ul style="list-style-type: none"> <li>The virtues of faith, hope and love.</li> <li>Obedience to the word of God.</li> <li>Obedience as a character trait.</li> </ul>

Performance Standards	c. Show Godly virtues such as modesty, dignity, meekness and humbleness that express service to others in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
35. Modesty and dignity in service to others.	<ul style="list-style-type: none"> <li>• Accept modesty and dignity.</li> <li>• Honour God in godly conduct.</li> <li>• Appreciate service to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and practice Holiness through positive character in the type of language used, dressing and conduct.</li> <li>• Speak about modesty in serving the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Modesty and dignity to serve others.</li> <li>• Good posture, dressing and good conduct to honour God.</li> </ul>
36. Meekness and humbleness in service to others.  <b>Matt 5:5.</b>	<ul style="list-style-type: none"> <li>• Appreciate meekness.</li> <li>• Appreciate serving others with humility.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a picture of a humble servant.</li> <li>• Speak about Yeshua (Jesus Christ) washing his disciples' feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Meekness and humility.</li> <li>• Putting others first in service.</li> <li>• Yeshua (Jesus Christ) and humility.</li> </ul>
<p><b>PAT:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the Godly virtue of obedience in a given situation.</li> <li>2. Name the Godly virtue in which you are serving someone who is need of food.</li> </ol>			

**Sample Guided Lesson:****Lesson # 37**

**Strand 2 : Christian Values and Principles.**  
**Unit 1 : Christian Institutions and Principles.**

**Content Standard: 3.2.2.1.** Discover that man was born in sin and must be born again in Christ (a new creation) and develop good and acceptable conduct in the family, church and community.

**Performance Standard: a.** Relate creation from the beginning and how God formed man apart from speaking plants, animals and the stars to come into being. (refer to Genesis 1 and 2) .**Lesson No: 37**

**Lesson Title:** The Days of Creation.

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

- a) **Affective:** Appreciate creation with deeper understanding.
- b) **Psychomotor:** Retell creation from the beginning to the 6<sup>th</sup> day.
- c) **Cognitive:** Recall and tell the story of creation according to Genesis 1 and 2.

**Specific Assessment Task:**

Draw and colour the order of creation from day one to day six neatly.

**Resources:** The Bible.

**References:**

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate creation with deeper understanding creation.</li> <li>• Appreciate and respect knowledge of when, day begins and night ends.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the story of creation from the beginning.</li> <li>• Discuss the beginning of day and night according to Genesis 1-2.</li> <li>• Discuss what God liked about His creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation - Genesis 1 and 2.</li> <li>• Formless earth to the spoken creation</li> <li>• The days of Creation.</li> </ul>

**Teaching and Learning Activities**

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	Ask students to name God's creations they see around the classroom.	Naming of God's creations.
<b>Body</b> (20 mins)	Read about God's creation in the Bible ( <i>Gen: 1-2</i> ). Explain order of creation from day 1- 6. Ask students how God created man.	Participate in reading ( <i>Gen: 1-2</i> ). Draw and label order of creation. Display of work in sections of the class.
<b>Conclusion</b> (5 mins)	Revise the lesson.	Reflect on their learning

**Teacher Reflection/ Evaluation:**

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	<b>3.2.2.1.</b> Discover that man was born in sin and must be born again in Christ (a new creation) and develop good and acceptable conduct in the family, church and community.		
Performance Standards	<b>a.</b> Relate creation from the beginning and how God formed man apart from speaking plants, animals and the stars to come into being (Genesis. Chapters 1-2).		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
37. The days of creation.	<ul style="list-style-type: none"> <li>Appreciate creation with deeper understanding.</li> <li>Appreciate and respect knowledge of when, day begins and night ends.</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story of creation from the beginning.</li> <li>Discuss the beginning of day and night according to Genesis 1.</li> <li>Discuss what God liked about His creation.</li> </ul>	<ul style="list-style-type: none"> <li>Creation - Genesis 1 and 2.</li> <li>Formless earth to the spoken creation.</li> <li>The days of creation.</li> </ul>
38. Man formed by God.	<ul style="list-style-type: none"> <li>Honour and worship God as the creator.</li> <li>Appreciate with deeper understanding the life in man belonging to God.</li> <li>Appreciate that man is special to God.</li> </ul>	<ul style="list-style-type: none"> <li>Relate man being formed by God.</li> <li>Speak about man coming from dust and returning to dust.</li> <li>Speak about God blowing his life into man and returning to God when man dies.</li> <li>Speak about man in created garden.</li> </ul>	<ul style="list-style-type: none"> <li>Forming man.</li> <li>Breath of God-life into formed man.</li> <li>Spirit of God returning to him when man dies.</li> <li>Placing man in creation.</li> </ul>
Performance Standards	<b>b.</b> Discuss and discover why man fell in sin in the Garden of Eden.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
39. The origin of sin	<ul style="list-style-type: none"> <li>Honest understanding of the origin of sin.</li> <li>Accept truthfully what disobedience really means.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the story of Adam and Eve in the Garden of Eden, the origin of sin.</li> <li>Speak about what disobedience means</li> <li>Speak about how man fell into sin because of disobedience.</li> </ul>	<ul style="list-style-type: none"> <li>The origin of sin.</li> <li>Disobedience in the Garden of Eden.</li> <li>The fall of man.</li> </ul>
40. Sin defined	<ul style="list-style-type: none"> <li>Humble understanding of the serpent, temptation and disobedience.</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures of the serpent</li> <li>Draw pictures of the two trees in the Garden of Eden and speak about what they represent.</li> </ul>	<ul style="list-style-type: none"> <li>The serpent.</li> <li>Temptation.</li> <li>God and the two trees in the Garden of Eden.</li> <li>Eve eating the forbidden fruit of the tree of knowledge and truth.</li> </ul>



Performance Standards	c. Express the meaning of born again as a new spiritual being created in Christ.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
41. The meaning of born again	<ul style="list-style-type: none"> <li>• Humility to accept correction.</li> <li>• Humility to understand and accept the need to be born again.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak about being born of parents-physical birth.</li> <li>• Speak about being born of the spirit-spiritual birth.</li> </ul>	<ul style="list-style-type: none"> <li>• Birth by parents.</li> <li>• Born again by the spirit.</li> <li>• The meaning of being born again.</li> </ul>
42. A new creation	<ul style="list-style-type: none"> <li>• Accept and appreciate the knowledge of being born again.</li> <li>• A firm belief on <i>John 3:3</i>.</li> <li>• Respect and love one another in Christ.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak about the meaning of born again.</li> <li>• Discuss the acceptable Christian conduct.</li> <li>• Show Christian conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• A new creation in Christ.</li> <li>• Conducts of a Christian.</li> <li>• The Christian and the Word of God - <i>John 3 : 3</i>.</li> <li>• Closer to God.</li> </ul>
<p><b>PAT:</b> Relate the sphere of days of creation from evening to evening as one day using pictures Genesis 1 and 2.</p>			

### Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.2.2.2. Understand and discover the Christian ethics and moral within family, church and other relationships between man and God and friends in the school.		
Performance Standards	a. Discover the Christian ethics in the Ten Commandments in a family, the church and the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
43. Christian ethics in the family.	<ul style="list-style-type: none"> <li>Accept and appreciate correction and discipline.</li> <li>Appreciate Christian family relations.</li> <li>Willingness to follow Christ.</li> <li>The goodness in Christ.</li> <li>Faith in God.</li> </ul>	<ul style="list-style-type: none"> <li>Attend Sabbath / Sunday school and service.</li> <li>Listen to God's word through stories at school and home.</li> <li>Practice Christian ethics in the family</li> </ul>	<ul style="list-style-type: none"> <li>Christian ethics - <i>Gala 5 : 22.</i></li> <li>The right and wrong of Christian living.</li> <li>Christian living in the family.</li> </ul>
44. Christian ethics in the church.	<ul style="list-style-type: none"> <li>Appreciate the manner in which Moses received the ten commandments.</li> <li>Believe the story of the ten commandments.</li> <li>Respect the Ten Commandments.</li> <li>Honour God/ YAHVEH.</li> </ul>	<ul style="list-style-type: none"> <li>Read/retell the story of Moses receiving the Ten Commandments on Mt Sinai.</li> <li>Discover the way the Israelites worshipped YAHVEH.</li> <li>Obey the Ten Commandments.</li> </ul>	<ul style="list-style-type: none"> <li>Ten Commandments on Mt. Sinai.</li> <li>Moses and the Israelites.</li> </ul>
45. Christian ethics in the community.	<ul style="list-style-type: none"> <li>Love God.</li> <li>Humble in/ his word.</li> <li>Thankful for doing good.</li> </ul>	<ul style="list-style-type: none"> <li>Obeying the word.</li> <li>Practice the love of Christ through community service</li> </ul>	<ul style="list-style-type: none"> <li>Christian living in the community.</li> <li>Community service.</li> </ul>

<b>Content Standards</b>	<b>3.2.2.2.</b> Understand and discover the Christian ethics and moral within family, church and other relationships between man and God and friends in the school.		
<b>Performance Standards</b>	<b>b.</b> Discover the relationship with man and God and the values of such relationship.		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
46. God and man.	<ul style="list-style-type: none"> <li>Honour the Ten Commandments.</li> <li>Appreciate with deep understanding the relationship between God and man.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and read the Bible about the story of God and man in the Garden of Eden.</li> </ul>	<ul style="list-style-type: none"> <li>God and man in the Garden of Eden.</li> <li>Man out of the Garden of Eden.</li> </ul>
47. Importance of God's relationship with man.	<ul style="list-style-type: none"> <li>Fear the word.</li> <li>Self-discipline.</li> <li>Honesty.</li> <li>Have faith in God.</li> </ul>	<ul style="list-style-type: none"> <li>Counsel those who disobey.</li> <li>Give good advice.</li> <li>Pray for guidance and protection.</li> </ul>	<ul style="list-style-type: none"> <li>Obedience and disobedience; God's blessing and curses.</li> </ul>
48. God's rewards.	<ul style="list-style-type: none"> <li>Have faith in God's word.</li> <li>Believe in God.</li> <li>Trust in him.</li> </ul>	<ul style="list-style-type: none"> <li>Seek him every day through prayer, praise and obeying his word.</li> <li>Follow his commandments</li> </ul>	<ul style="list-style-type: none"> <li>God will reward man for being faithful and obedience.</li> <li>Blessing from God.</li> </ul>
<b>PAT:</b> Relate the story of God and Adam in the Garden of Eden; Disobedience of man.			

## Sample Guided Lesson:

Lesson # 49



**Strand 3 : Citizenship and Society**  
**Unit 1 : Citizens and Citizenship**

**Content Standard: 3.3.1.1.** Explore and understand the basic rights and responsibilities of individuals that promote good citizenship.

**Performance Standard: a.** Investigate and identify rights and responsibilities of individuals in the community. **Lesson No: 49**

**Lesson Title:** Understanding citizenship.

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

- a) **Affective:** Appreciate the sense of belonging to a country.
- b) **Psychomotor:** Identify rights and responsibilities that enhance how they can show good citizenship.
- c) **Cognitive:** Know and understand that citizens belong to a country and have rights and responsibilities.

**Specific Assessment Task:** Write the Pledge or Promise as a citizen

**Resources:** Group discussion pages (5), promise page and worksheets.

**References:**

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate the sense of belonging to a country.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the birth rights and responsibilities of a citizen of Papua New Guinea.</li> </ul>	<ul style="list-style-type: none"> <li>• A citizen belongs to a country and have rights and responsibilities.</li> </ul>

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	Ask students if they know what the word citizenship means? Next give the students the definition of citizenship.	<b>Possible students answer.</b>  Living and working together in harmony to improve life for all citizens.
<b>Body</b> (20 mins)	The teacher tells a story of something good she or he did when they were their age.  <b>Discussion questions</b>  Ask the students what are some ways they can do to become a good citizen? Ask the students how they can participate in community activities to improve the lives of those around them? Ask them to think about ways they can show good citizenship & promise to do these things. Have them to complete their own promise statement.	Students listen to the story of the teacher. Answer the questions to the story. Name one good thing that the teacher did as a good citizen.  <b>Possible answer</b>  <i>For example;</i> throwing away rubbish, welcoming new kids to their classrooms, helping their teachers to clean the classrooms. Cleaning the toilet.  <b>My Promise</b> Write up their promise to be a good citizen. Examples of activities they can promise: Taking part in activities such as being nice to a new student at school, picking up rubbish, obeying all school rules/laws, etc....
<b>Conclusion</b> (5 mins)	Ask the students to share their promise. Ask the students to display promise after presentation. Remind the students of the definition of citizenship.	Students may share their promise or to have them hang on the wall. Share with students on how you can practice good citizenship. Give the meaning of citizenship; 'working towards the betterment of the community one lives in through participation, volunteer work and efforts to improve life for all citizens.

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.3.1.1. Explore and understand the basic rights and responsibilities of individuals that promote good citizenship in the community.		
Performance Standards	a. Recognize and describe their rights and responsibilities as good citizens in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
49. Understanding citizenship	<ul style="list-style-type: none"> <li>Appreciate the sense of belonging to a country.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the birthright and responsibilities of a citizen of Papua New Guinea.</li> </ul>	<ul style="list-style-type: none"> <li>Citizen belongs to a country and have rights and responsibilities.</li> </ul>
50. Children's basic rights	<ul style="list-style-type: none"> <li>Have the desire to know about their rights.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe children's basic rights.</li> </ul>	<ul style="list-style-type: none"> <li>Children's basic rights; You have the right to;               <ul style="list-style-type: none"> <li>life</li> <li>have a place to live</li> <li>free education</li> <li>free basic health care.</li> </ul> </li> </ul>
51. Up-holding our rights	<ul style="list-style-type: none"> <li>To stand up for the rights of others and yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the rights that the children miss out.</li> <li>Demonstrate how to protect others rights.</li> </ul>	<ul style="list-style-type: none"> <li>Some basic rights being abused such as, the right to education, life, speaking freely to protect the rights of others.</li> </ul>
<b>SAT:</b> Worksheet on matching activities of birth rights of a Papua New Guinea citizen.			
Teachers Notes	Read more on the children's conventional rights – UN declaration for better understanding of this lesson.		
Performance Standards	b. Apply their rights and responsibilities to promote good citizenship in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
52. Knowing my duties.	<ul style="list-style-type: none"> <li>Being conscious of others around me.</li> <li>Being a responsible person.</li> </ul>	<ul style="list-style-type: none"> <li>Identify students' specific duties.</li> <li>Describe duties as a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>My duties as a student at school.</li> <li>My duties as a responsible citizen.</li> </ul>
53. What happens when people do not do their duties?	<ul style="list-style-type: none"> <li>Share and care about others.</li> <li>Being thoughtful about others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the rights that deprived.</li> <li>Describe why it is unfair for not being responsible.</li> <li>Discuss the consequences of not being responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Missing out rights.</li> <li>Unfair to others responsibilities.</li> <li>Consequences of not accepting responsibilities.</li> </ul>
54. How do we learn about our rights and responsibilities?	<ul style="list-style-type: none"> <li>Caring about other people.</li> <li>Being thoughtful to others' feelings.</li> <li>Being honest and truthful in our responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Explore personal skills.</li> <li>Analyse and differentiate that responsibilities and rights.</li> </ul>	<ul style="list-style-type: none"> <li>Personal skills for caring about other people.</li> <li>Responsibilities goes with rights.</li> </ul>
<b>(SAT:</b> Identify certain responsibilities as responsible citizen and the consequences of not carrying out tasks.) <b>PAT:</b> Identify and describe the basic rights and responsibilities of individuals as students, teachers and parents.			
Teachers Notes	Recite the virtue: "I'm responsible; I must give my best to what I do and keep what I agreed. I learn from mistakes and I'm willing to change myself."		

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.3.1.2. Explore and identify various abilities and potentials, which they can use to exercise good citizenship in their community.		
Performance Standards	a. Discuss situations in which individuals can participate as an active citizen in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
55. I can be a good student.	<ul style="list-style-type: none"> <li>Appreciate others of good works.</li> <li>Give positive remarks to fellow student's excellent work.</li> </ul>	<ul style="list-style-type: none"> <li>Identify good works of individuals.</li> <li>Identify significant work done by students.</li> </ul>	<ul style="list-style-type: none"> <li>Good works that can be done as an individual.</li> <li>Significant work done that needs recognition.</li> </ul>
56. To do a volunteer work in my community.	<ul style="list-style-type: none"> <li>Having the heart to working with others.</li> <li>Willingness to help others.</li> </ul>	<ul style="list-style-type: none"> <li>Describe specific areas to volunteer.</li> <li>Discuss how to carry this out as a volunteer.</li> </ul>	<ul style="list-style-type: none"> <li>Specific areas to volunteer</li> <li>Clean roadside or beach.</li> <li>Helping older people.</li> <li>Programs for younger children about good citizenship.</li> </ul>
57. To be an active citizen - (Project).	<ul style="list-style-type: none"> <li>Being a responsible person.</li> <li>Respect your neighbour and property.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and list what a good citizen could do.</li> <li>Propose ways to improve characters.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations of a good citizen.</li> <li>Ways to improve characters of citizens.</li> </ul>

**SAT:**

- Identify significant works of individuals and how it has helped others.
- Describe volunteer work engaged to improve peoples' behaviours.

Performance Standards	b. Identify and describe how abilities and talents of role models in the community can help others improve their behaviour.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
58. I can be of help to others.	<ul style="list-style-type: none"> <li>Appreciate others' talents.</li> <li>Caring about other people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify talented expertise.</li> <li>Display and perform for others.</li> </ul>	<ul style="list-style-type: none"> <li>Individual's talents based on their expertise such as art, actors, writers, music sports.</li> <li>Using talents to display or perform for others.</li> </ul>
59. I am able to make something happen.	<ul style="list-style-type: none"> <li>Being responsible.</li> <li>Standing up for what we believe in.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characters of leaders.</li> <li>Identify the beliefs of doing something.</li> </ul>	<ul style="list-style-type: none"> <li>Strong character of developing something.</li> <li>The beliefs that inspire us to improve or change.</li> </ul>
60. What we can do to help better others	<ul style="list-style-type: none"> <li>Have self-esteem and self-worthiness as a person.</li> <li>To stand together in times of need to improve their character.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different needs in the lives of individuals.</li> <li>Identify and list the ways and approaches to help people in need.</li> </ul>	<ul style="list-style-type: none"> <li>Common negative characters.</li> <li>Ways and approaches to help improve negative characters.</li> </ul>

**SAT:** *Project: Using their talents to work with others and display to whole class. Discuss common negative behaviours and suggest ways to improve them.*

**PAT:**

- Identify specific talents of individuals that encourage others to improve their behaviour
- Demonstrate certain situations, which display respect and self-esteem when interacting with others.



**Sample Guided Lesson:**

Lesson # 61



**Strand 3 : Citizenship and Society**  
**Unit 2 : Active Citizenship and Participation.**

**Content Standard: 3.3.2.1.** Demonstrate the ability to make quality decisions to influence other individuals to become good citizens.

**Performance Standard: a.** Explain how to make good decisions about negative behaviours.

**Lesson Title:** Teasing & fighting at school.

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

- a) Affective:** Have respect and show love and kindness to others.
- b) Psychomotor:** Identify and discuss ways to reduce negative behaviours.
- c) Cognitive:** Know and understand the causes of positive and negative behaviours of self and others.

**Specific Assessment Task:**

1. Role play acceptable behaviours such as; attending to one person being hurt.
2. List negative behaviours and propose ways to improve.

**Materials:** Flash card has words written on; love, kindness, Case studies written on paper for each group.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Being kind and Love towards others.</li> <li>• Respect others when working with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the common types of teasing and fighting such as; name calling, girlie-girlie.</li> <li>• Describe ways to reduce teasing and fighting at school such as respect others, being kind, helpful.</li> </ul>	<ul style="list-style-type: none"> <li>• Teasing is a way of being rude and annoying others which results in argument and fighting.</li> <li>• Being kind and loving to one another will improve and reduce teasing and fighting in the school.</li> </ul>

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	Teacher tells the story of particular boys fighting girls in the same class. Why do these boys in the class go around fighting girls in this class? Tell the students that our lesson is about common problems such as teasing and fighting at school.	Hear the story of the boy fighting girls in the class. Possible response: Because these students may have done things that they did not like at all.
<b>Body</b> (20 mins)	<b><u>Discussion activities</u></b> Teacher explains what teasing and fighting is about. Teacher asks the students to list the types of teasing and fighting in the classroom and school. Divide the students into 5 groups (count off 1- 5). Tell the students to write their individual promise of how they can improve their own behaviour relating to teasing and fighting.	<b><u>Group discussions</u></b> Types of teasing and fighting; Such as bad words and name calling: 1. What causes others to tease and fight at school? 2. List ways to reduce teasing and fighting in the classroom. 3. Write up their promise of how to be kind and show love and respect to others. 4. Present the write up 'My Promise!'
<b>Conclusion</b> (5 mins)	Teacher recaps the lesson by telling them that teasing and fighting is not a good behaviour. Ask the students to read out their promises.	Students repeat that teasing and fighting are not good behaviours. Students read their promises to others and display them.

## Teacher Reflection / Evaluation

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## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.3.2.1. Demonstrate the ability to use decision making skills to enhance individuals and groups to be good citizens.		
Performance Standards	a. Explain how to make good decisions about negative behaviours.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
61. Teasing and fighting in the school.	<ul style="list-style-type: none"> <li>Show love towards others who display unaccepted behaviours.</li> <li>Show care and share with others who have become our enemies.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the types of teasing and causes of fight among others.</li> <li>Describe ways to avoid teasing and fighting in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Teasing and fighting are bad attitudes and behaviours that cause enemies with others.</li> </ul>
62. Steps taken to make decisions.	<ul style="list-style-type: none"> <li>Self-discipline when making decision.</li> <li>Being wise in making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the steps to make decisions.</li> <li>Apply the decision making process.</li> </ul>	<ul style="list-style-type: none"> <li>The steps of making decision.</li> <li>People involved in decision making.</li> </ul>
63. Good choices in the classroom.	<ul style="list-style-type: none"> <li>Respect others' opinion.</li> <li>Honesty in making decision.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the steps of making good decisions.</li> <li>List good choices made by students.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make good decisions.</li> <li>Making quality choices.</li> </ul>
<b>SAT:</b> <ol style="list-style-type: none"> <li>Identify the causes of issues and apply the decision making steps to resolve the problems faced by the students.</li> <li>Role play: Making good choices in various situations with your peers.</li> <li>Use decision making steps in scenarios which individuals are faced with challenges.</li> </ol>			
Teachers Notes	<b>Decision making steps</b> <ol style="list-style-type: none"> <li>State the problem.</li> <li>Identify an alternative.</li> <li>Choose an alternative.</li> <li>Make a choice .</li> <li>Evaluate the outcome.</li> </ol>		

Performance Standards	b. Demonstrate an understanding of responsible ways to overcome and settle problems at school.		
Lesson No. & Title	Values/Attitudes	Skills	Knowledge
64. "Listen before you say something."	<ul style="list-style-type: none"> <li>Respect others' personality when talking with them.</li> <li>Show kindness to others when responding to them.</li> </ul>	<ul style="list-style-type: none"> <li>List good personalities.</li> <li>Describe which behaviours are bad.</li> <li>Discuss how to improve bad personalities.</li> </ul>	<ul style="list-style-type: none"> <li>The good personalities to observe; listen and understand others.</li> <li>Respond appropriately when talking with others.</li> <li>Characteristics of being tolerant.</li> </ul>
65. Obeying school rules	<ul style="list-style-type: none"> <li>Respect for authority.</li> <li>Self-protection from harm.</li> <li>Obedience shown to rules.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the reasons for class and school rules.</li> </ul>	<ul style="list-style-type: none"> <li>The reasons for having class and school rules.</li> <li>Importance of safety.</li> </ul>
66. Putting rubbish into the right place.	<ul style="list-style-type: none"> <li>Caring for the environment.</li> <li>Being responsible for your rubbish.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the need to keep the environment clean.</li> <li>Recognize the types of rubbish.</li> <li>Identify places to throw rubbish.</li> </ul>	<ul style="list-style-type: none"> <li>Throwing rubbish everywhere is not a good attitude/habit.</li> <li>There are different types of rubbish.</li> <li>Places marked to throw rubbish away safely.</li> </ul>
<p><b>SAT:</b></p> <ol style="list-style-type: none"> <li><i>A Pledge: Develop personal pledge for listening to avoid inconvenience with others.</i></li> <li><i>Project 1: Develop class rules and identify consequences of not following these rules.</i></li> <li><i>Describe and recommend ways to make better choices in various situations</i></li> </ol>			
<p><b>PAT:</b> Use decision making steps in scenarios when individuals are faced with challenges.</p>			

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	<b>3.3.2.2:</b> Identify various actions and situations which promote positive behaviour for individuals.		
Performance Standards	a. Explore and identify certain behaviours that portrays positive attitude towards self and others.		
Lesson No. & Title	Values/Attitudes	Skills	Knowledge
67. Doing what is right.	<ul style="list-style-type: none"> <li>Being self-conscious of doing the right thing.</li> <li>Respect others such as strangers.</li> </ul>	<ul style="list-style-type: none"> <li>Explore good qualities of individuals.</li> <li>Identify and list what is a right to do.</li> </ul>	<ul style="list-style-type: none"> <li>Qualities of good behaviour.</li> <li>The correct and acceptable behaviour.</li> </ul>
68. How to be a good friend.	<ul style="list-style-type: none"> <li>Caring for your friends.</li> <li>Respect friends' views.</li> <li>Being faithful to your friends.</li> <li>Appreciate friends' interests.</li> </ul>	<ul style="list-style-type: none"> <li>Discover good things in friendships.</li> <li>Identify ways to make friends.</li> <li>Describe how to keep your friendship.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations of different friends.</li> <li>Good qualities in relationships.</li> </ul>
69. Who do I show respect?	<ul style="list-style-type: none"> <li>Care for others.</li> <li>Show respect for people with disability and others.</li> </ul>	<ul style="list-style-type: none"> <li>List and describe ways of showing respect.</li> <li>Identify how to show respect.</li> <li>Explain why showing respect to these groups</li> </ul>	<ul style="list-style-type: none"> <li>Ways of showing respect to others.</li> <li>Groups of people who will be respected.</li> <li>How to respect these groups?</li> </ul>

**SAT:** 1. Identify the behaviours and how to do it right.

2. Role-play: Demonstrate how to respect the different groups of people.

Performance Standards	b. Discuss and explain ways that display positive behaviour and attitudes towards others.		
Lesson No. & Title	Values/Attitudes	Skills	Knowledge
70. Who do I Show Respect?	<ul style="list-style-type: none"> <li>Show respect to authority and others.</li> <li>Self-discipline to listen first</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways of showing respect to different people.</li> <li>Discuss the virtues</li> </ul>	<ul style="list-style-type: none"> <li>Respect for leaders, older people, parents, elders and authorities.</li> </ul>
71. I Care for my community.	<ul style="list-style-type: none"> <li>Value a sense of community membership.</li> </ul>	<ul style="list-style-type: none"> <li>Identify needs in the community.</li> <li>Explain how to carry out these activities such as reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Ways of caring for the community</li> <li>Community service such: visiting sick, caring for older people, cleaning the village, beach.</li> </ul>
72. I belong to a special club.	<ul style="list-style-type: none"> <li>Being responsible for others.</li> <li>Respect others' views.</li> <li>Appreciate others' ideas in the group.</li> </ul>	<ul style="list-style-type: none"> <li>Identify certain groups that can rise up to do good work.</li> </ul>	<ul style="list-style-type: none"> <li>Forming clubs at school for community service;               <ul style="list-style-type: none"> <li>- cleaning places.</li> <li>- speak out against pollution.</li> <li>- helping others in need.</li> <li>- making friends to share.</li> </ul> </li> </ul>

**SAT:** 1. Demonstrate ways of showing respect to different people.

2. Project 1: Community service activities.

**PAT:**

1. Demonstrate positive behaviour towards others as a good citizen.

2. Display certain ways, which shows good behaviour to your neighbours and others.

**Teachers Notes**

Virtues: Always remember to obey those who are older than you. For they have walked this path and surely will guide you in the right direction.

**Sample Guided Lesson:**

Lesson # 37



**Strand 4 : Governance and Leadership.**  
**Unit 1 : Good Governance.**

**Content Standard: 3.4.1.1.** Demonstrate and value the principles of being honest, being responsible, answerable and be accountable when governing people and the environment.

**Performance Standard: a.** Discover the importance of valuing honesty, responsibility, being answerable and accountable in community participation.

**Lesson No: 73**

**Title:** The importance of valuing honesty, responsibility and being answerable.

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

- a) Affective:** Appreciate and value the importance of honesty, responsibility and being answerable.
- b) Psychomotor:** Discover the importance of valuing honesty, responsibility and being answerable.
- c) Cognitive:** Value the importance of being honest, being responsible and being answerable to oneself, classmates, teachers in the school and the community.

**Specific Assessment Task:**

**Resources:** Short story '*Cathy's Reward*' in the teacher's notes, questionnaire checklist.

**References:**

- Prep CCVE Teacher Guide.
- Grade 1, 2 and 3 CCVE Syllabuses.
- Civic Education in PNG School - Teacher Resource Book / Book of back ground readings for teachers and student reader.
- Internet.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Appreciate and value the importance of honesty, responsibility and being answerable.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover the importance of valuing honesty, responsibility and being answerable.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of being honest, responsible and being answerable to oneself, classmates, teachers in the school and the community.</li> </ul>

**Lesson Background Notes:**

Use the story about 'Cathy's Reward' on the importance of valuing honesty, responsibility and being answerable.

### Cathy's Reward

Cathy is in grade three in a big school in the city. Even though she lives far away from her school, she is always the first to arrive there and even comes in before her class teacher. She is small but very attentive and willingly does tasks that her class teacher assigns her.

One day, the School Inspector was coming to school and each class was tasked to clean up the school grounds. Though, Cathy was not the class captain, she was asked by her teacher to organize the girls to clean the inside of their classroom while the boys worked outside. She assigned five girls to sweep the floor, five to wipe the louvres and the walls. Another five to fix the notice board and put up clippings of readings from newspaper articles and educational pictures the teacher had set out earlier.

After an hour's work, Cathy noticed that the girls responsible for sweeping the floor had not picked up all the rubbish left just outside the door. They were standing in a circle talking and laughing. She kindly asked them to complete their work. The girls checked and saw that truly their work was incomplete. They went back and collected all the rubbish that were piled up at the door way.

Cathy was very happy. She gave a final check and reported to the teacher. Before the class was dismissed for home, Cathy's teacher thanked everyone. She made a special mention of Cathy taking the lead for the girls to clean the classroom. Cathy went home joyful at the end of the day.

Have a set of simple questions for students to answer based on Cathy's story.

**Sample Questions**

- (i). What do you like about Cathy in this story?  
*Expected Answer: She is always early to school, is attentive and willing to do tasks assigned to her and is polite in approaching other people.*
- (ii). Was she honest, responsible and answerable to the task the teacher gave her?  
*Expected Answer: Yes, she was.*
- (iii). Name the things that she did that showed she valued
- (a) Honesty:  
*Expected Answer: Asked the girls nicely, politely, with respect to collect the rubbish they did not complete collecting.*
  - (b) Responsibility:  
*Expected Answer: Organized and supervised the girls to clean up the classroom.*
  - (c) Being answerable:  
*Expected Answer: Reported to the teachers after all clean up was completed.*



## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<p>Ask motivational questions to get students' attention and focus on lesson.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> <li>1. 'Put your hand up to show you have never told lies to your mother or father.'</li> <li>2. 'Stand up if you have one time ran away from your classroom duty'.</li> </ol> <p>Why did you run away?'</p> <p>Introduce the new lesson: '<i>The importance of valuing honesty, responsibility and being answerable.</i>'</p>	<p>Listen attentively to teacher and answer accordingly.</p>
<b>Body</b> (20 mins)	<p>Read Cathy's story on the importance of valuing honesty, responsibility and being answerable to the students.</p> <p>Write the questions on the blackboard for the students to read and answer.</p> <p>Teacher observes and assesses students' work.</p> <p>Stop students and correct the lesson by appointing students to answer the questions.</p>	<p>Listen carefully to the story told by the teacher.</p> <p>Write questions in the exercise book and answer questions accordingly.</p> <p>Selected students present their answers to the class.</p>
<b>Conclusion</b> (5 mins)	<p>Ask oral revision questions,</p> <ol style="list-style-type: none"> <li>1. Name two importance of valuing honesty, being responsible and answerable to assigned tasks</li> </ol>	<p>Students orally answer questions accordingly.</p>

### Teacher Reflection / Evaluation

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## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.3.1.1. Explore and understand the basic rights and responsibilities of individuals that promote good citizenship in the community.		
Performance Standards	a. Discover the importance of valuing honesty, responsibility, answerable and accountability in community participation.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
73. The importance of valuing honesty, responsibility and being answerable.	<ul style="list-style-type: none"> <li>Appreciate and value the importance of honesty, responsibility and being answerable.</li> </ul>	<ul style="list-style-type: none"> <li>Discover the importance of valuing honesty, responsibility and being answerable.</li> </ul>	<ul style="list-style-type: none"> <li>Value the importance of being honest, responsible and answerable to oneself, classmates, teachers, in the school and the community.</li> </ul>
74. Attitude of being accountable.	<ul style="list-style-type: none"> <li>Be obedient to appreciate the attitude of being accountable.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to identify and display the attitude of being accountable to assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>Relate to situations and identify the attitude of being accountable to assigned tasks by oneself, other students, and teachers in the school.</li> </ul>
<b>SAT:</b> 1. Provide a simple story about values of being honest, responsible and answerable. 2. Allow the students to discuss about the story.			
Performance Standards	b. Practice the values of being honest, responsible, answerable and accountable by participating in community activities.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
75. Practice being honest and being responsible.	<ul style="list-style-type: none"> <li>Value honesty and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the values of being honest and being responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Show the values of being honest and responsible by participating in community activities.</li> </ul>
76. Practice being answerable and be accountable	<ul style="list-style-type: none"> <li>Appreciate being answerable and being accountable.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the values of being answerable and being accountable.</li> </ul>	<ul style="list-style-type: none"> <li>Show the values of being answerable and being accountable by participating in community activities.</li> </ul>
<b>PAT:</b> Draw pictures of themselves participating in community activities.			

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.4.1.2. Explore fairness of rules, its importance for people and how it applies to rule offenders in the community.		
Performance Standards	a. Identify and discuss fair rules and its importance for people in the community.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
77. Fair rules.	<ul style="list-style-type: none"> <li>Appreciate the fact that rules should be fair.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to promote fair rules.</li> </ul>	<ul style="list-style-type: none"> <li>Relate to situations and apply rules that are fair.</li> </ul>
78. Awareness on having fair rules.	<ul style="list-style-type: none"> <li>Appreciate and value fair rules.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to promote fair rules.</li> </ul>	<ul style="list-style-type: none"> <li>Make awareness on having fair rules that are accepted by everyone at home, in the classroom, in the school and in the community.</li> </ul>
<b>SAT:</b> Use oral test questions to assess students' knowledge about practicing fair rules in the community.			
Performance Standards	b. Identify and discuss situations in the community where rule offenders are treated unfairly.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
79. What is unfair treatment on rule breakers?	<ul style="list-style-type: none"> <li>Develop the attitude of compassion and avoid mistreating rule breakers.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to develop understanding of unfair treatment on rule breakers.</li> </ul>	<ul style="list-style-type: none"> <li>Unfair treatment on rule breakers is when he or she is given wrong treatment (beating) before being brought to the rule makers such as the chief, the councillors and police.</li> </ul>
80. Awareness on correcting unfair treatment on rule breakers.	<ul style="list-style-type: none"> <li>Develop the attitude to speak up or voice out concerns of unfair treatment on rule breakers in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to promote awareness on correcting unfair treatment of rule breakers.</li> </ul>	<ul style="list-style-type: none"> <li>People have the right to speak out and voice their concerns when rule offenders are unfairly treated in the community.</li> <li>Means of awareness on unfair treatment of rule breakers; radio, television, newspaper, word of mouth, posters, brochures, pamphlets and social media.</li> </ul>
81. Enforce fair and right treatment on rule breakers in the community.	<ul style="list-style-type: none"> <li>Speak up or voice out concerns for unfair treatment on rule breakers in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities that promote awareness on how to treat fairly rule breakers in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Enforcing fair and right treatment on rule breakers should be a priority practice done by village councillors, magistrate and the police.</li> </ul>
<b>SAT:</b> Draw a picture or write words on a poster expressing fair or right ways to treat rule offenders.			
<b>PAT:</b> Test on the fairness of rules, its importance for people and how it applies to rule offenders in the community.			

## Sample Guided Lesson:

Lesson # 82



**Strand 4 : Governance and Leadership.**  
**Unit 2 : Leadership.**

**Content Standard: 3.4.2.1.** Develop an understanding of role models and their influence on individuals in the community.

**Performance Standard: a.** Identify role models and describe their characteristics  
**Lesson No: 82**

**Title:** Who is a role model?

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

- a) Affective:** Embrace the idea of a leader taking part in community activities.
- b) Psychomotor:** Engage in activities to discover how a leader participates in the community.
- c) Cognitive:** Develop the understanding that a role model is a person with good examples for others to see and imitate or copy.

**Resources:** Use information from the teacher's notes about role models.

**References:** Prep CCVE Teacher Guide, Grade 3 CCVE Syllabus, Civic Education in PNG School - Teacher Resource Book/Book of back ground Readings for teachers and Student reader.

**Key Concepts:**

Values/Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> <li>• Embrace the idea of a leader taking part in community activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in activities to discover how a leader participates in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• A role model is a person with good examples for other to see and imitate or copy.</li> <li>• A role model can be yourself, your classmate, your teacher or any other person in the school or community who is able to lead?</li> </ul>

**Lesson Background Notes:**

1. Write these notes on the black board for students to read.

- A role model is a person with good examples for others to see and imitate or copy.
- A role model can be yourself, your classmate, your teacher or any other person in the school or community who is able to lead.
- Following examples of good role models will make you become a better person.
- By accepting good ways of role models and practicing them, it becomes part of your behaviour and conduct.

## Teaching and Learning Activities

Lesson part	Teacher Teaching Activities	Students Learning Activities
<b>Introduction</b> (5mins)	<p>Motivate students by using the tone of your voice like a prominent leader in the community to attract your students' attention.</p> <p><b>Ask these questions.</b></p> <ol style="list-style-type: none"> <li>1. Name two students in our class you think are very good leaders?</li> <li>2. What makes you think they are very good leaders?'</li> </ol>	Students to listen attentively and respond accordingly.
<b>Body</b> (20 mins)	<p>Write notes and questions on the board for students to read, copy and answer.</p> <p>Correct students work to see if they have understood the content of who a role model.</p> <p>Stop students and correct the answers.</p>	<p>Students write answers to the questions.</p> <p>Selected students to answer the questions on the blackboard.</p>
<b>Conclusion</b> (5 mins)	Ask students to orally name four things that show that a person is a role model.	Students answer the revision question orally.

## Teacher Reflection / Evaluation

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## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

<b>Content Standards</b>	<b>3.4.2.1. Develop an understanding of roles models and their influence on individuals in the community</b>		
<b>Performance Standards</b>	<b>a. Identify role models and describe their characteristics.</b>		
<b>Lesson No. &amp; Title</b>	<b>Values/Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
82. Who is a role model?	<ul style="list-style-type: none"> <li>Embrace the idea of being a role model.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to discover concept of being a role model.</li> </ul>	<ul style="list-style-type: none"> <li>A role model is a respectable person whose conducts a good and he or she does what is always right for others to see and follow.</li> </ul>
83. Characteristics of a role model	<ul style="list-style-type: none"> <li>Appreciate the characteristics of a role model.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to identify characteristics of a role model.</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of a role model;               <ul style="list-style-type: none"> <li>- Being respectful, helping others, honest, talks for the rights of people,</li> </ul> </li> </ul>

**SAT:** List some good characteristics of role models

<b>Performance Standards</b>	<b>b. Discuss the positive impacts of role models on individuals</b>		
<b>Lesson No. &amp; Title</b>	<b>Attitude</b>	<b>Skills</b>	<b>Knowledge</b>
84. My role model in the community.	<ul style="list-style-type: none"> <li>Embrace the idea of being a role model in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to identify role models in the community.</li> </ul>	<ul style="list-style-type: none"> <li>A role model in the community is a person who does good things all the time; helps people in need, respect for people and things, care for people and things.</li> <li>I can be a role model, you can be a role model, and teacher can be a role model for others.</li> </ul>
85. Positive impacts of my role model.	<ul style="list-style-type: none"> <li>Appreciate and value the positive impacts of role models.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to identify the positive impacts of role models.</li> </ul>	<ul style="list-style-type: none"> <li>Role models have positive influences on others.</li> </ul> <p><i>For example; a good role model with strong leadership qualities will have others following his leadership styles.</i></p>

**PAT:** State the good characters of role models in the family, school, and the community.

**SAT:** Oral test on 'the importance of speaking words clearly and carefully.'

## Lessons for you to Plan - Suggested Values, Attitudes, Skills and Knowledge (VASK)

Content Standards	3.4.2.2. Develop the understanding of speaking carefully and the importance when communicating with different people.		
Performance Standards	a. Learn about the importance of speaking words clearly and carefully.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
86. Speaking clearly and carefully.	<ul style="list-style-type: none"> <li>Appreciate the discovering of how to speak clearly and carefully.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to identify the skill of speaking clearly and carefully.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking words clearly and carefully is; pronouncing words loudly in an acceptable tone and manner for others to hear.</li> <li>Speaking words clearly and listening carefully when talking with another person are two activities that happen together and cannot be separated. It happens everywhere, at home, in the classroom, at the school or in the community.</li> </ul>
87. Why speak clearly and carefully?	<ul style="list-style-type: none"> <li>Appreciate the importance of speaking words clearly and carefully.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to learn the importance of speaking words clearly and carefully when talking with someone.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking words clearly and carefully when talking with someone enables the speaker to deliver the message correctly for the listener to understand it.</li> <li>Speaking words clearly and carefully involves good manners such as being polite, respectful, attentive, and the use of the tone of voice.</li> </ul>
Performance Standards	b. Display good verbal communication skills when communicating with other people.		
Lesson No. & Title	Values/Attitude	Skills	Knowledge
88. Display good verbal communication skills	<ul style="list-style-type: none"> <li>Appreciate and show good speaking skill to the different groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to Discover how to display good speaking skill to different groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking words clearly and carefully when talking to the different groups of people such as parents, relatives, classmates, teachers, church members and other people in the community.</li> </ul>
89. Where and when to display verbal communication skills clearly and carefully.	<ul style="list-style-type: none"> <li>Appreciate the knowledge of where and when to display good verbal communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in activities to discover where and when to display good speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>The skill of speaking words clearly and carefully must be encouraged and practiced at all times at home, in the classrooms, at school and in the community.</li> </ul>
<b>PAT:</b> Role play how to speak words clearly and carefully with parents, class mates, teachers, and the head teacher.			



# Assessment, Recording and Reporting

This section will guide the teachers to develop good assessment practices to fairly assess the learning achievements of the students in the affective domain. It will help teachers to build their skills and confidence in assessment and reporting of the standards in the CCVE, Grades 1, 2 and 3 Syllabus.

## Types of assessment

Citizenship and Christian Values Education will use the following assessment types promoted by Standards Based Curriculum:

- Benchmark Assessment.
- Formative Assessment.
- Summative Assessment.

## Benchmark Assessment

Benchmark assessment is used as a measure of achievement of grade level content standards. *For example;* Benchmark assessment can be done for a strand, unit, grade, or for each phase of schooling at Grade 3, 6, 9 and 12.

### Levels of Benchmarks

#### a) Strand Benchmarks

The Strand Benchmark is a measure to be used at the end of Grade 12. It is intended to be a national benchmark and can be used to determine a national performance standard.

#### b) Unit Benchmarks

The Unit Benchmark is a measure to be used at the end of each level or cluster; at the end of Preparatory, Grade 3, Grade 6 and Grade 10.

A Preparatory and Grade 3 Benchmark can be determined by the school or community

A grade 6 Benchmark can be determined by the District.

A grade 10 Benchmark can be determined by the Province.

#### c) Grade Benchmark

The Grade Benchmark is a measure to be used at end of each grade.

## Grade 3 benchmarks

<b>Strand 1: Civic Identities, Principles and Identities.</b>	
<b>CODE</b>	<b>Benchmark</b>
<b>CCVE - G3.S1.B1</b>	Develop the understanding of civic principles in relation to other people and district.
<b>CCVE - G3.S1.B2</b>	Develop an understanding of collective responsibility and recognise common visions.
<b>CCVE - G3.S1.B3</b>	Recognise the functions and importance of state institutions.
<b>CCVE - G3.S1.B4</b>	Recognise the active civil institutions in the districts and their functions and benefits.
<b>Strand 2: Christian Values and Principles</b>	
<b>CCVE - G3.S2.B1</b>	Recognise the basic Christian virtues of living and relate to them regularly in various life situations in a community.
<b>CCVE-G3.S2.B2</b>	Identify practices in the holy scriptures that describe attitudes about caring for the environment.
<b>CCVE - G3.S2.B3</b>	Identify and describe practical situations that require applications of kindness and consideration for each other.
<b>CCVE - G3.S2.B4</b>	Identify a personal experience that requires the need to show the moral values of love, patience and responsibility.
<b>Strand 1: Civic Identities, Principles and Identities.</b>	
<b>Strand 3: Citizenship and Society</b>	
<b>CCVE - G3.S3.B1</b>	Recognise that going to school is one of the basic rights for children in terms of education.
<b>CCVE - G3.S3.B2</b>	Demonstrate that they have a responsibility to respect and protect the rights of others who may have limitations due to the physical, social, emotional or mental disabilities.
<b>CCVE - G3.S3.B3</b>	Explain and apply good citizenship knowledge and skills voluntarily in the home, class, school and community.
<b>CCVE - G3.S3.B4</b>	Demonstrate their potential to use common sense in given situations.
<b>Strand 4: Governance and Leadership</b>	
<b>CCVE - G3.S4.B1</b>	Apply principles of good governance in given situations in the community.
<b>CCVE - G3.S4.B2</b>	Assess whether rules used in different places are fair or not.
<b>CCVE - G3.S4.B3</b>	Apply the qualities of good leadership in the community.
<b>CCVE-G3.S4.B4</b>	Apply communication skills in given situations in the community.

## Formative Assessment

In formative assessment, the focus is on helping students to learn developmentally. *For example;* this happens when the teacher gives consistent and specific feedback to students in the learning process or engages them in self-reflection. Some feedback tools include rubrics and check-lists.

Formative assessment should be carried out in a continuous, day-to-day basis through various strategies that provide opportunities to involve and guide students in the discussions of complex and challenging issues. It will enhance the link between assessment and learning.

### Formative Assessment: Assessment For Learning

Assessment *for* learning also known as classroom assessment is an ongoing process and interaction between teaching and learning. “Assessments *for* Learning” are intended for diagnosing or discovering student’s exposure to previous related knowledge or their level of cognition for the certain concept being introduced. “Assessments *for* learning” give an indication of the student’s current cognitive level and depth of knowledge. It is used to help learners improve their performance, skills or understand the tasks better. It also helps both students and teachers to see:

- The learning standards and where each learner’s performance is, in relation to the content standards.
- Where they need improvement and how to improve.

### Formative Assessment: Assessment as Learning

Assessment *as* Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. “Assessments *AS* Learning” is intended for the student to be learning while doing the activities or the tasks, while an assessment task is being attempted by the student, learning is taking place. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

### Summative Assessment: Assessment of Learning

Assessment *of* Learning is the use of a task or an activity to measure, record and report on a student’s level of achievement in regards to specific learning expectations. *For example;* “Assessments *of* Learning” are intended to measure how much the student has achieved or understand and can articulate from a concept. These are often known as summative assessment methods and must also be used in the assessment of Citizenship and Christian Values Education. Benchmarks are forms of “Assessments *of* Learning” which can be described as a measure of “Total Sum of Learning.”

## Definition and purpose of assessment of CCVE in the Affective Domain

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of the standards. It measures students' attitudes, performance of skills and acquisition of knowledge are all assessable. The affective domain involves the feelings, attitudes, and dispositions that students have toward something while demonstrating responsible personal behaviour. For example, therefore, affective assessment deals with students' perceptions, values, interests, attitudes and feelings.

In affective assessment, students need to know what behaviours are considered important, and that they will be held accountable for their actions. Common good behaviour traits include, efforts or willingness to participate and cooperate or teamwork. These traits may represent different things to different people; therefore it is up to you to decide what the most important traits/behaviours are for your classes.

If students care about others and act in ways to demonstrate that they care towards others, the class will function more efficiently and effectively. When affective characters are assessed you will be able to direct your students towards becoming more responsible young adults, therefore improving the emotional climate of your classes.

When the affective domain is assessed properly it measures the development of acceptable social and personal behaviours. The affective domain allows teachers to have self-assessed to reflect upon their own behaviour. By doing this it becomes instant feedback for the students so that they can set goals for their own improvement.

## Assessment methods and strategies

Assessment methods or strategies are means and ways teachers use to assess a standard. Teachers may apply a range of assessment methods to gather evidence of students' learning through formal and informal assessment. Teachers are encouraged to ensure that assessment is fairly done by selecting the most suitable method to conduct a particular assessment task. Provided below are suggested methods to be used when assessing Grade 3 students in the affective domain:

- Observations.
- Talking with students/conferencing.
- Work samples.
- Tests.

## Observations

The observation method of assessment is assessing students by listening and looking out for students' attitude, skills and knowledge when working as a group or as an individual to complete a task. It allows teachers to observe and record significant learning from individual students. When observing, teachers can use:

- Checklist and note taking.
- Running record sheets.
- Watching working progress.
- General observation.

Observations can be managed very easily by observing selected students each day while they are participating in learning activities and assessment tasks. Unplanned observations are useful and can happen at any time during the day.

### **Conferencing**

Conferencing is a method where the teacher meets with students to:

- Talk to them.
- Ask open ended questions.
- Tell stories with fables, morals and ask open-ended questions based on the story.
- Listen to students' explanations and opinions.

When conferencing, teachers find out what students know, can do and feel about their learning. Conferencing can be held with individual students or a small group of students. It requires good planning and organisation for a successful conferencing.

### **Work Samples**

Another assessment method used often is the analysing samples of students' work. Teachers use assessment criteria from the assessment task to judge the quality of each child's work. Students' work samples may include:

- Assignments.
- Projects.

### **Tests**

Tests are an important assessment method that should be integrated into regular classroom activities. They are useful for assessing students' attitude, skills and knowledge of CCVE subject content. Tests can be oral or written. However, tests and examinations should not be the focus of assessment in CCVE. Instead, Practical assessments must be emphasised.

### **Assessment Tasks**

The Prescribed Assessment Tasks for Grade 3 were identified from the Citizenship and Christian Values Education Grades 1, 2 and 3 Syllabus. These Prescribed Assessment Tasks assess each content standard in the syllabus. Each assessment task must have a criterion to report students' performance and should be planned well before conducting it. For instance, choosing the most appropriate assessment method for an assessment task, with the availability of resources and time.

## Yearly and termly assessment tasks

Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
<b>Term One (1)</b>					
<b>Civic Identities, Principles and Systems</b>	Civic Identities	<b>3.1.1.1</b>	<b>3.1.1.1a</b> <b>3.1.1.1b</b>	Identify and describe certain characteristics that make them uncomfortable to speak to other people. <i>For example.</i> their teacher	<b>3</b>
		<b>3.1.1.2</b>	<b>3.1.1.2a</b> <b>3.1.1.2b</b>	Identify a symbol of identity that all students of this particular group share. <i>For example.</i> school uniforms, school pledge, school motto etc.	<b>4</b>
	Civic Principles	<b>3.1.2.1</b>	<b>3.1.2.1a</b> <b>3.1.2.1b</b>	1. Students observe a school meeting and list good management skills used in the meeting.  2. Make a list of bad management skills observed in the home and discuss how to handle them positively.	<b>5</b>
		<b>3.1.2.2</b>	<b>3.1.2.2a</b> <b>3.1.2.2b</b>	Describe how our friends feel, when they come to share a problem and we do not listen to them.	<b>7</b>
		<b>3.1.3.1</b>	<b>3.1.3.1a</b>	Draw a picture of a state or civil institution and describe its functions and benefits.	<b>8</b>
		<b>3.1.3.2</b>	<b>3.1.3.2a</b> <b>3.1.3.2b</b>	1. State a common civil institution in the district and describe its functions.  2. Explain possible ways of how to care for state and civil institutions in the district.	<b>9</b>
<b>Term Two (2)</b>					
<b>Civic Identities, Principles and Systems</b>	Christian Values and Practices	<b>3.2.1.1</b>	<b>3.2.1.1a</b> <b>3.2.1.1b</b> <b>3.2.1.1c</b>	1. Write down two Christian values and virtues and talk about them to a friend.  2. Describe the virtue that is found in their lives and its importance.	<b>3</b>
		<b>3.2.1.2</b>	<b>3.2.1.2a</b> <b>3.2.1.2b</b> <b>3.2.1.2c</b>	1. Demonstrate the Godly virtue of obedience in a given situation 2. Name the Godly virtue in which you are serving someone.	<b>5</b>
	Christian Institutions and Principles	<b>3.2.2.1</b>	<b>3.2.2.1a</b> <b>3.2.2.1b</b> <b>3.2.2.1c</b> <b>3.2.2.1d</b>	Relate the sphere of days of creation from evening to evening as one day using pictures (Genesis Chapter 1-2)	<b>7</b>
		<b>3.2.2.2</b>	<b>3.2.2.2a</b> <b>3.2.2.2b</b>	Relate the story of God and Adam in the 'Garden of Eden; Disobedience of man.	<b>9</b>

Strand	Units	Content Standard	Performance Standard	Prescribed Assessment Task	Week
<b>Term Three (3)</b>					
<b>Citizenship and Society</b>	Citizens and Citizenship	<b>3.3.1.1</b>	<b>3.3.1.1a</b> <b>3.3.1.1b</b>	Identify and describe the basic rights and responsibilities of individuals as students, teachers and parents.	<b>3</b>
		<b>3.3.1.2</b>	<b>3.3.1.2a</b> <b>3.3.1.2b</b>	1. Identify specific talents of individuals that encourage others to improve their behaviour.  2. Demonstrate certain situations, which display respect and self-esteem when interacting with others.	<b>5</b>
	Active Citizenship and Civic Participation			Use decision making steps in scenarios where individuals are faced with challenges.	<b>7</b>
				1. Demonstrate positive behaviour towards others as a good citizen. 2. Display ways which show good behaviour to others	<b>9</b>
<b>Term Four (4)</b>					
<b>Governance and Leadership</b>	Good Governance	<b>3.4.1.1</b>	<b>3.4.1.1a</b> <b>3.4.1.1b</b>	Draw pictures of them participating in community activities.	<b>3</b>
		<b>3.4.1.2</b>	<b>3.4.1.2a</b> <b>3.4.1.2b</b>	Test on the fairness of rules, its importance and how it is applied to rule offenders in the community.	<b>4</b>
	Leadership	<b>3.4.2.1</b>	<b>3.4.2.1a</b> <b>3.4.2.1b</b>	Identify role models in the family, school and the community and describe their characters.	<b>6</b>
		<b>3.4.2.2</b>	<b>3.4.2.2a</b> <b>3.4.2.2b</b>	Role play how to speak words clearly and carefully with parents, class mates, their teacher and the head teacher.	<b>7</b>



## Assessment Task Samples

In this guide, sample assessment tasks are provided to assist teachers to plan their assessment tasks.

### Sample Assessment 01:

**Strand:** Civic Identities, Principles and Systems.

**Unit:** Civic Systems.

**Content Standard: 3.1.3.2.** Develop an understanding of good citizenship behaviour towards state and civil institutions.

**Performance Standard: 3.1.3.2 a.** Discuss and identify acceptable behaviours towards state and civil institutions.

**Lesson 21:** Positive behaviour towards state and civil institutions in districts.

**Lesson 22:** Negative behaviour towards state and civil institutions in districts.

**Specific Assessment Task:** (Specific Assessment Task, PS (a).

Explain possible ways of how to care for state and civil institutions in districts.

**(This assessment task does not reflect PS (b). Therefore, it can be regarded as a Specific Assessment Task for PS (a) only.**

**Suggested PAT:** Select a state and a civil institution in the district and describe how you have benefited from them and state what you have done to protect and care for these institutions.

**Assessment tool/method:** Analysing student's work samples – Posters.

**Assessment Criteria:** The criterion of any assessment task must be made known to the students so they work towards achieving it.

Your poster must show:

1. Two positive behaviours towards your school, church, aid post with illustration.
2. Two negative behaviour towards your school, church, aid post with illustration.
3. Good citizenship skills displayed to correct negative behaviour towards state and civil institutions.

### Recording Method:

#### Checklist

**Date:** 7<sup>th</sup> August, 2018

Student Name	Criteria			Comments
Alphie	✓	✓	✓	Displayed knowledge of good citizenship towards state and civil institutions.
Kuri	✗	✓	✓	Could not identify and illustrate positive behaviour towards state and civil institutions.
Paraka	✓	✗	✗	Identified and illustrated positive behaviour towards state and civil institutions.
Kipa	✓	✓	✗	Displayed good citizenship skills to correct bad behaviour towards state and civil institutions.

Code:

- ✓ Evident
- ✗ Not evident

## Sample Assessment Task 02:

**Strand:** Governance and Leadership.

**Unit:** Leadership

**Content Standard: 3.4.2.2.** Develop the understanding of speaking carefully and the importance when communicating with different people.

**Performance Standard: 3.4.2.2 a.** Learn about the importance of speaking words clearly and carefully.

**Lesson 86:** Speaking clearly and carefully.

**Lesson 87:** Why speak clearly and carefully?

**Performance Standard: 3.4.2.2 b.** Display speaking words clearly and carefully when communicating with different people.

**Lesson 88:** Display speaking words clearly and carefully.

**Lesson 89:** Where and when to display speaking words clearly and carefully?

**Prescribed Assessment:** Role play how to speak words clearly and carefully with parents, class mates, their teacher and the head teacher.

**Assessment Method:** Observation – oral presentation

Teacher gives simple topics to research and do an oral presentation.

*For example;* My school, My country, My Provincial Flag, My Province, My Family.

### Assessment Criteria:

*When you are presentation in front of the class;*

1. Your voice is loud and clear.
2. You pronounce words correctly.
3. Use correct tenses (past and present).
4. Construct grammatically correct sentences.
5. You are confident.
6. Look at the audience when speaking.

### Recording Method:

Checklist							Comments
Date: 7 <sup>th</sup> August, 2018							
Student Name	Comments						Comments
	C1	C2	C3	C4	C5	C6	
Alphie							
Kuri							
Paraka							
Kipa							

# 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>Ability</b>	Being able to perform or do something successfully.
<b>Behave</b>	The way a person acts in a particular way that expresses general character in response to situations or to other people.
<b>Behaviour</b>	The way individuals behave.
<b>Character</b>	The set of qualities that makes an individual unique.
<b>Civic Participation</b>	Working to make a difference in the communities and the country by promoting the quality of life through political and non-political processes.
<b>Civic Principles</b>	Fundamental truth that serves as the foundation for a system of belief or behaviour belonging to a community.
<b>Civic Values</b>	Civic Values are the values we learn to respect as citizens, as set forth in the Declaration of Independence and the Preamble to the Constitution.
<b>Decision Making</b>	The steps or process taken for one to choose between options and coming to a conclusion.
<b>Leaders</b>	Individuals who lead or command a group, an organisation or a country.
<b>Nurture</b>	To care and protect people and the environment.
<b>Personality</b>	A person's attitudes, interests, behavioral patterns, emotional responses, social roles, and other individual traits that endure over long periods of time.
<b>Potentials</b>	Person having or showing hidden qualities or abilities and capacity that may be developed and lead to future success or usefulness.
<b>Promote</b>	Encouraging individuals about being good citizens.
<b>Psychomotor Domain</b>	The area of learning about 'doing' and is concerned about the use of motor skills and physical movement.
<b>Qualities</b>	An individual's characteristic.
<b>Roles</b>	A prescribed or expected behaviour associated with a particular position or status in a group or organization.
<b>Role Model</b>	<i>A person with acceptable behaviour and good characters at all times.</i>
<b>Rule of Law</b>	1. The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.
<b>Self-esteem</b>	An individual's confidence in his or her own merit.
<b>Self-image</b>	The opinion that one has of his or her own worth, attractiveness or intelligence.
<b>Sin</b>	A person's act, thought or behaviour that is against the law or teachings of a religion.
<b>Social Problem</b>	A problem that affects societies.
<b>Virtue</b>	The quality of being morally good or righteous.

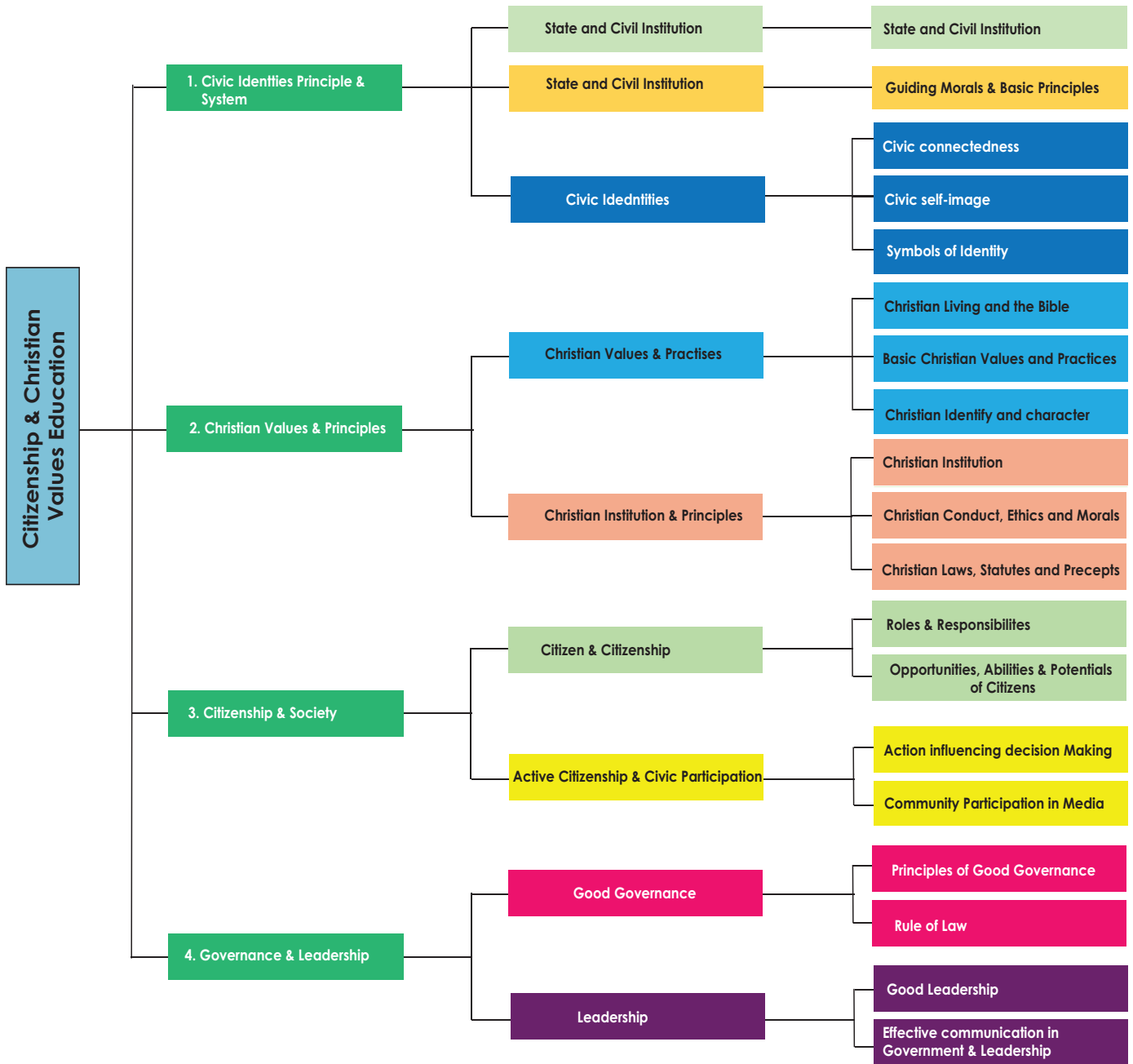
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Below is a list of books consulted during the development of this teacher guide.

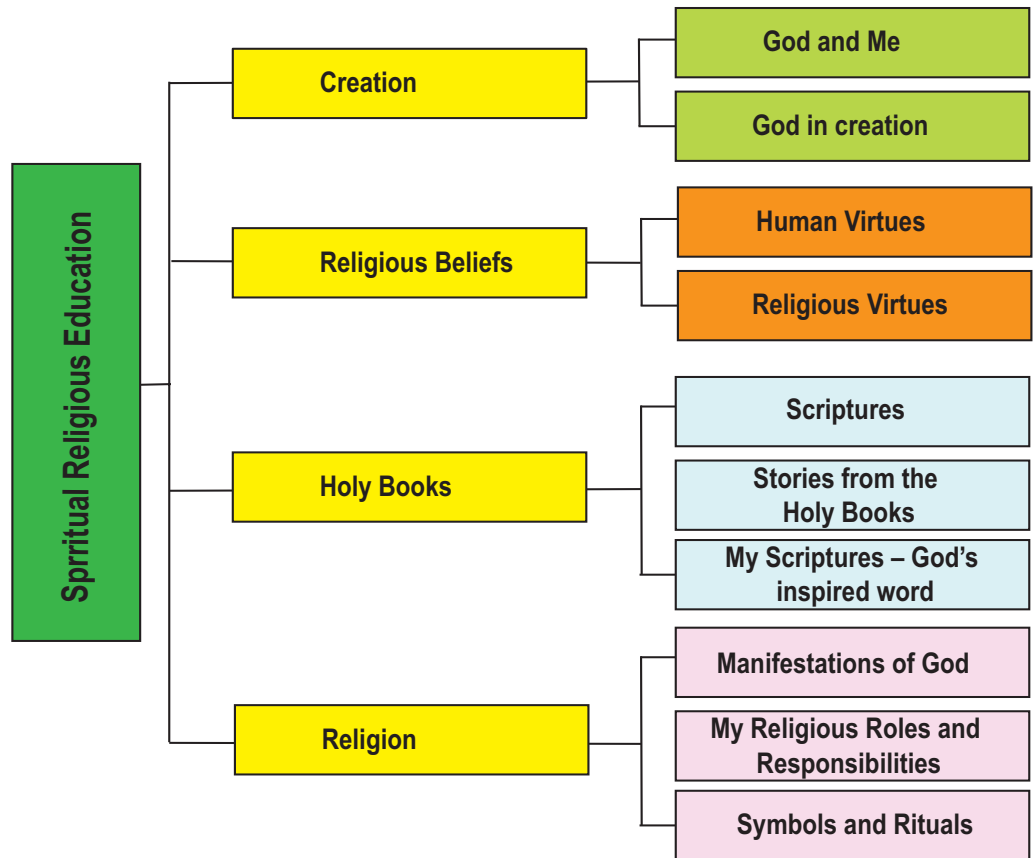
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# Appendices

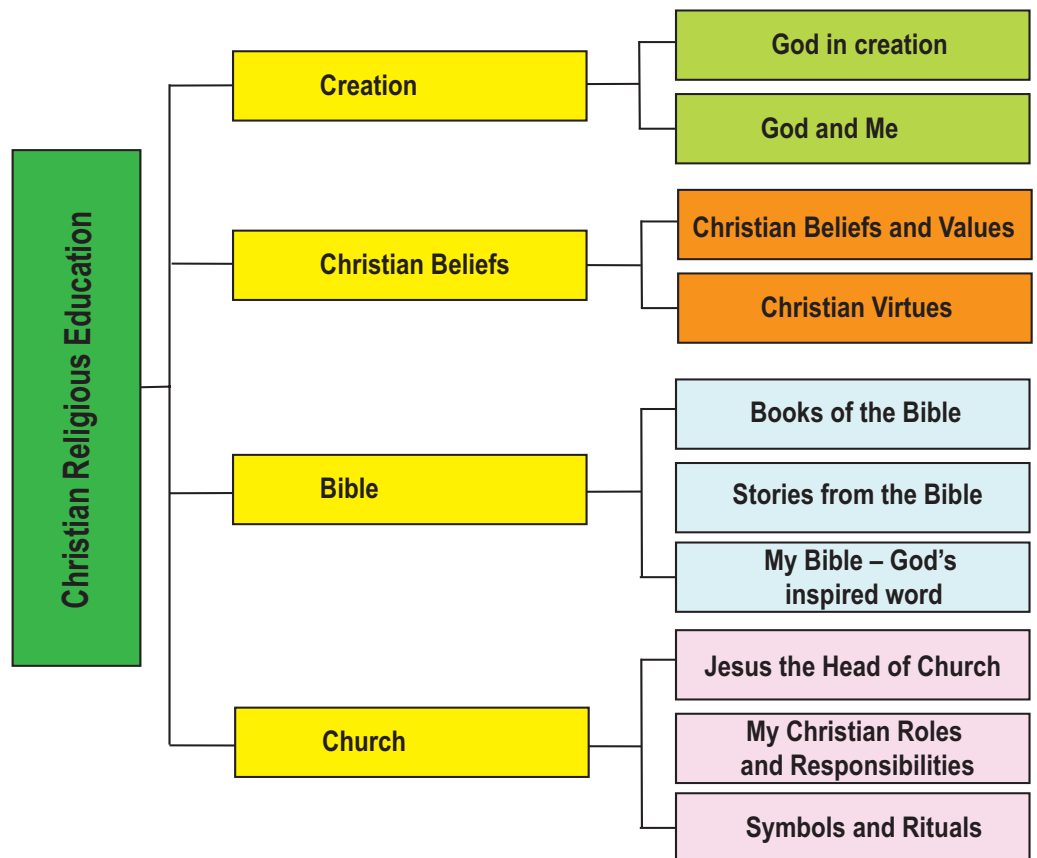
## Appendix 1: Citizenship and Christian Values Education Conceptual Content Chart



### Appendix 2: Spiritual Education Conceptual Content Chart



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



## Appendix 4: AFFECTIVE DOMAIN- THE DOMAIN OF VALUES AND ATTITUDES

### Where does Attitude come from?

Attitude comes from the Affective Domain of Learning, one of the three learning domains. Aspects of the **AFFECTIVE DOMAIN HAVE A MAJOR IMPACT ON BEHAVIOUR/HUMAN LIFE- PERHAPS THE STRONGEST IMPACT OF ALL DOMAINS OF LEARNING.**

### Domains of Learning

Benjamin Bloom (1956) identified three domains of learning (educational) activities. A domain is a scope of the subject or the sphere of influence that something/somebody has over a certain area/activity. In learning, these domains are often referred to as skills.

The three domains are the **cognitive domain**, **affective domain** and the **psychomotor domain**.

Components of the three (3) domains

Cognitive Domain	Affective Domain	Psychomotor Domain
Domain of knowledge; Objective in nature (Brain)	Domain of attitude; Subjective in nature (Heart)	Domain of doing; Action in nature (Five senses)
Data Facts Information Results of experiments Results of Research Statistics	Self-esteem Beliefs Biases/Opinions Desires Emotions/Feelings Values /Morals	Abilities Actions Experiences People skills Relationship skills Technology skills

### 1. The Affective Domain (Attitudes)

The affective domain consists of emotional developmental and interpersonal developmental skills. It is the domain of attitudes that consist personal factors and is associated with the heart. The contents of the affective domain are subjective, have no right or wrong and depend on the person in nature. D.R. Krathwohl's hierarchical taxonomy for the affective domain contains 5 educational objectives.



### Affective Learning Levels

Educational Objective Level	State of Mind	Sample activity for level Students are require to:
1.Receiving	Willingness to pay attention	Explore and discover (have exposure) to aspects of attitudes around them.
2.Responding	Reacts voluntarily or complies	State their opinion on a subject, viewpoint/ Do group discussions about personal reflections or feelings/ Share an experience
3.Valuing	Acceptance	Acknowledge and express their feeling/belief/opinion about something or an idea and accepting those of others
4.Organization	Rearrangement of Value system	Adopting and rearranging their aspects of attitude to be universal (same everywhere)
5.Characterisation	Incorporates values into life	Displaying applications of all aspect of attitude and high levels of maturity in expressing original and intelligent views while debating an issue or topic of discussion.

## Aspects of Affective Domain

Area or Aspect of Attitude	Example of Aspect	Initial Development Stage
Self-esteem	Self-concept or self-image (overall picture of self), self-awareness (learning process of self through self-knowledge: understanding of self , self-attribution: awareness and acceptance of abilities, potentials and aptitudes within self, self-perception: impression of self, and self-disclosure: ability to discover things about yourself that you are not aware of and finding the courage to deal with things that you know are within you but you don't like to accept or acknowledge them as part of you ), self-conscious, self-confidence, courage, self-respect, etc.	<b>1 (0-8yrs)</b>
Emotions Feelings	Contentment, joy, eagerness, being keen, concern, love, peacefulness, aggressiveness, authenticity, enthusiasm, empathy, sensitivity, etc.	<b>1</b>
Beliefs	Doctrine, principle, statement, belief in democracy, faith, idea, perceptions, etc.	<b>1</b>
Biases Opinions	Like, dislike, preference for something/somebody, opinion, disagreements, critique, criticism, etc.	<b>1</b>
Desires	Wish, crave, longing, feel want to have, must have , envy, etc.	<b>1</b>
Values Morals Virtues	Respect, understanding, courtesy, honesty, love, concern, confidence, forbearance(patience), obedience, generosity, tolerance, sober, consideration, punctuality, respect assertive, attentiveness, sacrifice,, silence, sincerity, observant ,courage, thoughtfulness, discipline, friendliness, appreciation, vigilant, hopeful, endurance, etc.	<b>1</b>

### **NOTE:**

**To help you remember the aspects of Attitude, learn this Statement:**

**“My Self-esteem deals with my Emotions, Believing that my Biases and Desires result in my Values.”**



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