

Christian & Citizenship Values Education

Teacher's Guide

Grade 10

Standards-Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Christian and Citizenship Values Education

Teacher Guide

Grade 10

Standards-Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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Acronyms

AAL	Assessment AS Learning
AFL	Assessment FOR Learning
AOL	Assessment OF Learning
BoS	Board of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
DA	Diagnostic Assessment
IHD	Integral Human Development
GoPNG	Government of PNG
OBC	Outcomes Based Curriculum
OBE	Outcomes Based Education
PNG	Papua New Guinea
SAC	Subject Advisory Committee
SBA	Standards Based Assessment
SBC	Standards Based Curriculum
SBE	Standards Based Education
SCG	Subject Curriculum Group
STEAM	Science, Technology, Engineering, Arts and Mathematics

Secretary's Message

The ultimate aim of Standards-Based Education in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that they can use in all spheres of their lives as learnt citizens. Education must therefore aim to provide all children an equal opportunity to develop into sound citizens locally and globally.

The Christian and Citizenship and Values Education Teacher Guide was developed as a support document for the implementation of the Christian and Citizenship and Values Education for Grade 10. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessment tasks with suggested teaching and learning strategies that teachers can use to work towards achievements of content standards in the syllabus.

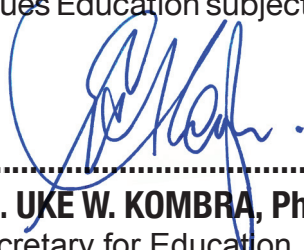
Christian and Citizenship and Values Education presented in the syllabus are expanded in this teacher guide. The content is presented in the standards-based curriculum perspective and contains standard statements. The content of the Christian and Citizenship and Values Education is based on various contexts aimed at developing young Papua New Guineans to be sound citizens locally and globally. Teachers are encouraged to engage the involvement of respective stakeholders, parents, the school and the community and its resources, to be able to help students to be active learners, acquire citizenship knowledge and behaviour in preparation for and to progress into Grade 11.

The Christian and Citizenship and Values Education subject is supported by a Christian Religious Education, which is given a separate timing of 60 minutes respective to each level. The Christian Religious Education content and lessons can be derived from the Christian Religious Education implementation Guide, which is a supporting document to Christian and Citizenship and Values Education. Church agency schools are encouraged to use their Christian Religious Education Programs in the allocated 60 minutes.

The Christian and Citizenship and Values Education is a new subject from Preparatory to Grade 12 and must be taught by a qualified trained teacher. The subject consists of elements of Civics, Citizenship and Christian Values. Christian and Citizenship and Values Education is a required subject for all Grade 10 students in Papua New Guinea Schools.

Teachers are encouraged to read and understand the subject content standards of the Citizenship and Christian Values Education so that appropriate teaching programs are designed to help the students learn Christian citizenship values in Grade 10.

I commend and approve this Teacher Guide for Christian and Citizenship and Values Education subject to be used in all schools throughout Papua New Guinea.



.....

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

Introduction

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

The course is organised into 4 strands. They are, Biblical Values and Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, and Christian Leadership and Governance. The subject focuses on developing the moral well-being of our students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitudes towards themselves, their communities and societies and the environment as good citizens.

The Grade 10 Teacher Guide provides information and guidelines to assist Grade 10 teachers interpret, translate and deliver the prescribed Citizenship and Christian Values Education content in the Grade 10 syllabus into teachable activities.

The Teacher Guide consists of suggested lesson topics with essential values, attitudes, knowledge and skills, and guided lessons to assist teachers to plan their lessons. This guide also contains samples of assessment tasks to help teachers to create assessment tasks for the intended content standard. The teacher guide provides teachers with the opportunity to prepare learning activities that will motivate students to think critically and communicate ideas freely with others, and therefore, teachers are encouraged to use the guide to innovate more interesting and challenging learning activities to suit different students' needs.

Christian and Citizenship and Values Education subject content is linked to other subjects taught in Junior High Grade 10 which includes; English, Mathematics, Science, Social Science, Arts, Physical Education, Agriculture and Business Studies.

The Grade 10 Christian and Citizenship and Values Education is timetabled for 120 minutes per week. One thirty (30) minute lesson is to be used by Christian Religious Education (CRE), while ninety (90) minutes will be used for Christian and Citizenship and Values Education. Teachers can use the time allocated to do their time table or program according to their school needs.

Teachers must note that the Grade 10 Citizenship and Christian Values Education (CCVE) 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 Christian and Citizenship and Values Education has accommodated for two other pathways: The Spiritual Education Conceptual Framework and the Christian Religious Education Framework to enable teachers to develop subject content that is relevant and appropriate to their practice.

Structure of the Teacher Guide

This teacher guide comprises three main sections that provide essential information that all teachers should know and do to effectively implement the Citizenship and Christian Values Education curriculum.

1. General Information
 - Purpose of the teacher guide
 - How to use the Teacher Guide
 - Syllabus and Teacher Guide Alignment
 - Learning and Performance Standards
 - Core Curriculum
 - STEAM Curriculum Integration
 - Essential KSVAs
2. Teaching and Learning
 - Content Overview
 - Strands, Units and Topics
 - Lesson Planning
3. Assessment
 - Performance Assessment
 - Performance Standards

The above components are linked and closely aligned. They should be connected to ensure that the intended learning outcomes and the expected quality of education standards are achieved. The close alignment of planning, instruction and assessment is critical to the attainment of learning standards.

Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do to effectively plan, teach, and assess Grade 10 Christian and Citizenship Values Education content to enable all students to attain the required learning and proficiency standards. The overarching purpose of this teacher guide is to help teachers to effectively plan, teach, assess, evaluate, report and monitor students' learning and mastery of national and grade-level expectations. That is, the essential knowledge, skills, values and attitudes (KSVAs) described in the content standards and grade-level benchmarks, and their achievement of the national and grade-level proficiency standards.

Ample information with thorough guidelines is provided for the teacher to use to achieve the essential KSVAs embedded in the set national content standards and grade level benchmarks. Thus, the teacher is expected to:

To this end, teachers are expected to:

- understand the significance of aligning all the elements of Standards-Based Curriculum (SBC) as the basis for achieving the expected level of education quality;
- effectively align all the components of SBC when planning, teaching, and assessing students' learning and levels of proficiency;
- effectively translate and align the Christian and Citizenship Values Education syllabi and teacher guide to plan, teach and assess different Citizenship and Christian Values Education units and topics, and the KSVAs described in the grade-level benchmarks;
- understand the Christian and Citizenship Values Education national content standards, grade-level benchmarks, and evidence outcomes;
- effectively make sense of the content (KSVAs) described in the Christian and Citizenship Values Education national content standards and the essential components of the content described in the grade-level benchmarks;
- effectively guide students to progressively learn and demonstrate proficiency on a range of Citizenship and Christian Values Education skills, processes, concepts, ideas, principles, practices, values and attitudes.
- confidently interpret, translate and use Christian and Citizenship Values Education content standards and benchmarks to determine the learning objectives and performance standards, and plan appropriately to enable all students to achieve these standards;
- embed the core curriculum in their lesson planning, instruction, and assessment to permit all students to learn and master the core KSVAs required of all students;
- provide opportunities for all students to understand how STEAM has and continues to shape the social, political, economic, cultural, and environment contexts and the consequences, and use STEAM principles, skills, processes, ideas and concepts to inquire into and solve problems relating to both the natural and physical (man-made) worlds as well as problems created by STEAM;

- integrate cognitive skills (critical, creative, reasoning, decision-making, and problem-solving skills), high level thinking skills (analysis, synthesis and evaluation skills), values (personal, social, work, health, peace, relationship, sustaining values), and attitudes in lesson planning, instruction and assessment;
- meaningfully connect what students learn in Christian and Citizenship Values Education with what is learnt in other subjects to add value and enhance students' learning so that they can integrate what they learn and develop in-depth vertical and horizontal understanding of subject content;
- formulate effective SBC lesson plans using learning objectives identified for each of the topics;
- employ SBC assessment approaches to develop performance assessments to assess students' proficiency on a content standard or a component of the content standard described in the grade-level benchmark;
- effectively score and evaluate students' performance in relation to a core set of learning standards or criteria, and make sense of the data to ascertain students' status of progress towards meeting grade-level and nationally expected proficiency standards, and use evidence from the assessment of students' performance to develop effective evidence-based intervention strategies to help students' making inadequate or slow progress towards meeting the grade-level and national expectations to improve their learning and performance.

How to use the Teacher Guide

The Teacher Guide provides essential information about what the teacher needs to know and do to effectively plan, teach and assess students' learning and proficiency on learning and performance standards. The different components of the teacher guide are closely aligned with SBC principles and practice, and all the other components of PNG SBC. It should be read in conjunction with the syllabus in order to understand what is expected of teachers and students to achieve the envisaged quality of education outcomes.

The first thing teachers should do is to read and understand each of the sections of the teacher guide to help them understand the key SBC concepts and ideas, alignment of PNG SBC components, alignment of the syllabus and teacher guide, setting of content standards and grade-level benchmarks, core curriculum, STEAM, curriculum integration, essential knowledge, skills, values and attitudes, strands, units and topics, learning objectives, SBC lesson planning, and SBC assessment. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum, and therefore the effective implementation of Grade 8 Christian and Citizenship Values Education Curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide to do the following:

Determine Learning Objectives and Lesson Topics

Topics and learning objectives have been identified and described in the Teacher Guide. Lesson objectives are derived from topics that are extracted from the grade-level benchmarks. Lesson topics are deduced from the learning objectives. Teachers should familiarise themselves with this process as it is essential for lesson planning, instruction and assessment. However, depending on the context and students' learning abilities, teachers would be required to determine additional learning objectives and lesson topics. Teachers should use the examples provided in this teacher guide to formulate additional learning objectives and lesson topics to meet the educational or learning needs of their students.

Identify and Teach Grade Appropriate Content

Grade appropriate content has been identified and scoped and sequenced using appropriate content organisation principles. The content is sequenced using the spiralling sequence principles. This sequencing of content will enable students to progressively learn the essential knowledge, skills, values and attitudes as they progress further into their schooling. What students learn in previous grades is reinforced and deepens in scope with an increase in the level of complexity and difficulty in the content and learning activities. It is important to understand how the content is organised so that grade appropriate content and learning activities can be selected, if not already embedded in the benchmarks and learning objectives, to not only help students learn and master the content, but ensure that what is taught is rigorous, challenging, and comparable.

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

Teachers should use this teacher guide to help them integrate the core curriculum – values, cognitive and high level skills, 21st century skills, STEAM principles and skills, and reading, writing, and communication skills in their lesson planning, instruction and assessment. All students in all subjects are required to learn and master these skills progressively through the education system.

Integrate Cognitive, High Level, and 21st Century Skills in Lesson Planning, Instruction and Assessment

Teachers should integrate the cognitive, high level and 21st Century skills in their annual teaching programs, and give prominence to these skills in their lesson preparation, teaching and learning activities, performance assessment, and performance standards for measuring students' proficiency on these skills. Christian and Citizenship Values Education addresses the skills and processes of the application of the identified values, attitudes, skills and knowledge of the broad learning concepts, biblical values and principles, Christian civic identities and principles, Christian citizenship and society and Christian leadership and governance. Thus, students will be able to make informed decisions, problem – solving and management knowledge, skills, values and attitudes in Citizenship and Christian Values Education. This enables them to function effectively in the work and higher education environments as productive and useful citizens of a culturally diverse and democratic society in an interdependent world.

In addition, it envisaged all students attaining expected proficiency levels in these skills and will be ready to pursue careers and higher education academic programs that demand these skills, and use them in their everyday life after they leave school at the end of Grade 12. Teachers should use the teacher guide to help them to effectively embed these skills, particularly in their lesson planning and in the teaching and learning activities as well as in the assessment of students' application of the skills.

Integrate Christian and Citizenship Values Education values and attitudes in Lesson Planning, Instruction and Assessment

In Christian and Citizenship Values Education, students are expected to learn, promote and use work, relationship, peace, health, social, personal, family, community, national and global values in the work and study environments as well as in their conduct as community, national and global citizens. Teachers should draw from the information and suggestions provided in the syllabus and teacher guide to integrate values and attitudes in their lesson planning, instruction, and assessment. They should report on students' progression towards internalising different values and attitudes and provide additional support to students who are yet to reach the internalisation stage to make positive progress towards this level.

Integrate Science, Technology, Engineering, Arts and Mathematics (STEAM) Principles and Skills in Lesson Planning, Instruction and Assessment

Teachers should draw from both the syllabus and teacher guide in order to help them integrate STEAM principles and skills, and methodologies in their lesson planning, instruction and assessment. STEAM teaching and learning happens both inside and outside of the classroom. Effective STEAM teaching and learning requires both the teacher and the student to participate as core investigators and learners, and to work in partnership and collaboration with relevant stakeholders to achieve maximum results. Teachers should use the syllabus, teacher guides and other resources to guide them to plan and implement this and other innovative and creative approaches to STEAM teaching and learning to make STEAM principles and skills learning fun and enjoyable and, at the same time, attain the intended quality of learning outcomes.

Identify and Use Grade and Context Appropriate, Innovative, Differentiated and Creative Teaching and Learning Methodologies

SBC is an eclectic curriculum model. It is an amalgam of strengths of different curriculum types, including behavioural objectives, outcomes, and competency. Its emphasis is on students attaining clearly defined, measurable, observable and attainable learning standards, i.e., the expected level of education quality. Proficiency (competency) standards are expressed as performance standards/criteria and evidence outcomes, that is, what all students are expected to know (content) and do (application of content in real life or related situations) to indicate that they are meeting, have met or exceeded the learning standards. The selection of grade and contextually appropriate teaching and learning methodologies is critical to enabling all students to achieve the expected standard or quality of education. Teaching and learning methodologies must be aligned to the content, learning objective, and performance standard in order for the teacher to effectively teach and guide students towards meeting the performance standard for the lesson. They should be equitable and socially inclusive, differentiate, student-centred, and lifelong. They should enable STEAM principles and skills to be effectively taught and learned by students. Teachers should use the teacher guide to help them make informed decisions when selecting the types of teaching and learning methodologies to use in their teaching of the subject content, including STEAM principles and skills.

Plan Standards-Based Lessons

SBC lesson planning is quite difficult to do. However, this will be easier with more practice and experience over time. Effective SBC lesson plans must meet the required standards or criteria so that the learning objectives and performance standards are closely aligned to attain the expected learning outcomes. Teachers should use the guidelines and standards for SBC lesson planning and examples of SBC lesson plans provided in the teacher guide to plan their lessons. When planning lessons, it is important for teachers to ensure that all SBC lesson planning standards or criteria are met. If standards are not met, instruction will not lead to the attainment of intended performance and proficiency standards. Therefore, students will not attain the national content standards and grade-level benchmarks.

Use Standards-Based Assessment

Standards-Based Assessment has a number of components. These components are intertwined and serve to measure, evaluate, report, and monitor students' achievement of the national and grade-level expectations, i.e., the essential knowledge, skills, values and attitudes they are expected to master and demonstrate proficiency in. Teachers should use the information and examples on standards-based assessment to plan, assess, record, evaluate, report and monitor students' performance in relation to the learning standards.

Make informed Judgements About Students' Learning and Progress Towards

Meeting Learning Standards

Teachers should use the teacher guide to effectively evaluate students' performance and use the evidence to help students to continuously improve their learning as well as their classroom practice.

It is important that teachers evaluate the performance of students in relation to the performance standards and progressively the grade-level benchmarks and content standards to make informed judgments and decisions about the quality of their work and their progress towards meeting the content standards or components of the standards. Evaluation should not focus on only one aspect of students' performance. It should aim to provide a complete picture of each student's performance. The context, inputs, processes, including teaching and learning processes, and the outcomes should be evaluated to make an informed judgement about each student's performance. Teachers should identify the causal factors for poor performance, gaps in students' learning, gaps in teaching, teaching and learning resource constraints, and general attitude towards learning. Evidence-based decisions can then be made regarding the interventions for closing the gaps to allow students to make the required progress towards meeting grade-level and national expectations.

Prepare Students' Performance Reports

Reporting of students' performance and progress towards the attainment of learning standards is an essential part of SBC assessment. Results of students' performance should be communicated to particularly the students and their parents to keep them informed of students' academic achievements and learning challenges as well as what needs to be done to enable the students' make positive progress towards meeting the proficiency standards and achieve the desired level of education quality. Teachers should use the information on the reporting of students' assessment results and the templates provided to report the results of students' learning.

Monitor Students' Progress Towards Meeting the National Content Standards and Grade-Level Benchmarks

Monitoring of student's progress towards the attainment of learning standards is an essential component of standards-based assessment. It is an evidence-based process that involves the use of data from students' performance assessments

to make informed judgments about students' learning and proficiency on the learning standards or their components, identify gaps in students' learning and the causal factors, set clear learning improvement targets, and develop effective evidence-based strategies (including preplanning and re-teaching of topics), set clear timeframes, and identify measures for measuring students' progress towards achieving the learning targets.

Teachers should use the teacher guide to help them use data from students' performance assessments to identify individual students' learning weaknesses and develop interventions, in collaboration with each student and his/her parents or guardians, to address the weaknesses and monitor their progress towards meeting the agreed learning goals.

Develop additional Benchmarks

Teachers can develop additional benchmarks using the examples in the teacher guide to meet the learning needs of their students and local communities. However, these benchmarks will not be nationally assessed as these are not comparable. They are not allowed to set their own content standards or manipulate the existing ones. The setting of national content standards is done at the national level to ensure that required learning standards are maintained and monitored to sustain the required level of education quality.

Avoid Standardisation

The implementation of the Christian and Citizenship Values Education curriculum must not be standardised. SBC does not mean that the content, lesson objectives, teaching and learning strategies, and assessment are standardised. This is a misconception and any attempt to standardise the components of curriculum without due consideration of the teaching and learning contexts, children's backgrounds and experiences, and different abilities and learning styles of children will be counterproductive. It will hinder students from achieving the expected proficiency standards and hence, high academic standards and the desired level of education quality. That is, they should not be applied across all contexts and with all students, without considering the educational needs and the characteristics of each context. Teachers must use innovative, creative, culturally relevant, and differentiated teaching and learning approaches to teach the curriculum and enable their students to achieve the national content standards and grade-level benchmarks. And enable all students to experience success in learning the curriculum and achieve high academic standards.

What is provided in the syllabus and teacher guide are not fixed and can be changed. Teachers should use the information and examples provided in the syllabus and the teacher guide to guide them to develop, select, and use grade, context, and learner appropriate content, learning objectives, teaching and learning strategies, and performance assessment and standards. SBC is evidence-based hence decisions about the content, learning outcomes, teaching and learning strategies, students' performance, and learning interventions should be based on evidence. Teaching and learning should be continuously improved and effectively targeted using evidence from students' assessment and other sources.

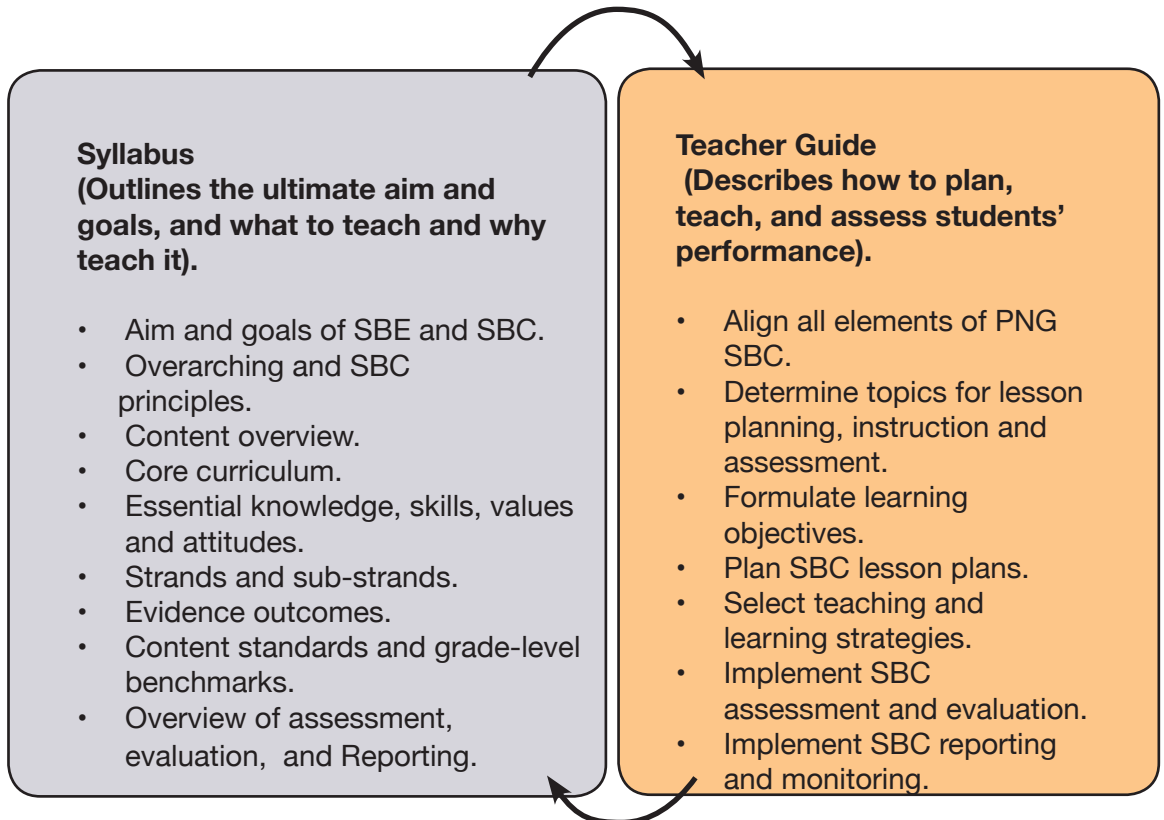
Syllabus and Teacher Guide Alignment

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students' performance (performance standards). It expands the content overview and describes how this content identified in the content standards and their components (essential KSVAs) can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. It also describes and provides examples of how to evaluate and report on students' attainment of the learning standards, and use evidence from the assessment of students' performance to develop evidence-based interventions to assist students who are making slow progress towards meeting the expected proficiency levels to improve their performance.

Grade 8 Christian and Citizenship Values Education comprises the Syllabus and Teacher Guide. These two documents are closely aligned, complementary and mutually beneficial.

They are the essential focal points for teaching and learning the essential citizenship and Christian Values Education knowledge, skills, values and attitudes.

Figure 1: Syllabus and teacher guide alignment.



The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved.

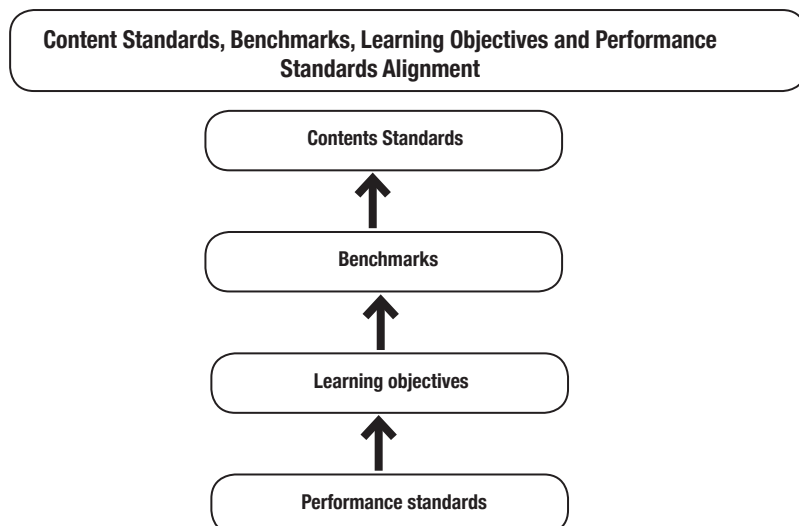
This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 8 Christian and Citizenship Values Education content.

Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and is for measuring students' attainment of a content standard as well as progress to the next grade of schooling.

Learning and Performance Standards Alignment

Content Standards, Benchmarks, Learning Objectives, and Performance Standards are very closely linked and aligned. There is a close linear relationship between these standards. Students' performance on a significant aspect of a benchmark (KSVA) is measured against a set of performance standards or criteria to determine their level of proficiency using performance assessment. Using the evidence from the performance assessment, individual student's proficiency on the aspect of the benchmark assessed and progression towards meeting the benchmark and hence the content standard are then determined.

Figure 2: Content standards, benchmarks, learning objectives and performance standards alignment.



Effective alignment of these learning standards and all the other components of PNG SBE and SBC (ultimate aim and goals, overarching, SBC and subject-based principles, core curriculum, STEAM, and cognitive, high level, and 21st century skills) is not only critical but is also key to the achievement of high academic standards by all students and the intended level of education quality. It is essential that teachers know and can do standards alignment when planning, teaching, and assessing students' performance so that they can effectively guide their students towards meeting the grade-level benchmarks (grade expectations) and subsequently the content standards (national expectation

Learning and Performance Standards

Standards-Based Education (SBE) and SBC are underpinned by the notion of quality. Standards define the expected level of education quality that all students should achieve at a particular point in their schooling. Students' progression and achievement of education standard (s) are measured using performance standards or criteria to determine their demonstration or performance on significant aspects of the standards and therefore their levels of proficiency or competency. When they are judged to have attained proficiency on a content standard or benchmark or components of these standards, they are then deemed to have met the standard(s) that is, achieved the intended level of education quality.

Content standards, benchmarks, and learning objectives are called learning standards while performance and proficiency standards (evidence outcomes) can be categorised as performance standards. These standards are used to measure students' performance, proficiency, progression and achievement of the desired level of education quality. Teachers are expected to understand and use these standards for lesson planning, instruction and assessment

Content Standards

Content standards are evidence-based, rigorous and comparable regionally and globally. They have been formulated to target critical social, economic, political, cultural, environment, and employable skills gaps identified from a situational analysis. They were developed using examples and experiences from other countries and best practice, and contextualised to PNG contexts.

Content standards describe what (content - knowledge, skills, values, and attitudes) all students are expected to know and do (how well students must learn and apply what is set out in the content standards) at each grade-level before proceeding to the next grade. These standards are set at the national level and thus cannot be edited or changed by anyone except the National Subject-Based Standards Councils. Content Standards:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the national level;
- state or describe the expected levels of quality or achievement;
- are clear, measurable and attainable;
- are linked to and aligned with the ultimate aim and goals of SBE and SBC and overarching and SBC principles;
- delineate what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide lesson planning, instruction, assessment;
- comprise knowledge, skills, values, and attitudes that are the basis for quality education;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- provide provinces, districts, and schools with a clear focus on how to develop and organise their instruction and assessment programs as well as the content that they will include in their curriculum.

Benchmarks

Benchmarks are derived from the content standards and benchmarked at the grade-level. Benchmarks are specific statements of what students should know (i.e., essential knowledge, skills, values or attitudes) at a specific grade-level or school level. They provide the basis for measuring students' attainment of a content standard as well as progress to the next grade of schooling.

Grade-level benchmarks:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate that they are making progress towards attaining the national content standards;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- state clearly what students should do with what they have learned at the end of each school-level;
- enable students' progress towards the attainment of national content standards to be measured, and
- enable PNG students' performance to be compared with the performance of PNG students with students in other countries.

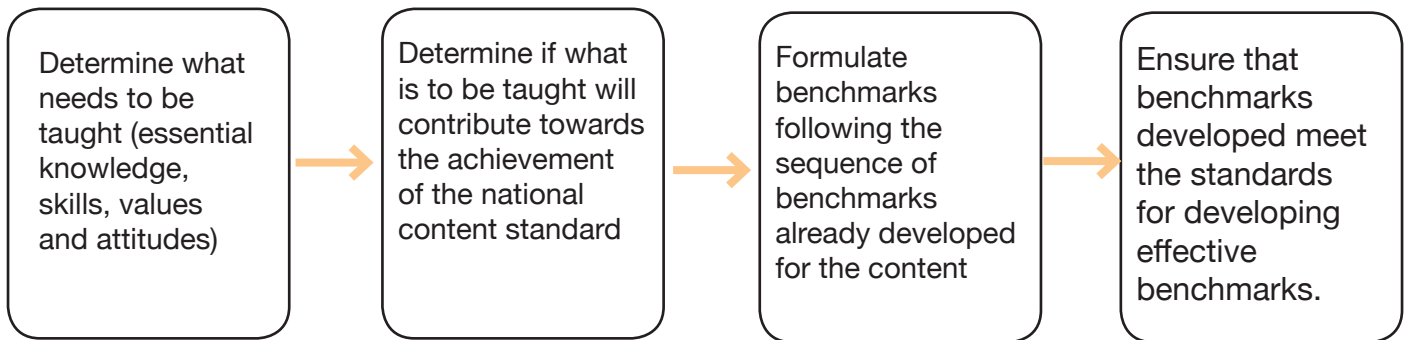
2. Approach for Setting National Content Standards and Grade-Level Benchmarks



Development of Additional Benchmarks

Teachers should develop additional benchmarks to meet the learning needs of their students. They should engage their students to learn about local, provincial, national and global issues that have not been catered for in the grade-level benchmarks but are important and can enhance students' understanding and application of the content. However, it is important to note that these benchmarks will not be nationally examined as they are not comparable. Only the benchmarks developed at the national level will be tested. This does not mean that teachers should not develop additional benchmarks. An innovative, reflective, creative and reflexive teacher will continuously reflect on his/her classroom practice and use evidence to provide challenging, relevant, and enjoyable learning opportunities for his/her students to build on the national expectations for students. Teachers should follow the following process when developing additional grade-level benchmarks.

3. Benchmark Development Process



Learning Objectives

Learning or instructional objectives are precise statements of educational intent. They are formulated using a significant aspect or a topic derived from the benchmark, and are aligned with the educational goals, content standards, benchmarks, and performance standards. Learning objectives are stated in outcomes language that describes the products or behaviours that will be provided by students. They are stated in terms of measurable and observable student behaviour. For example, students will be able to identify all the main towns of PNG using a map.

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” of “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students’ demonstration or performance must be. They are explicit definitions of what students must do to demonstrate proficiency or competency at a specific level on the content standards. Performance standards:

- measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students’ progress towards meeting grade-level benchmarks and content standards

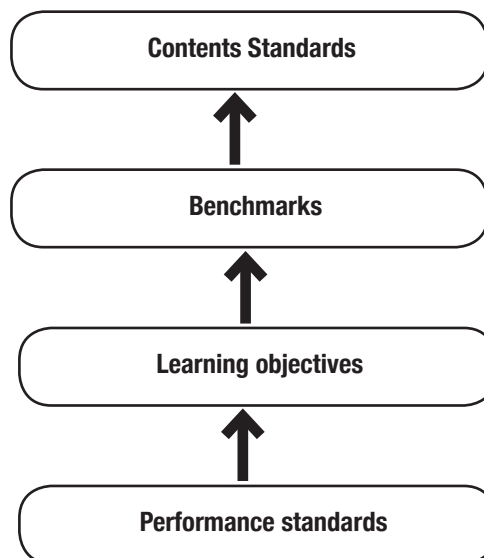
Proficiency Standards

Proficiency standards describe what all students in a particular grade or school level can do at the end of a strand, or unit. These standards are sometimes called evidence outcomes because they indicate if students can actually apply or use what they have learnt in real life or similar situations. They are also categorised as benchmarks because that is what all students are expected to do before exiting a grade or are deemed ready for the next grade.

Learning and Performance Standards Alignment

Content Standards, Benchmarks, learning objectives, and performance standards are very closely linked and aligned (see figure 3). There is a close linear relationship between these standards. Students' performance on a significant aspect of a benchmark (knowledge, skill, value, or attitude) is measured against a set of performance standards or criteria to determine their level of proficiency using performance assessment. Using the evidence from the performance assessment, individual student's proficiency on the aspect of the benchmark assessed and progression towards meeting the benchmark and hence the content standard are then determined.

Figure 4: Content standards, benchmarks, learning objectives and performance standards alignment.



Effective alignment of these learning standards and all the other components of PNG SBE and SBC (ultimate aim and goals, overarching, SBC and subject-based principles, core curriculum, STEAM, and cognitive, high level, and 21st century skills) is not only critical but is also key to the achievement of high academic standards by all students and the intended level of education quality. It is essential that teachers know and can do standards alignment when planning, teaching, and assessing students' performance so that they can effectively guide their students towards meeting the grade-level benchmarks (grade expectations) and subsequently the content standards (national expectations).

Core Curriculum

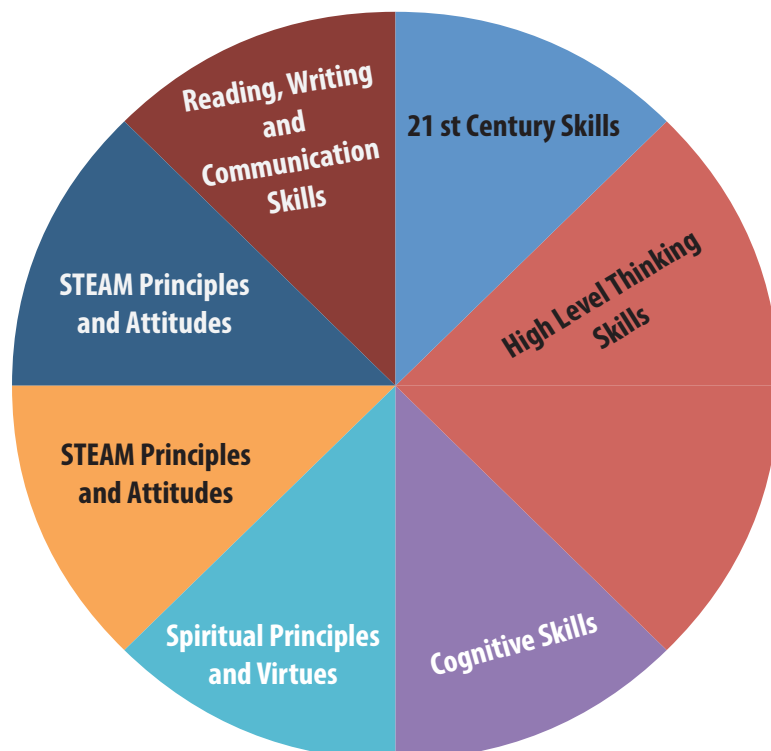
A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern work places, higher-education programs and to be productive, responsible, considerate, and harmonious citizens. Common set of learnings are spirally sequenced from Preparatory - Grade 9 to deepen the scope and increase the level of difficulty in the learning activities so that what is learned is reinforced at different grade levels.

The core curriculum includes:

- Cognitive (thinking) skills (Refer to the syllabus for a list of these skills);
- Reasoning, decision-making and problem-solving skills
- High level thinking skills (Analysis, Synthesis and Evaluation Skills);
- 21st Century skills (Refer to illustrative list in the Appendix);
- Reading, writing and communication Skills;
- STEAM principles and skills;
- Essential values and attitudes(Core personal and social values, and sustaining values), and
- Spiritual values and virtues.

The essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship.

Figure 3: Core curriculum



All teachers are expected to include the core learnings in their lesson planning, teaching, and assessment of students in all their lessons. They are expected to foster, promote and model the essential values and attitudes as well as the spiritual values and virtues in their conduct, practice, appearance, and their relationships and in their professional and personal lives. In addition, teachers are expected to mentor, mould and shape each student to evolve and possess the qualities envisioned by society.

Core values and attitudes must not be taught in the classroom only; they must also be demonstrated by students in real life or related situations inside and outside of the classroom, at home, and in everyday life. Likewise, they must be promoted, fostered and modeled by the school community and its stakeholders, especially parents. A whole school approach to values and attitudes teaching, promoting and modeling is critical to students and the whole school community internalising the core values and attitudes and making them habitual in their work and school place, and in everyday life. Be it work values, relationship values, peace values, health values, personal and social values, or religious values, teachers should give equal prominence to all common learnings in their lesson planning, teaching, assessment, and learning interventions. Common learnings must be at the heart of all teaching and extracurricular programs and activities.

Science Technology Engineering Arts Mathematics (STEAM) and Citizenship

STEAM education is an integrated, multidisciplinary approach to learning that uses science, technology, engineering, arts and mathematics as the basis for inquiring about how STEAM has and continues to change and impact the social, political, economic, cultural and environmental contexts and identifying and solving authentic (real life) natural and physical environment problems by integrating STEAM-based principles, cognitive, high level and 21st Century skills and processes, and values and attitudes.

CCVE is focused on both goals of STEAM rather than just the goal of problem-solving. This is to ensure that all students are provided opportunities to learn, integrate, and demonstrate proficiency on all essential STEAM principles, processes, skills, values and attitudes to prepare them for careers, higher education and citizenship.

Objectives

Students will be able to:

- (i) Examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- (ii) Investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
- (iii) Identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- (iv) Identify, analyse and select the best solution to address a problem.
- (v) Build prototypes or models of solutions to problems.
- (vi) Replicate a problem solution by building models and explaining how the problem was or could be solved.
- (vii) Test and reflect on the best solution chosen to solve a problem.
- (viii) Collaborate with others on a problem and provide a report on the process of problem solving used to solve the problem.
- (ix) Use skills and processes learnt from lessons to work on and complete STEAM projects.
- (x) Demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
- (xi) Explain the significance of values and attitudes in problem-solving.

Content Overview

STEAM is a multidisciplinary and integrated approach to understanding how science, technology, engineering, arts and mathematics shape and are shaped by our material, intellectual, cultural, economic, social, political and environmental contexts. And for teaching students the essential in demand cognitive, high level and 21st Century skills, values and attitudes, and empower them to effectively use these skills and predispositions to identify and solve problems relating to the natural and physical environments as well as the impact of STEAM-based solutions on human existence and livelihoods, and on the social, political, economic, cultural, and environmental systems.

STEAM disciplines have and continue to shape the way we perceive knowledge and reality, think and act, our values, attitudes, and behaviours, and the way we relate to each other and the environment. Most of the things we enjoy and consume are developed using STEAM principles, skills, process, concepts and ideas. The things humans used and enjoyed in the past and at present are developed by scientists, technologists, engineers, artists and mathematicians to address particular human needs and wants. Overtime, more needs were identified and more products were developed to meet the ever changing and evolving human needs. What is produced and used is continuously reflected upon, evaluated, redesigned, and improved to make it more advanced, multipurpose, fit for purpose, and targeted towards not only improving the prevailing social, political, economic, cultural and environmental conditions but also to effectively respond to the evolving and changing dynamics of human needs and wants. And, at the same time, solutions to human problems and needs are being investigated and designed to address problems that are yet to be addressed and concurred. This is an evolving and ongoing problem-solving process that integrates cognitive, high level, and 21st Century skills, and appropriate values and attitudes.

STEAM is a significant framework and focal point for teaching and guiding students to learn, master and use a broad range of skills and processes required to meet the skills demands of PNG and the 21st Century. The skills that students will learn will reflect the demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. These skills include cognitive (critical, synthetic, creative, reasoning, decision-making, and problem-solving) skills, high level (analysis, synthesis and evaluation) skills and 21st Century skills (see Appendix 4). Knowledge-based, information, and technology driven economies require knowledge workers not technicians. Knowledge workers are lifelong learners, are problem solvers, innovators, creators, critical and creative thinkers, reflective practitioners, researchers (knowledge producers rather than knowledge consumers), solutions seekers, outcomes oriented, evidence-based decision makers, and enablers of improved and better outcomes for all.

STEAM focuses on the skills and processes of problem solving. These skills and processes are at the heart of the STEAM movement and approach to not only problem solving and providing evidence-based solutions but also the development and use of other essential cognitive, high level and 21st Century skills. These skills are intertwined and used simultaneously to gain a broader understanding of the problems to enable creative, innovative, contextually relevant, and best solutions to be developed and implemented to solve the problems and attain the desired outcomes.

It is assumed that by teaching students STEAM-based problem-solving skills and providing learning opportunities inside and outside the classroom will motivate more of them to pursue careers and academic programs in STEAM related fields thus, closing the skills gaps and providing a pool of cadre of workers required by technology, engineering, science, and mathematics-oriented industries.

Although, STEAM focuses on the development and application of skills in authentic (real life) contexts, for example the use of problem-solving skills to identify and solve problems relating to the natural and physical worlds, it does not take into account the significant influence values and attitudes have on the entire process of problem solving. Values and attitudes are intertwined with knowledge and skills. Knowledge, skills, values and attitudes are inseparable. Decisions about skills and processes of skills development and application are influenced by values and attitudes (mindset) that people hold. In the same light, the use of STEAM principles, processes and skills to solve problems in order to achieve the outcomes envisaged by society are influenced by values and the mindset of those who have identified and investigated the problem as well as those who are affected by the problem and will benefit from the outcome.

STEAM Problem-Solving Methods and Approaches

Problem-solving involves the use of problem-solving methods and processes to identify and define a problem, gather information to understand its causes, draw conclusions, and use the evidence to design and implement solutions to address it. Even though there are many different problem-solving methods and approaches, they share some of the steps of problem-solving, for example;

- identifying the problem;
- understanding the problem by collecting data;
- analyse and interpret the data;
- draw conclusions;
- use data to consider possible solutions;
- select the best solution;
- test the effectiveness of the solution by trialling and evaluating it, and
- review and improve the solution.

STEAM problem solving processes go from simple and technical to advance and knowledge-based processes. However, regardless of the type of process used, students should be provided opportunities to learn the essential principles and processes of problem solving and, more significantly, to design and create a product that addressed a real problem and meets a human need. The following are some of the STEAM problem solving processes.

Engineering and Technology Problem Solving Methods and Approaches

Engineering and technology problem-solving methods are used to identify and solve problems relating to the physical world using the design process. The following are some of the methods and approaches used to solve engineering and technology related problems.

Parts Substitution

Most basic of the problem-solving methods. It simply requires the parts to be substituted until the problem is solve.

Diagnostics

After identifying a problem, the technician would run tests to pinpoint the fault. The test results would be used either as a guide for further testing or for replacement of a part, which also need to be tested. This process continues until the solution is found and the device is operating properly.

Troubleshooting

Troubleshooting is a form of problem solving, often applied to repair failed products or processes.

Reverse Engineering

Reverse engineering is the process of discovering the technological principles underlying the design of a device by taking the device apart, or carefully tracing its workings or its circuitry. It is useful when students are attempting to build something for which they have no formal drawings or schematics.

Divide and Conquer

Divide and conquer is the technique of breaking down a problem into sub-problems, then breaking the sub-problems down even further until each of them is simple enough to be solved. Divide and conquer may be applied to all groups of students to tackle sub-problems of a larger problem, or when a problem is so large that its solution cannot be visualised without breaking it down into smaller components.

Extreme Cases

Considering “extreme cases” – envisioning the problem in a greatly exaggerated or greatly simplified form, or testing using extreme condition – can often help to pinpoint a problem. An example of the extreme-case method is purposely inputting an extremely high number to test a computer program.

Trial and Error

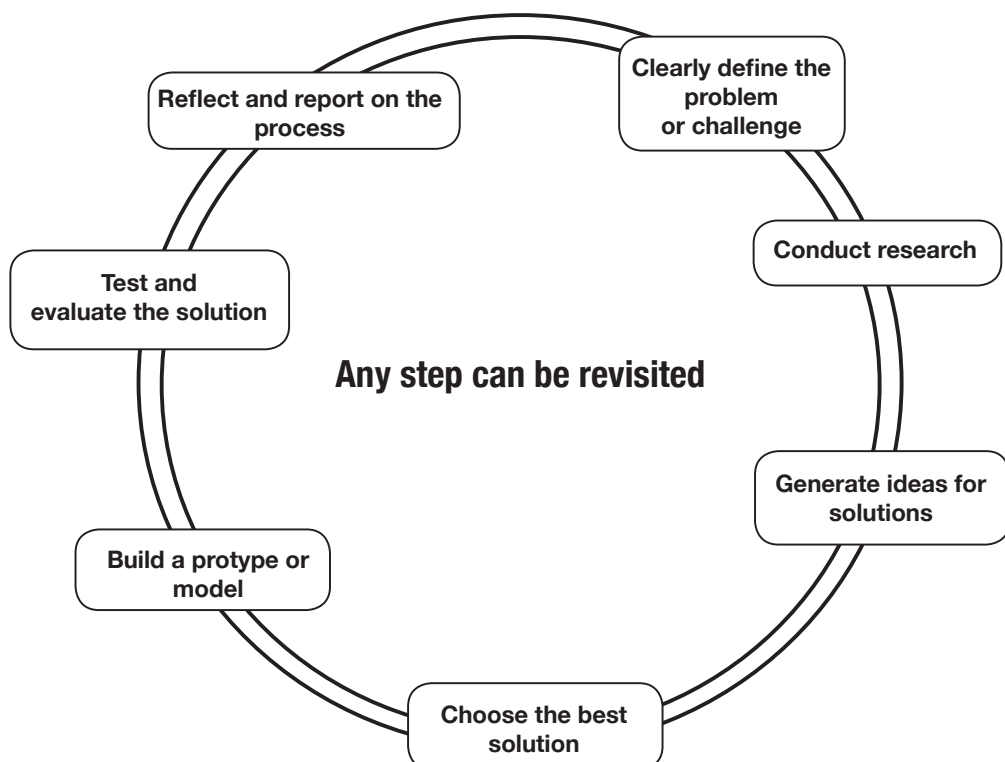
The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

Engineering Design Process

Technological fields use the engineering design process to identify and define the problem or challenge, investigate the problem, collect and analyse data, and use the data to formulate potential solutions to the problem, analyse each of the solutions in terms its strengths and weaknesses, and choose the best solution to solve the problem. It is an open-ended problem-solving process that involves the full planning and development of products or services to meet identified needs. It involves a sequence of steps such as the following:

- Analyse the context and background, and clearly define the problem.
- Conduct research to determine design criteria, financial or other constraints, and availability of materials.
- Generate ideas for potential solutions, using processes such as brainstorming and sketching.
- Choose the best solution.
- Build a prototype or model.
- Test and evaluate the solution.
- Repeat steps as necessary to modify the design or correct faults.
- Reflect and report on the process.

Figure 4: Engineering design process

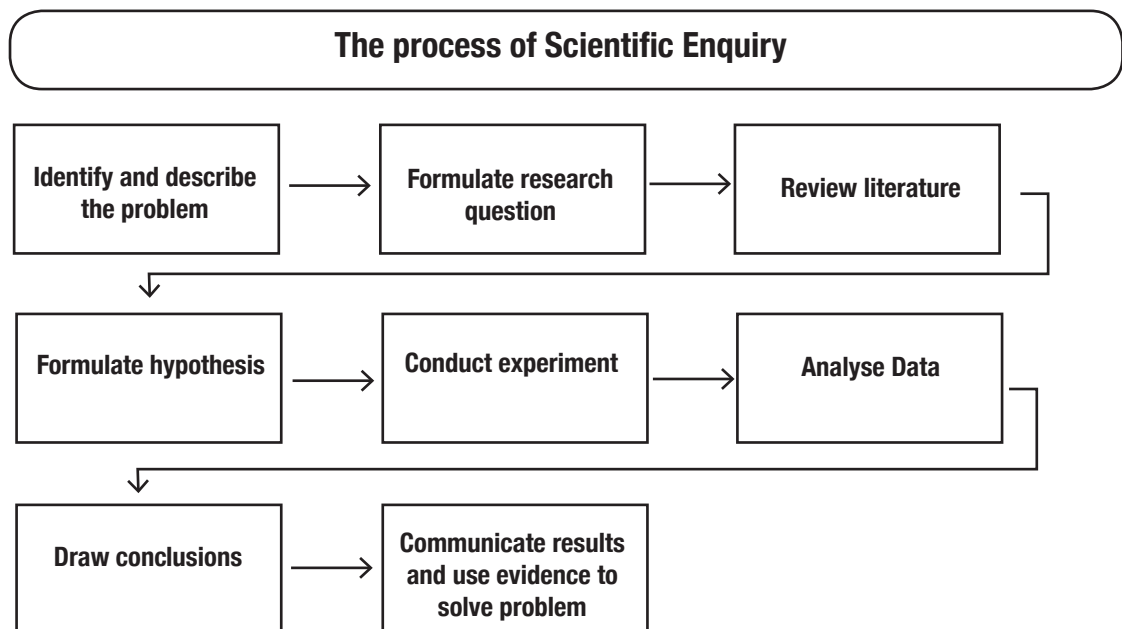


The Scientific Method and Approach to Problem-Solving

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems relating to the natural world. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

- Observation
- Communication
- Classification
- Measurement
- Inference
- Prediction

These processes are at the heart of the scientific inquiry and problem-solving process.



The steps above should be taught and demonstrated by students separately and jointly before they implement the inquiry process. Students should be guided through every step of the process so that they can explain it and its importance, and use the steps and the whole process proficiently to identify, investigate and solve problems. A brief explanation and examples of each step are provided below to help teachers plan and teach each step. Students should be provided with opportunities to practise and reflect on each step until they demonstrate the expected level of proficiency before moving on to the next one.

Step 1: Identify and describe the problem

Problems are identified mainly from observations and the use of the five senses – smell, sight, sound, touch and taste. Students should be guided and provided opportunities to identify natural and physical environment problems using their five senses and describe what the problem is and its likely causes.

Example: Observation

- When I turn on a flashlight using the on/off switch, light comes out of one end.

Step 2: Formulate research question

After the problem is identified and described, the question to be answered is then formulated. This question will guide the scientist in conducting research and experiments.

Example: Question

- What makes light come out of a flashlight when I turn it on?

Step 3: Review literature

It is more likely that the research problem and question have already been investigated and reported by someone. Therefore, after asking the question, the scientist spends some time reading and reviewing papers and books on past research and discussions to learn more about the problem and the question asked to prepare her for his own research. Conducting literature review helps the scientist to better understand his/her research problem, refine the research question and decide on experiment/research approach before the experiment is conducted,

Example: Literature review

- The scientist may look in the flashlight's instruction manual for tips or conduct online search on how flashlights work using the manufacturer's or relevant websites. Scientist may even analyse information and past experiments or discoveries regarding the relationship between energy and light.

Step 4: Formulate hypothesis

With a question in mind, the researcher decides on what he/she wants to test (The question may have changed as a result of the literature review). The research will clearly state what he/she wants to find out by carrying out the experiment. He/She will make an educated guess that could answer the question or explain the problem. This statement is called a **hypothesis**. A hypothesis guides the experiment and must be testable.

Example: Hypothesis

- The batteries inside a flashlight give it energy to produce light when the flashlight is turned on.

Step 5: Conduct experiment

This step involves the design and conduct of experiment to test the hypothesis. Remember, a hypothesis is only an educated guess (a possible explanation), so it cannot be considered valid until an experiment verifies that it is valid.

Example: Experimental Procedure

- Remove the batteries from the flashlight, and try to turn it on using the on/off switch.

Result: The flashlight does not produce light.

- Reinsert the batteries into the flashlight, and try to turn it on using the on/off switch.

Result: The flashlight does produce light.

- Write down these results.

In general, it is important to design an experiment to measure only one thing at a time. This way, the researcher knows that his/her results are directly related to the one thing he/she changed. If the experiment is not designed carefully, results may be confusing and will not tell the researcher anything about his/her hypothesis.

Researchers collect data while carrying out their experiments. **Data** are pieces of information collected before, during, or after an experiment. To collect data, researchers read the measuring instruments carefully. Researchers record their data in notebooks, journals, or on a computer.

Step 6: Analyse data

Once the experiment is completed, the data is then analysed to determine the results. In addition, performing the experiment multiple times can be helpful in determining the credibility of the data.

Example: Analysis

- Record the results of the experiment in a table.
- Review the results that have been written down.

Step 7: Draw conclusions

If the hypothesis was testable and the experiment provided clear data, scientist can make a statement telling whether or not the hypothesis was correct. This statement is known as a **conclusion**. Conclusions must always be backed up by data. Therefore, scientists rely heavily on data so they can make an accurate conclusion.

- If the data support the hypothesis, then the hypothesis is considered correct or *valid*.
- If the data do not support the hypothesis, the hypothesis is considered incorrect or *invalid*.

Example: Valid Hypothesis

The flashlight did not produce light without batteries. The flashlight did produce light when batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is valid, given that no changes are made to the flashlight during the experiment.

Example: Invalid Hypothesis

The flashlight did NOT produce light when the batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is invalid.

In this case, the hypothesis would have to be modified to say something like, “The batteries inside a flashlight give it energy to produce light when the batteries are in the correct order and when the flashlight is turned on.” Then, another experiment would be conducted to test the new hypothesis.

An invalid hypothesis is not a bad thing! Scientists learn something from both valid and invalid hypotheses. If a hypothesis is invalid, it must be rejected or modified. This gives scientists an opportunity to look at the initial observation in a new way. They may start over with a new hypothesis and conduct a new experiment. Doing so is simply the process of scientific inquiry and learning.

Step 8: Communicate findings

Scientists generally tell others what they have learned. Communication is a very important component of scientific progress and problem solving. It gives other people a chance to learn more and improve their own thinking and experiments. Many scientists' greatest breakthroughs would not have been possible without published communication or results from previous experimentation.

Every experiment yields new findings and conclusions. By documenting both the successes and failures of scientific inquiry in journals, speeches, or other documents, scientists are contributing information that will serve as a basis for future research and for solving problems relating to both the natural and physical worlds. Therefore, communication of investigative findings is an important step in future scientific discovery and in solving social, political, economic, cultural, and environmental problems.

Example: Communication of findings

- Write your findings in a report or an article and share it with others, or present your findings to a group of people. **Your work may guide someone else's research on creating alternative energy sources to generate light, additional uses for battery power, etc.**

Artistic Design

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

The equipping and enabling of students to become proficient in a broad range of STEAM skills, processes and predispositions can also lead to the attainment of many other societal goals, including national and global development goals and aspirations. These goals include:

- sustainability goals;
- peaceful related goals;
- work related goals;
- academic goals;
- relationship goals;
- health goals;
- adoption and internalisation of values and attitudes accepted by society, and
- improved social, political, economic outcomes.

Even though the original purpose and the drive of STEAM was to develop a pathway to engage students in learning about, experiencing, and applying STEAM skills in real life situations to motivate and hopefully get them to pursue careers in STEAM related fields and undertake STEAM related higher education programs to meet the demand for STEAM workers, STEAM education can also be used to teach and engage students in study more broadly the impact of STEAM on the social, economic, political, intellectual, cultural and environmental contexts. This line of inquiry is more enriching, exciting, empowering and transformative.

STEAM-Based Lesson planning

Effective STEAM lesson planning is key to the achievement of expected STEAM outcomes. STEAM skills can be planned and taught using separate STEAM-based lesson plans or integrated into the standards-based lesson plans. To effectively do this, teachers should know how to write effective standards and STEAM-based lesson plans.

Developing STEAM-based Lesson Plans

An example of a standards-based lesson plan is provided in Appendices. Teachers should use this to guide them to integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

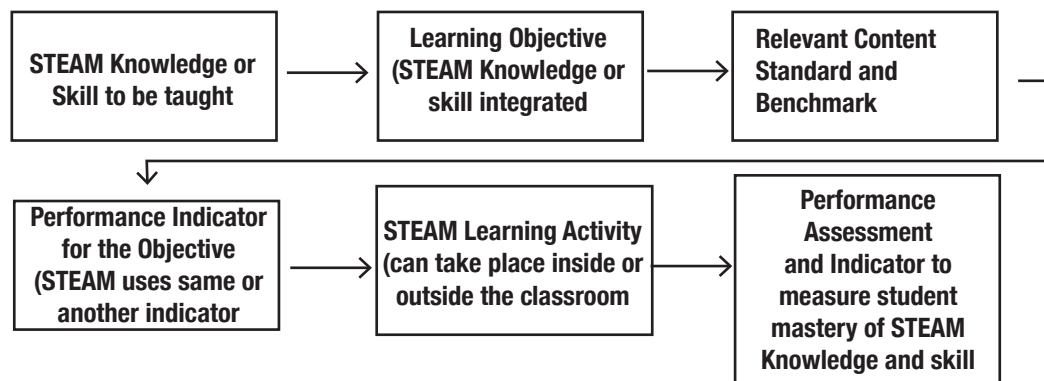
Integration of STEAM problem-solving skills into standards-based lesson plans.

Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and assessment strategies into standards-based lesson plans is essential for achieving the desired STEAM learning outcomes. When integrating STEAM problem-solving skills into the standards-based lesson plans, teachers should ensure that these skills are not only effectively aligned to the learning objective and performance standards, they must also be effectively taught and assessed.

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21st century skills, is provided in the **grade 7** syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the grade 9 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

Figure 6: Process for integrating STEAM principles and problem-solving skills into standards-based lessons.



Teachers should follow the following steps when integrating STEAM problem-solving principles and skills into their standards-based lesson plans.

- Step 1:** Identify the STEAM knowledge or skill to be taught (From the table of KS-VAs for each content standard and benchmark). **This is could already be captured in the learning objective stated in the standards-based lesson plan.**
- Step 2:** Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) **if this is different from the one already stated in the lesson plan.**
- Step 3:** Develop a student learning activity, (An activity that will provide students the opportunity to apply the STEAM knowledge or skill specified by the learning objective and appropriate statement of the standards). Activity can take place inside or outside of the classroom, and during or after school hours.
- Step 4:** Develop and use performance descriptors (standards or indicators) to analyse students' STEAM related behaviours and products (results or outcomes), which provide evidence that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator(s) of the standard(s)

STEAM Teaching Strategies

STEAM education takes place in both formal and informal classroom settings. It takes place during and after school hours. It is a continuous process of inquiry, data analysis, making decisions about interventions, and implementing and monitoring interventions for improvements.

There are a variety of STEAM teaching strategies. However, teaching strategies selected must enable teachers to guide students to use the engineering and artistic design processes to identify and solve natural and physical environment problems by designing prototypes and testing and refining them to effectively mitigate the problems identified. The following are some of the strategies that could be used to utilise the STEAM approach to solve problems and coming up with technological solutions.

1. Inquiry-Based Learning
2. Problem-Based Learning
3. Project-based learning
4. Collaborative Learning

Collaborative learning involves individuals from different STEAM disciplines and expertise in a variety of STEAM problem solving approaches working together and sharing their expertise and experiences to inquire into and solve a problem.

Teachers should plan to provide students opportunities to work in collaboration and partnership with experts and practitioners engaged in STEAM related careers or disciplines to learn first-hand about how STEAM related skills, processes, concepts, and ideas are applied in real life to solve problems created by natural and physical environments. Collaborative learning experiences can be provided after school or during school holidays to enable students to work with STEAM experts and practitioners to inquire and solve problems by developing creative, innovative and sustainable solutions. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. Developing STEAM partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations can enhance students' learning and application of STEAM problem solving principles and skills.

1. Participatory Learning
2. Group-Based Learning
3. Task Oriented Learning
4. Action Learning
5. Experiential Learning
6. Modelling
7. Simulation

STEAM Learning Strategies

Teachers should include in their lesson plans STEAM learning activities. These activities should be aligned to principle or a skill planned for students to learn and demonstrate proficiency on at the end of the lesson, to expose students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.

STEAM-BASED Assessment

STEAM-based assessment is closely linked to standards-based assessment where assessment is used to assess students' competency or proficiency of a specific knowledge, skill, value, or attitude taught using a set of performance standards (indicators or descriptors). The link also includes the main components such as the purpose, the assessment principles and assessment strategies and tools.

In STEAM-based assessment, assessments are designed for what students should know and be able to do. In STEAM learning students are assessed in a variety of ways including portfolios, project/problem-based assessments, backwards design, authentic assessments, or other student-centred approaches.

When planning and designing the assessment, teachers should consider the authenticity of the assessment by designing an assessment that relates to a real world task or discipline specific attributes (such as simulation, role play, placement assessment, live projects, debates) should make the activity meaningful to the student, and therefore be motivating as well as developing employability skills and discipline specific attributes.

Effective STEAM-Based Assessment Strategies

The following six sections describe six assessment tools and strategies shown to impact teaching and learning as well as help teachers foster a 21st century learning environment in their classrooms:

1. Rubrics
2. Performance-Based Assessments (PBAs)
3. Portfolios
4. Student self-assessment
5. Peer-assessment
6. Student Response Systems(SRS).

Although the list does not include all innovative assessment strategies, it includes what we think are the most common strategies, and ones that may be particularly relevant to the educational context of developing countries in this 21st century. Many of the assessment strategies currently in use fit under one or more of the categories discussed. Furthermore, it is important to note that these strategies also connect in a variety of ways.

STEAM Learning Strategies

1. Rubrics

Rubrics are both a tool to measure students' knowledge and ability as well as an assessment strategy. A rubric allows teachers to measure certain skills and abilities not measurable by standardised testing systems that assess discrete knowledge at a fixed moment in time. Rubrics are also frequently used as part of other assessment strategies (portfolios, performances, projects, peer-review and self-assessment), they will be discussed in those sections as well.

2. Performance-Based Assessments

Performance-Based Assessments (PBA), also known as project-based or authentic assessments, are generally used as a summative evaluation strategy to capture not only what students know about a topic, but if they have the skills to apply that knowledge in a “real-world” situation. By asking them to create an end product. PBA pushes students to synthesise their knowledge and apply their skills to a potentially unfamiliar set of circumstances that is likely to occur beyond the confines of a controlled classroom setting. The implementation of performance-based assessment strategies can also impact other instructional strategies in the classroom.

3. Portfolio Assessment

Portfolios are a collection of student work gathered over time that is primarily used as a summative evaluation method. The most salient characteristic of the portfolio assessment is that rather than being a snapshot of a student's knowledge at one point in time (like a single standardised test), it highlights student effort, development, and achievement over a period of time; portfolios measure a student's ability to apply knowledge rather than simply regurgitate. They are considered both student-centred and authentic assessments of learning.

4. Self-assessment

While the previous assessment tools and strategies listed in this report generally function as summative approaches, self-assessment is generally viewed as a formative strategy, rather than one used to determine a student's final grade. Its main purpose is for students to identify their own strengths and weaknesses and to work to make improvements to meet specific criteria. Self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance”. In this way, self-assessment aligns well with standards-based education because it provides clear targets and specific criteria against which students or teachers can measure learning.

Self-assessment is used to promote self-regulation, to help students reflect on their progress and to inform revisions and improvements on a project or paper. In order for self-assessment to be truly effective four conditions must be in place: the self-assessment criteria is negotiated between teachers and students, students are taught how to apply the criteria, students receive feedback on their self-assessments and teachers help students use assessment data to develop an action plan.

5. Peer assessment

Peer assessment, much like self-assessment, is a formative assessment strategy that gives students a key role in evaluating learning. Peer assessment approaches can vary greatly but, essentially, it is a process for learners to consider and give feedback to other learners about the quality or value of their work. Peer assessments can be used for a variety of products like papers, presentations, projects, or other skilled behaviours. Peer assessment is understood as more than only a grading procedure and is also envisioned as teaching strategy since engaging in the process develops both the assessor and assessee's skills and knowledge.

The primary goal for using peer assessment is to provide feedback to learners. This strategy may be particularly relevant in classrooms with many students per teacher since student time will always be more plentiful than teacher time. Although any single student's feedback may not be as rich or in-depth as teacher's feedback, the research suggests that peer assessment can improve learning.

6. Student Response System

Student response system (SRS), also known as classroom response (CRS), audience response system (ARS) is a general term that refers to a variety of technology-based formative assessment tools that can be used to gather student-level data instantly in the classroom. Through the combination of hardware, (voice recorders, PC, internet connection, projector and screen) and software.

Teachers can ask students a wide range of questions (both closed and open-ended), where students can respond quickly and anonymously, and the teacher can display the data immediately and graphically. The use of technology also includes a use of video which examines how a range of strategies can be used to assess students' understanding.

The value of SRS comes from teachers analysing information quickly and then devising real-time instructional solutions to maximise student learning. This includes a suggested approach to help teachers and trainers assess learning.

Curriculum Integration

What is Curriculum Integration?

Curriculum integration is making connections in learning across the curriculum. The ultimate aim of curriculum integration is to act as a bridge to increase students' achievement and engage in relevant curriculum. (Susan M. Drake and Rebecca C. Burns)

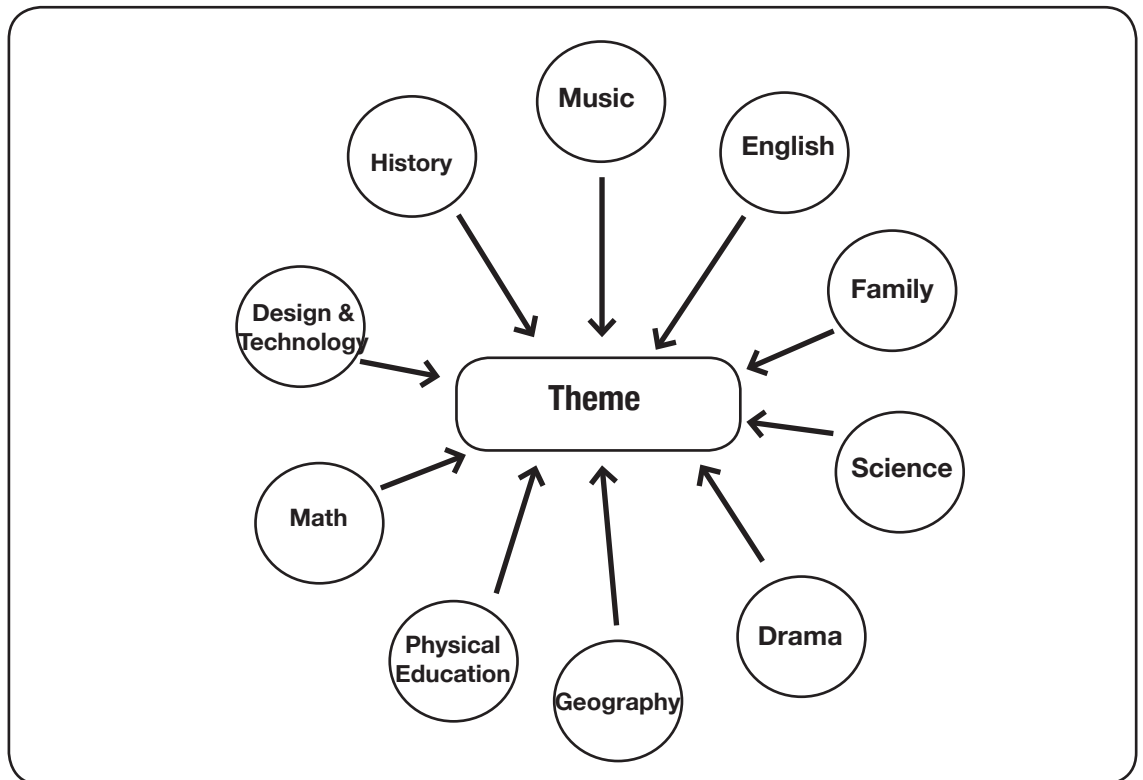
Teachers must develop an intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st Century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration in PNG SBC will have to equip students with the essential knowledge, skills, values and attitudes that are deemed 21st Century.

There are three approaches that PNG SBC will engage to foster conducive learning for all its children whereby they all can demonstrate proficiency at any point of exit. Adapting these approaches will have an immense impact on the lives of these children thus they will be able to see themselves as catalysts of change for a competitive PNG. Not only that but they will be comparable to the world standards and as global citizens.

Engaging these three approaches in our curriculum will surely sharpen the knowledge and ability of each child who will foresee themselves as assets through their achievements thus contributing meaningfully to their country. They themselves are the agents of change. Integrated learning will bear forth a generation of knowledge based populace who can solve problems and make proper decisions based on evidence. Thus, PNG can achieve its goals like the Medium Term Development Goals (MTDG) and aims such as the Vision 2050 for a happy, healthy and wealthy society whereby, all its citizens should have access and fair distribution to income, shelter, health, education and general good and services improving the general standard of living for PNG in the long run.

1. (i) Multidisciplinary Approach

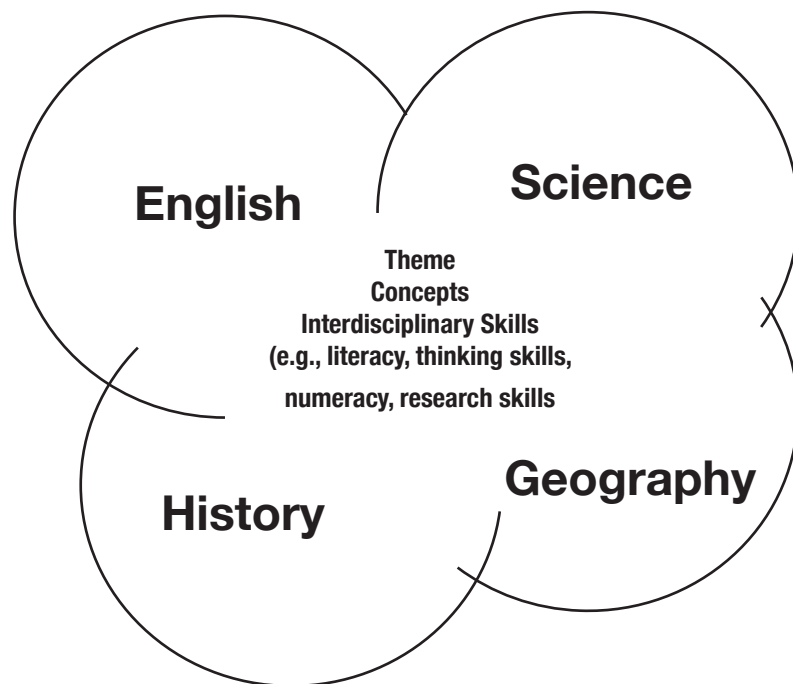
In this approach learning involves a theme or concept that will be taught right across all subject area of study by students. That is, content of a particular theme will be taught right across all subjects as shown in the diagram below. For instance, if the theme is the second coming of Jesus. All subject areas create lessons or assessment as per their subjects around this theme. Social Science will address this issue, Science and all other subject likewise.



2. (ii) Interdisciplinary Approach

This approach addresses learning similarly to the multidisciplinary approach of integrated learning whereby learning takes place within the subject area. However, it is termed interdisciplinary in that the core curriculum of learning is interwoven into each subject under study by the students. For instance; in Social Science under the strand of geography students write essay on internal migration however, apart from addressing the issues of this topic, they are to apply the skill of writing text types in their essay such as argumentative essay, informative, explanatory, descriptive, expository and narrative essay while writing their essay. They must be able to capture the mechanics of English skills such as grammar, punctuation and so forth. Though these skills are studied under English they are considered as core skills that cut across all subjects under study. For example; if Science students were to write about human development in biology then the application of writing skills has to be captured by the students in their writing. It is not seen as an English skill but a standard essential skill all students must know and do regardless.

Therefore, essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship in this learning.



2. Intradisciplinary approach

This approach involves teachers integrate subdisciplines within a subject area. For instance, within the subject Social Science, the strands (disciplines) of geography, environment, history, political science and environment will all be captured studying a particular content for Social Science. For example, under global warming, students will study the geographical aspects of global warming, environmental aspect of global warming and likewise for history, political science and economics. Thus, children are well aware of the issues surrounding global warming and can address it confidently at each level of learning.

Therefore, essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship in this learning.

3. Trans disciplinary approach

In this approach learning goes beyond the subject area of study. Learning is organised around students' questions and concerns. That is, where there is a need for change to improve lives, students develop their own curriculum to effect these needs. The Trans disciplinary approach addresses real-life situations thus gives the opportunity to students to attain real life skills. This learning approach is more to do with Project-Based Learning also referred to as problem-based learning or place-based learning.

The three steps to planning project based curriculum (Chard 1998).

1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.
2. The teacher finds out what the students already know and helps them generate questions to explore. The teachers will also provide resources

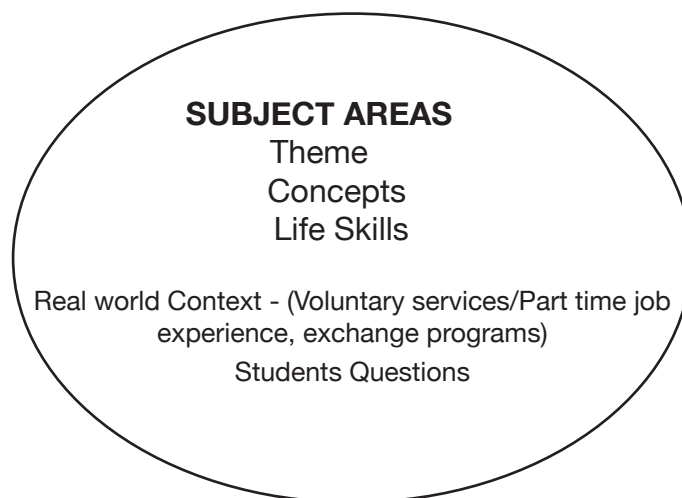
for students and opportunities to work in the field.

3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

For instance; students may come up with slogans for school programs such as 'Our culture – clean city for a healthier PNG'. The main aim could be to curb betel nut chewing in public areas especially around bus stops and local markets. Here, students draw up their own instructions and criteria for assessment which is they have to clean the nearest bus stop or local market once a week throughout the year. They also design and create posters to educate the general public as their program continues. They can also involve the town council and media to assist them especially to carry out awareness.

Studies (Susan M. Drake and Rebecca C. Burns) have proven that Project based-programs achievements have led to the following:

- Students go far beyond the minimum effort.
- Make connections among different subject areas to answer open-ended questions.
- Retain what they have learnt.
- Apply learning to real-life problems.
- Have fewer discipline problems.
- Lower absenteeism (Curtis, 2002).



These integrated learning approaches will demand for teaches to be proactive in order to improve students learning and achievements. In order for PNG Standards-based curriculum to serve its purpose fully then these three approaches must be engaged for better learning for the children of Papua New Guinea now and in the future.

Essential Values, Attitudes, Skills and Knowledge

Students' level of proficiency and progression towards the attainment of content standards will depend on their mastery and application of essential knowledge, skills, values, and attitudes in real life or related situations. Provided here are examples of different types of knowledge, processes, skills, values, and attitudes that all students are expected to learn and master as they progress through the grades. These are expanded and deepen in scope and the level of difficulty and complexity are increased to enable students to study in-depth the subject content as they progress from one grade to the next.

These knowledge, skills, values and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan and teach these essential knowledge, skills, values and attitudes in their lessons, and assess students' performance and proficiency, and progression towards the attainment of content standards.

Types of Knowledge

There are different types of knowledge. These include:

<ul style="list-style-type: none"> • Public and private (privileged) knowledge. • Specialised knowledge. • Good and bad knowledge. • Concepts, processes, ideas, skills, values, attitudes. • Theory and practice. • Fiction and non-fiction. • Traditional, modern, and postmodern knowledge. 	<ul style="list-style-type: none"> • Subject and discipline-based knowledge. • Lived experiences. • Evidence and assumptions. • Ethics and Morales. • Belief systems. • Facts and opinions. • Wisdom. • Research evidence and findings. • Solutions to problems.
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Types of Processes

There are different types of processes. These include:

- Problem-solving.
- Logical reasoning.
- Decision-making.
- Reflection.
- Cyclic processes.
- Mapping (e.g. concept mapping).
- Modelling.
- Simulating.

Types of Skills

There are different types of skills. These include:

1. Cognitive (Thinking) Skills

Thinking skills can be categorized into **critical thinking** and **creative thinking** skills.

i. Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:

- Attributing.
- Comparing and contrasting.
- Grouping and classifying.
- Sequencing.
- Prioritising.
- Analysing.
- Detecting bias.
- Evaluating.
- Metacognition (Thinking about thinking).
- Making informed conclusions.

ii. Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include:

- Generating ideas.
- Deconstructing and reconstructing.
- Relating.
- Creating.
- Making inferences.
- Predicting.
- Making generalisations.
- Visualizing.
- Synthesising.
- Making hypothesis.
- Making analogies.
- Inventing.
- Transformation.
- Modelling.
- Simulating.

2. Reasoning Skills

Reason is a skill used in making a logical, just, and rational judgement.

3. Decision-Making Skills

Decision-making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.

4. Problem Solving Skills

Problem solving skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

5. Literacy Skills

A strong emphasis must be placed on various types of literacy, from financial to technological, from media to mathematical, from content to cultural. Literacy may be defined as the ability of an individual to use information to function in society, to achieve goals and to develop her or his knowledge and potential. Teachers emphasise certain aspects of literacy over others, depending on the nature of the content and skills students learn.

The following literacy skills are intended to be exemplary rather than definitive

- Listens, read, write, and speak with comprehension and clarity.
- Define and apply discipline-based conceptual vocabulary.
- Describe people, places, and events, and the connections between and among them.
- Arrange events in chronological sequence.
- Differentiate fact from opinion.
- Determine an author's purpose.
- Determine and analyse similarities and differences.
- Analyse cause and effect relationships.
- Explore complex patterns, interactions and relationships.
- Differentiate between and among various options.

- Listens, read, write, and speak with comprehension and clarity.
- Define and apply discipline-based conceptual vocabulary.
- Describe people, places, and events, and the connections between and among them.
- Arrange events in chronological sequence.
- Differentiate fact from opinion.
- Determine an author's purpose .
- Determine and analyse similarities and differences.
- Analyse cause and effect relationships.
- Develop an ability to use and apply abstract principles.
- Explore and/or observe, identify, and analyse how individuals and/or societies relate to one another.

6. High Level Thinking Skills

High level thinking skills include analysis, synthesis, and evaluation skills.

i Analysis Skills – Analysis skills involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalisations, claims, and conclusions.

ii. **Synthesis Skills** – Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.

iii. **Evaluation Skills** – Evaluation skills involve justifying and presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on set criteria.

Key Words				
Analyse	Analyse	Find	List	Similar to
Appraise	Appraise	Focus	Motivate	Simplify
Arrange	Arrange	Function	Omit	Take Part in
Assumption	Assumption	Group	Order	Test for
Breakdown	Breakdown	Highlight	Organise	Theme
Categorise	Categorise	In-depth	Point out	
Cause and Effect	Cause and Effect	Inference	Research	
Choose	Choose	Inspect	See	
Classify	Classify	Isolate	Select	
Comparing	Comparing	Investigate	Separate	

Types of Values

Personal engagement and civic engagement strategies help young people to acquire and apply skills and dispositions that will prepare them to become competent and responsible citizens.

1. Personal Values (importance, worth, usefulness, etc.)

<p>Personal Values (Importance, worth, usefulness).</p> <p>Core Values</p> <ul style="list-style-type: none"> • Sanctity of life. • Truth. • Aesthetics. • Honesty. • Human. • Dignity. • Rationality. • Creativity. • Courage. • Liberty. • Affectivity. • Individuality. 	<p>Sustaining Values</p> <ul style="list-style-type: none"> • Self-esteem. • Self-reflection. • Self-discipline. • Self-cultivation. • Principal morality. • Self-determination. • Openness. • Independence. • Simplicity. • Integrity. • Enterprise. • Sensitivity. • Modesty. • Perseverance.
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2. Social Values

Core Values	Sustaining Values
<ul style="list-style-type: none"> • Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of humankind • Empowerment 	<ul style="list-style-type: none"> • Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism and Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilisation • Heritage • Human rights and responsibilities • Rationality and Solidarity • Sense of belonging • Peace and harmony • Safe and peaceful communities

Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view

<ul style="list-style-type: none"> • Optimistic. • Participatory. • Critical. • Creative. • Appreciative. • Empathetic. • Caring and concern. • Positive. • Confident. • Cooperative. 	<ul style="list-style-type: none"> • Responsible. • Adaptable to change. • Open-minded. • Diligent. • With a desire to learn. • With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.
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Teaching and Learning Strategies

Christian and Citizenship Values Education emphasises and embraces the use of cognitive, reasoning, decision-making, problem solving and higher level thinking skills to teach to enhance students' understanding of inter-disciplinary concepts and issues in relation to environment, geography, history, politics and economic within PNG and globally. It aims to provide a meaningful pedagogical framework for teaching and learning essential and in demand knowledge, skills, values, and attitudes that are required for the preparation of students for careers, higher education and citizenship in the 21st Century.

Students must be prepared to gather and understand information, analyse issues critically, learn independently or collaboratively, organise and communicate information, draw and justify conclusions, create new knowledge, and act ethically.

These teaching and learning strategies will help teachers to;

- familiarise themselves with different methods of teaching in the classroom,
- develop an understanding of the role of a teacher for application of various methods in the classroom.

Successful teachers always keep in view that teaching must “be dynamic, challenging and in accordance with the learner’s comprehension. He/she does not depend on any single method for making his/her teaching interesting, inspirational and effective”.

Please find a list of the different teaching and learning strategies in the Appendices.

These strategies are to;

- make learning more engaging
- make learning more effective
- make learning fun
- encourage higher motivational level
- improve attention spans
- develop higher order thinking and reflective skills
- improve communication skills
- develop the spirit of teamwork /collaboration
- develop leadership skills and qualities
- encourage discovery learning

Therefore, teachers are encouraged to utilise the suggested strategies as well as others.

Strands Units and Topics

This section of the teacher guide contains the Christian and Citizenship Values Education content to be taught in grade 10. It consists of;

- a brief explanation of how the topics, learning objectives and lesson topics are derived.
- an overview of the content distributed according to the four terms in an academic year;
- the unit of work per strand

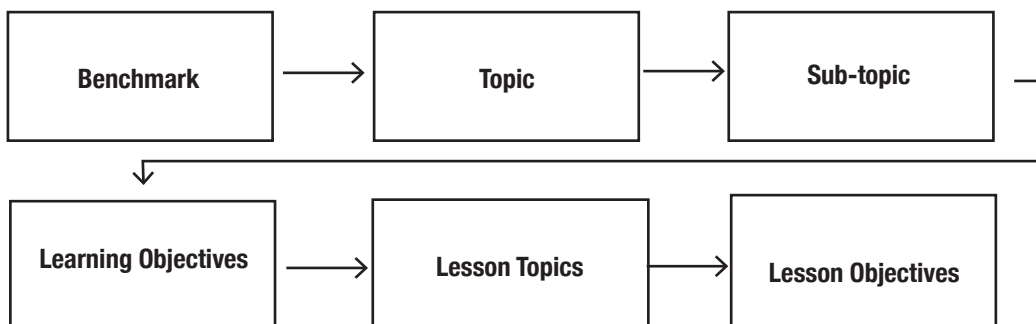
Christian and Citizenship Values Education is organised around four main strands – Biblical Values and Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, and Christian Leadership and Governance. These strands embed the content that students are expected to learn and master at each grade and school level. National content standards are benchmarked at each grade level, which allows for essential KSAVs to be reinforced and expanded throughout the grades. Benchmarks show grade level expectations of what students are able to do to demonstrate that they are making progress towards attaining the content standard.

These grade-level benchmarks were then unpacked to identify the topics, learning objectives and the lesson topics. Below is a description of how topics were derived from the grade-level benchmarks.

Identifying topics from benchmarks

In order to identify the topic from the benchmark, we need to unpack the benchmark. When we unpack a benchmark, we identify what students will know and be able to do when they have mastered the benchmark.

1. Write out the benchmark that you want to unpack.
2. Write the verbs (skills/actions) – Higher order thinking skills
3. Underline or highlight the big idea (content) in the benchmark. The big idea (content) is the topic derived from the benchmark.
4. Write essential questions that would be engaging for students
5. Develop sub-topics from the big idea (topic)
6. Write learning objectives according to the sub-topics
7. Write lesson topics from the learning objectives



Content expanded in the form of Unit of Work for Grade 10 teachers

This table below presents the proposed overview of the content for the four strands for grade 10 classes in junior high schools. Teachers are encouraged to read the overview carefully and understand the content that will be taught to the students as well as preparing learning resources.

CCVE Content - Grade 10

STRAND	UNIT	TOPICS and Lesson Titles
Strand 1: Biblical Values and Principles	Biblical Values and Practices	<ol style="list-style-type: none"> 1. Creation of the Heavens and the Earth. <ul style="list-style-type: none"> • How God created the Heavens and the Earth • The importance of God's creation of the Heavens and the Earth. 2. Importance of God's Creation of mankind <ul style="list-style-type: none"> • How man was created. • Why God created man and woman. 3. The nature and magnitude of God's love for mankind. <ul style="list-style-type: none"> • Essence of God's Love for mankind • Intensity of God's love for mankind. 4. The values and core pillars of Love and Stewardship <ul style="list-style-type: none"> • The values of love and stewardship • The core pillars of love and stewardship. • God's love, care, preservation and sustainability of His creation
	The Ten Commandments: God's Core Principles	<ol style="list-style-type: none"> 1. Meaning, purpose and relevance of the 5th and 6th Commandment. <ul style="list-style-type: none"> • Meaning, purpose and relevance of the 5th Commandment • Meaning, purpose and relevance of the 6th Commandment • How the 5th and 6th commandments influence people's relationship with others 2. Biblical values and principles of the 5th and 6th commandments. <ul style="list-style-type: none"> • Biblical values and principles of the 5th commandment. • Biblical values and principles of the 6th commandment. 3. Regulation of God's attributes in the 5th and 6th commandments. <ul style="list-style-type: none"> • God's attributes to the 5th and 6th commandments • God's control of his attributes in the 5th and 6th commandments. 4. Representation, promotion and validation of the 5th and 6th commandment. <ul style="list-style-type: none"> • How the 5th commandment is represented, promoted and validated in the bible • How the 6th commandment is represented, promoted and validated in the bible.

Strand 2. Christian Identities and Civic Principles	Unit 1: CHRISTIAN IDENTITIES	<ol style="list-style-type: none"> 1. Christian identity in the civil society 2. How Christian values, principles, and beliefs shaped, constructed and represented. 3. Civic roles and responsibilities and engagement with society by different religions and religious groups.
	Unit 2: CIVIC PRINCIPLES	<ol style="list-style-type: none"> 1. Various faith-based organisations and their underlying Christian beliefs, values, and principles 2. Influence of Christian principles and values of different faith-based organisations.
Strand 3. Christian Citizenship and Society	Unit 1: Christian Citizenship	<ol style="list-style-type: none"> 1. Christian beliefs, principles and values that inspire Christian civic justice. 2. The influence of Christian civic organizations on law formulation and enforcement. 3. Christian civic organisations rehabilitation approaches.
	Unit 2: Christian Citizens and Active Participation	<ol style="list-style-type: none"> 1. Characteristics and functions of Republic Societies 2. Influence and participation level of Christian organisations in republic systems
Strand 4. Christian Leadership and Governance	Unit 1: Christian Leadership	<ol style="list-style-type: none"> 1. Characteristics and elements of Servant Leadership 2. Traits of Servant Leadership 3. Principles and Values of Servant Leadership 4. Servant leadership and the least privileged, marginalised and the oppressed 5. The outcomes of the practices of Servant leadership. 6. Enhancing the performances of servant leaders through technology.
	Unit 2: Good Governance	<ol style="list-style-type: none"> 1. Economic governance 2. Relationship between political and economic governance 3. Biblical and secular views on economic governance 4. Papua New Guinea's economic performance

**Strand
1**

Biblical Values and Principles



STRAND 1. BIBLICAL VALUES AND PRINCIPLES

Unit 1: Biblical Values and Practices

Content Standard 1.1 Students will be able to explore and make sense of the biblical values and principles, and explain how they were represented, promoted, modeled, validated, and practised in biblical times.

Benchmark 10.1.1.1 Investigate and explain God's creation of the Heavens and the Earth.

TOPIC: CREATION OF THE HEAVENS AND THE EARTH

Learning Objectives:

By the end of this topic, the students will be able to;

- Explain how God created the heavens and the earth
- Identify and discuss the importance of why God created the heavens and the earth;
- Explain the significance of creation in the six days of creation and the seventh day,
- Understand the importance of creation and be able to value, and take care of creation

Essential Questions:

- Why did God create the Heavens and the Earth?
- How did God create the Heavens and the Earth?
- What is the importance of God's creation of the Heavens and the Earth?
- How did God create the Heavens and the Earth and what was significant about the order of creation?

Performance Indicators

- Explain how God created the Heavens and the earth according to the book of Genesis.
- Identify the importance of why God created the Heavens and the earth.
- Evaluate the importance of God's creation of the Heavens and the Earth.
- Explain the significance of the order of creation of the Heavens and the Earth.

Values: Value how God created the Heavens and the Earth.

Attitudes: Appreciate and Care for God's creation.

Skills: Explain how God created the Heavens and the Earth.

Identify and evaluate the importance of God's creation

Knowledge: Process and significance of God's creation.

Content Background

How God created the Heavens and the Earth

Scripture: Genesis 1: 1- 2:1-4

‘This is the history of the heavens and of the earth when they were created. In the day that the Lord God made the earth and the heavens ...’ (Genesis 2:4).

‘In the beginning God created the heavens and the earth. The earth was void and darkness covered the face of the very great deep. The Spirit of God was hovering over the surface of the waters ... (verse 6) God said, “Let there be an expanse in the midst of the waters, and let it separate the waters that are below from the waters that are above.” God made the expanse and separated the waters which were under the expanse, from the waters which were above the expanse. God called the expanse Heavens ... God said, “Let the waters under the heavens be gathered into one place (the oceans), and let the dry land appear.” And it was so ... (verse 14) God said, “Let there be lights in the expanse of the heavens to separate the day from the night, and let them be signs for seasons, days and years, and let them be lights in the expanse of the sky to give light on the earth.” God made the two great lights; the greater light (the sun) to rule the day, and the lesser light (the moon) to rule the night. He also made the stars. God set them in the expanse of the heavens to give light to the earth, to rule over the day and over the night, and to separate the light from the darkness, and God saw that it was good (Genesis 1:1 to 18) ... Thus, the heavens and the earth were finished ‘(Genesis 2:1).

Concentrating on our universe, in this order, God the Father, God the Son and God the Holy Spirit, created the earth out of water (2 Peter 3:5). At that time, the earth was without form, was an empty waste and completely dark (Genesis 1:2). They spoke light into existence. (Scientists now know light is a tangible item and is instant.) From there, everything else was created; the expanse – the sky; our atmosphere, then They spoke and dry land appeared. After that They created all plants, trees and vegetation. Then our galaxy was created; after that the fish, then the birds, then the livestock, then reptiles (including dinosaurs) and wild animals. The last thing created was mankind (Genesis 1:26 & 27).

The whole purpose of the creation of our universe is for mankind’s existence.

There is no other reason for it. God created the earth – and only the earth – to be inhabited by humans. ‘For thus says the Lord, who created the heavens, God Himself, who formed the earth and made it, who established it and did not create it to be a waste; He formed it to be inhabited. “I am the Lord, and there is no other” (Isaiah 45:18). There is no life on other planets because God made earth to be inhabited by people.

How did God create heaven and the earth?

Genesis Chapter 1 talks about the creation of Heaven and the Earth. The first verse of Genesis 1 declares; “In the beginning God created the heavens and the earth.” This verse teaches us several important things that are vital to our understanding of Scripture.

- a) Beginning
The first three words of Genesis; ‘in the beginning’ is the starting point of creation. Humankind can refer to this as the initial, historical starting point of man and all there is in the universe.
- b) God
Genesis also records that a personal all-powerful, all-knowing and all-present God created everything that exists on earth and in the heavenly realms.
- c) Existence
The only thing that was never created was God himself. The Book of Genesis does not attempt to offer proof that God exists as it was written to a people who already believed in this Creator God.
- d) Nature of God
We also learn something else about the character of God from the words used in Genesis 1:1. The Hebrew noun ‘Elohim’ is plural for God and indicates that God is a Trinity. It means the nature of God comprises three distinctive eternal Persons namely the Father, the Son and the Holy Spirit.
- e) Creation out of nothing
In Genesis 1:2, we note the earth was formless and empty and the Spirit of God was hovering over the waters. And God said, “Let there be light, and there was light.” God spoke light into existence from nothing.
- f) Christ as Creator
Yeshua is said to have created all things and existed before all things. In John 1:3, “All things were made through Him and without Him nothing was made that was made.” The Apostle Paul reaffirms this in Colossians 1:15-17; “He is the image of the invisible God, the first-born over all creation. For by Him all things were created that are in heaven, and that are in earth, visible and invisible...”
- g) Creation in stages
Unlike evolution, the Genesis account specifies clearly that God created all things in a logical and sequential order or stage.
- h) Heavens and the Earth
The final phrase in verse 1; heaven and earth, speaks of everything that exists. There is no Hebrew word for universe however, when this phrase is used in Scripture it denotes all things that exist.

What is significant about the order of creation?

The pattern of creation followed a logical, sequential order. From the Genesis account, one can clearly see that God followed an orderly and sequential pattern to create the heavens and the earth. He began with the creation of light, darkness, day and night followed by the separation of water and land. He continued with the creation of vegetation, fruit, the greater and lesser light, the stars and other heavenly bodies and so forth culminating in the creation of man which was the climax of all creation. In Genesis 1:2, we note the earth was formless and empty and the Spirit of God was hovering over the waters. And God said, “Let there be light, and there was light.” God spoke light into existence from nothing. The orderly formation and function of all created things including the minutest and intricate forms of life shows a superior God who brought forth all things by His great wisdom and power. There was nothing that evolved randomly or by chance over millions or billions of years from nothing as suggested by evolutionists and atheists. It is so hard to believe that a cloud of dust appeared from nowhere and

over billions of years became hot and exploded to form the various forms of life that we know of today.

The significance of the order of creation was the order of life.

The importance of God's creation

Scripture: Genesis 1:1 – 2, 4

The importance of the truth about creation comes from its being the 'foundation of God's saving plans... the beginning of the history of salvation, which culminates in Christ.

Creation is the work of the Holy Trinity.

God is the creator of heaven and earth and through him, all things were made and the Lord and giver of life.

The world was created for God's glory.

The effect of God's creative action is the whole created world, the heavens and earth. God is the creator of all things, visible and invisible, spiritual and corporeal. God, by his omnipotent power at the beginning of time, created from nothing each and every creature, spiritual and corporeal, and afterwards human beings, composed of spirit and the body.

What is important about God's creation?

The Biblical account of creation is not only important in ruling out lies or errors of man about our origins or identifying the source of our existence; it is a large part of the redemption of man from a sin-stained world and the promise of a perfect life for all mankind spent with God, His Son and all the host of Heaven. The big picture of the message in the Bible can be summarised as Creation, Fall, Redemption and Recreation. This message was clearly typified in the story of Noah and the flood. God created all things and Satan deceived Adam and Eve into eating the forbidden fruit, resulting in the fall of men. When sin increased, God raised Noah to preach and warn mankind of an impending flood that was to destroy the world. Noah was instructed to build an ark and he obeyed God's instruction. The flood came and destroyed all things including men, beasts and all other creatures except Noah and his family plus all the animals that were on board the ark. After the flood had ceded, Noah and his family, and the animals disembarked onto dry land. Through Noah's sons, mankind multiplied and spread across the world. Again, the slavery of Israel in Egypt and their deliverance out of bondage to a land flowing with 'milk and honey' is a further affirmation of the big picture of the message in Scripture.

Creation also reveals who God is to mankind. The Apostle Paul in Romans 1:20 testifies; "For since the creation of the world His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made, so that they are without excuse." Why did Paul state creation in his epistle to the Church in Rome. The answer is simple: creation reveals God's existence to those who have questions about His existence. Paul understood that if people did not believe in the existence of a one true living God who created

all things, then the Christian faith and its great doctrines would be meaningless. Also, Paul states that God's invisible attributes are clearly seen in His creation. The vastness of the universe and the suspension of the earth and other planets plus the heavenly bodies on an invisible axis is testimony of God as Creator.

Apart from revealing Himself as creator, one may also wonder why God created heaven and earth. The short, simple answer that echoes throughout the Bible is God created all things for His glory. In Psalm 19:1 the Bible states; "The heavens declare the glory of God; the skies proclaim the work of His hands." The prophet Isaiah further affirms this truth when he declares: "Holy, holy, holy is the Lord of hosts; the whole earth is full of His glory" (Isaiah 6:3). One Bible teacher, John Piper states: "God created the world to display His glory so that His people might know, love, and show Him." The all-important answer we can produce for the reason why God created the world – a world that fell into sin and a world that exchanged His glory for the glory of images and every form of idolatry is for the praise of the glory of His grace, displayed supremely in the death of Yeshua.

Significance about the order of creation

Scripture: Genesis 1: 1- 2:1,4

Gods' creation and ordering of Heaven and Earth.

God's absolute power is seen in that he speaks and things are created. Each new section Gen 1: is introduced by God's speaking. Everything that God speaks into being is good (vv. 10, 12, 18, 21, 25, 31). These verses show how God has arranged time in a weekly cycle (Day . . . Night). God is pictured as working for six days and resting on the seventh, which is a model for human activity. Day 4 will develop this idea further: the lights are placed in the heavens for signs and seasons, for marking days and years and the times of the festivals, such as Passover. This sense of time having a structure is further emphasised as each stage of God's creative work is separated into specific days. There was evening and there was morning, the first day. After each workday there is an evening and then a morning, implying that there is a night-time (the worker's daily time of rest) in between. Similar phrases divide Genesis chapter 1 into six distinctive workdays, with chapter 2:1–3 being a seventh day, God's Sabbath.

Naming of creation and days of creation

Scripture: Gen 1

According to Genesis:

Creation week: Genesis refers to the creation days by number: Day 1 to Day 6. Day 7 Sabbath.

One God: God spoke and it was so. There is one God who has always existed and who created everything in the heavens and on the earth. He is responsible for all of creation.

Beginning: Genesis ascribes a beginning to the heavens and earth.

Importance of man: Man is seen as the pinnacle of God's creation.

Man was created in the image of God and was given dominion over all the creatures that fill the land, the sea and the air. Every man is seen as special and of infinite worth, being a reflection of the one true God.

Seventh Day: God's day of rest

The climax of God's creation was man. After God had created everything in the heavens and on earth, He created man on the sixth day. He blessed man and charged him to be fruitful, to multiply, to fill the earth and have dominion over God's creation.

God bestowed His blessing on man to have dominion over His creation not to abuse and destroy but to be stewards, and to tend it with care. At the beginning of God's creation, He established time by creating light and separating it from darkness. He called the 'light' day and the 'darkness' night. "And there was evening and there was morning – the first day" (Genesis 1:2).

The pattern in which God commanded specific things into existence followed by the statement "the evening and the morning" reaffirmed a start and end point in creation. The specific mention of evening and morning after each creative action affirms the truth that God created all things on earth and in the heavenly realms in six literal days. Those who argue that the word "day" refers to longer time periods rather than a 24-hour day do so to support the evolutionary theory of life evolving randomly and by chance.

At the completion of creating beasts, and birds out of the ground, He brought them to Adam to see what he would name them. Whatever Adam called each living creature that was its name. So, Adam gave names to all the livestock, the birds of the air and all the beasts of the field (Genesis 2:19 – 20).

Scripture is very precise in its description that God created everything in six days by affirming after each creative work with the statement; and the evening and the morning. This text clearly pointed to the fact that a day consisted of a night time and daytime as reinforced in Genesis 1:16 – 19: "God made two great lights – the greater light to govern the day and the lesser light to govern the night." Hence, we can accurately state that the six days creation account affirms literal days consisting of 24 hours. The Genesis account of creation refers to the days as first, second, third, etc, with the culmination of the seventh day as the Sabbath of the Lord. These days were still referred to as such even in the New Testament. For instance, in Luke 23:54 the sixth day is referred to as the "Day of Preparation" because it was bound up with the keeping of the Sabbath which followed the day after, the seventh day. The Greek term referred to here is "prosabbaton" which literally means the day before the Sabbath. So, what Luke alludes to in his parallel text with Mark 15:42 is the sense of movement towards preparing for the Sabbath which is the centre of the seven-day week. The early apostles, Christian Church and Yeshua kept the observance of the seventh day Sabbath as presented in Genesis and passed down the generations in all Hebrew societies until the Romans changed the names of the days to names of their gods. With the adoption of the Gregorian calendar by the world the names of the original days of the week were permanently altered

Lesson Titles

1. HOW GOD CREATED THE HEAVENS AND THE EARTH
2. THE IMPORTANCE OF GOD'S CREATION

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided for the lessons. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes at each local setting.

Under this topic, the focus of teaching and learning should be centred towards how God created the heavens and the earth, the significance of creation and the order of creation.

Teachers should also note that the scriptures in the bible should serve as the main reference for lessons in this strand.

Teaching Activities

- Facilitate reading of scriptures and conduct reflective discussions.
- Facilitate discussion and sharing among peers in groups.

Learning Activities

- Bible Reading for Meaning
- Reflective Discussion
- Cooperative Learning

Resources

- The Holy Bible – KJV
- Why did God Create the World | Desiring God by John Piper – <https://www.desiringgod.org>
- How are God’s Attributes “Clearly Perceived by Everyone by John Piper – <https://www.desiringgod.org>

Benchmark 10.1.1.2 Explore and analyse God’s plan and purpose for forming the first man and woman for his creation

TOPIC: IMPORTANCE OF GOD’S CREATION OF MANKIND

Learning Objectives:

By the end of this topic, the students will be able to;

- Describe how God created man and woman.
- Evaluate and discuss God’s plan and purpose of forming man and woman.

Essential Questions:

- How did God create man and woman?
- What is the significance of man to God other than creation?

Performance Indicators

- Read about and explain how God created man.
- Analyse the purpose of God’s creation of man and woman.
- Discuss the purpose of God’s creation of man and woman.
- Evaluate and explain the significance in God forming man in his image and likeness and speaking other creation into existence.

Values: All humans are valuable because we were created in God’s image and likeness

Exalt God as creator of all things

Attitudes: Appreciate God’s creation of mankind

Skills: Read and explain how God created mankind.

Compare and contrast the creation of man and other creatures

Knowledge: Difference between the creation of man and the rest of nature.

The creation of man in comparison to other creatures

Content Background

How God created man

Scripture: Genesis 1:26 – 2: 15-23

God formed man and woman to be fruitful and to multiply. From the time of creation, God’s plan has been that the whole earth should be populated by those who know him and who serve wisely as his representatives. To subdue the earth and to have dominion over it.

Mankind was the last to be created – after everything else was made perfectly, just for us. The angels did not need earth; the cherubim did not need earth – it was made so we humans would have somewhere to live in preparation for the creation of the Kingdom of God. Without mankind on Planet Earth, the creation served no purpose, and we notice the Lord did not turn the empty watery void into a livable place until it was needed. After the sky, sun, moon, stars, planets, seasons, animals, birds and plants were created, there was no spiritual element in any of it until the Lord created Adam and breathed His Spirit into him. Only then

did the spiritual reality of creation become evident and the creation of mankind was elevated to being the children of God the Father, and thus the Lord had begun building the Kingdom of God. Making our transformation from a lifeless flesh and blood body to a living spiritual being, thus bringing the Spirit of God to earth, was a phenomenal event. That has happened only once ever in the whole of history, and will never be repeated. When we make the Lord our King and accept His dominion over us, we give meaning and purpose to the creation of the entire universe. When we become faithful servants within the Kingdom of God, we give real purpose to the existence of creation.

God formed man in His image and likeness

Scripture: Genesis 1:26 -29

Scripture says that God created mankind alone “in our image and likeness.” Human beings are placed by God at the head of the visible creation. Man enjoys a special dignity since, “of all visible creatures, only man is able to know and love his creator. He is the only creature on earth that God has willed for its own sake and he alone is called to share, by knowledge and love, in God’s own life.

Let us begin our study by considering the creation account in Genesis. “Then God said; Let us make man in our image, in our likeness (Genesis 1:26).” And the Lord God formed man from the dust of the ground and breathed into his nostrils the breath of life and man became a living soul (Genesis 2:7). From these texts, we can conclude accurately that man did not evolve from a simple living cell or from apes but man was created by God in His very image and likeness on purpose.

What significance does this statement hold? All people were created by God for a reason and purpose. We did not appear on the face of this earth by a chance event or a random act. All men were created and brought forth into this world to serve a purpose that was ordained by God from the foundation of the world. Though we cannot create like God did when He spoke creation into existence, man is able to perceive, appreciate and create beautiful things by organising and shaping the resources God has provided. Furthermore, God created us as social beings able to relate to others and congregate in groups like families, cultural or racial links just as the Godhead who are three distinct individual persons yet they work together in unity to achieve one common purpose. Human beings in all their uniqueness can emulate the Godhead three by cooperating, and participating in all activities pertaining to this life.

One outstanding element of God’s creation of man is that unlike other creatures who spoke into existence, He fashioned man with his own hands. This truth stands out in all evolutionary theories that man originated in the mind of God and was brought forth through the all-powerful hands of the Lord Almighty.

Why God created man and woman

Scripture: Genesis 1:26 -29

Firstly, in Genesis 1: 26 – 27, the Bible declares that God made man in His image and likeness. God originally intended for man to reflect His image. This language refers to humans as a mirror image of the Creator. Bible scholars have often debated as to what God’s image is; however, we can take from Scripture what

God's image may allude to. In Ephesians 1:4, the Apostle Paul testifies: "For He chose us in Him before the creation of the world to be holy and blameless in His sight." God is a Holy and Supreme Being who is perfect in all aspects of character. Hence, those who identify with Him must also be blameless in His sight. Scripture further reinforces this truth when it declares; "Because it is written, Be ye holy, for I am holy (1 Peter 1:16 , KJV)." When one observes him or herself in a mirror, the image that is reflected is not the exact person but is a likeness of the person. God foreknew that Satan will ruin His plan of a perfect bliss through sin. Though human beings with their defects in character and life can never fully reflect a Holy God, the small ways in which we conduct ourselves can reflect God in a limited way to all people in a sin darkened world.

Secondly, God created people to rule over His creation. God gave man the right to have dominion and subdue all things He had created. The command for man to subdue implied that man had a task to perform in terms of nurturing and caring for God's creation. This dominion or control did not intend for man to abuse, pollute or destroy the environment but simply tasked man with the duty of responsibility as stewards of God's creation. However, apart from managing and caring for God's creation as stipulated in Scripture, God also intended that man should not be controlled or dictated to by creation via false worship of nature. These two extremes exist in the world today in which one wants to totally empty the earth for profit or personal gain and another extreme holds a reverential awe towards nature, making man become slaves even to animals whom they worship as gods.

Thirdly, God created human beings to be fruitful and multiply, and fill the earth. This was God's pronouncement of blessing and His delegation of responsibility. God's command for man to be fruitful and to multiply and fill the earth was to happen via holy matrimony or marriage. The earth was to be filled through children reared in a heterosexual relationship between a man and a woman. However, this charge did not licence man to have very large families and be negligent of their duty in providing for the well-being and welfare of the children they rear. In 1 Timothy 5:8, the Bible declares; "But if any provide not for his own, and especially for those of his own house, he hath denied the faith, and is worse than an infidel" (KJV). In recent times, the growth in homosexuality and lesbianism is threatening the family unit. The devil is using human agencies such as governments to enact and pass legislation allowing for same sex marriage is challenging God's standards and is a defiance of His initial command to our first parents.

Finally, at the end of the Bible, in Revelation 21:7 Scripture declares that whoever overcomes shall rule with God over all creation and he will be a son of God. Hence, we can rightly conclude that man's destiny was to be part of the Kingdom and family of God. Man was created to co-rule over His Kingdom. Apostle Paul in Romans 8:17 testifies; "Now if we are children, then we are heirs – heirs of God and co-heirs with Yeshua..."

Lesson Titles

1. HOW MAN WAS CREATED
2. WHY GOD CREATED MAN AND WOMAN.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Under this topic, the focus of teaching and learning should be centred towards how God created mankind and the purpose of creating mankind.

Teachers should note that the scriptures in the bible should serve as the main reference for lessons in this strand.

Teaching Activities

- Facilitate reading of scriptures and conduct reflective discussions.
- Facilitate discussion and sharing among peers in groups.

Learning Activities

- Bible Reading for Meaning
- Reflective Discussion
- Cooperative Learning
- Think, Pair, Share

Resources

- The Holy Bible – KJV
- Made in the image of God: what does it mean and why does it matter by Subby Szterszky – <https://focusonthefamily.ca>
- God’s Purpose for Mankind | United Church of God – <https://www.ucg.org>

Benchmark 10.1.1.3 Investigate and explain the essence, and intensity of God's love for mankind.

TOPIC: THE NATURE AND MAGNITUDE OF GOD'S LOVE FOR MANKIND.

Learning Objectives:

By the end of this topic, the students will be able to;

- Describe the nature of God's love.
- Identify and describe the magnitude of God's love for mankind;
- Evaluate God's love manifested in creation.

Essential Questions:

- What is the nature of God's love for mankind?
- How does God demonstrate the magnitude of his love for mankind?

Performance Indicators

- Read about and discuss the essence of God's love.
- Identify the magnitude of God's love.
- Describe the magnitude of God's love.
- Describe how God demonstrates his deep love for mankind.

Values: Embrace the essential quality of God's love for man.

Reflect God's love through acts of kindness and benevolence.

Attitudes: Appreciate God's love for man.

Reflect God's love through acts of kindness and benevolence.

Skills: Investigate and describe the essential quality of God's love for man.

Identify and describe the magnitude of God's love.

Knowledge: Explain the nature of God's love for man.

Explain how God manifests His love towards human beings.

Content Background

Essence of God's love for mankind

Scriptures: John 3:16, 1 Corinthians 14:1, Ephesians 2:8, 1 John 4:8, 16 -21, Hosea 3:1

Love is the essence of God's nature. Not only does He love, He is love. He is the source of love. His love is unchanging, free, spontaneous, and undeserved.

One of the basic needs of all human beings is to be loved. Every person needs love and it is a human character that we feel accepted or important when shown love by others. When we do not receive love, we often resort to rebellious behaviour as a means of expressing our lack of acceptance by others. So, if humans are lacking in love and do not express this most basic need, where can it be met? There is only one person who loves us in spite of our shortcomings and defects in character, attitude or behaviour - the Lord God Almighty.

If God loves us unconditionally, then what is His definition of love? The phrase 'love of God' can either mean love for God or love by God. The Greek term "theophilia" means the love or favour of God. Another Greek term "agape" is used to denote the love humans have towards God as well as the love that God has towards humans. In 1 John 4:8, 16 expressly states that: Everyone who loves has been born of God and knows God. Whoever does not love does not know God because God is love." The Gospel of John is a testament of this very nature of God. In the next line Scripture attests that God demonstrated His character of love by sending His Son into the world that we might live through Him (vv. 9). John 3:16 attests that God's very being is love and because He loved the world so much, He gave His only begotten Son so, that whosoever places their trust in Him will not perish but have everlasting life. Since love is God's nature, it cannot be mistaken as a friendly attitude He projects. It is the very essence of His being because everything He does will always be driven towards us by love. There accomplished work of Yeshua on Calvary is ultimate but a perfect means in which God demonstrates His nature.

But was Calvary the perfect picture of God's essence? Absolutely not, that was the climax. The truth is that biblical history is filled with many examples which bear the undeniable marks of God's loving nature. From Genesis to Revelation, His great love is displayed on multiple levels and countless glorious ways. In fact His unchanging love is older than time itself. (Buettel C, The Nature of God's Love)

Intensity of God's love for all mankind

Scriptures: John 3:16, Jeremiah 31.3, Zephaniah 3:17, Romans 5:8, 2 Corinthians 13:11, 2 Thessalonians 3:5, 1 John 3:1, 1 John 4: 7-9, 19

In the New Testament, the word agape was used for the word love. Agape love always seeks the highest good of others, no matter what they do. Agape love makes the choice to love. It is an act of the will and not of emotions. It is a self-giving love that gives freely.

'God loved the people of this world so much that he gave His Only Son, so that everyone who has faith in Him will have eternal life and never really die.'

I. God's Love Is Intra-Trinitarian Love

- A. The love God shows toward humanity is a love that first existed within the Godhead (John 3:35).
- B. As the father has loved the Son, even so He has now loved believers (John 17:26).

II. God's Love Is Infinite

- A. When Christ comes to live inside Christians, He brings the father's infinite love with Him.

III. God's Love Is Sacrificial

- A. True love is a love that gives.
- B. This is most powerfully seen in the father's giving His Only Son to redeem sinners

(Rom. 5:8).

- C. As the good shepherd who lays His life down for His sheep, Christ laid down His life for the lost (John 10:11).

IV. God's Love Is Volitional

- A. It is a choice of God's will.
 B. He chose His people not because of something inherently worthy of love in them (Deut. 7:7).
 C. God is the initiator and pursuer in His relationship with individuals (1 John 4:19).

V. God's Love Is Eternal

- A. There is no beginning or end to His love (Jer. 31:3).
 B. Predestination expresses the greatest love that there has ever been. i. It is the love of the father for His chosen ones as He eternally loved and elected (Eph. 1:4–5).

VI. God's Love Is Passionate

- A. God's heart is full of affection for His people (Deut. 30:9; Isa. 64:4).

The Christian faith is the only religion in the world whose deity is a loving God whereas other religion's gods are depicted as vengeful, hateful and in constant need of being appeased. The Bible is filled with rich passages of a loving Creator whose very essence and being is love, and all His acts are motivated and acted out of this love. We can describe God's love as gracious, peculiar, eternal, sacrificing, marvellous and rich. Above all, the love of God is wonderfully described as unconditional, meaning that we can experience God's love even when we do not deserve it. It means the gracious love of God can be experienced by His enemies, rebellious and fallen creatures. God's love is personal, empowering, long suffering and merciful. It knows no boundaries and is eternal. The Apostle Paul declared: "For I am convinced that neither death nor life, neither angels nor demons, neither the present nor death, nor the future, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Yeshua, our Lord" (Romans 8:38 – 39, NIV).

God is in love with man that He has given everything that we need in this life and the one that is to come. See what great love the Father has lavished on us that we should be called children of God! And that is what we are! (1 John 3:1). The magnitude of God's love for those who fear Him is limitless as the Psalmist declared: "For as high as the heavens are above the earth, so great is His love for those who fear Him" (Psalm 103:11 NIV). Not only is God's love immeasurable, it is endless. God's love is endless and is everlasting.

Lesson Titles

1. ESSENCE OF GOD'S LOVE FOR MANKIND
2. INTENSITY OF GOD'S LOVE FOR ALL MANKIND

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Under this topic, the focus of teaching and learning should be centred towards the essence of God's love and the magnitude of God's love for mankind.

Teachers should note that the scriptures in the bible should serve as the main reference for lessons in this strand.

Teaching Activities

- Facilitate reading of scriptures and conduct reflective discussions.
- Facilitate discussion and sharing among peers in groups.
- Facilitate an inquiry into the magnitude of God's love for mankind through the scriptures.

Learning Activities

- Bible Reading for Meaning
- Reflective Discussion
- Cooperative Learning
- Inquiry

Resources

- The Holy Bible – KJV
- The Essence of God's Love – word seed ministries: <https://m.wordseedministriesonline.com>
- The Nature of God's Love | 1 Thessalonians 5:21 by Cameron Buettel – <https://discerneverything.wordpress.com>

Benchmark 10.1.1.4 Investigate and explain the essence of stewardship, and its core pillars.

TOPIC: THE VALUES AND CORE PILLARS OF LOVE AND STEWARDSHIP

Learning Objectives

By the end of this topic, the students will be able to;

- Explain the essence of stewardship.
- Explain and demonstrate the values of stewardship.
- Identify and discuss the pillars of stewardship.

Essential Questions:

- What are the values of love and stewardship?
- What are the core pillars of stewardship?

Performance Indicators

- Explain the essence of the values of love and stewardship.
- Identify the pillars of love and stewardship.
- Explain the pillars of love and stewardship.
- Describe how God gives the power of dominion and authority over all creation to man.

Values: Recognize the fact that God owns all things by creation
Love and care for God’s creation.

Attitudes: Exercise care over God’s creation.
Learn to be responsible and accountable stewards.

Skills: Practise the virtues of stewardship in their daily lives.
Managing God’s Creation.

Knowledge: Explain the essence of stewardship and its core pillars.

Content Background

The values of love and stewardship

A biblical worldview of stewardship can be consciously defined as “Utilising and managing all resources God provides for His glory and the betterment of His creation.” The central essence of biblical worldview stewardship is managing everything God brings into the believer’s life in a manner that honours God (Stewardship –,theology, Wikipedia). The Scripture declares; “As each has received a gift, use it to serve one another, as good stewards of God’s varied grace” (1 Peter 4:10).

According to the teachings of the Bible, God owns all things by creation and He created everything on Earth for mankind. He entrusted man with the responsibility of nurturing, caring and preserving His creation. As previously seen in the command God charged man with Genesis 1:28, He bestowed man with the responsibility of stewardship in that man was to care for His creation as an act of worship in His honour. Our stewardship of creation involves taking care of the environment and animals as well as ourselves, our families and the communities we reside in. It is a way of expressing our appreciation for His

provision, sustenance and most importantly the expression of our gratitude for His love towards us.

The underlying basis of stewardship is that God created all things and that He owns all things on earth and in the heavenly realms. Psalm 24:1 - 2 affirms this truth when it declares: "The earth is the Lord's, and everything in it, the world and all who live in it for He founded it upon the seas and established it upon the waters." The abundance of God's blessings to mankind is not for self-gratification or exaltation but also for others as directed by Him. Most people see stewardship as being responsible with one's finances however, stewardship is much more than that. It includes our talents, time, body and all that God has brought into our hands and way in which we use it to bring glory and honour to His Holy Name. In the very nature of good biblical stewardship lies the fundamental truth that we love God because He first loved us and gave everything we need in this life. We demonstrate our love to God by taking care, preserving and using the resources He provided in a manner that brings glory and honour to His name.

The core pillars of love and stewardship

Scriptures: Mathew 25:14-30

Principle defined: a moral rule or belief that helps you know what is right and that influences your actions.

1. The Principle of Ownership (vss.14-15)

It is clear that man was created to work and that work is the stewardship of all the creation that God has given him (Gen 2:15, Gal 6:4-5, 1 Chron. 29:11-12, Psa. 24:)

This is a fundamental principle of biblical stewardship. God owns everything, and we are simply managers or administrators acting on his behalf (Deut. 10:14, John 3:27)

Therefore, stewardship expresses our obedience regarding the administration of everything God has placed under our control.

Stewardship is the commitment of one's self and possessions to God's service (Deut. 8:17-18)

2. The Principle of Responsibility (vss.16-18)

Although God gives us all things richly to enjoy, nothing is ours. Nothing really belongs to us. God owns everything; we are responsible for how we treat it and what we do with it (1Cor 4:2)

While God has graciously entrusted us with the care, development, and enjoyment of everything he owns as his stewards, we are responsible to manage his holdings well and according to his desires and purposes.

3. The Principle of Accountability (vss.19-27)

We are all stewards of the resources, abilities and opportunities that God has entrusted to our care. One day each one of us will be called to give an account for how we have managed what the Master has given us.

God has entrusted authority over the creation to us and we are not allowed to rule over it as we see it fit.

We are called to exercise our dominion in managing his creation in accord with the principles he has established.

4. The Principle of Reward (vss.28-30)

Stewards who do the Master's will with the Master's resources can expect to be rewarded incompletely in this life (Col 3:23-34)

Biblical stewardship deals with more than finances but encompasses all that God has given us to advance His kingdom on earth.

Lesson Titles

1. THE VALUES OF LOVE AND STEWARDSHIP
2. THE CORE PILLARS OF LOVE AND STEWARDSHIP

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Under this topic, the focus of teaching and learning should be centred towards the Values of love and stewardship and their core pillars.

Teachers should note that the scriptures in the bible should serve as the main reference for lessons in this strand.

Teaching Activities

- Facilitate reading of scriptures and conduct reflective discussions.
- Organise field trips for students to learn indirectly, through experiences.
- Plan and facilitate experiential learning of attitudes and values through community service programmes.

Learning Activities

- Bible Reading for Meaning
- Reflective Discussion
- Group Project
- Field trips
- Participate in a community service activity.

Resources

- The Holy Bible – KJV
- What are Stewards in the Bible? Meaning and Importance of Stewardship – <https://www.christianity.com>
- Topical: The Essence of Stewardship – <https://tifwe.org>
- What are Stewards in the Bible? Meaning and Importance of Stewardship – <https://www.christianity.com>
- <https://www.gospelproject.com/how-should-we-exercise-dominion/>

Unit 2: The Ten Commandments: God's

Content Standard 1.2 Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour and practice in different contexts.

Benchmark 10.1.2.1 Investigate and explain the meaning, purpose and relevance of the 5th and 6th Commandments, and analyse their influences on people's relationships with others.

TOPIC: MEANING, PURPOSE AND RELEVANCE OF THE 5TH and 6TH COMMANDMENT

Learning Objectives:

By the end of this topic, the students will be able to;

- Examine and explain the meaning, and purpose of the 5th and 6th Commandment.
- Analyse the influence of the 5th and 6th Commandments on human relationships;
- Explain God's intention of human relationships.

Essential Questions:

- What is the meaning, purpose and relevance of the 5th Commandment?
- What is the meaning, purpose and relevance of the 6th Commandment?
- What is the meaning, purpose and relevance of the 5th and 6th Commandments in life?
- How do the 5th and 6th Commandment influence our relationship with others?

Performance Indicators

- Examine the meaning, purpose and relevance of the 5th and 6th
- Read and interpret relevant bible texts on the 5th and 6th Commandments
- Explain the meaning, purpose and relevance of the 5th and 6th Commandments.
- Analyse the influence of the 5th and 6th Commandment on people's relationships with others.
- Explain what God intends on relationships in Commandment 5 and 6.
- Explain what God intends for life in Commandments 5 and 6.

Values: Reverence and respect for God and others begins at home
Sanctity of life is a God given gift to all mankind

Attitudes: Reverence for God and respect for others is developed by
honouring one's own parents.
Respect the life of others as God's creation.

Skills: Examine and explain how the 5th Commandment teaches reverence and respect for God and others.

Explain the meaning and purpose of the 6th Commandment

Knowledge: Describe how the 5th Commandment promotes respect for God, family and others.

Demonstrate how God values life through the 6th Commandment

Content Background

Meaning, purpose and relevance of the 5th Commandment
 Scripture: Exod. 20:12, Deut. 5:16, Eph. 6:2-3,

Our duty to our neighbours is to love them as ourselves, and to do to other people as we wish them to do to us.

The Fifth Commandment is the first dealing strictly with our relationship with one another and targets the first primary relationship we all experience, our relationship with our parents.

‘Honour your father and your mother, that your days may be prolonged in the land which the LORD your God gives you.’

This commandment is to be obeyed no matter how ‘good’ or ‘bad’ our parents are or have been. This is because in God’s sovereign wisdom, He has established the family as the foundation for human society and the parents as His delegated authority in that institution. To dishonour our parents, then, is to dishonour God, defy His authority and reject His sovereign plan.

Honouring Our Parents Means Respecting Them. It has become fashionable in some places to disrespect others, including our parents, resulting in the breakdown of the family. But the 5th Commandment prohibits this growing trend. (Lev. 19:3, 32)

Honouring Our Parents Means Obeying Them. Respecting our parents is only the first part of the intended result – obedience. For God it is an imperative for children to obey their parents. (Prov. 1:8)

Jesus Honoured His Parents

The example was set by Jesus, at the age of 12. (Luke 2:51-52)

If Jesus, who was God incarnate, lived in subjection to His earthly parents, how much more should we!

Dishonouring of Parents was a Capital Offense (Exod.21:15,17)

‘Let your father and your mother be glad, and let her rejoice who gave birth to you.’ (Prov. 23:25)

The fifth Commandment teaches us reverence and respect by honouring our parents. It is the only Commandment with a promise; Honour thy father and mother that thy days may be long upon the land which thy God giveth thee. A long life is promised to those who have respect for their parents. Children who are properly trained regard their parents highly and are obedient to their instructions. The fifth Commandment emphasises a frame of mind and attitude of reverence and respect which can easily be transferred in terms of showing reverence for God by obeying and following His laws. The parents-child relationship in the physical sense is very much similar to the spiritual relationship between a Christian and God. A child trained well in the ways of the Lord shows respect for his parents by obeying their instructions. Similarly, a Christian who fears God honours Him by keeping His laws. Countless tragedies including death have

befallen many young people as a result of being disobedient to their parent's instructions. The same is true for many Christians who have experienced trouble because they disobeyed God and reaped the consequences of their choices. A classic example of disobedience and its consequences can be learnt from the experience of the Israelites in the forty years of wandering in the wilderness after their exodus from Egypt under the leadership of Moses. God's instruction to His children was for them to trust Him by obeying His servant, Moses. Instead, they tested God time and again even though He showed up so many times in delivering them from their enemies and sustaining them in miraculous ways. Wiseman Solomon portrayed this beautifully in Proverbs 3:7 – 8 where he says; "Be not wise in thine own eyes: fear the Lord, and depart from evil. It shall be healthy to thy navel, and marrow to thy bones." The very essence of obedience apart from longevity of life is God's promise of eternal life to all men who obey His Word and remain faithful to Him in this life.

Meaning, purpose and relevance of the 6th Commandment
 Scripture: Exod. 20:13, Deut. 5:17,

Our duty to our neighbours is to love them as ourselves, and to do to other people as we wish them to do to us.

The Command is simply stated. 'You shall not murder.'
 God values life. This is evidenced not only by his commandment, but by the punishment administered for violating it.

The killing of another person is prohibited no matter the circumstances or reasons, necessitating care and caution in our interactions with one another, and understanding God's elevated view of human life.

Punishment for Murder

Consider the directive by God given to Noah and his family after the flood.
 (Gen.9:6)

The Standard of Guilt

The severity of the punishment demanded that convictions be sure. To this end, God instituted his standard for guilt. (Num 35:30-31)

The Exceptions to the Rule

There are times when killing is allowed by God (Ecc. 3:3, 8)

God commended individuals in Scripture who stood for His righteousness by destroying the irrelevant and the blasphemers.

The Spirit of the Law

Most people never violate this commandment literally, including the circumstances outlined in the exceptions. But this does not exonerate them, as Jesus explained.

You have heard that the ancients were told,

YOU SHALL NOT COMMIT MURDER.'

(Mat 5:21-22)

Angry words can destroy because they are propelled by the same emotion that

lies at the heart of murder itself. So be careful what words you say. You may regret them one day.

‘But I tell you that every careless word that people speak, they shall give an account for it on the day of judgement.’ (Mat 12:36)

The Spirit Root of Murder

Murder, or to be more specific the desire to murder, not as unexplainable as some may think. No matter the cause, its origin is always in the dark thoughts fomented in the mind of the evil one. As Jesus explained... (Mat 15:19)

The sixth Commandment is a continuation of the reverence and respect one should have for his fellow man as we saw in the first lesson. Just as God is longsuffering and able to bear with our disobedience and rebellious attitude by respecting our choices, we should also show reverence to Him by respecting the right of life of others as God’s creations. The sixth Commandment was purposely given because men are truly incapable of not hating and are prone to commit murder. Now you may wonder how hating another is a form of murder when no life is taken. Yeshua said we would be judged not only for what we do but for what we think as well. As often what we think is expressed in our words when we attack another person by the use of strong words. Our hatred for another in our minds is expressed through the words that proceed from our mouth. Yeshua pointed this out clearly in Matthew 12:34 when He declared; “For out of the overflow of the heart, the mouth speaks.” He further reiterated in Matthew 5:21 – 22, that whosoever is angry with his brother without a cause shall be in danger of the judgement...” Yeshua expanded the intent of the sixth Commandment to include all bitterness, animosity, contempt and hateful hostility towards another as direct violations of His law. This is because any mental and emotional abuse we direct towards another and desire to see another person suffer is a direct violation of the Ten Commandments which is based on love – love towards God and to our fellow man. Hence, if we show hatred towards another person, we are guilty of breaking the law of God and the consequence is that we will face the judgement of God.

God’s preference is for all humans to show mercy as He is merciful. In Ezekiel 33:11, the Bible declares; “As I live, says the Lord God, I have no pleasure in the death of the wicked, but that the wicked turn from His way and live.”

How the 5th and 6th commandments influence people’s relationship with others. Scripture: 1 Corinth 13: 4-8, Mat 7:12, Rom 5:5,8, Col 3:13, Phi 4:7

True love is a divine gift. It comes only from God Himself.

God is love. As His creation, we must also love one another.

How do the 5th and 6th Commandments influence people’s relationship with one another? To enable us to fully understand correctly in the context of the commandments, let us revisit the question that was posed to Yeshua by the Pharisee in Matthew 22: 34 – 40; “Teacher, which is the greatest commandment in the Law?” It is both interesting and rather not surprising that when Yeshua responded to the Pharisee’s question, He did not refer to a specific Commandment. Instead, He went deeper into the heart of the Commandments by amplifying the entire Law. The love for God and our fellow men is the very core of the

Commandments of God. In other words, the contexts of the Commandments are encased in Relationship. A proper understanding of the Commandments can never be realised outside of this context. The Ten Commandments was a covenant of love given by a personal God for the people of Israel as well as all mankind. The entire Law of God is a Law of Love. When the Commandments are viewed in this context it not only gives us a proper understanding of the Law but it also eliminates any misunderstanding including its non-application to Christians today.

Lesson Titles

1. MEANING, PURPOSE AND RELEVANCE OF THE 5th COMMANDMENT
2. MEANING, PURPOSE AND RELEVANCE OF THE 6th COMMANDMENT
3. HOW THE 5th AND 6th COMMANDMENTS INFLUENCE PEOPLE'S RELATIONSHIP WITH OTHERS

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Under this topic, the focus of teaching and learning should be centred towards the meaning, purpose and relevance of the 5th and 6th commandments. Teachers should note that the scriptures in the bible should serve as the main reference for lessons in this strand.

Teaching Activities

- Facilitate reading of scriptures and conduct reflective discussions.
- Plan and facilitate a case study
- Facilitate an awareness programme on a theme.

Learning Activities

- Bible Reading for Meaning
- Group Project
- Inquiry
- Case Study
- Participate in conducting an awareness

Resources

- The Holy Bible – KJV
- What the Ten Commandments Really Mean: 5th Commandment – Bethel Church of God: <https://www.bethelcog.org>
- Six Commandment: You Shall Not Murder by Mike Bennett – <https://lifehopeandtruth.com>
- The Sixth Commandment and War | Tenth Presbyterian by Rick Philips – <https://www.tenth.org>

Benchmark 10.1.2.2 Analyse Commandment 5 and 6, and evaluate their underlying biblical values and principles

TOPIC: BIBLICAL VALUES AND PRINCIPLES OF THE 5TH AND 6TH COMMANDMENTS.

Learning Objectives:

By the end of this topic, the students will be able to;

- Analyse and evaluate the values embedded in the 5th and 6th Commandments;
- Explain how the values of the 5th and 6th Commandments influence people's behaviour.

Essential Questions:

- What are the biblical principles of the 5th and 6th Commandments?
- What significance do they have in our lives?

Performance Indicators

- Read and interpret relevant bible texts on the 5th and 6th Commandments.
- Examine the values of 5th and 6th Commandments.
- Discuss the biblical values and principles of the 5th and 6th Commandments.
- Interpret Commandments 5 and 6 to understand God's intent for relationship with others.

Values: God created us to have a relationship with Himself and our fellow men.
Life is a precious gift from God to all men.

Attitudes: Appreciate our relationship to God and to others.

Human life is sacred, holy and precious in the sight of God.

Skills: Explain the influence the values of the 5th Commandment have on our behaviour.

Analyse the values embedded in the 6th Commandment.

Knowledge: Identify the values of the 5th Commandment.

Explain how the values of the 6th Commandment influence people's behaviour.

Content Background

Biblical values and principles of the 5th commandment

Scriptures: 1 Samuel 18:3, 20:17, Deu.7:8, 1 Kings 10:9, Micah 6:8, Song of Solomon 8:6-7 1 Cor 13:4-8, Eph. 4:2

Throughout the world Christians view the Commandments of God with varying degrees of suspicion even to the point that some consider it as hostile and a curse in keeping it. However, God urges His children to observe them so that it may go well with them. He does not say that keeping them will produce spiritual salvation but that it will produce a pattern of life that will result in stability, safety, enjoyment and longevity both at a personal and community level.

As we learnt in the previous topic of this Unit, the Ten Commandments are centred on a covenant of love between God and men, and between men and others. The first four Commandments teach us about our relationship to God whilst the rest of the Commandments teach us how to conduct our relationship with our fellow men. The fifth Commandment specifically is the bridge between the first four and the remaining five Commandments. The core value that the 5th Commandment conveys is relationship – first to God and second to our fellow men. The effect that keeping or failing to keep the fifth Commandment has on those relationships is huge. The proper keeping of the fifth Commandment leads to reverence for and obedience to God Himself, the ultimate Parent. The key word honour in the Commandment according to the Hebrew word underlying it suggests heaviness, weightiness, severity and richness all in a long lasting, continuing sense. Therefore, the usage of honour signifies a sense of glorifying, or revering or giving high regard or respect to someone. It is also important to note that though this Commandment is primarily focused on the function of parenting, it is definitely not limited to it. The keeping of this law also teaches the value of showing respect to civil and authoritative figures.

Why does God want a person to honour his parents and other authority figures? Firstly, the family is the basic building block of society. The stability of the family is essential to the stability of the community. The more respectful each family is of other family members, especially of parents, the greater the degree of respect that will carry beyond the immediate family and into strengthening the community. The family is also the building block of government. The lessons and principles learned from honouring, respecting and submitting to one's parents result in a society stable enough to promote the development of the whole person. When dishonouring parents is taken to an extreme, it produces an attitude of anarchy which is simply an absence of law and order, and when someone does as he wills.

Those trained in the home to dishonour parents will resist authority on every front, whether civic authorities, supervisors at work, teachers in school or coaches of a sporting team. Self-centredness stands at the foundation of this action.

Biblical values and principles of the 6th Commandment

Scriptures: Scripture: Gen 1:26, Exod. 20:13, Lev. 17:11

Human life is sacred and is a gift from God. This life is to be respected and protected. God created human beings in His image and likeness.

The Spiritual definition of life would be that life is described as being “in the blood” or the “flesh” or having “breath.”

Human life is sacred because from its very beginning it involves the creative action of God and it remains forever in a special relationship with the Creator, who is its sole end. God alone is the Lord from its beginning until its end; no one can under any circumstance claim for himself the right directly to destroy an innocent human being.

The Sanctity of Life

The phrase sanctity of life means the extent to which human life is considered precious, sacred and holy in political matters including abortion and euthanasia

(the painless killing of a patient suffering from an incurable and painful disease). God also places a high value on human life and provides safeguards against this practice in His laws.

The sixth Commandment; “Thou shalt not kill (Exodus 20:13)” has long been a debating point between people in every walk of life over decades between pro-life and abortionists, or supporters of controversial acts of euthanasia or advocates of capital punishment and so forth. We may also ask, if God forbids killing then what about the slaughtering of countless men, women and children in the accounts of war that Israelites carried out against different races of people in the Old Testament? Does this mean that God is partial towards other people and gives them the licence to kill while on the other hand condemn others for the same act? What about killing others during times of war?

To help us better understand the context of this Commandment, let us consider the word “kill” which is also translated “murder” in the NIV. Firstly, the prohibition is not against any other killing at all, but against unjust killing. A basic understanding of Scripture will reveal that God does not forbid all killing of human beings; indeed, in many instances He has positively commanded it. Israel was instructed by God for killing the Canaanite peoples in their occupation of the Promised Land, but for not being thorough enough in their killing as stated in 1 Samuel 13. Also in Genesis 9, God imposed the death penalty for murder. On the one hand this shows the value God places on human life, but on the other it renders null any claims to a universal prohibition against killing. In Genesis 9:6 the Bible declares; “Whoever sheds the blood of man, by man shall his blood be shed; for in the image of God has God made man.”

In general, there are two kinds of killing the Bible sanctions. The first is for the punishment of capital crimes. The Old Testament clearly lays out a number of cases of which murder was one of the many crimes that warranted such punishment. The second situation was that of war. Again, throughout the Old Testament we see God’s people at war with their enemies, and never are they criticised or charged for doing so. Therefore, it is plain to see that the 6th Commandment does not prohibit these sorts of actions. This is reinforced when we find that the Hebrew word for murder in the Commandment is a word that is never used when authorised punishment or war is in view. The Apostle Paul vividly portrays this in Romans 13:4 when he declared; “For he is God’s servant to do you good. But if you do wrong, be afraid for he does not bear the sword for nothing. He is God’s servant, an agent of wrath to bring punishment on the wrongdoer.” So, in short, the 6th Commandment does not prohibit killing of our fellow men in situations of war or as a punishment for capital crimes like murder but is against any killing that is unjustified.

Lesson Titles

1. BIBLICAL VALUES AND PRINCIPLES OF THE 5th COMMANDMENT
2. BIBLICAL VALUES AND PRINCIPLES OF THE 6th COMMANDMENT

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Under this topic, the focus of teaching and learning should be centred towards the biblical values of the 5th and 6th commandments.

Teachers should note that the scriptures in the bible should serve as the main reference for lessons in this strand.

Teaching Activities

- Facilitate reading of scriptures and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into the values of 5th and 6th commandments from the scriptures.

Learning Activities

- Bible Reading for Meaning
- Reflective Discussion
- Research
- Inquiry

Resources

- The Holy Bible – KJV
- The Fifth Commandment – Church of the Great God by John W. Ritenbaugh – www.cgg.org
- Honour: Fifth Commandment – Life, Hope & Truth – <https://lifehopeandtruth.com>
- The Sixth Commandment and War | Tenth Presbyterian – <https://www.tenth.org>

Benchmark 10.1.2.3 Identify and correlate God’s attributes to Commandment 5 and 6, and assess the reasons for God regulating these attributes.

TOPIC: REGULATION OF GOD’S ATTRIBUTES TO THE 5TH AND 6TH COMMANDMENTS.

Learning Objectives:

By the end of this topic, the students will be able to;

- Identify the specific attributes of God contained in the 5th and 6th Commandments.
- Evaluate the reasons why God regulated his attributes in the 5th and 6th Commandments.

Essential Questions:

- What are God’s attributes to the 5th and 6th commandment?
- Why are God’s attributes regulated in the 5th and 6th commandments?

Performance Indicators

- Read and interpret relevant bible texts on God’s attributes to the 5th and 6th Commandments.
- Identify God’s attributes to the 5th and 6th Commandments.
- Evaluate the reasons for God’s regulation of his attributes in the 5th and 6th Commandments.

Values: The Commandments of God reveals His eternal attributes.

Appreciate and value God’s attributes to the commandments.

Attitudes: Appreciate that God’s Commandments help to regulate our conduct for the mutual and harmonious function of society.

Skills: Assess the specific attributes of God as portrayed in the 5th and 6th Commandment.

Identify and evaluate the reasons for God’s regulation of his attributes in the 5th and 6th commandment.

Knowledge: Explain why God regulated His attributes in the 5th and 6th Commandments.

Content Background

Topic: God’s attributes to the 5th and 6th Commandments.

God, the Creator is of numerous attributes/characteristics. When we speak of God’s attributes, we are talking about those characteristics that help us to understand who He truly is. Of these attributes, two are listed.

Justice – Gen 18:25, Exodus 34:6-7, Neh. 9:32-33, Rom. 9:14-33, Psa. 99:4, Rom. 1: 32, 1 Pet. 1;17

The Father of justice, God is the ultimate judge over the lives and actions of men. There seems to be so much injustice in the world (men lie, cheat, steal, and kill all the time with no seeming repercussions), but true justice is not meted out in this earthly realm, but in the true realm (the eternal heavenly realm).

Love – Deut. 7:7-8, John 14:31, Rom 5:5,8, Rom 8, 35, 39, 1 John 4:8,16. God is the genesis of love; He is its source; and it is by Him that we experience love, God's love is based in a supreme desire to glorify Himself, for He is the being worthiest of love. By seeking His own glory, God pours forth His love upon His creation that it might better give glory to Him.

The Bible contains numerous attributes of God. These include His eternity, goodness, graciousness, holiness, immanence, immutability, impartiality, faithfulness, omnipotence, omniscience and countless more. But what does the term "attribute" mean? According to the Oxford Dictionary an attribute is a quality or feature regarded as a characteristic or inherent part of someone or something. Hence, we can conclude that the attributes of God are His unique features or characteristics that distinguish Him as God. The law of God embodies His perfect, holy and righteous character. He lives the way of perfection of outflowing love. That way of life is a code of conduct, a Law

Topic: God's control of his attributes in the 5th and 6th commandments.

Scripture: Exod. 20:12-13, Deut. 5:16-17

"Honour your father and mother" (this is the first commandment with a promise), that it may go well with you and that you may live long in the land"
"Do not commit murder."

Our duty to our neighbours is to love them as ourselves, and to do to other people as we wish them to do to us.

How does the Bible define the nature and character of God? "Whoever does not love does not know God, because God is love." Again, the Scripture further reaffirms that God is love. Whoever lives in love lives in God, and God in him (John 4: 8, 16)." The Spiritual law of God enables us to know what God is like because it describes His character and way of life – summed up by the word love. God's law of love was beautifully summed by Yeshua in the two great Commandments: love towards God and love towards neighbour. When we apply a Spiritual magnifying glass over the Law of God, it defines God's way of life – the way to peace, happiness, joy and eternal life.

The Law of God further reveals His other attributes:

- Goodness, Just, Holiness (Romans 7:12)
- Spirituality (Romans 7:14)
- Perfectness (Psalm 19:7)
- Immutability (Unchanging Nature – Psalm 111:7-8)

God's law is unchanging and eternal. Standing fast forever and ever. God is eternal, and so is His law, because the law expresses the character and nature of God. His law by definition matches His character. It is the way of love. It is the way of giving, serving and helping. God has that character. God revealed and protected His character as the immutable God by writing His Law on tablets of stone. The simple act of having His very character engraved on stone meant that His law is perpetual and eternal just as He is.

Lesson Titles

1. GOD'S ATTRIBUTES TO THE 5th AND 6th COMMANDMENTS
2. GOD'S CONTROL OF HIS ATTRIBUTES IN THE 5th AND 6th COMMANDMENTS.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Under this topic, the focus of teaching and learning should be centred towards God's attributes to the 5th and 6th commandments.

Teachers should note that the scriptures in the bible should serve as the main reference for lessons in this strand.

Teaching Activities

- Facilitate reading of scriptures and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into the attributes of God in the 5th and 6th commandments.

Learning Activities

- Bible Reading for Meaning
- Reflective Discussion
- Research
- Inquiry

Resources

- The Holy Bible – KJV
- The attributes of God in Christianity – <https://en.m.wikipedia.org>
- God's Character and Purpose Revealed | theTrumpet.com – <https://www.thetrumpet.com>

Benchmark 10.1.2.4 Investigate and explain how Commandments 5 and 6 are represented, promoted, and validated in the bible.

TOPIC: REPRESENTATION, PROMOTION AND VALIDATION OF THE 5TH AND 6TH COMMANDMENTS IN THE BIBLE.

Learning Objectives:

By the end of this topic, the students will be able to;

- Evaluate how the 5th and 6th Commandments are represented and promoted in the bible.

Essential Questions:

- How are the 5th and 6th Commandments represented in the bible?
- How are the 5th and 6th Commandments promoted in the bible?
- How are the 5th and 6th Commandments validated in the bible?

Performance Indicators

- Read and interpret relevant bible texts on the 5th and 6th commandments.
- Examine how the 5th and 6th Commandments are represented in the bible.
- Explain how the 5th and 6th Commandments are represented in the bible.
- Identify ways in which the 5th and 6th Commandments are promoted and validated.
- Discuss ways in which the 5th and 6th Commandments are promoted and validated.

Values: Appreciate and value God's attributes to the Commandments.

Attitudes: Appreciate how God was able to validate his Commandments 5 & 6 in the bible.

Skills: Investigate and describe the essential quality of God's love for man.

Knowledge: Explain the nature of God's love for man.

Content Background

Topic: How the 5th and 6th commandments are represented, promoted and validated in the bible.

Scripture: Exod. 20: 12-13, Deut. 5:16-17

Commandments 5 and 6 represent the relationship we have with others. In other words, man's duty towards others.

The fifth Commandment talks about the relationship children have with their parents.

The sixth Commandment talks about the relationship man has towards one another.

The fifth commandment encourages children to be obedient and respectful towards their parents and those in authority. Jesus was very obedient to his parents. This is the Biblical portrayal to the children at this age.

The sixth commandment encourages man to value and respect one's or another man's life. Human life is the Creator's life. The Creator only gives life and can take life. No created being can possibly take someone's life.

The fifth commandment is the first commandment with a promise: "so that all may go well with you and that you may live a long time on the land." Man possesses life given by the Creator of life.

One of the basic needs of all human beings is to be loved. Every person needs love and it is a human character that we feel accepted or important when shown love by others. When we do not receive love, we often resort to rebellious behaviour as a means of expressing our lack of acceptance by others. So, if humans are lacking in love and do not express this most basic need, where can it be met? There is only one person who loves us in spite of our shortcomings and defects in character, attitude or behaviour - the Lord God Almighty.

If God loves us unconditionally, then what is His definition of love? The phrase 'love of God' can either mean love for God or love by God. The Greek term "theophilia" means the love or favour of God. Another Greek term "agape" is used to denote the love humans have towards God as well as the love that God has towards humans. In 1 John 4:8, 16 expressly states that: Everyone who loves has been born of God and knows God. Whoever does not love does not know God because God is love." The Gospel of John is a testament of this very nature of God. In the next line Scripture attests that God demonstrated His character of love by sending His Son into the world that we might live through Him (vv. 9). John 3:16 attests that God's very being is love and because He loved the world so much, He gave His only begotten Son so that whosoever places their trust in Him will not perish but have everlasting life. Since love is God's nature, it cannot be mistaken as a friendly attitude He projects. It is the very essence of His being because everything He does will always be driven towards us by love. There accomplished work of Yeshua on Calvary is ultimate but perfect means in which God demonstrate His nature.

But was Calvary the perfect picture of God's essence? Absolutely not, that was the climax. The truth is that biblical history is filled with many examples which bear the undeniable marks of God's loving nature. From Genesis to Revelation, His great love is displayed on multiple levels and countless glorious ways. In fact His unchanging love is older than time itself. (Buettel C. – The Nature of God's Love).

One cannot keep the commandments faithfully without Yeshua. Knowing Yeshua personally enables a person to cultivate that perfect love that drives him or her to love God and others. It is stated in John 14: 15, Yeshua said "If you love me keep my commandments". Commandment 5th and 6th are categorized under the second greatest commandment stated by Yeshua i.e. "Love your neighbor as you love yourself".

Obedience to God's commandments maintains a good relationship with God and with others today and also prepares a person's life for eternity.

Lesson Titles

1. HOW THE 5TH COMMANDMENT IS REPRESENTED, PROMOTED AND VALIDATED IN THE BIBLE.
2. HOW THE 6TH COMMANDMENT IS REPRESENTED, PROMOTED AND VALIDATED IN THE BIBLE.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Under this topic, the focus of teaching and learning should be centred towards how the 5th and 6th commandments are represented and promoted in the bible. Teachers should note that the scriptures in the bible should serve as the main reference for lessons in this strand.

Teaching Activities

- Facilitate reading of scriptures and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into how the 5th and 6th commandments are represented and promoted in the bible.

Learning Activities

- Bible Reading for Meaning
- Reflective Discussion
- Research
- Inquiry

Resources

- The Holy Bible – KJV
- The Essence of God's Love – word seed ministries: <https://m.wordseedministriesonline.com>
- Love of God – <https://www.wikipaedia.com>
- The Nature of God's Love | 1 Thessalonians 5:21 by Cameron Buettel – <https://discerneverything.wordpress.com>

**Strand
2**

**Christian Identities
and Civic Principles**



CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

Unit 1: Christian Identities

Content Standard: 2.1 Students will be able to examine and analyse different Christian identities and explain how they are constructed, represented, utilised, and regulated in different contexts and evaluate their characteristics.

Benchmark: 10.2.1.1 Investigate and explain how Christian identity of leaders, interest groups, and government systems are constructed and represented.

TOPIC: CHRISTIAN IDENTITY IN THE CIVIL SOCIETY

Learning Objectives:

By the end of this topic, the students will be able to;

- Investigate how Christian identity of leaders, interest groups, and government systems are constructed and represented.
- Explain how Christian identity of leaders, interest groups and government systems are constructed and represented.

Essential Questions:

- How do Christian leaders influence interest groups and government systems?
- How do Christian leaders serve God and society?
- What purpose do Christian leaders serve in organisations and government systems?
- Is biblical leadership needed in government systems and interest groups?

Values: Advocate, Exemplify

Attitudes: Confidence, Clarity

Skills: Investigate, Comparison, Analyze

Knowledge: Christian identity of leaders, interest groups, and government systems

Content Background

Construction and representation of leaders, interest groups, and government systems identities in the civil society

Christian Leadership is defined as the act of influencing or serving others out of Christ's interests in their lives so they accomplish God's purpose for and through them', according to Bill Lawrence, president of Leader Information International at Bible.org.

Christian leadership is realised through an effective spirit of togetherness (e.g. within a team) in accordance with the triple biblical commandments of love, humans also carry a triple responsibility:

- Towards God. It is expressed by understanding life in the light of the Creator God
- Towards Oneself. It is expressed by the self-awareness to be a creation in the image of God.

- Towards Fellow Humans. It is expressed by acts of absolute charity on the one hand and by the service for community life out of an effective spirit of social love on one another

Construction and representation of leaders, interest groups, and government systems identities in the civil society. Christian leadership in today's society.

Transformation of communities and societies can take place with the leadership of Christian leaders from both inside and outside of civil society. Christian leaders involved in interest groups and government systems play an important role in the transformation of society's cultural decline in morals and values.

What is the Christian leadership identity?

Christian leadership focuses on the spiritual perspective of doing things in the church and society. Leadership skills are necessary, psychological and sociological understanding may be helpful for leadership, but a faithful approach, deeply trusting God and His Word will really help to do "spiritual things spiritually." (1 Cor. 2:13.14)

One of the most decisive elements in leadership is the ability of anticipation. It is the leader, who is expected to anticipate developments, leading the group safely to the accomplishment of its task, overcoming obstacles and making use of open chances in this way.

A successful Christian leader will anticipate developments of success as well as times of crisis in his church and society. This will help him to focus on extensive initiative and effective prevention in his work, rather than being stressed with crisis management. A leader that is ahead of developments has a wider range of possibilities for positively shaping his society. For the Christian anticipation means to have a lasting impact on influencing and changing society.

Supporting Bible Texts

2 Corinthians 4:2 KJV

But have renounced the hidden things of dishonesty, not walking in craftiness, nor handling the word of God deceitfully; but by manifestation of the truth commending ourselves to every man's conscience in the sight of God.

2 Corinthians 8:21 KJV

Providing for honest things, not only in the sight of the Lord, but also in the sight of men.

Philippian 4:8 KJV

Finally, brethren, whatsoever things are true, whatsoever things [are] honest, whatsoever things [are] just, whatsoever things [are] pure, whatsoever things [are] lovely, whatsoever things [are] of good report; if [there be] any virtue, and if [there be] any praise, think on these things.

Note: "Leadership is the act of influencing/serving others out of Christ's interests in their lives so they accomplish God's purposes for and through them," according to Bill Lawrence, president of Leader Formation International, at Bible.org.

Christian leadership is not rooted in worldly notions of success, such as the love of money or power. Jesus Himself spoke against this when expressing the

importance of serving others. – But Jesus called them to Himself and said, “You know that the rulers of the Gentiles lord it over them, and those who are great exercise authority over them. Yet it shall not be so among you; but whoever desires to become great among you, let him be your servant. And whoever desires to be first among you, let him be your slave – just as the Son of Man did not come to be served, but to serve, and to give His life a ransom for many.” Matthew 20:25-28, NKJV

Righteous lips are the delight of kings, And they love him who speaks what is right. – Proverbs 16:13

“People don’t follow leaders who lack integrity,” Grunlan said. “Integrity involves actions as well as words. Now, I am not so much referring to things like not stealing as I am to hypocrisy.

Lesson titles

- Christian identity in the civil society
- Importance of Christian identity in civil society.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on Christian identity in the civil society and how they influence interest groups and government systems. They will discover the importance of Christian identity in the civil society influences of interest groups and government systems. Teachers should provide learning opportunities for students to be engaged in various activities.

Teaching Strategies

The following strategies can be used when teaching the Topic.

- Role play.
- Case study.
- Problem-Based Learning (PBL).

Learning Strategies

- Role Play the biblical scenarios that display Christian identity in civil society.
- Case Study on how Christian identity in the civil society and how they influence interest groups and government systems.
- For Problem-Based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles and values.

Resources

- (Rev. Dr. Elma Nass & Ellen Kreuer, ‘Methodology and Application of Christian Leadership Ethics’).
- From: Religion and the construction of civic identity Paul Lichterman Article in American Sociological Review · February 2008
- From Christian Leadership Principles and Theory, By Gabriel Maur

Benchmark: 10.2.1.2. Explain how Christian values, principles, and beliefs are shaped by leaders, interest groups, and how government systems are constructed and represented.

TOPIC: HOW CHRISTIAN VALUES, PRINCIPLES, AND BELIEFS ARE SHAPED, CONSTRUCTED AND REPRESENTED

Learning Objectives:

By the end of this topic, the students will be able to;

- Explain how Christian values, principles, and beliefs are shaped by leaders, interest groups, and government systems are constructed and represented.

Essential Questions:

- What Personal core values and principles shape individuals?
- What Corporate core values and principles shape society?
- What are the 8 core Christian values that are particularly important for the transformation of society?

Values: Advocate, Exemplify

Attitudes: Confidence, Clarity, High self esteem

Skills:

- identify common societal values among different communities,
- describe the many roles that values play in changing society,
- explain the many reasons why values and principles are important in society,
- make awareness of the importance of values and principles in society,
- discuss the contrasting values and principles of corporate and Christian values and principles.

Knowledge:

- Christian values, principles, and beliefs shape leaders, interest groups, and government systems.
- importance of Christian values and principles
- personal values and principles that help change society.
- differences between personal, corporate and Christian values and principles.

Content Background

What are differences between the secular and Christian values, principles and beliefs shaped by leaders, interest groups and government systems?

Secular values as opposed to traditional values, base morality on human faculties such as logic, reason, or moral intuition, rather than or purported supernatural revelation or guidance (which is the source of religious ethics). The essential principles of secular ethics is the good of present life, and it is good to seek good. Christian values refer to the values derived from the teachings of Jesus Christ and taught by Christians throughout the history of religion. Christian values also relate to the Christian identity and in identity politics.

How are Christian values, principles, and beliefs shaped by leaders, interest groups, and government systems?

Christian leaders can be a force for good. If leaders' beliefs are put in a contemporary context and practices are inclusive, they can benefit people, organisations, and society. Focused inward, Christian leadership may offer personal harmony and deeper meaning and through that holistic leadership.

Characteristics Of Being A Godly Leader

- A Godly leader recognises the value in other people and continually invests in others.
- Good character.
- Not self-promoting.
- Obedient to the Holy Spirit.
- A Godly leader uses their influence for the good of others.
- Has laser focus on the vision.
- Serves others expecting nothing in return.
- Accountable towards others.

How are leaders, interest groups, and government Christian systems constructed? Explain how Christian leaders, in interest groups, and government Christian systems are constructed.

Not everyone is called to be a leader within a government institution. There is a broad spectrum of ways to further the Kingdom of God in government without necessarily working in the public sector. Some might be called to serve as elected officials, and God may use others to influence friends and family. Some roles might be in the national spotlight like an election campaign, but most will be involved on a smaller scale. Regardless of the publicity garnered for influencing others, every capacity in which God uses leaders is important.

If Christians should be leaders in politics, consider the following to get more involved. Joining an organisation at the district, LLG or community level is a great place to start. Every district, LLG or community has an established organisation that promotes the values of its respective political party or NGO group. These groups host speakers, organise social events, and promote local and national candidates. The interactions with others who are involved can build relationships and lead to a stronger sense of community. Developing friendships and getting involved at a local level is a great way to have an influence on local politics and NGO groups while building relationships.

How leaders, interest groups, and government Christian systems are represented? Non-governmental organisations (NGOs, including Religious NGOs), have become increasingly active in international discourse and decision-making about issues of global scope. The introduction of the term “non-governmental organisation” in Article 71 of the United Nations Charter created a political space for self-appointed representatives of public interests to interact and organise for the promotion of common goals. NGO activity has intensified both quantitatively and qualitatively. Organisations such as Amnesty International, Oxfam, Greenpeace, the World Council of Churches, Soka Gakkai International, and the World Jewish Congress, have effectively injected their voices into policy discussions on issues including human rights, sustainable development, the environment, peacebuilding, and governance. Some have provided extensive relief and social services in regions of the world where due to lack of governmental

will or capacity, no alternatives existed. The Economist (January 29, 2000) estimates that NGOs today disburse more money than the World Bank.

Faith-based organisations is a term used here to describe a broad range of organisations influenced by faith. They include religious and religion-based organisations/groups/networks; communities belonging to a place of religious worship; specialised religious institutions and religious social service agencies; and registered or unregistered non-profit institutions that have a religious character or mission.

The principles that Christian leaders in faith-based organisations rely on:

1. Influence and service. The influence must have a purpose that is often the shared mission of the group or organisation.
2. Vision and hope, a relationship of influence that points people to a shared vision, empowering them.
3. Character and trust grounded in the faith, beliefs, commitment and values of a leader.
4. Relationships and power with a warning that power should not be misused but be directed towards the mission of the community.
5. Dependency and accountability, emphasising that leaders need followers.

Supporting Bible Texts

Romans 13:13-14 KJV

Let us walk honestly, as in the day; not in rioting and drunkenness, not in chambering and wantonness, not in strife and envying. But put ye on the Lord Jesus Christ, and make not provision for the flesh, to [fulfil] the lusts [thereof].

Luke 8:15 KJV

But that on the good ground are they, which in an honest and good heart, having heard the word, keep [it], and bring forth fruit with patience.

Note: Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character; sow a character, reap a destiny. “This often-quoted maxim speaks to a great biblical truth at the core of who we are called to be in Jesus Christ.

The Apostle Paul writes “...take captive every thought to make it obedient to Christ” (2 Cor. 10:5). But how do we consistently “sow” thoughts that make us into the people God intends us to be?

Renewing a Spirit of Sacrifice - The framework for this type of spiritual formation can be seen in Romans 12:1-2:

Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.

Lesson titles

- Core values and principles that shape society.
- The 8 core Christian values for the transformation of society.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on Christian values, principles, and beliefs in relation to leadership, interest groups, and government systems. They will discover the importance of Christian values, principles, and beliefs that shaped leaders, interest groups, and government systems are how they are constructed and represented. Teachers should provide learning opportunities for students to be engaged in various activities.

Teaching Strategies

The following strategies can be used when teaching the Topic.

- Role play.
- Case study.
- Problem-Based Learning (PBL).

Learning Strategies

- Role Play the biblical scenarios that display Christian values, principles and beliefs.
- Case Study on how Christian values, principles, and beliefs are shaped by leaders, interest groups, and government systems and how they are constructed and represented.
- For Problem-Based learning; Identify an authentic situation and analysis how it can be solved using Biblical principles and values.

Resources

- Steve Kelly; Engaging in Politics: Christian Leadership in Every Capacity, 2016
- Julia Berger, Religious Non-Governmental Organisations: An Exploratory Analysis, Harvard University, September 200

Benchmark: 10.2.1.3 Examine the civic identities of different religious groups, and analyse how they perform their civic roles and responsibilities and engage with society.

TOPIC: CIVIC ROLES AND RESPONSIBILITIES AND ENGAGEMENT WITH SOCIETY BY DIFFERENT RELIGIONS AND RELIGIOUS GROUPS.

Learning Objectives:

By the end of this topic, the students will be able to;

- Explain how Christian values, principles, and beliefs are shaped by leaders, interest groups, and how government systems are constructed and represented.

Essential Questions:

- What are the civic identities of different regions and religious groups?
- How do religious groups perform their civic roles and responsibilities and engage with society?

Values: Advocate, Promote

Attitudes: Confidence, Clarity, High self esteem

Skills: Research, Analyse, Comparison, Reporting

Knowledge: Civic identities of different religions and religious groups

Content Background

Civic identities of different religions and religious groups

The 12 major religions of the world Christianity, Islam, Hinduism, Buddhism, Sikhism, Taoism, Judaism, Confucianism, Bahá'í, Shinto, Jainism, and Zoroastrianism differ in many respects, including how each religion is organised and the belief system each upholds. For billions of people, having a religious belief system provides purpose in life. For some, religion serves as a guide for moral behaviour. Today's world is

Faith-Based Programs

As noted above, religious groups have long offered treatment programs and various types of social services to individuals with substance abuse and other problems. For example, the Salvation Army worked with substance abusers from the very beginning of the organisation. The House Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (HR 3734) included a provision for Charitable Choice, which allowed states to contract with both secular and sectarian FB groups to provide various types of social services. Since that time, Faith-based Organizations (FBOs) have received considerable attention from politicians, researchers, and the media. Focus on addiction services was heightened with 2003 access to recovery (ATR) program, which was touted as expanding consumer choice and increasing availability of addiction treatment and recovery support services (e.g. child care, employment services, case management, etc.). States receiving ATR funding were expected to contract with both FB and secular providers.

Supporters of FBOs noted that FB groups often work with populations that are marginalised and have limited access to conventional programs, sometimes due to geographical, cultural, or financial barriers. Criticisms of FBOs have included the concern that ATR and Charitable Choice would violate separation of church and state, as well as the concern that government regulations and paperwork requirements would actually interfere with FB programs and lessen their availability or effectiveness. Early proposed versions of Charitable Choice attempted to prevent states from requiring specific training for individuals providing addiction services. Such proposals received stinging criticism from the National Association of State Drug and Alcohol Abuse Counsellors and the National Association of Alcohol and Drug Abuse Counsellors, so that by 2006 there was general agreement that individuals providing addiction treatment in both secular and FB settings should be held to the same level of professional accountability. Perhaps the most overlooked issue regarding FB programs has been the question of how effective FB treatment and social services programs are. Supporters claimed that FB programs would be more effective than secular programs, but little evidence is available regarding efficacy of FB social services does not support this contention.

Several factors cloud the picture on the efficacy of FB treatments for addiction. First, there is no commonly accepted definition of what type of treatment program counts as FB. Published studies on FB programs typically allow organisations to self-identify as FB. Secondly, organisations that self-identify as faith-based differ widely in terms of the degree to which religious elements influence their organisational structure and the services they offer, as well the degree of explicit and implicit religiousness present in the organisation. In studies conducted over the first decade of the twenty-first century, relatively few self-identified FB programs relied exclusively on religious methods in treatment.

FB programs aimed at addiction treatment range from small, local ministries or missions to international organisations with multiple locations and programs. Perhaps the most widely known of the latter is Teen Challenge. Teen Challenge was founded in 1958 by Pentecostal minister David Wilkerson, who wanted to help Puerto Rican gang members he was ministering to in New York city. He initially assumed that a conversion experience would eliminate the problems youth were having with addiction and involvement in crime, but soon became convinced that a more intensive program was needed, as well as a more supportive environment. The original Teen Challenge model involved two phases. The first was several months at an Induction Centre, followed by 6–9 months or more at a Training Center. The program involved bible study, religious education, and working, often in a rural farm setting. Today, the program largely houses and works with adults. No outcome studies of Teen Challenge have been published in peer reviewed journals, but the program has been open to outcome research. A federally funded study from the 1970s has often been cited as evidence for the efficacy of Teen Challenge, but in fact dropouts from the program were as likely to be drug free at follow-up as were treatment completers. Given that the Teen Challenge program has changed considerably since its founding, outcome studies that are more than 30 years old probably cannot be generalised to the program today. A similar situation exists for Salvation Army programs, in that published outcome studies are 30 or more years old and of questionable methodological quality. Given the current emphasis on FB programs, the field is

in dire need of more rigorous and recent outcome studies of FB treatments and social services.

How different religions and religious groups perform their civic roles and responsibilities and engage with society.

Studies of religion's public roles typically concern the ways in which religious frameworks justify opinions and actions. This article draws from participant-observation research to show how people also use religion to define the boundaries of group identities and relationships. Importantly, people do this in situation-specific ways that we cannot predict from people's religious reasons for public actions. Evidence comes from two religiously-based organisations sponsored by the same local religious coalition, studied during 1998 to 2000 in a mid sized U.S. city. One group is an alliance of lay people representing different churches, who organised volunteering and community development projects with a low-income minority neighbourhood. The other is an alliance of clergy, representing different churches that organised public events against racism. In each case, group members used religious terms to argue sharply over civic identity despite sharing the same religious reasons for their goals. Resolving the disputes required redefining or reemphasizing the boundaries of collective identity. The dynamics highlighted in my analyses provide new ways of understanding how people use religion to include or exclude others in civic relationships. Even more broadly, they reveal how religion can enhance or impede collaboration across social status and religious divides.

How different Christian groups perform their civic roles and responsibilities and engage with society.

Christianity is divided into ten main groups. These groups all branched out at different dates from the early Christianity founded by the followers of Jesus. The splits generally happened because they could not agree on certain beliefs or practices. The groups then divided into smaller groups.

Supporting Bible Texts

Galatians 1:13 -16

For ye have heard of my conversation in time past in the Jews' religion, how that beyond measure I persecuted the church of God, and wasted it: And profited in the Jews' religion above many of my equals in mine own nation, being more exceedingly zealous of the traditions of my fathers. But when it pleased God, who separated me from my mother's womb, and called [me] by his grace, to reveal his Son in me, that I might preach him among the heathen; immediately I conferred not with flesh and blood:

James 1:26-27

If any man among who seems to be religious, and bridleth not his tongue, but deceiveth his own heart, this man's religion [is] vain. Pure religion and undefiled before God and the Father is this, To visit the fatherless and widows in their affliction, [and] to keep himself unspotted from the world.

Note: Major religious groups

- Christianity (31.2%)

- Islam (24.1%)
- Hinduism (15.1%)
- Buddhism (6.9%)
- Folk religions (5.7%)
- Sikhism (0.29%)
- Judaism (0.18%)

Lesson titles

- Civic identities of different regions and religious groups.
- Civic roles and responsibilities of religious groups in the society.
- Faith-based programmes.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on different religions and religious group's civic roles and responsibilities, and their engagement in the society. They will discover the importance of civic roles and responsibilities of different religions and religious groups and their engagement in the society. Teacher should provide learning opportunities for students to be engaged in various activities.

Teaching Strategies

The following strategies can be used when teaching the Topic.

- Role play.
- Case study.
- Problem-Based Learning (PBL).

Learning Strategies

- Role Play the biblical scenarios that display different religions and religious group's civic roles and responsibilities, and their engagement in the society.
- Case Study on how civic roles and responsibilities of different religions and religious groups and their engagement in the society.
- For Problem-Based learning; Identify an authentic situation and analysis how it can be solved using Biblical principles and values.

Resources

1. Francis A. Schaeffer: How Should We Then Live (Revell, 1976)
2. Henry M. Morris, Biblical Basis for Modern Science (Baker, 1991), p. 30.
3. Schaeffer, p. 131.
4. Henry M. Morris, Men of Science, Men of God (Master Books, CA, 1988), 107 pp.
5. Adrian Desmond & James Moore, Darwin (Warner Books, 1991), pp. 574,575.

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Christianity and Technological Advance - The Astonishing Connection
BY T. V. VARUGHESE, PH.D |

B.S. Turner, in International Encyclopedia of the Social & Behavioral Sciences, 2001

URL: <https://www.sciencedirect.com/science/article/pii/B0080430767040377>

Unit 2: Civic Principles

Content Standard: 2.2 Students will be able to examine and analyse different Christian civic identities (individual, community, national, regional, global) and explain how they are constructed, represented, utilised, and regulated in different contexts (e.g. political contexts), and evaluate their characteristics.

Benchmark: 10.2.2.1 Analyse the civic identities of different faith-based organisations and evaluate their underlying Christian beliefs, values, and principles.

TOPIC: DIFFERENT FAITH-BASED ORGANISATIONS AND THEIR UNDERLYING CHRISTIAN BELIEFS, VALUES, AND PRINCIPLES

Learning Objectives:

By the end of this topic, the students will be able to;

- Analyse the civic identities of different faith-based organisations
- Evaluate their underlying Christian beliefs, values, and principles

Essential Questions:

- What are the civic identities of different faith-based organisations?
- Identify the underlying Christian beliefs, values, and principles of different faith-based organisations?

Values: Promote and Advocate

Attitudes: Clarity and Confidence

Skills: Analyse, evaluate, comparison, reporting

Knowledge: Civic identities of different faith-based organisations.

Content Background

What are some roles of different faith-based organisations?

Faith Based Organizations seek out and fill gaps in areas of society where the state fails. Some of the work of the different faith-based organisations are found in the areas of health, education, food aid, housing, water and sanitation and humanitarian assistance in times of Crises and disasters where the state's reach is limited.

Faith-based organisations delivering government-funded welfare services face complex challenges in remaining faithful to their religious heritage and traditions, while adopting the bureaucratic forms that enable them to compete with other organisations. The need to conform to government contract conditions and adhere to commonly accepted rules and practices within the sector place constraints on these organisations, dictating the way they are expected to behave.

The standardisation of institutional practices becomes self-sustaining, driving faith-based organisations to become more like their secular counterparts and weakening their distinctive mission attributes and religious identity.

Civic identities of different faith-based organisations

What is a Faith Based Organization? From Wikipedia, the free encyclopaedia

A faith-based organisation is an organisation whose values are based on faith and/or beliefs, which has a mission based on social values of the particular faith, and which most often draws its activists (leaders, staff, volunteers) from a particular faith group. The faith to which the organisation is relating does not have to be academically classified as religion. The term "faith-based organisation" is more inclusive than the term "religious organisation" as it also refers to the non-congregation faith beliefs.

Faith-based organisations are grass-root organisations active locally but also on an international scale. Their funding comes from member donations, but they are also eligible for state or international grants.

Currently, this terminology is widely used in governmental, inter-governmental, and non-governmental settings. World Bank prepared a list of international faith-based organisations.

Policymakers in Germany have recognised the potential in cooperating with faith-based organisations

2.4. Some Faith Based Organisations

Anglican Overseas Aid	The Alliance to End Hunger	Feed the Children	World Hope International	Lifewater
Catholic Mission	Mission Aviation Fellowship	Global Health Ministries	Child Aid	WACC
World vision	World Concern	Lifewater International	Concern worldwide	Water Ambassadors Canada
Rafiki Foundation	Food For The Poor	Mercy Ship	Global Aid Network	Habitat for Humanity.
Compassion International	The Salvation Army	Mission Without Borders	Mercy Corps	
Crossway	Cross International	The Leprosy Mission	Oasis Global	
Help the Helpless	International medical Corps	Vision trust	Water Mission International	

What are the Civic Identities of the different FBOs out there?

The Core Principles of Civic Engagement

In practice, people emphasise or apply these principles in many different ways, and often embrace additional principles. These seven principles reflect the common beliefs and understandings of those working in the fields of public engagement, conflict resolution, and collaboration.

Careful Planning and Preparation

Through adequate and inclusive planning, ensure that the design, organisation, and convening of the process serve both a clearly defined purpose and the needs of the participants.

Inclusion and Demographic Diversity

Equitably incorporate diverse people, voices, ideas, and information to lay the groundwork for quality outcomes and democratic legitimacy.

Collaboration and Shared Purpose

Support and encourage participants, government and community institutions, and others to work together to advance the common good.

Openness and Learning

Help all involved listen to each other, explore new ideas unconstrained by predetermined outcomes, learn and apply information in ways that generate new options, and rigorously evaluate public engagement activities for effectiveness.

Transparency and Trust

Be clear and open about the process, and provide a public record of the organisers, sponsors, outcomes, and range of views and ideas expressed.

Impact and Action

Ensure each participatory effort has real potential to make a difference, and that participants are aware of that potential.

Sustained Engagement and Participatory Culture

Promote a culture of participation with programs and institutions that support ongoing quality public engagement.

*In addition to reflecting the democratic ideals of liberty, justice, and freedom for all, the term "common good" refers to things that optimise the well-being of all (like a traffic light in a dangerous intersection) or conditions that serve to benefit all involved (as in a consensus agreement focused on cleaning up the water supply).

Supporting Bible Texts

1Timothy 1:3,10,KJV

As I besought thee to abide still at Ephesus, when I went into Macedonia, that thou might charge some that they teach no other doctrine. – Continue Readable whole book of 1&2 Timothy

Titus 2:1-2 KJV

But speak thou the things which become sound doctrine: That the aged men be sober, grave, temperate, and sound in faith, in charity, in patience.

2 John1:102 KJV

If there come any unto you, and bring not this doctrine, receive him not into [your] house, neither bid him God speed:

Note: The civic identities of different faith-based organisations are based on the beliefs that they have or another word “The DOCTRINES”. It is quite similar to principles of the Word of God. But they are also contributors to the development of society.

Lesson titles

- Civic identities of different faith-based organisations.
- Christian beliefs, values, and principles of different faith-based organisations.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on different faith-based organisations and their underlying Christian beliefs, values, and principles. They will discover the importance of Christian beliefs, values, and principles of different faith-based organisations. Teachers should provide learning opportunities for students to be engaged in various activities.

Teaching Strategies

The following strategies can be used when teaching the Topic.

- Role play.
- Case study.
- Problem-Based Learning (PBL).

Learning Strategies

- Role Play the biblical scenarios that display the importance of Christian beliefs, values, and principles of different faith-based organisations
- Case Study on how Christian beliefs, values, and principles of different faith-based organisations govern them.
- For Problem-Based learning; Identify an authentic situation and analyse how it can be solved using Biblical Principles and Values.

Benchmark: 10.2.2.2. Investigate and explain how Christian principles and values influence civic principles and values of different faith-based organisations in the community.

TOPIC: INFLUENCE OF CHRISTIAN PRINCIPLES AND VALUES OF DIFFERENT FAITH-BASED ORGANISATIONS

Learning Objectives:

By the end of this topic, the students will be able to;

- Investigate how Christian principles and values influence civic principles and values of different faith-based organisations in the community.
- Explain how Christian principles and values influence civic principles and values of different faith-based organisations in the community.

Essential Questions:

- How do Christian principles and values influence civic principles and values in faith-based organisations?
- What are Civic Values?

Values: Promote, Advocate

Attitudes: Confidence, Clarity

Skills: Investigate Reporting Presentation

Knowledge: Christian principles and values influence civic principles and values of different faith-based organisations.

Content Background

Introduction

Faith-based organisations delivering government-funded welfare services face complex challenges in remaining faithful to their religious heritage and traditions, while adopting the bureaucratic forms that enable them to compete with other organisations. The need to conform to government contract conditions and adhere to commonly accepted rules and practices within the sector place constraints on these organisations, dictating the way they are expected to behave. The standardisation of institutional practices becomes self-sustaining, driving faith-based organisations to become more like their secular counterparts and weakening their distinctive mission attributes and religious identity. This raises the question: what makes these organisations faith-based?

1. God's mission

If faith-based organisations do want to retain their Christian identity, they need to be clear about their distinctive mission and ensure that this is communicated to staff in a way that inspires and motivates them. It should convey to all staff members that the services provided are not delivered simply to support an external agenda, but rather in fulfilment of the church's mission mandate to reach out to those in need, in keeping with Matthew 25 and in the spirit of the Good Samaritan.

2. Faithful leadership

Leadership plays a critical role in driving the mission, values and culture within organisations. Therefore, faith-based organisations need to ensure that the leaders of their welfare arms are fully committed to the organisation's mission and have at the very least an understanding of the theology that compels Christian groups to reach out to those most in need.

3. Service as a living example of Gospel values

The Gospel values of compassion, justice, mercy, servanthood, grace, equality and concern for others should underpin service provision. The person being served needs to be the central focus of welfare services, based on a recognition that all people are created in the image of God and deserving of dignity and respect, and that faith-based service provision should be designed to meet the specific needs of each individual. This means going beyond the measures expressed in the government contract, if required, and sometimes 'going the extra mile'.

4. Maintaining a prophetic voice

Advocacy is a key component of faith-based welfare services, not only on behalf of the individual, but also against the structural causes of poverty and disadvantage. Faith-based organisations need to be prepared to maintain their prophetic voice and denounce unjust government laws and policies, even if this means relinquishing government funding.

To ensure their own ethical and spiritual integrity, it is imperative that faith-based organisations develop strategies to uphold their distinctive mission and identity and avoid becoming little more than either an extension of government or a commercially focussed entity. In some instances, this may involve making a decision to withdraw from government contracts or deciding not to tender for specific contracts. This may be challenging for some of the larger faith-based welfare organisations that have developed significant infrastructure and workforces they wish to retain. However, unless the leaders of faith-based organisations maintain an intentional focus on their theological inheritance and founding purposes, they risk facing mission and identity drift.

Supporting Bible Texts

2 Corinthian 5:17-18 KJV

Therefore if any man [be] in Christ, [he is] a new creature: old things have passed away; behold, all things have become new. And all things [are] of God, who hath reconciled us to himself by Jesus Christ, and hath given to us the ministry of reconciliation;

Acts 17:21 KJV

(For all the Athenians and strangers who were there spent their time in nothing else, but either to tell, or to hear some new thing.)

Acts 28:6-7 KJV

Howbeit they looked when he should have swollen, or fallen down dead suddenly: but after they had looked a great while, and saw no harm come to him, they changed their minds, and said that he was a god. In the same quarters were possessions of the chief man of the island, whose name was Publius; who received us, and lodged us three days courteously.

Note: The Christian principles and values influence civic principles and values of different faith-based organisations in the community. It occurs when the civics Christian values Role of Christian beliefs, values and principles on civil society groups' civic identities in the community, that reflect the identities of the individual to influence the faith-based organisation to accept the Christian civic identities.

Lesson titles

- Christian principles and values that influence civic principles and values.
- Civic Values

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on the influence of christian principles and values of different faith-based organisations. They will discover the importance of christian principles and values that influence different faith-based organisations. Teachers should provide learning opportunities for students to be engaged in various activities.

Teaching Strategies

The following strategies can be use when teaching the Topic.

- Role play.
- Case study.
- Problem-Based Learning (PBL).

Learning Strategies

- Role Play the biblical scenarios that display the importance of christian principles and values of different faith-based organisations
- Case Study on how the influence of Christian principles and values of different faith-based organisations
- For Problem-Based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles and values.

Resources

View full document, background, and endorsers online at www.ncdd.org/pep/
Holley, K. (2016). The Principles for Equitable and Inclusive Civic Engagement: A Guide to Transformative Change. Columbus, OH: The Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University.

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Vaillant, D. (2008). Education, Socialization and Civic Values Formation . IFHC Instituto Fernando Henrique Cardoso and the CIEPLAN-Corporation of Studies for Latin America. Retrieved from fundacao fhc.org.br. Page 2 Civic and ethical values in the education of preschool children. Autonomous Mexico State University . Recovered from ri.uaemex.mx.

Villalaz, M. (November 20, 2013). Civic and moral values. Panama America . Recovered from m.panamaamerica.com.pa.

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**Strand
3**

**Christian Citizenship
and Society**



STRAND 3. CHRISTIAN CITIZENSHIP AND SOCIETY

Unit 1: Christian Citizenship

Content Standard 3.1: Investigate and explain various Christian and Civic systems and examine how they influence citizens' perceptions, values, behaviours and civic responsibilities and engagement.

Benchmark: 10.3.1.1. Justify the Christian beliefs, principles, and values underlying the Christian civic justice system

TOPIC: CHRISTIAN BELIEFS, PRINCIPLES AND VALUES THAT INSPIRE CHRISTIAN CIVIC JUSTICE.

Learning Objectives

By the end of this topic, the students will be able to;

- Discuss and explain the meaning and differences of Christian beliefs, principles and values,
- Describe how Christian beliefs, principles and values encourage Christian civic justice systems.

Essential Questions:

- What are Christian values and principles and the differences?
- How are some of the ways that the individuals can practise their Christian beliefs, principles and values within the Christian civic justice systems?

Essential VASK:

Values: Service, thankfulness, compassion, endurance, creativity, justice, peace, wisdom

Attitudes: Trusting, thoughtful, determined, loving, respectful, faithful, humble, honest

Skills: Analyse - explain and describe the beliefs, values and principles

Knowledge: Christian beliefs, principles and values

Content Background

Bible text:

2 Timothy 3:16-17

16 All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, 17 so that the servant of God[a] may be thoroughly equipped for every good work. (New International Version)

1 Peter 2:17

17 Show proper respect to everyone, love the family of believers, fear God, honor the emperor. New International Version)

Christian Beliefs

Traditional Christian beliefs include the belief in the one and only true God, who is one being and exists as Father, Son, and Holy Spirit, and the belief that Jesus is the divine and human Messiah sent to the save the world. Christianity is also

noted for its emphasis on faith in Christ as the primary component of religion. Christians believe that Jesus Christ was the Son of God – fully human and fully divine – and that through believing in him and following his teachings they can inherit eternal life. Christians believe that Jesus died for humanity, that God raised him from the dead, and that Jesus will come again at the end of time. In addition, Christians believe in the Trinity, or the three parts of God: God the Father or Creator, God the Son (Jesus) or Redeemer, and God the Holy Spirit our Sanctifier. The Holy Spirit is God's presence in the world. Christianity is the most widely practised religion in the world, with more than 2 billion followers. The Christian faith centres on beliefs regarding the birth, life, death and resurrection of Jesus Christ. While it started with a small group of adherents, many historians regard the spread and adoption of Christianity throughout the world as one of the most successful spiritual missions in human history.

Christian principles

Biblical Principles - The Bible is the final authority for all things and the means by which God provides principles for living in a way that protects from harmful thinking and behaviour. Scripture clearly teaches how Christians are to live. In light of the wonderful gift of salvation, we are to live our lives in active pursuit... (back space paragraph) In the same way God has also given us countless spiritual principles in the Bible. God's principles are practical, beneficial, and life-transforming for those who choose to know them and apply biblical principles into their lives. Here are some examples of biblical principles that we can follow to live as Christians:

1. The value, dignity and equality of every human being as created and intended by God.
All we can seek is to help people – of all faiths and none – to fulfil their potential, live with respect, and have the opportunity to flourish. (The Gospel of John, 10:10b)
2. God's longing for a world in which justice and peace are established and creation is cared for.
All we can seek is to be prophetic and courageous in challenging injustice and inequality, and sustainable in how we operate. (The Book of Proverbs, 31:8-9)
3. Jesus' commandment to "love your neighbour".
All we can seek to help individuals, groups and churches to respond effectively to the needs of their neighbours in poor communities around the world through supporting practical relief and development initiatives, as well as praying and speaking out. (The Epistle of James, 2:14-17)
4. The many exhortations in the Bible to defend the rights of the poor and needy and give unconditionally to the vulnerable, and the example of Jesus who reached out to those on the edges of society.

All we can seek to give priority, hope and inclusion to some of the world's poorest, neediest and most marginalised people. "Go, not only to those who need you, but those who need you most." John Wesley

5. The calling of the church to serve the world.
All we can see from Methodist links mean we have a particular role in supporting and mobilising churches and Christian partner organisations, especially Methodist-related ones, to increase their effectiveness and impact in serving their local communities and tackling poverty and marginalisation. (Paul's letter to the Philippians, 2:4)
6. The responsibility of Christians to work humbly with others for the common good.
All we can seek to work together with people of all faiths and none who share its values and vision to tackle poverty, inequality and injustice. ("I ask not about your doctrines; if your heart is right with my heart, and then give me your hand." John Wesley)

These six Christian principles (among others) inspired and informed all of us as we can as a foundation and its vision, mission, values and priorities, and continue to do so. (backspace this paragraph) All We Can does not ask that its partner organisations or all staff necessarily have a Christian faith or basis, but it does ask that they accept the way in which we all can respond to these Christian principles, and can commit to the non-sectarian values which derive from them.

Generally, value has been taken to mean moral ideas, general conceptions or orientations towards the world or sometimes simply interests, attitudes, preferences, needs, sentiments and dispositions.

What are the Christian principles?

Some of the main themes that Jesus taught, which Christians later embraced, include:

- Love God
- Love your neighbour as yourself
- Love your enemies
- Forgive others who have wronged you
- Ask God for forgiveness of your sins
- Jesus is the Messiah and was given the authority to forgive others.
- Repentance of sins is essential.

Values

Values defined in Organisational Behaviour as the collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture. "Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships"

Values are different for each person. These can be defined as ideas or beliefs that a person holds desirable or undesirable. The variability in that statement is, first, what a person could value, and second, the degree to which they value it. Values may be specific, such as honouring one's parents or owning a home or they may be more general, such as health, love, and democracy. "Truth prevails", "love thy neighbour as yourself, "learning is good as it ends itself are a few examples of general value...Christian values historically refer to the

teaching of Jesus Christ and taught by Christians throughout the history of the religion. Deciding what most important in life is;

- Your values are the things that you believe are important in the way you live and work. They (should) determine your priorities, and deep down, they're probably the measures you use to tell if your life is turning out the way you want it to.

The three types of Values students should explore are:

1. Character Values – universal values that human beings need to exist as a good human being.
2. Work values – are standards that are set for himself/herself at work which comprise of high ethical standards, self-discipline, commitment, sacrifice, achieving goals
3. Personal Values – are standards set for himself/herself that shapes one's character such as self-discipline, high, punctuality, commitment, sacrifice, love, care, honesty, compassion, forgiving.

Lesson titles

- Difference between Christian values and principles
- Christian beliefs, values and principles that influence the civic justice systems

Teaching and Learning Strategies

Teaching and learning of this topic should be centred on types of Christian values, beliefs and principles that can transform those who choose to know them and apply biblical principles into their lives. Consider and develop engagement activities with different strategies that Christian citizens can follow and do as examples of biblical principles that we can follow to live as Christians.

Resources:

- CCVE Syllabus – Grades 9 – 10
- CCVE Teacher Guide – Grade 10
- Bible – Old and New

STEAM ACTIVITY:

Create a 3D-model of a Christian symbol using available resources to reflect of Christian principles and values.

Benchmark: 10.3.1.2. Examine and identify the influence of Christian and civic organisations on the formulation and enforcement of laws

TOPIC: THE INFLUENCE OF CHRISTIAN AND CIVIC ORGANISATIONS ON LAW FORMULATION AND ENFORCEMENT.

Learning Objectives

By the end of this topic, the students will be able to;

- Explain the work of the Christian civic organisations.
- Explain how the Christian civic organisations influence the formation of laws and how it can be enforced.
- Demonstrating understanding of the formulation and enforcement of laws

Essential Questions:

- How do Christian civic organisations influence the formation of laws and enforcement of laws in a country?

Essential KSAV:

Values: Justice, fairness, equality, Godly principles and values.

Attitudes: Responsible, fair, obedient, appreciative, patient.

Skills: Analysis, research skills.

Knowledge: Christian civic organisations influence of Biblical laws

Content Background

Society and Beliefs: The Law

Laws are the formal rules that society makes for itself. They are made for various reasons: to settle arguments, to maintain a peaceful social order, and to promote justice (fairness) for every citizen. Some laws are made by governments. Others are set down by custom or religion. In a democracy, the power to make laws is held by a branch of the government called the legislature. In the legislative chamber, politicians (usually elected to represent the views of the voters) introduce new laws and debate them.

What are values in law?

Values in law can influence and shape Rules and the Application of Law. The essential human values most particularly relevant to public law are: rejection of unfairness and an insistence on essential equality; respect for the integrity and dignity of the individual; and mercy.

Laws reflect the prevailing values of society as perceived by the law makers...
Social values – example: marriage should be voluntary between two people.
Moral values – example: people should have a right to personal privacy.

Values of any society are its law. By its very nature, law consists of a number of norms which constitute obligatory rules of behaviour for the members of the society. These legal norms are closely related to various social values, being either a direct expression of them or serving them in a more indirect way.

These laws serve as a norm of conduct for citizens and act as a guidance of acceptable behaviour.... We need the law to ensure equality and parity in communities. Many believe that a society without laws would be a society in a state of chaos.

Correlation between Law and Social Change

Law assumes an essential circuitous job with respect to social change by directly affecting society.... Then again, law connects as a rule by implication with fundamental social organisations in a way comprising an immediate connection among law and social change.

Lesson titles

- Values in law
- Influence of Christian and civic organisations on law formulation and enforcement

Teaching and Learning Strategies

To enhance students' research and writing skills, they can be asked to research on given topics and present their findings depending on the teacher's instruction. Increase their knowledge on the topics by doing extra research/readings and do write-ups as guided by the teacher.

Resources**Suggested STEAM activity:**

Create a life size collage of Christian Civic organisations and their influence on law formulation and enforcement.

Benchmark: 10.3.1.3. Analyse how Christian and civic organisations contribute towards helping citizens who have been punished for crimes committed to transform and reintegrate into society.

TOPIC: CHRISTIAN AND CIVIC ORGANISATIONS REHABILITATION APPROACHES

Learning Objectives

By the end of this topic, the students will be able to;

- Explain appropriate strategies used to transform and reintegrate citizens who are punished for crimes into the society

Essential Questions:

- How do Christian civic organisations transform and reintegrate citizens into the society after being punished for a crime?

Values: Justice, peace, harmony, love, joy, Godly principles and values

Attitudes: Law-abiding, responsible, self-disciplined, helpful, caring, loving

Skills: Identification, classification, analysis, research, report writing

Knowledge: Strategies used to transform and integrate citizens who are punished for crimes into the society

Content Background

Integrating ex-convicts back into society.

Most offenders cannot return to the community without some external efforts to reintegrate them back into society. Every crime has a different motive and every criminal justifies their crimes differently. Some people have the potential to really become positive members of the community but do not have the tools or life skills necessary to be successful, and of course some people are flat out sociopaths that can never be helped. We are going to assume the best in everyone first.

It is definitely harder with many challenges and issues with today's economy. When people get out of prison, they practically have to start over. They most likely lost, or never had a job. The unemployment rate is high and the job market is becoming more and more competitive, so having a criminal record does not make it any easier at finding employment. Without a job, they could resort to illegal jobs or end up back in their old ways. Not only is the job market bad, so are the city's budgets. This means that there may not be a lot of money to help these released inmates with rehabilitative services. The released inmate will have no easy ride to becoming a contributing member of society. If we just release these inmates without any services to help them transition, then most likely they will end up back in prison. It is wise and helpful that we need to have rehabilitative services and job opportunities for the newly released inmates in order for the recidivism rate to lower.

In the criminal justice system, reintegration is the process a person goes through to re enter society after being in prison. Reintegration programs are designed to provide assistance to formerly incarcerated persons in getting job training and finding a job.

Recreate Relationships

Whether you have an upcoming release or a loved one heading home soon, you need to pay attention to re-developing relationships. Time in prison heavily affects relationships, and if you want a successful reintegration, revisiting these connections is a key aspect. Rebuilding and repairing relationships with family and friends can be the aspect that keeps someone from recidivism. Begin this relationship work before release as well with letters, telephone calls, and visits.

Start Early

One of the most important tips for successful reintegration is starting early. Plan as early as possible for what you can do to have a successful life after prison. This means that as vital as it is to follow release programs, it's even more important to follow pre-release programs. Yes, finding a job post-release is imperative, but so is taking the time to help offenders change their attitudes and beliefs about crime. These programs may also address mental health issues, offer job training, and more.

How to integrate back into society after serving time

1. Start early. One of the most important tips for successful reintegration is starting early...
2. Assess strengths and weaknesses. Along with pre-release programs comes the idea of conducting inventory on yourself.
3. Find mentors....
4. Recreate relationships....
5. Locate resources...
6. Serve the community.

Offender reentry includes all the activities and programming conducted to prepare ex-convicts to return safely to the community and to live as law-abiding citizens. Reentry programs are typically divided into three phases: programs that prepare offenders to reenter society while they are in prison, programs that connect ex-offenders with services immediately after they are released from prison, and programs that provide long-term support and supervision for ex-offenders as they settle into communities permanently. Offender re-entry programs vary widely in range, scope, and methodology. The best-designed programs, according to the research in the field, are those that span all three phases.⁷

Lesson titles

- Integrating ex-convicts back into the community.
- Role of Christian and civic organisations in transforming and reintegrating convicted citizens back into the society.

Teaching and Learning Strategies

Teaching and learning of this topic should be centred around types of crimes that may be committed by the citizens and the different strategies used to transform and reintegrated citizens into the society after being punished for a crime they committed.

Teaching Strategies-

To enhance students' research and reporting skills, get students to do further research on topics given and do a write-up of their findings with guidance from the teacher.

Learning Strategies

Do further research and put together a report per guidance from the teacher.

Resources

- CCVE Syllabus – Grades 9 – 10
- CCVE Teacher Guide – Grade 10
- Bible – Old and New Testament

Source: www.jaredjustice.com

Unit 2: Active Citizenship and Civic Participation

Content Standard 3.2: Describe and analyse the characteristics of different societies and evaluate the roles and responsibilities of Christian citizens in building and sustaining these societies.

Benchmark: 10.3.2.1. Investigate and analyse the characteristics and functions of republic societies (Acts 2:44-46)

TOPIC: CHARACTERISTICS AND FUNCTIONS OF REPUBLIC SOCIETIES

Learning Objectives

By the end of this topic, the students will be able to;

- Examine the characteristics of Republic Societies.
- Analyse the functions of Republic Societies.

Essential Questions:

- What is a republic society?
- What are the characteristics of Republic Societies?
- How are Republic Societies different from other societies?
- What are the functions of Republic Societies?

Values: Justify with reasons the characteristics of republic societies.

Attitudes: Probe actively in determining the functions of Republic Societies.

Skills: Illustrate appropriate skills used to determine characteristics and functions of republic societies

Knowledge: Characteristics and functions of republic societies

Content Background

What Is a Republic?

A Republic is a government system where the power rests with a nation's citizens. For this to happen, republics use elected officials to represent the will of their citizens within the government. In other words, republics rely on a representational form of government. In order for a country to qualify as a republic, its head of state has to be an elected official. That means that while countries like France and Germany—which have elected presidents as heads of state—are republics. Countries with a monarch as the head of state, like Canada and the United Kingdom, are not.

The Origins of Republics

While many ancient states were republics, one of the most notable was the Roman Republic that existed between 500 BCE and 27 BCE. During this time, Rome had expanded to encompass most of modern-day Europe along with parts of Asia and Africa.

This time period also marked Rome's switch from a monarchy—where a king ruled the nation—to a constitutional government. In 509 BCE, the last Roman King, Lucius Tarquinius Superbus was overthrown and sent into exile. The Roman Senate, which was composed of Rome's noble families, decided to institute a new type of government. The country would now be led by two elected consuls who had equal power and would serve one-year terms. These consuls were elected by legislative assemblies made up of male citizens of Rome. These assemblies also voted on laws developed by the Roman Senate.

The Roman Senate was composed of Patricians, which were members of Rome's noble class. The Senators were appointed by the Roman consuls, and they served as senators for life. The Senate's job was to draft new laws that would be voted on by the Assembly. Over the next few centuries, the government of Rome would develop a set of guidelines and principles to govern the expanding country, which would coalesce into the Roman Constitution. The Constitution would remain one of the foundational governing documents of the Roman Empire up until its collapse in the 5th Century CE.

Types of Republics Today

Remember that a republic is a nation where governmental power rests with its citizens, uses a representational government, and has an elected head of state. These are pretty general criteria, so that means there are quite a few republics today. In fact, as of 2017, 159 of the world's 206 countries use the word "republic" as part of their official names.

Additionally, the loose definition of a republic means there are many different types of republics functioning today. We'll briefly discuss the major types of republics here, but you can find more in-depth information through further research review of literature.

Constitutional Republic

In a constitutional republic, the government is limited by laws established by a formal constitution, which is generally secular in nature. Additionally, the government is run by elected officials who are voted on by the population, and those officials are required to follow the rules of government laid out by that country's constitution. Examples of modern constitutional republics include countries like India and South Africa.

Parliamentary Republic

A parliamentary republic uses a parliamentary form of government in which the head of state runs the executive branch of government and the head of parliament runs the legislature. The legislature itself is composed of elected officials that are voted into office by the country's citizens. Examples of parliamentary republics include Greece, Hungary, and Malta.

Presidential Republic

A presidential republic allows its citizens to elect a president to serve as the country's head of state. However, in a presidential republic, the president also serves as the head of the government, too. This is different from a monarchy, where the king or queen serves as the head of state while a prime minister or president runs the day-to-day operations of the government. Examples of presidential republics today include Brazil, Mexico, and Indonesia.

Federal Republic

Federal republics are countries that are actually a union of states, all of which operate on a republican form of government. In order to qualify as a federal republic, states have to have independence to make their own laws and decisions, as long as those laws don't conflict with policies established for the entire country on the federal level. (In this way, states function as a mini-republic, complete with elected officials and an elected head of state, like a governor.) Examples of federal republics include the United States, Germany, and Switzerland.

Theocratic Republic

These types of republics are governed primarily by religious law. In this case, religious texts become the backbone of the nation's governing structure and are often drafted into a religious governing constitution. That means that additional laws and policies developed by the government must also be in line with religious law. Additionally, in order to qualify as a republic, these theocracies must have an elected head of state rather than a monarchy. Examples of modern theocratic republics include Iran, Afghanistan, and Pakistan.

Characteristics of Republic Societies

The main characteristics of a republic society are:

- power rests with the people
- power is exercised through representative government,
- has an elected head of state.

Can a Country Be More Than One Type of Republic?

Just like a country can be more than one type of democracy, a country can also be more than one type of republic! For example, Iran has a parliament—making it a parliamentary republic—but it also bases its governing structure on religious law, making it a theocratic republic. The same is true for a country like Germany, which operates on the principles of both a parliamentary republic and a federal republic.

The types of republics discussed above are not mutually exclusive. In fact, in order for a government to run efficiently, it must often combine governing structures.

Republic Vs. Democracy: What's the Difference?

You've probably already noticed that republics and democracies have a lot in common, namely that they both are systems where the power to govern rests with the people. So what's the difference between a republic vs. a democracy?

The major difference between a democracy and a republic is that a republic is a form of government whereas a democracy is an ideology that helps shape how a government is run. Put another way: a republic is the system of government that allows a country to be democratic. So while people tend to use the terms "democracy" and "republic" interchangeably, they aren't exactly the same thing.

The best way to understand this difference is to look at examples where a republic style of government isn't democratic. To do this, let's talk about two non-democratic republics: Russia and North Korea.

Russia

The Russian government, like many other nations, is set up like a republic. According to the Russian Constitution, the Russian president—which is elected by the Russian populace—is the head of state and runs the executive branch of government. It's the president's job to appoint a prime minister, whose job it is to run the government on a day-to-day basis.

But in reality, Russia has operated more like a dictatorship than a democracy under current President Vladimir Putin. Although the president and other government officials are elected by popular vote, the Russian government also limits Russian citizens' freedom, including suppressing free speech and controlling access to objective information.

North Korea

North Korea's government is set up much like the United States' and is split into three branches: the executive branch, the judicial branch, and the legislative branch. By law, the citizens in North Korea elect officials to the legislative branch through popular vote, and the legislative branch passes laws on behalf of the people. (That's why North Korea's full name is the Democratic People's Republic of Korea.)

In actuality, North Korea is classified as a dictatorship. The current president, Kim Jong-Un, inherited his position from his father. Additionally, elections in North Korea are largely for show—only one candidate runs for each position, so people really have no choice in their representation. Beyond that, the government severely limits people's ability to travel, so much so that many North Koreans have to pay people to smuggle them out of the country. So despite having a republican government structure—and having the term "democratic" in their country's name—North Korea doesn't function like a democracy on a day-to-day basis.

The United States: A Democratic Republic

So that leaves us with one final question: what type of government is the United States? Where does the U.S. fall in the republic vs. democracy debate? The answer is that the United States is both a democracy and a republic.

The U.S. as a Republic

When the founding fathers were writing the U.S. Constitution, they envisioned the United States as a republic. Alexander Hamilton and James Madison made this clear in *The Federalist Papers*, where they make it clear that the federal government will be made up of elected officials who represent the will of the people. In fact, many of the United States' founders believed that a direct democracy would result in nothing more than "...instability, injustice, and confusion." As a result, the U.S. Constitution outlines a system of government that allows people to fairly vote on representatives, and those representatives make laws in accordance to the people's will. Each of the states' governments are set up in the same way, which means that the states are mini-republics, too.

Additionally, in order to be a republic, people must elect the person who will serve as the head of state. This is certainly true in the U.S., where citizens vote on who will serve as president of the country every four years (though whether this is a direct or indirect vote is a subject of debate thanks to the electoral college).

Considering all of this, the United States works as a combination of a constitutional, presidential, and federal republic!

The U.S as a Democracy

Remember that the difference between a republic and a democracy comes in how each of those ideas functions in government. So if the United States is a republic because of how the government operates, it's a democracy because of why it operates. In other words, the U.S. runs its government like a republic, but it bases its government on democratic ideals.

In order to operate as a democracy, the United States has to have free and fair elections, citizen participation in government, protect citizens' human rights, and honour the rule of law. The United States meets all four the criteria to qualify as a democracy.

In terms of elections, the U.S. holds regular elections for its elected officials at regular intervals, and any qualified U.S. citizen is allowed to cast their vote for their representatives. Additionally, these representatives are other U.S. citizens. Roles in government aren't passed down from family to family—all citizens in good standing are welcome to run for office regardless of class, gender, or culture.

But what about guaranteeing human rights? One look at the Bill of Rights makes this clear. Not only do the amendments to the U.S. Constitution make guarantees about equality and freedom, they also serve as a set of protections for all U.S. citizens from the overreach of government power.

And finally, the U.S Constitution serves as the country's guiding legal document. All other laws must first uphold the laws and rights outlined in the Constitution first!

Lesson titles

- Republic societies
- Types of republic societies
- Characteristics and functions of republic societies

Teaching and Learning Strategies

Teaching Strategy

Teacher explains concepts on republic and further tasks students to outline the characteristics and functions of different republic societies with examples.

Learning Strategy

Students learn by examining the different characteristics and functions of republic societies with examples.

Benchmark 10.3.2.2. Compare and contrast the level of influence and participation of Christian organisations in different republic systems

TOPIC: INFLUENCE AND PARTICIPATION LEVEL OF CHRISTIAN ORGANISATIONS IN REPUBLIC SYSTEMS

Learning Objectives

By the end of this topic, the students will be able to;

- Analyse the issues in the level of influence of Christian organisations in different republic systems.
- Assess the level of influence of Christian organisations in different republic systems.
- Compare and contrast the level of participation of Christian organisations in different republic systems
- Determine the variation in the level of participation of Christian organisations in different republic systems.

Essential Questions:

1. What factors contribute to the influence of Christian Organizations in a republic society?
2. How does the level of participation differ in Christian Organisations in different republic systems?

Values: Partnership and cooperation through dialogue.

Attitudes: Demonstrate the eagerness to learn the level of influence and participation of Christian organisations.in different republic systems.

Skills: Research and discuss on the impact of Christianity and republic society.

Knowledge: Influence and participation level of Christian organisations in republic systems.

Content Background

The Spread of Christianity and its Impact Globally

The Christian church continues to have a significant impact on society. According to McBride & Giem (2006) Christianity has grown to be the world's largest religion, with an estimated 2.1 billion members worldwide. This number represents all people who call themselves Christians, regardless of which church they claim membership with or even actual church membership in and of itself. In other words, in this postmodern world, from the perspective of many, one no longer needs to belong to a specific church or even any church in order to be called a Christian. The focus of many Christian churches has begun to centre on a blending of ideas and doctrines as well as a push towards new non- or inter-denominational churches that meet a wide variety of social and spiritual if not doctrinal needs, (McBride & Giem, 2006).

This ecumenism has in turn led to a seemingly greater tolerance of other beliefs and cultures in general society. One of the recent emphases in society has been a move toward globalisation. Globalisation recognizes the interdependence of people around the world through the links of economics, politics, culture, and technology. It can be argued that Christianity has to a large extent driven this trend. Many Christian churches, including Adventists & Catholics, engage in missionary activities, stemming from Jesus' command in the book of Matthew to "Go ye therefore and teach all nations". The movement of missionaries and churches into countries and cultures previously unknown to the Western world has opened these countries up to movement in and out of ideas, customs, and material trade. It is anticipated that Christianity provides the basic underpinnings for globalisation and the acceptance that all live in a global interconnected community.

Another impact of the Christian church on modern and postmodern society has occurred as a result of the church's strong focus on world relief, aid, and human as well as economic development. As mentioned earlier, this focus on humanitarian aid began with the early Christian Church in the care for the sick, and continues today. Christian organisations, such as World Vision, Maranatha, and ADRA have a significant impact on relief and aid around the world in areas such as medical services, AIDS care, community development, water purification, orphan services, economic aid, shelter, food provision, educational opportunities, as well as a host of other contributions. These organisations are often some of the first major responders to disasters, as seen by the response to such catastrophes as the tsunami in East Asia and hurricanes in the United States. In addition to disaster response, organisations such as these operate full-time in many third world countries, and are continually changing societies around the world. Christian relief organisations have created a broader sense of responsibility throughout world governments, and have spawned other relief organisations, such as the Red Cross, in the public domain.

One can readily notice that many of the changes to society which Christianity has caused have been related to Christianity's commitment to caring for others. As Jesus said, one of the greatest commandments for Christians to follow is to "Love your neighbour as yourself". This statement, as well as the story of the Good Samaritan that it precedes, invokes a responsibility that has not only led to the creation of world aid and relief organisations, but also to several very large hospital systems. The role of health care provision during the rise of the Christian church has been noted, but that role continues to this day. Although today there are also many for-profit as well as government-run hospitals, the system of health care that we have today was started and maintained by Christians in an effort to better serve God and humanity.

Related Bible reading: Daniel 1:12-15

Lesson titles

- Influence of Christian organisations in different republic systems.
- Participation of Christian organisations in different republic systems

Teaching Strategy

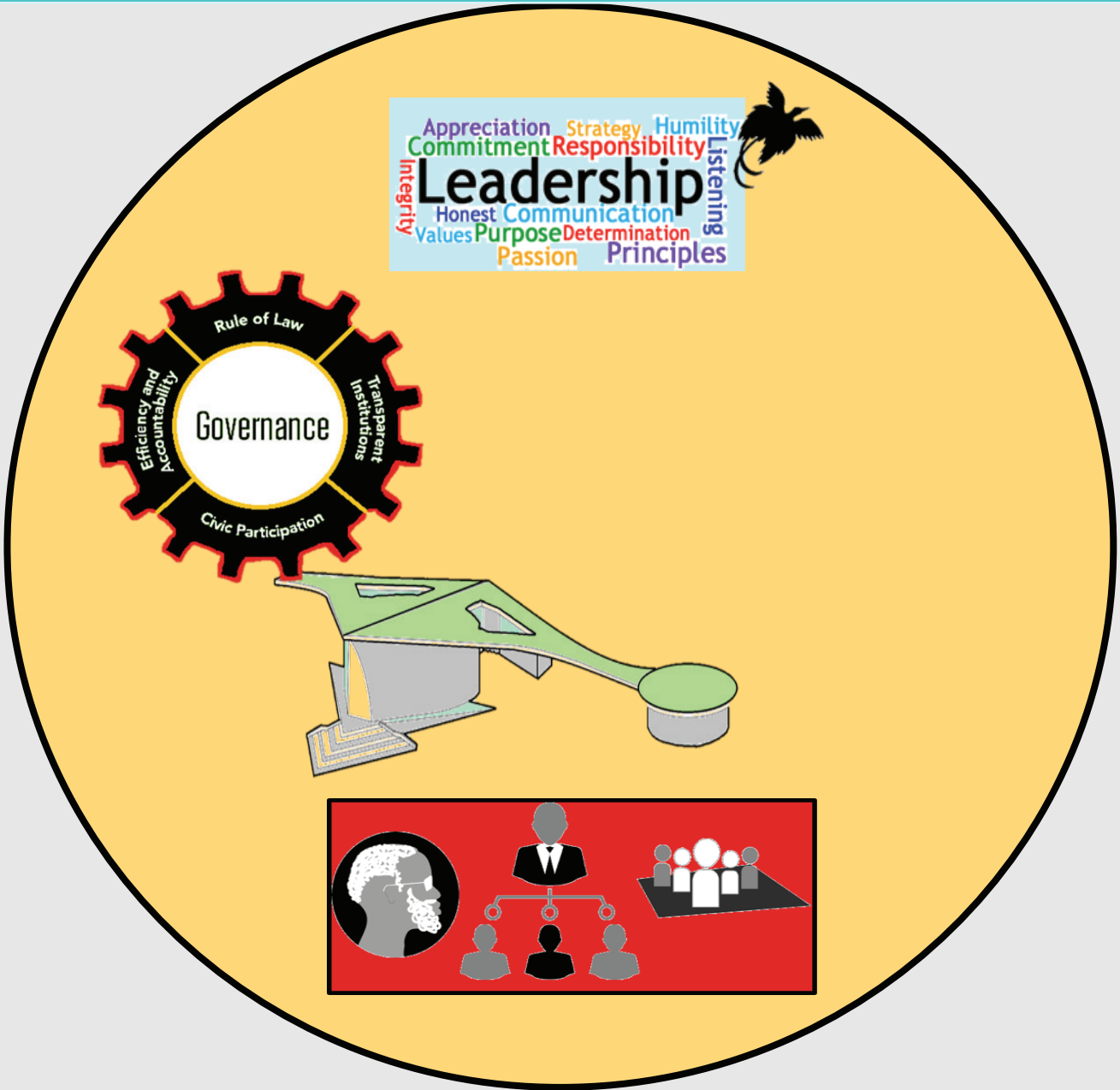
Teachers will explain why Christianity was spread over the centuries and continues to have an impact on different societies. The teachers will also describe that Christianity did not spread that quickly and it took years and decades, under severe persecution, before it became more established.

Learning Strategy

Students will listen and take note of the history of the spread of Christianity by different church groups.

Strand 4

Christian Leadership and Governance



STRAND 4. CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 1: Christian Leadership

Content Standard 4.1: Students will be able to investigate and analyse the principles, values, behaviours, characteristics and practices of Christian Leadership.

Benchmark: 10. 4.1.1. Investigate and explain the characteristics and elements of Servant Leadership and discuss how these were represented by Jesus Christ.

TOPIC: CHARACTERISTICS AND ELEMENTS OF SERVANT LEADERSHIP

Learning Objectives

By the end of this topic, the students will be able to;

- Examine the characteristics and elements of Servant Leadership style.
- Compare the characteristics and elements of Servant Leadership with that of Jesus Christ.

Essential Questions:

- What are the characteristics and elements of Servant Leadership?
- How were these characteristics and elements of Servant Leadership represented by Jesus Christ?
- How can national leaders demonstrate the characteristics and elements of Servant Leadership?

Value: Value the characteristics and elements of Servant Leadership represented by Jesus Christ.

Attitude: Appreciate the characteristics and elements of Servant Leadership and elaborate how these were represented by Jesus Christ.

Skills: Investigate and analysis the characteristics and elements of Servant Leadership and elaborate how these were represented by Jesus Christ.

Knowledge: Characteristics and elements of Servant Leadership and how these were represented by Jesus Christ.

Content Background

1. What are the Characteristics and Elements of Servant Leadership?

The Characteristics and elements of Servant Leadership are;

- Serving- at its core meaning, setting aside your own needs and desires, in order to aid or assist others with their needs;
- Humility- is first and foremost in servitude. Humility is not thinking of yourself, but others. It should be performed with authentic sincerity, without ulterior motives, and manipulation.
- Respect-be respectful to others. Most people want to feel appreciated, valued, and want to be treated with dignity. Treat others with the amount of respect you expect to receive from them.
- Kindness-being kind is also a prerequisite. It is all about following the Golden Rule “treat others the way you want to be treated.
- Honesty- being honest is telling the complete truth and not stating a part of

it. Trust is the cornerstone of honesty. You must be truthful and transparent. Your truthfulness should begin within you and only you.

- Commitment- being committed requires one hundred percent effort and follow-up. It is futile to begin a worthwhile task or project and not continue to work on until its completion. If you “talk the talk, then you must walk the talk”

2. How were these characteristics and elements of Servant Leadership represented by Jesus Christ?

Jesus Christ represented the Characteristics and elements of Servant Leadership in His approach to people. Jesus Christ was the Servant leader in that He is God came into flesh to lead the people to salvation. He was honest, trustworthy, committed, kind, respectful, humble, full of love and willing to lay down his life for others.

Lesson titles

- Characteristics and elements of servant leadership
- Jesus Christ-A servant leader

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Teaching Activities

- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into the characteristics and elements of Servant Leadership

Learning Activities

- Reading for Meaning
- Reflective Discussion
- Research
- Inquiry
- Conduct Awareness

Performance Standard

Plan and conduct school awareness programs on Jesus Christ- like Servant Leadership style in leaders at the National Level.

Benchmark: 10.4.1.2. Analyse the traits, values and principles of Servant Leadership portrayed in Jesus Christ's leadership.

TOPIC: TRAITS OF SERVANT LEADERSHIP

Learning Objectives

By the end of this topic, the students will be able to;

- Research and explain the Traits of Servant Leadership displayed by Jesus Christ;

Essential Questions:

1. What are the traits of Servant Leadership?
2. What are the values and principles of servant leadership?
3. What were the traits of Servant Leadership possessed by Jesus Christ and their current relevance for Servant Leadership in different contexts?
4. Why are the traits of Servant Leadership important in leading people and organisations?

Value: Value the Traits of Servant Leadership possessed by Jesus Christ and their relevance for Servant Leaders in different contexts

Attitude: Appreciate the Traits of Servant Leadership possessed by Jesus Christ and their relevance for Servant Leaders in different contexts.

Skill: Analyse and evaluate Traits of Servant Leadership possessed by Jesus Christ and their relevance for Servant Leaders in different contexts.

Knowledge: Traits, values and principles of Servant Leadership possessed. by Jesus Christ and their relevance for Servant Leaders in different contexts.

Importance of traits of Servant leadership in leading people and organisations.

Content Background:

A Servant Leader is a visionary leader who actively contributes and supports the development of individuals in an organisation. It is a leadership style in which you focus on your team's growth and well-being to put their needs first. That is; instead of employees serving the leader, the leader serves the employees. This type of manager believes that when the team members feel personally and professionally fulfilled, they produce high-quality work more efficiently and productively. Employee satisfaction and collaboration are important concepts in servant leadership. (Indeed, 2023).

What are the traits or characteristics of servant leadership?

A trait is a particular characteristic, quality, or tendency that someone or something has. Servant leaders have certain characteristics that distinguish them from other leaders. A servant leader;

- is empathetic. He or she has the ability to recognise and understand feelings and emotions that are experienced by their-organisation. Such a leader cares for other people and deeply experiences emotions that match what others are feeling.
- listens attentively to what the team members have to say, in order to get complete understanding of all interpersonal situations that they encounter.

They use active listening to resolve conflicts and help others.

- is self-aware-of their strengths, weaknesses, values, emotions, and feelings. This self-awareness allows the Servant Leader to understand personal biases and set them aside while making decisions.
- has the ability to conceptualise: or imagine the possibilities of future and reconcile it with current realities. This ability helps the leader visualise a bright future, and take the necessary steps to get there.
- acts as a steward for the organisation’s resources. They assume complete responsibility for planning and managing all available resources for the betterment and prosperity of the organisation, employees, and stakeholders.
- believes in community building: Under a Servant Leader, people come together for a common purpose. They are able to create a feeling of belonging to something bigger than each individual, and foster team spirit and a sense of community.
- is committed to growth: Effective servant leaders motivate their teams to grow. They are committed to helping their teams develop professionally.
- understands the importance of learning from past mistakes and successes and using lessons learned to productively evaluate present decisions.
- is persuasive. A servant leader guides and persuades team members. Where an authoritarian leader might tell team members what to do, a servant leader tells them why it’s the best method or process. They seek to convince the team as a whole and build a consensus.
- Understands the importance of fixing problems before moving on to new goals and projects.

What are the Traits of Servant Leadership possessed by Jesus Christ and their relevance for Servant Leaders in different contexts?

The Traits of Servant Leadership possessed by Jesus Christ are relevant for current Servant Leaders as follows;

- to serve others, Jesus Christ’s love was undeserved, unending, unconditional and unselfish. (John 13:1-2). It was not the worthiness or the merits of the disciples that drove Jesus to them. He wasn’t expressing gratitude, but grace. Love made him serve his disciples.
- Initiate Servant Leadership
- Jesus didn’t wait for someone to clarify protocol. Whenever He saw a need, He attended to it. (John 13:4 -5) He started something that He hoped would be passed down from those twelve disciples to others (John 13:12)
- Live a blessed life

Jesus reminded them they were blessed if they obeyed him in this lifestyle. (John 13:16 – 17). The greatest blessing follows those who step out by faith and do the opposite of what the world is doing. God blesses those who “go countercultural” and serve people with no thought of getting something in return from them. The return comes in the form of God’s blessing.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes

according to each local setting.

Teaching Activities

- Facilitate readings and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into the traits of Servant Leadership.
-

Learning Activities

- Reading for Meaning
- Reflective Discussion
- Research
- Inquiry
- Awareness

Performance Standard

1. Develop awareness posters, charts, pamphlets, drama, role-plays and media on the Traits of Servant Leadership in leading people and organisations;
2. Plan and conduct awareness in their schools and communities on the Traits of Servant Leadership in leading people and organisations.

Resources

Indeed Career Guide, (2023). Principles of servant leadership. Retrieved on September 12, 2023 from: <https://www.indeed.com/career-advice/career-development/servant-leadership>

Log Rocket, (2023). What is servant leadership? 10 principles, characteristics, and examples. Retrieved on September 12, 2023 from: <https://blog.logrocket.com/product-management/servant-leadership-style-definition-examples/>

Benchmark: 10.4.1.3 Compare and contrast the Biblical Principles and Values of Servant Leadership with those of Steward and Ethical Leadership

TOPIC: PRINCIPLES AND VALUES OF SERVANT LEADERSHIP

Learning Objectives:

By the end of this topic, the students will be able to;

- Examine and explain the principles and values of servant leadership;
- Compare and contrast the Biblical Principles in Servant, Steward and Ethical Leadership styles;
- Classify the similarities and differences of Biblical Principles in Servant, Steward and Ethical Leadership styles

Essential Questions:

- What are the principles and values of Servant Leadership?
- What are Biblical principles and values of Servant Leadership?
- How are the Biblical principles and values of Servant Leadership compared to Steward and Ethical Leadership styles?
- How do Servant Leaders display the principles and values in leading people and organisations?

Value: Value the biblical principles and values of servant leadership with those of steward and ethical leadership styles

Attitude: Appreciate the Biblical principles and values of Servant Leadership with those of Steward and Ethical Leadership styles

Skill: Compare and contrast the Biblical Principles in Servant, Steward and Ethical Leadership

Knowledge: Biblical principles and values of Servant Leadership in comparison to Steward and Ethical Leadership styles.

Content Background:

Servant Leadership is a management style in which leaders lead by putting the needs of their organisation and people first. Servant leaders believe that when their team members feel personally and professionally fulfilled, they produce higher quality work more efficiently and productively.

A leader who represents Servant Leadership principles and values appreciates everyone's contributions and regularly seeks out opinions. He seeks to know which values the people he serves hold dear and whether they are working or living in an honest and ethical way and, equally importantly, he wants to know if he is demonstrating the values like honesty, empathy, respect, and genuineness in his leadership role. The Servant Leader has a sincere interest in and affection for his followers and organisation, even if the followers do not deserve that affection, just like a family relationship, in which for the family to be a family, no one can be rejected.

Thus, the most important characteristic in being a servant leader is making one's main priority to serve rather than to lead. When serving first the needs of others as their main priority, they find success and power in the growth of others, and a servant can only become a leader if the leader remains a servant. In simpler terms, servant leaders should seek to be servants first, to care for the needs of others.

The servant-leader then focuses primarily on the growth and well-being of people and the communities to which he belongs.

Principles and values of servant leadership

In servant leadership, the key objective of the leader is to serve the organisation to achieve its target and plan which is different from the usual traditional leadership that generally involves the accumulation and exercise of power by one at the top of the pyramid. A servant leader should behave like a servant, willing to serve others in any situation because he is not in leadership for power, control, self-promotion or for personal gain. He is never too high in his position to perform the least tasks since it is not the task, but it is the servant attitude that is significant. This kind of attitude will have a greater influence on the organisation and the followers.

The Servant leadership must be based on suitable principles and values for the leader to serve effectively. The servant leader inspires and influences people with love, humbleness, kindness, honesty, empathy, respect, genuineness, responsibility and integrity to succeed in achieving the organisation's goals. A Servant leader knows that loyalty, harmony, unity, trust, and commitment come from a collectively encouraging environment

What are Biblical principles and values of Servant Leadership?

Servant Leadership is a leadership view in which the main goal of the leader is to serve by motivating, providing guidance and inspiring people unselfishly to accomplish an organisation's purpose and plan. Servant Leaders behave like servants because their purpose is not for power, control, or for personal gain (Luke 22:26). They do not think too highly of their position to perform the lowest tasks because it is not the task – it is their servant attitude that is important. Instead of the people working to serve the leader, the leader exists to serve the people.

In order to serve as a leader, the Servant Leadership must be rooted on the following biblical principles and values as outlined in Romans 12, and Philippians 2:3-4; love and compassion for people, humbleness, empathy, genuineness, kindness and respect. A Servant leader knows that loyalty, harmony, unity, trust, and commitment come from a two-way encouraging environment. He listens to everyone, not just the ones in power or those who are influential. He shares power, puts the needs of the people first and helps them develop and perform as highly as possible.

Compare biblical principles and values of servant leadership with those of steward and ethical leadership.

The biblical principles and values of Servant Leadership such as love, humbleness, respectful, empathy, genuineness, caring, sharing, forgiveness, loyalty, harmony, unity, trust, kindness, integrity, trustworthy, responsibility, and accountability are also applied in all leadership styles.

However, for efficient and effective Leadership, some principles and values are narrowed down to suit the definition of that leadership style. For instance, Servant Leadership is more focused on serving others, where the leader has to serve with love, shows humbleness, being empathetic and the call to serve is genuine, not attracted by status.

In comparison, Steward Leadership's main goal is to serve the organisation and people with a sense of being responsible for someone else's property in executing tasks and accountable for the outcomes, while ethical leadership emphasises on doing things the right way or being a role model. And Christian Leadership focuses on the character that is shaped by godly principles and values like love and honesty and leaders are likely to feel greater empathy for people like themselves or for those within their organisation.

When comparing the biblical principles and values of Servant Leadership with those of Steward, Ethical and Christian Leaderships, again, it does not mean to suggest that one principle or value is better than the other. Moreover, this is not a one-or-the-other proposal—organisations and their managers or leaders can incorporate two or all leadership styles into their main leadership philosophy. Whatever the style of leadership, the principles and values are the same for any leader to be effective, though some principles are considered more important than others depending on how one sees the situation and the reason for which the organisation exists.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Teaching Activities

- Facilitate readings and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into Biblical Principles in Servant, Steward and Ethical Leadership styles.

Learning Activities

- Reading for Meaning
- Reflective Discussion
- Research
- Inquiry
- Conduct Awareness

Performance Standards

1. Examine and explain the principles and values of servant leadership;
2. Plan and develop an awareness package on the principles and values of servant leadership.
3. Conduct awareness on the principles and values of servant leadership in their schools, communities and the province using mass media (social media, radio, newspaper, TV etc).

Benchmark 10.4.1.4: Research and analyse the contributions of Servant Leadership in improving the conditions of the least privileged, marginalised, and the oppressed in the society.

TOPIC: SERVANT LEADERSHIP AND THE LEAST PRIVILEGED, MARGINALIZED AND THE OPPRESSED

Learning Objectives

By the end of this topic, the students will be able to;

- Inquire and identify the least privileged, marginalised and the oppressed groups in PNG.
- Discuss and identify the contributions of servant leaders in inclusive service delivery.
- Propose strategies to be used to include the least privileged, marginalised and the oppressed groups in PNG making informed decisions in service delivery.

Essential Questions:

- Who are the least privileged, marginalised and the oppressed groups in PNG?
- How does Servant Leadership contribute to improve the conditions of the least privileged, marginalised and the oppressed in society?

Value: Peace, Patience, Empathy

Attitude: Appreciation, Responsible, Reliable, Honest, Accountable, Transparent, Voluntary service

Skill: Identifying and discussing (Analytical Skills)

Knowledge: Contributions of Servant Leadership in improving the conditions of the least privileged, marginalised, and the oppressed in society

Content Background:

How does servant leadership contribute to improve the conditions of the least privileged, marginalised and the oppressed in society?

Servant leaders strive to impact the lives of people and also make a meaningful difference in the lives of others. The major underlying principle is that servant-leaders will sacrifice their own agendas for the sake of their followers, while inspiring followers to become servants themselves (Crippen, 2005, p.33).

A servant leader helps those considered unfortunate in the following manner;

Type of people who need help	Example	How they are served
Least privileged	Illegal settlers, drop out and unemployed youths	When the leader speaks out for and helps those who really need help whether in cash or kind. For example, Ms. Tessie Soi of Friends Foundation who helps bury the corpses of families who cannot at all afford to bury their loved ones.

Marginalised	Women and People Living With Disabilities (PLWD)	A leader who speaks and helps this group of people. For example, Dr. Fiona Hukula, who advocates for women and female safety against violence.
Oppressed	refugees, orphans, homeless and	When the leader speaks out and provides assistance to these type of people for example; 'We Care' foundation who assists to feed, cloth, house and provide education for orphans and homeless

A servant leader aims to do the following for those people in need of his or her help;

- share power and put the needs of others ahead of him or herself.
- serve them and ensure they are mentored well and become capable of doing better.
- stress the importance of serving their welfare and others in the communities.
- take a long-term, transformational approach to life and work on the potentials of these people to create positive change in the society.
- they always strive to meet their highest priority needs.
- emphasise the importance of appreciating and valuing people.
- emphasis to these people the importance of consideration and appreciation
- work tirelessly to develop these groups of people's potential and ensure they do likewise to others.

Strategies to support marginalised, unprivileged and the oppressed in PNG

- Identify government policies and plans that address the needs of marginalised, oppressed and unprivileged groups and source funds to support them.
- Involve youths to participate in civic activities and pay incentives for their participation; sports clubs, church groups; walkathons, cleaning, awareness on certain issues, etc...
- Set up more; safe homes, care facilities, schools for the unprivileged, marginalised and oppressed,
- Liaise with business houses, NGOs and government departments to seek employment for the educated but unemployed group of people.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Teaching Activities

- Facilitate readings and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into the least privileged, marginalised and the oppressed groups in PNG and discuss how to make informed decisions for service delivery.

Learning Activities

- Reading for Meaning
- Reflective Discussion
- Research
- Inquiry
- Conduct Awareness

Performance Standards

1. Plan and develop an awareness package on the contributions of servant leadership in improving the conditions of the least privileged, marginalised, and the oppressed in society.
2. Conduct the awareness on the contributions of servant leadership in improving the conditions of the least privileged, marginalised, and the oppressed in society; using mass media (social media, radio, newspaper, TV etc)

Suggested Resources

Crippen, C. (2005). The democratic school: First to serve, then to lead. *The Canadian Journal of Educational, Administration and Policy*, Issue 47. Retrieved on 21st September, 2023 from https://journalofleadershiped.org/wp-content/uploads/2019/04/18_2_willows.pdf

Benchmark 10.4.1.5: Research and predict the outcomes that could be derived from having servant leaders leading and managing the affairs of society.

TOPIC: THE OUTCOMES OF THE PRACTICES OF SERVANT LEADERSHIP

Learning Objectives

By the end of this topic, the students will be able to;

- Examine the practices of servant leaders.
- Analyse the outcomes of the practices of a servant leader.

Essential Questions:

- Who is a servant leader? (recap)
- How does a servant leader manage the affairs of his or her society?
- What are the outcomes of servant leaders leading and managing the affairs of the society?

Value: Positivity, Generosity, Integrity

Attitude: Humble, Humility, Respect, Commitment

Skill: Research and predict

Knowledge: Outcomes of the practices of servant leaders

Content Background:

Who is a servant leader?

“The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first.” (Greenleaf,1970).

A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong.” (Greenleaf,1970).

The definition by Greenleaf is aligned to the four lessons to be drawn from Jesus’ leadership lessons highlighted by Colan who gave the example of Jesus as a leader who washed the feet of his disciples even during his most trying time.

How servant leaders manage the affairs of their society

A servant leader manages the affairs of his or her society by equipping, encouraging and motivating them to realise their potential. For example, they make sure all people are engaged. For instance; unemployed youths are given odd jobs to do such as keeping the streets clean and providing security for the community. They provide leadership training or health talks to the community to help people understand and appreciate life and so they can live in peace and harmony. They willingly step in to help solve community problems so that there is order in the community. “The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible” (Greenleaf, 1970). Basically, servant leadership is about others and not about the leader.

Impacts of servant leadership management

The impacts of servant leadership management happen in various settings or contexts such as; in religion, business, politics, or government. Following are some impacts of servant leaders;

- high performance of society or members of society or team and their leader;
- more engaged and purpose-driven member of the society or a business organisation. For example; in a business organisation employees or members increases its integration and lowers likelihood of member disintegration; or in the business world, it increases organisation's retention and lowers turnover costs; and
- helps to ensure the long-term viability of a society or organisation is well-trained and trusted members continue to develop as future leaders.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Teaching Activities

- Facilitate readings and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry and analyse the outcomes of the practices of a servant leader

Learning Activities

- Reading for Meaning
- Reflective Discussion
- Research
- Inquiry
- Conduct Awareness
- Investigate and Report

Performance Standards

1. Investigate and report on the work of a servant leader in their community who has greatly impacted the lives of the people in their community.

Suggested Resources

Greenleaf, R. (1970). *Servant Leadership; The Servant as Leader*. Retrieved on 20th of September, 2023 from <https://www.boyden.com/media/just-what-the-doctor-ordered>.

Benchmark 10.4.1.6: Investigate and discuss how technology could be used to enhance the performance of servant leaders.

TOPIC: ENHANCING THE PERFORMANCES OF SERVANT LEADERS THROUGH TECHNOLOGY

Learning Objectives

By the end of this topic, the students will be able to;

- Explore and explain how technology can enhance performances of servant leaders.

Essential Questions:

- How does technology enhance performance of Servant Leaders?

Value: Patience, Peace, Love

Attitude: Embrace, Appreciation, Responsible, Creative/ innovative

Skill: Investigate and discuss

Knowledge: Enhancing performance of servant leaders through the use of technology

Content Background:

Servant leadership is displayed when someone leads by serving. “Servant leaders place their followers’ needs ahead of their own needs and consider it a priority to support followers in achieving their full potential. A servant leader also genuinely cares for followers and encourages followers to support each other. Given below are indications (or indicators) of the performances of servant leaders.

By serving, servant leaders:

- encourage teamwork and cooperation;
- instil their characteristics over time onto their followers or members to follow suit without force;
- motivates and inspire their team members to perform at the highest level possible; and
- enhance creativity and loyalty among all team members (Ibid).
- Up with principles of leadership, Stasak,2019, identifies in the Bible six qualities of servant leadership that aspiring leaders need to emulate. These are:
 - integrity (Proverbs 21:3);
 - humility (Colossians 3:12);
 - flexibility (Philippians 4:12-13);
 - resilience (Hebrews 12:1-2);
 - stewardship (1 Peter 4:10) and
 - empathy (Romans 12:15).

These qualities can be complemented with the nine qualities identified for a servant leader (Prichard (2013),

These qualities are:

- valuing diverse opinions;

- cultivating a culture of trust;
- developing other leaders;
- helping people with life issues;
- giving encouragement;
- persuading and not commanding and controlling;
- thinks you/others and not me;
- thinks long term; and
- acting with humility.

Use of technology to enhance servant leaders' performance

Technology in this current digital age is one tool that servant leaders (leaders) can utilise to give further boost to their qualities and enhance their performances. Information technologies (computers, laptops, mobile phones, internet, emails, etc) are the tools needed to increase their overall efficiency and effectiveness as leaders. For instance, being flexible and empathising enables servant leaders to access the internet using mobile phones, laptops, desktops etc... to communicate with their team members when resources are scarce (time, money, transport, building /accommodation) and costs are high. This can further boost performance levels of the members of an organisation.

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Teaching Activities

- Facilitate readings and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into how technology can enhance performances of servant leaders.

Learning Activities

- Reading for Meaning
- Reflective Discussion
- Research
- Inquiry
- Conduct Awareness
- Investigate and Report

Performance Standard

1. Write an essay about how you will use technology to enhance your performance if you were a servant leader in your community.

Suggested Resources

The Bible

Prichard.S. (2018). The Book of Mistakes: 9 Secrets to Creating a Successful Future. Retrieved on 20th September, 2023 from: <https://thebookofmistakes.com/>

Stasak,J. (2019), 6 Qualities of a Servant Leader. Retrieved on 20th September, 2023 from <https://www.wycliffe.org/blog/featured/6-qualities-of-a-servant-leader>.

Unit 2: Good Governance

Content Standard 4.2: Students will be able to explore and evaluate the characteristics and principles of good governance, and examine how these are represented in governance behaviour and practice in different contexts.

Benchmark 10.4.2.1: Investigate and analyse the principles, characteristics, indicators, goals and values of economic governance.

TOPIC: ECONOMIC GOVERNANCE

Learning Objectives

By the end of this topic, the students will be able to;

- Explain the meaning of economic governance.
- Distinguish between principles and characteristics of economic governance.
- Identify and discuss the indicators of economic governance.
- Point-out and discuss the goals of economic governance.
- Examine the values that determine economic governance.

Essential Questions:

- What is economic governance?
- What are the characteristics of economic governance?
- What are the principles of economic governance?
- What are the indicators of economic governance?
- What are the goals of economic governance?
- What are the values of economic governance?

Value: Value the principles, characteristics, indicators, goals and values of economic governance.

Attitude: Appreciate the principles, characteristics, indicators, goals and values of economic governance.

Skills: Investigate and analyse the principles, characteristics, indicators, goals and values of economic governance.

Knowledge: Apply the principles, characteristics, indicators, goals and values of economic governance.

Content Background

Economic governance refers to the system of institutions and procedures established to achieve the nation's objectives in the economic field, namely the coordination of economic policies to promote economic and social progress for the country and its citizens.

Principles of good governance are:

- Participation, representation, fair conduct of election responsiveness
- Efficiency and effectiveness
- Openness and transparency

- Rule of law
- Ethical conduct
- Competence and capacity
- Innovation and openness to change
- Sustainability and long-term orientation
- Sound financial management
- Human rights, culture diversity and social cohesive
- Accountability

Characteristics of good governance are: participatory, consensus oriented, accountability, transparent, responsiveness, effective and efficient, equitable and inclusive and follows the rule of law.

The World Bank identifies six (6) world governance indicators. They are voice accountability, political stability and lack of violence, Government effectiveness, and regulatory quality, rule of law and control of corruption.

The Goals of Good Governance

The goals of good governance are to manage public resources and make decisions and make policies. These decisions and policies must be characterised by transparency, rule of law, availability, fairness, participation efficiency and effectiveness.

Value that determines Good Governance are;

- Transparency
- Responsiveness
- Consensus oriented
- Equity and inclusiveness
- Effectiveness and efficiency
- Accountability
- Participation

Teaching and Learning Strategies

Teachers are encouraged to facilitate learning by choosing a suitable teaching and learning strategy from the strategies provided. The chosen strategy should be appropriate for that particular lesson title to achieve the learning outcomes according to each local setting.

Teaching Activities

- Facilitate readings and conduct reflective discussions.
- Facilitate Guided & Shared - reading, listening, viewing, thinking
- Facilitate an inquiry into principles and characteristics of economic governance.

Learning Activities

- Reading for Meaning
- Reflective Discussion
- Research
- Inquiry
- Conduct Awareness
- Investigate and Report

Performance Standard

- Identify and discuss the indicators of economic governance.

Benchmark 10.4.2.2: Explain the relationship between political governance and economic governance.

TOPIC: RELATIONSHIP BETWEEN POLITICAL AND ECONOMIC GOVERNANCE

Learning Objectives

By the end of this topic, the students will be able to;

- Explain the relationship between political and economic governance

Essential Questions:

- How does political governance correlate to economic governance?

Value: The relationship between political governance and economic governance.

Attitude: Appreciate the relationship between political governance and economic governance.

Skills: Explain the relationship between political governance and economic governance.

Knowledge: Apply the relationship between political governance and economic governance.

Content Background

Political governance is a system of government that formulates laws and makes informed decisions to maintain political stability which is a precondition for economic development.

Political governance is essentially about managing the state, establishing a practice of accountability to the people, and promoting a sense of nationhood. It includes the process of electing leaders to office, the interface between the political and bureaucratic arms of government, the strength of oversight bodies such as the judiciary and the ombudsman, and the role of civil society in influencing the quality of governance (Saldanha, 2005).

Political governance typically revolves around how leaders are elected, and their role in steering the country to economic and social progress, ensuring public resources are used efficiently and equitably for this purpose. It also revolves around the approaches used by political leaders to achieve the above, and the extent to which they accomplish all aspects of their role through the free and active participation of all (Saldanha, 2005).

Governance quality and economic growth are positively related. "Per Capita incomes and the quality of governance are strongly positively correlated across countries (WGI, 2002). Good governance is the quality management, orientation and the execution of development plans and policies. and has a positive influence on economic performance. The question is; 'what contents the interactive gives to the concept of governance?' According to the World Bank, good governance is evaluated by the implementation capacity of governance principles of a country, providing a framework for market development and economic growth. Kauffman et al (199) tested the relationship between governance (stimulus constitutions market) and showed a positive relationship between good governance and economic growth. However, good governance policies are: allows developing countries to achieve minimum economic growth and political reforms in order to reach a level of development similar to that of industrialised countries.

Economic governance refers to the systems of institutions and the procedures established to achieve the country's objectives in the economic fields, the coordination of economic and social progress for its citizens.

Planning and Programming

The 8 steps in Planning and Programming Process

1. Identify the number of Strands and Units in the subject Syllabus
2. Identify the total number of Content Standards, Benchmarks and Number of Topics (Syllabus and Teacher Guide)
3. Consider the Facts and Considerations in the Planning and Programming Process (subject related)
4. Distribute the Content evenly across the 4 school terms in a Matrix (Proposed Template)
5. Expand and plot the distributed content into the complete Yearly Content Overview for the subject for the grade (Proposed Template)
6. Develop the Termly Programs (Proposed Template)
7. Develop the Weekly Teaching Program (Proposed Template) Daily Lesson Plan (SBC Template)
8. Review, Evaluate and Re-plan the yearly, termly, weekly Programs

The Planning and Programming Process involves 8 steps. The steps are outlined and described with samples provided to assist and guide you.

It is important to first identify the strand and unit names for familiarisation and also the number of strands and units in the Grade 10 Christian and Citizenship Values Education (CCVE) subject.

Citizenship and Values Education has 4 strands and 8 Units

Table of Strands and Units

The table below outlines the strands and units for grade 9 Christian Citizenship and Values Education subject. This helps teachers understand how to deal with units per strand when they are expanded into evidence outcomes and benchmarks at each grade.

The strands and units of content standards explain the progression from Grade 7 to Grade 9, linking to senior high school CCVE content. The order and linkage of units signifies what the students will achieve from one grade to the next.

Christian Citizenship and Values Education is organised around four strands – Biblical Principles and Values, The Ten Commandments: God’s Core Principles, Christian Identities, Civic Principles, Christian Citizenship, Christian Citizens and Active Participation, Christian Leadership and Good Governance. These strands are comparable with the strands used internationally. The Content Standard of each Strand is based on units. The Strands, Units and Content Standards are outlined in the table below:

Step 1: Identify the number of Strands and Units in the subject Syllabus
(Grade 10 CCVE Syllabus Page #)

Strands	Units
Biblical Principles and Values	Biblical Values and Practices
	The Ten Commandments: God's Core Principles
Christian Identities and Civic Principles	Christian Identities
	Civic Principles
Christian Citizenship and Society	Christian Citizenship
	Christian Citizens and Active Participation
Christian Leadership and Governance	Christian Leadership
	Good Governance

Step 2: Identify the total number of Content Standards, Benchmarks and Number of Topics (Syllabus and Teacher Guide)

- Use the Syllabus to derive the total number of Content Standards and total number of Benchmarks
- Use the unpacking tool to derive your topics and the total number of topics
- Place or slot them in a matrix as in the sample shown below so you are knowledgeable and made aware of the total number of content standards, benchmarks and topics that you will be working with in the planning and programming of teaching and learning for the subject in a school year for that grade.

Grade 10 CCVE Content Matrix

Consult the Grade 10 CCVE Content Matrix showing the total number of strands, units, content standards, Benchmarks and topics to be covered in Grade 10.

Total Number Of Strands	Total Number Of Units	Total Number of Content Standards	Total Number Of Benchmarks	Total Number Of Topics
1	2	2		
2	2	2		
3	2	2		
4	2	2		
Totals	8	8		

Step 3: Consider the Facts and Considerations in the Planning and Programming

Process (subject related)

It is important to consider and analyse facts that are worth considering if these facts will help or if these facts will pose a challenge to the planning and programming process.

Facts and Considerations

1. As per the Matrix, there are a total of **26** Benchmarks and Topics which must be programmed and taught in a school year.
2. **26** Benchmarks divided by the **4** Terms in a year gives **6.5** Benchmarks/ topics which is approximately **6-7** Benchmarks/ **6-7** Topics in a Term.
3. Time Allocation for Grade 9 Business Studies is **200** minutes per week which means it has **5** periods/**5** lessons a week.
4. In a term, there are about **8** weeks of actual teaching weeks which gives us **40** periods/**40** lessons of actual teaching in a term (**5** periods a week x **8** actual teaching weeks in a term).
5. Teachers have the liberty to use their discretion to plan and program a Unit of Work according to the number of weeks per time.
6. The teaching content outweighs the teaching weeks and therefore considerations must be made on teaching and learning approaches for example; integration, project-based learning, etc.

Step 4: Distribute the Content evenly across the 4 school terms in a Matrix (Proposed Template)

Using these facts and considerations, we have provided a sample

CCVE Grade 9 Sample Yearly Content Overview

Grade 9 Business Studies Term 1- 4 Content distribution

Term (Text)	Strands (Text)	Units (Text)	Content Standards (Coding)	Benchmarks (Coding)	No of Benchmarks per Term
1	1. Biblical Principles and Values	1. Biblical Values and Practices	CS:1.1.		
		2. The Ten Commandments: God's Core Principles	CS:1.2.		
2	2. Christian Identities and Civic Principles	1. Christian Identities	CS:2.1.		
		2. Civic Principles	CS:2.2.		
	3. Christian Citizenship and Society	1. Christian Citizenship	CS:3.1.		
		2. Christian Citizens and Active Participation	CS:3.2		
3	3. Christian Citizenship and Society	2. Christian Citizens and Active Participation	CS:3.2.		
	4. Christian Leadership and Governance	1. Christian Leadership	CS:4.1.		
		2. Good Governance	CS:4.2.		
4	4. Christian Leadership and Governance	2. Good Governance	CS:4.2.		

Step 5: Expand and plot the distributed content into the complete Yearly Content Overview for the subject for the grade (Proposed Template)

Grade 9 Sample Yearly Content Overview

The Yearly overview outlines the Strands, Units, Content Standards, Benchmarks and Topics to be taught in a year.

The Benchmarks were distributed evenly across 4 terms for an equal number of content being taught.

TERM ONE (1)				
Strands	Units	Content Standards	Benchmarks	Topics

Step 6: Develop the Termly Programs (Proposed Template)

Use the **Number Identification** for the **Strands, Units, Content Standards, Benchmarks** and the **Topics** to do your termly programs. From your **Benchmarks** unpack your **Learning Objectives, Knowledge, Skills, Attitudes** and **Values** for the term program. Below is a sample template that you can use as a guide to do your termly programs.

Christian Citizenship and Values Education

Teaching Program

Term: One Year: 2024 Grade: 9

Weeks	Strands	Units	Content Standards	Benchmarks	Topics	VASKs			Assessments
						Knowledge	Skills	Attitudes Values	

Step 7: Develop the Weekly Teaching Program (Proposed Template) Daily Lesson Plan (SBC Template)

1. How to plan a Week's Lessons from the Term Program.

- 1.1. According to the above Termly Program, a **Week's Lessons Outline** can be extracted and laid out in a sample **Weekly Lessons Outline** as the one in the table below.
- 1.2. Each week's lessons can be either drawn out of the **Learning Objectives** or the **Knowledge** of the **Topics** listed for each week.
- 1.3. The sample below shows the following;
 - The **Weekly Lessons Outline** is introduced by its reference **Term** of the year, the **Week** in the term, the **Subject**, the **Grade, Strand** number and name, the **Unit** number and name, the **Content standard** number and its description and **Benchmark** number and description.
 - **Lesson Titles** are unpack from the **Learning Objectives** to be learnt by the students from each **Topics** with the
 - **Lesson Objectives** that *guide what the students are expected to do in the lesson's*
 - **Activities (Teaching/Learning)** and *determine what is expected to be learnt by the students at the end of the lesson.*
 - The **Assessment** briefly describes how the **Knowledge, Skills, Attitudes** and **Values** will be assessed *during* or *as* or *for learning*.

Term: One	Week: One	Grade: 10	Class:		
Strand: 1. Biblical Principles and Values		Units: 1. Biblical Values and Practices			
Content Standards: 1.1. Students will be able to explore and make sense of the biblical values and principles, and explain how they were represented, promoted, modeled, validated, and practiced in biblical times					
Benchmarks: 9.1.1.1 Investigate and explain the concept of the Oneness of God and analyse its essence and core pillars					
Learning Objectives: By the end of the topic, the students should be able to;					
<ul style="list-style-type: none"> Investigate and explain the concept of the Oneness of God, its essence and core pillars. 					
Topic	Value/ Attitude	Skills		Lessons	Assessment

(* Note: This weekly programming process will be followed for the rest of the weeks of the term if it's required to.)

8. Review, Evaluate and Re-plan the yearly, termly, weekly Programs

Standards-Based Lesson Planning

What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step teachers must take to help their students reach success. A lesson plan is a step-by-step guide that provides a structure for essential learning.

When planning a standards-based lesson, teacher instructions are very crucial for your lessons. How teachers instruct the students is what really points out an innovative teacher to an ordinary teacher. Teachers must engage and prepare motivating instructional activities that will provide the students with opportunities to demonstrate the benchmarks. For instance, teachers should at least identify 3-5 teaching strategies in a lesson; teacher lectures, ask questions, put students into groups for discussion and role play what was discussed.

Why is Standards-Based Lesson Planning Important?

There are many important benefits of having a clear and organised set of lesson plans. Good planning allows for more effective teaching and learning. The lesson plan is a guide and map for organising the materials and the teacher for the purpose of helping the students achieve the standards. Lesson plans also provide a record that allows good, reflective teachers to go back, analyse their own teaching (what went well, what didn't), and then improve on it in the future.

Standards-based lesson planning is vital because the content standards and benchmarks must be comparable, rigorous, and measurable and of course evidence based and be applicable in real life that we expect students to achieve. Therefore, teachers must plan effective lessons to teach students to meet these standards. As schools implement new standards, there will be much more evidence that teachers will use to support student learning to help them reach the highest levels of cognitive complexity. That is, students will be developing high-level cognitive skills.

Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

- aims and objectives of the course;
- teaching and learning activities;
- assessments to check student understanding of the topic.

Effective teaching demonstrates deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.

Planning for under-achievers

Who are underachieving students?

Under achievers are students who fail or do not perform as expected. Underachievement may be caused by emotions (low self-esteem) and the environment (cultural influences, unsupportive family)

How can we help underachievement?

Underachievement varies between students. Not all students are in the same category of underachievement.

Given below are suggested strategies teachers may adopt to assist underachievers in the classroom.

- Examine the Problem Individually

It is important that underachieving students are addressed individually by focusing on the student's strengths.

- Create a Teacher-Parent Collaboration

Teachers and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;

- In what areas has the child shown exceptional ability?
 - What is the child's preferred learning style?
 - What insights do parents and teachers have about the child's strengths and problem areas?
- Help student to plan every activity in the classroom
 - Help students set realistic expectations
 - Encourage and promote the student's interests and passions.
 - Help children set short and long-term academic goals
 - Talk with them about possible goals.
 - Ensure that all students are challenged (but not frustrated) by classroom activities
 - Always reinforce students

Sample Lesson Plan

TOPIC: Meaning, purpose and relevance of the 5th and 6th Commandments

Lesson Topic: The Fifth and Sixth Commandments

Grade: 10

Length of Lesson: 40 minutes

National Content Standard: 2.1 Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour and practice in different contexts.

Grade-Level Benchmark: 10.1.2.1 Investigate and explain the meaning, purpose, and relevance of the 5th and 6th Commandments and analyse the influences on peoples' relationships with others.

Essential Knowledge, Skills, Values, and Attitudes

Knowledge: The 5th and 6th Commandments

Skills: Examine the meaning, purpose and relevance of the 5th and 6th Commandments

Values: Value the meaning of the 5th and 6th Commandments

Attitudes: Appreciate the importance of the 5th and 6th Commandments

Materials: Bible, Worksheets, charts, markers

Lesson Objective: By the end of the lesson, students should be able to;

- Examine and explain the meaning, purpose and relevance of the 5th and 6th commandments.

Essential Questions:

- What do the 5th and 6th commandments mean?
 - What is the purpose and relevance of these commandments?
-

Teaching and Learning Strategies

Teaching Strategies	Learning Strategies
Introduction 3 minutes	
<ul style="list-style-type: none"> Writes on the board the Scriptures: Exod. 20:12-13 and Deut. 5:16-17, Asks the students to give responses on the reading of these scriptures or what these scriptures are about. Emphasizes on Relationship with Others. 	<ul style="list-style-type: none"> Observe attentively as the teacher writes the scriptures. Students either open their Bibles or read out the texts based on their prior knowledge on the scriptures: Exod.20:12-13, Deut.5:16-17
Body 35 minutes	
Modelling (10 minutes)	
<p>Activity 1</p> <ul style="list-style-type: none"> Calls for 5 students to demonstrate a family unit depicting the 5th commandment. <p>Activity 2</p> <ul style="list-style-type: none"> Relates the 5th commandment to the 6th commandment. 	<p>Activity 1</p> <ul style="list-style-type: none"> Students listen attentively to the teacher and then observe what the 5 students do. <p>Activity 2</p> <ul style="list-style-type: none"> Students listen attentively and relate on the teacher's explanation on the 5th and 6th Commandments.
Guided Practice (10 minutes)	
<p>Activity 1</p> <ul style="list-style-type: none"> Allot students into groups comprising five members for a role-play on Commandments 5 and 6. <p>Activity 2</p> <ul style="list-style-type: none"> Tell the students to work cooperatively in their groups. Teacher supervises and make comments where necessary. 	<p>Activity 1</p> <ul style="list-style-type: none"> In their specific groups, students appoint a leader to coordinate each group. <p>Activity 2</p> <ul style="list-style-type: none"> Each group prepares well for the role-play. Students ask questions when/where need arises.
Independent Practice (15 minutes)	
<p>Activity 1</p> <ul style="list-style-type: none"> Tell the students to cooperate and continue their acts. <p>Activity 2</p> <ul style="list-style-type: none"> Encourage students to present their acts to the class. Supervise and make comments on the students' presentations. 	<p>Activity 1</p> <ul style="list-style-type: none"> The students in their groups present their acts to the class. Other groups listen attentively as each group presents. <p>Activity 2</p> <ul style="list-style-type: none"> Students ask questions if need be.
Conclusion (2 minutes)	
<ul style="list-style-type: none"> Reemphasizes on Commandments 5 and 6 – Relationship with Others. Invite a student to say a prayer to end the lesson. 	<ul style="list-style-type: none"> Students listen attentively. A student says a prayer while the others participate.

Sample Performance Assessment

National Content Standard: 2.1: Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour and practice in different contexts.

Lesson Topic	Topic	Benchmark	Performance Assessment			
The Fifth and Sixth Commandments	Meaning, purpose and relevance of the 5 th and 6 th Commandments	10.1.2.1 Investigate and explain the meaning, purpose, and relevance of the 5 th and 6 th Commandments and analyze the influences on peoples' relationships with others.	<ul style="list-style-type: none"> Explain the meaning, purpose and relevance of the 5th and 6th commandments. Analyse the influence of the 5th and 6th commandments on people's relationship with others. 			
			PROFICIENCY RUBRIC			
			Advanced	Proficient	Partially Proficient	Novice
			<ul style="list-style-type: none"> Can confidently explain the meaning and purpose of the 5th and 6th commandment with detailed examples. 	<ul style="list-style-type: none"> Can explain the meaning and purpose of the 5th and 6th commandment with 1 or 2 examples. 	<ul style="list-style-type: none"> Can briefly explain the meaning and purpose of the 5th and 6th commandment without examples. 	<ul style="list-style-type: none"> Can only explain the meaning and purpose of one of the commandments.

Sample Lesson Plan Integrating STEAM

TOPIC: The importance of God's creation of the Heavens and the Earth.

Lesson Topic: Significance about the order of creation

Grade: 10

Length of Lesson: 80 minutes (double period)

National Content Standard: 1.1 Students will be able to explore and make sense of the **biblical values** and **principles** and explain how these are represented, promoted, validated, and practised in biblical times.

Grade-Level Benchmark: 10.1.1.1 Investigate and explain the Creator God's creation of the Heavens and the Earth.

Essential Knowledge, Skills, Values, and Attitudes

Knowledge: Process and significance of God's creation.

Skills: Identify and evaluate the importance of God's creation.

Values: Loving God's creation

Attitudes: Appreciate God's creation

STEAM Knowledge and Skill

Knowledge: Measurement and Calculation

Skill: Creative use of ideas to construct models of temples or churches using basic carpentry or joinery tools.

Performance Indicator: Outline and explain the creation in six days and the significance of the seventh day.

STEAM Performance Indicator: Construct models of a temple or church which signifies the place of worship to honour the seventh day of creation as the day of rest and worship.

Materials: Medium sized sticks/small pieces of timber, plywood/cardboard, saw, hammer, glue/strings, small nails/pins, charts, markers, Bible, worksheets.

Lesson Objective: By the end of the lesson, students should be able to;

- Identify and discuss the importance of why God created the Heavens and the Earth.
- Explain the significance of creation in the six days of creation and the seventh day.
- Explain the significance of a temple or church in relation to the 7th day of creation as the day of worship.

Essential Questions:

- How did God create the Heavens and the Earth?
- What was significant about the order of creation?
- Explain the significance of creation.
- What is the importance of a temple or church?

Teaching and Learning Strategies

Teacher Activities	Student Activities
Introduction 5 minutes	
<ul style="list-style-type: none"> Shows to the students the Scripture: Genesis 1:1 that is prepared on an A4 sized cardboard. Show also a picture of a temple. Asks the students to read aloud Genesis 1:1 as displayed and think about the significance of a temple. Teacher commits the lesson with Prayer. 	<ul style="list-style-type: none"> Observe attentively as the teacher shows the scripture. All read aloud Genesis 1:1 from what is shown/displayed. Students think about how significant a temple is. All students participate.
Body 70 minutes	
Modelling (10 minutes)	
<p>Activity 1</p> <ul style="list-style-type: none"> Reads from the Bible the Story of Creation Genesis 1: 1-31 – 2:1-4 Challenge to thinking about the significance of God's creation. <p>Activity 2</p> <ul style="list-style-type: none"> Shows and describes to the students a picture of a temple, emphasising God assigns humanity to govern the other creatures on his behalf, so that the whole earth should become the temple of God, the place of his presence, displaying his glory. 	<p>Activity 1</p> <ul style="list-style-type: none"> Students listen attentively to the teacher. <p>Activity 2</p> <ul style="list-style-type: none"> Students also contemplate the temple as a holy place, the place of God's presence.
Guided Practice (15 minutes)	
<p>Activity 1</p> <ul style="list-style-type: none"> Allots students into seven groups of five for a role-play on Creation. <p>Activity 2</p> <ul style="list-style-type: none"> Each group works on an order of creation, beginning day one to day seven. Group 1 – Day 1 creation Group 2 – Day 2 creation ... <p>Activity 3</p> <ul style="list-style-type: none"> Displays a picture of a temple and assign students to do a model of a temple for classroom display. Supervises and comments. 	<p>Activity 1</p> <ul style="list-style-type: none"> In their specific groups, students precisely and concisely annotate the creation of each assigned day of creation – Day 1 to Day 7. Students write these clearly on cardboards or A4 size papers/charts. <p>Activity 2</p> <ul style="list-style-type: none"> Each group prepares for the role-play. The students creatively do their rehearsals on their acts. <p>Activity 3</p> <ul style="list-style-type: none"> Discuss amongst themselves on a model of a temple. Students ask questions if need be.
Independent Practice (45 minutes)	
<p>Activity 1</p> <ul style="list-style-type: none"> Assign all groups to creatively compile and present their acts on the Creation, beginning with Day 1 and ending with Day 7. <p>Activity 2</p> <ul style="list-style-type: none"> Encourage students to model their construction of the temple. Supervise and comment. 	<p>Activity 1</p> <ul style="list-style-type: none"> The students present their acts to the class. Day 1 starts, followed by Day 2 right through to Day 7. Other groups listen attentively as a group presents. <p>Activity 2</p> <ul style="list-style-type: none"> Creatively construct the model of a temple. Completed model of a temple to be displayed in the classroom. Students ask questions if need be.
Conclusion (5 minutes)	
<ul style="list-style-type: none"> Reemphasizes on the significance of Creation, Day 1 to Day 7 as well as the Temple. Invite a student to say a prayer to end the lesson. 	<ul style="list-style-type: none"> Students listen attentively. A student says a prayer to end the lesson and the others participate.

Performance Assessment and Standards

National Content Standard: 1.1 Students will be able to explore and make sense of the **biblical values** and **principles** and explain how these are represented, promoted, validated, and practised in biblical times.

Lesson Topic	Topic	Benchmark	Performance Assessment	
Significance about the order of creation	The importance of God's creation of the Heavens and the Earth.	10.1.1.1 Investigate and explain the Creator God's creation of the Heavens and the Earth.	Outline and explain the creation in six days and the significance of the seventh day.	
	PROFICIENCY RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Can confidently describe the six days of creation in order and the significance of the seventh day in detail.	Can describe the six days of creation in order and the significance of the seventh day.	Can briefly describe the creation in six days in random order and the significance of the seventh day.	Can explain only some of the 6 days of creation randomly and the significance of the seventh day.

STEAM Activity:

Students will creatively construct a model of a temple using available materials. The completed models will be displayed in the classrooms.

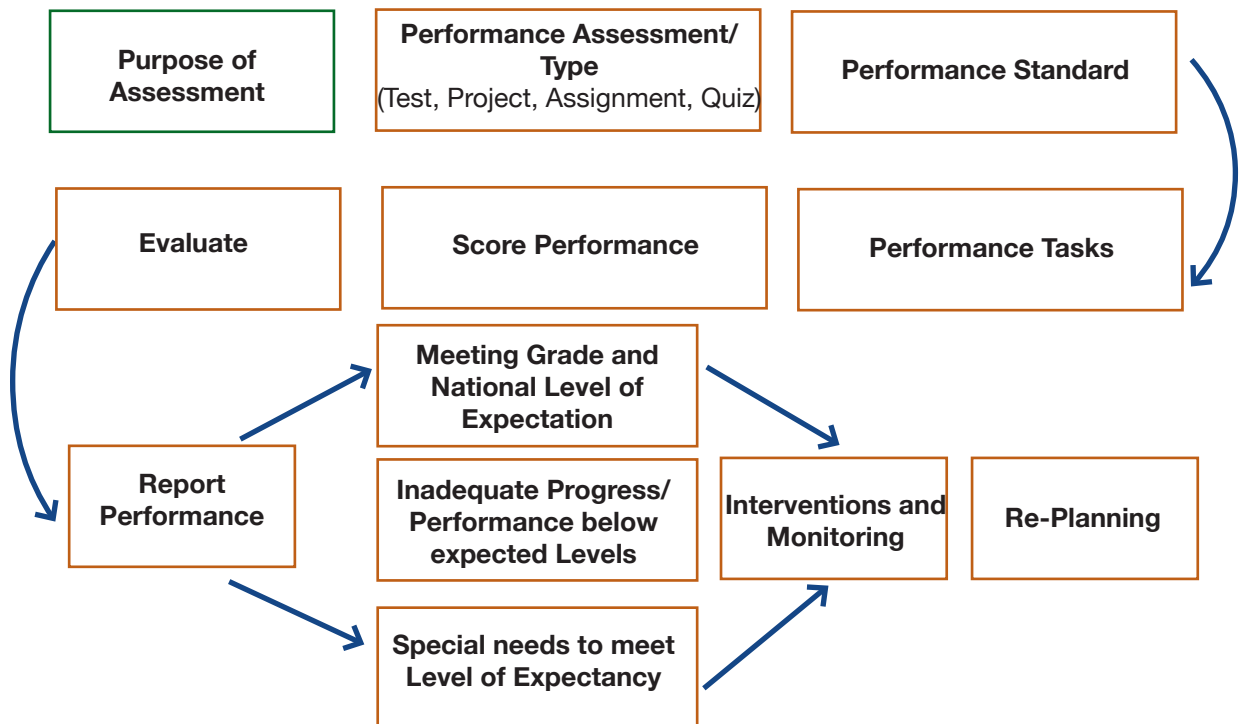
Standards-Based Assessment, Reporting and Monitoring

What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of **assessing, evaluating, reporting** and **monitoring** students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective of a content standard and progression towards the attainment of that content standard and benchmark.

Standards-Based Assessment Cycle

The Standards-Based Assessment Cycle begins with the purpose to assess learning. Teachers must always clearly define the purpose and expectations of the assessment tasks or activities before starting the assessment. The cycle consist the delivery of the assessment, scoring of performance, monitoring or learning, evaluating learning and performance, reporting of achievement and underachievement, developing interventions for underachievers and advance learners and replanning assessment as demonstrated below;



Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives;
- ascertain students' attainment or progress towards the attainment of specific component of a content standard;
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency;
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency;
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level;
- communicate to parents, guardians, and relevant stakeholders the performance and progress towards the attainment of content standards or its components;
- compare students' performances and the performances of other students.

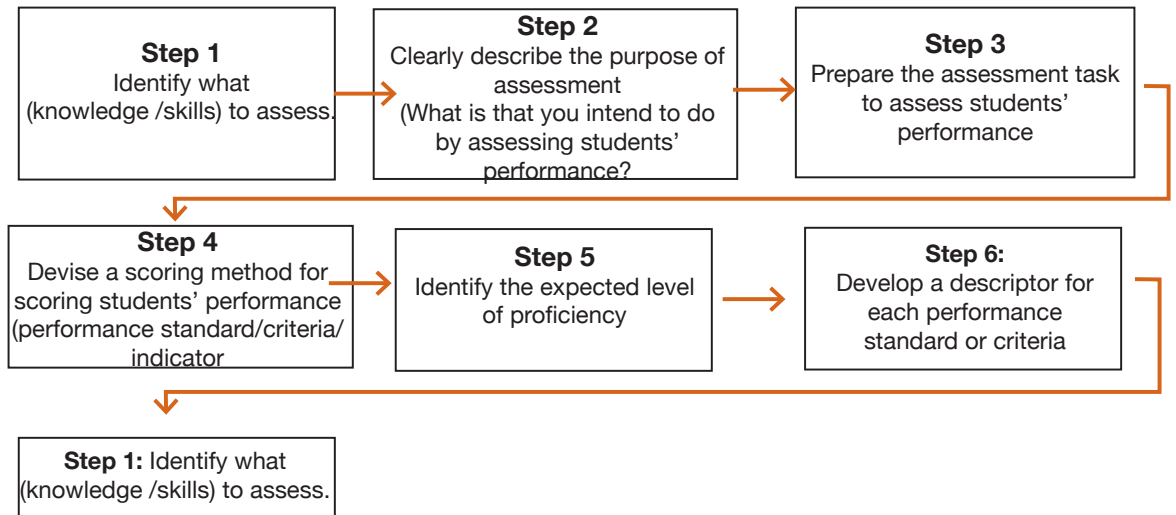
Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasising on tasks that should encourage deeper learning.
- be an integral component of a course, unit or topic and not something to add on afterwards.
- a good assessment requires clarity of purpose, goals, standards and criteria.
- of practices that should use a range of measures allowing students to demonstrate what they know and can do.
- based on an understanding of how students learn.
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment.
- improving performance that involves feedback and reflection.
- on-going rather than episodic.
- given the required attention to outcomes and processes.
- be closely aligned and linked to learning objectives, benchmarks and content standards.

Standards-Based Assessment Process

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student's learning as well as evaluating their progress towards meeting national and grade-level expectations.



Authentic Assessment

Authentic Assessments in Standards-based (SBA) Assessment directly measure student's performance through "real life tasks" or "situations" that resemble "real life situations." Authentic assessment;

- Is performed in a real life context that approximates as much as possible the use of a skill or concept in the real world.
- Is based on the development of a meaningful *product, performance or process*
- Students develop and demonstrate the application of their knowledge, skills, values and attitudes in real life situations which promote and support the development of deeper levels of understanding.
- Is mostly associated with assessment as or while learning and assessment for learning but occasionally or contextually in summative learning.
- includes assessment activities such as demonstrations, debates, field work, simulations, problem solving, project-based learning, Poster Presentations, Research, Laboratory work, Reflections, Problem-based activities, Role Play, Report/Essay, Field experience, Field report, Recounts etc.

Advantages of Authentic Activities

- Empower students to take ownership in their learning
- Appreciates Learning experience
- enables and encourages the Learning experiences to be used as a basis of learning
- Meaningful, relevant, practical
- Assess the actual learning experience which means; you do not need to "teach" and then assess, rather you assess actual learning experience while it is actually happening

Authentic Assessment Criteria

In SBA, teachers are encouraged to step out of their traditional assessment and explore authentic assessment. The criteria in authentic assessment;

- Looks at students actively engaged in completing a task that represents the achievement of a learning objective or standard
- Takes place in real life situations
- Asks students to apply their knowledge, skills, values and attitudes in real life situations
- Students are given the criteria against which they are being assessed.

A Comparison of Authentic and Traditional Assessment

Authentic Assessments	Traditional Assessments
<ul style="list-style-type: none"> • Portfolios, demonstrations, field work, case studies, assignments, lab reports • Students take an active role in process • Qualitative • Interpretive • Focuses on performance, process and product • High level thinking • Use of rubric • Use of criterion levels evaluation • Part of teaching and learning Process • Shows mastery and learning performance • Generally extends over time 	<ul style="list-style-type: none"> • Multiple choice tests, true-false, fill in the blanks, sentence completion, matching, diagram completions • External – (teacher driven – assessing performance of teacher rather than the student) • Teacher-centred (what is appropriate and convenient for the teacher and what teacher thinks is good for students and decides what should be and should not be learnt) • Quantitative (driven to collect marks) • Objective • End product (only looking for the end product and not concerned about the performance and process) • Standardised or norm referenced • Isolated facts • Low level content • Generally occurs in “one setting

Standards-Based Assessment Types

In SBA, there are three broad assessment types.

1. Formative Assessment

Formative assessment includes ‘assessment *for* and *as*’ and is conducted during the teaching and learning of activities of a topic.

Purposes of assessment for Learning

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning.

Purposes of assessment as Learning

- Occurs when students reflect on and monitor their progress to inform their future learning goals.
- Helps students to continuously evaluate, reflect, and improve their own learning.
- Helps students to understand the purpose of their learning and clarify learning goals.

2. Summative Assessment

Summative assessment focuses on ‘assessment *of learning*’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of assessment of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations.
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for the next stage of learning.

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers then judge the quality of the student's work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

i. Products-Oriented

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster.
- Video a class game or performance and write a broadcast commentary.
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum.
- Write the skill cues for a series of skill photos.
- Create a brochure to be handed out to parents during education week.
- Develop an interview for a favourite sports person.
- Write a review of a dance performance.
- Essays
- Projects

ii. Process Focused Tasks

It shows the thinking processes and learning strategies students use as they work such as;

- Survival scenarios
- Problem solving initiative/adventure/ activities
- Decision making such as scenarios related to health issues
- Event tasks such as creating a game, choreographing a dance/gymnastics routine, creating an obstacle course
- Game play analysis
- Peer assessment of skills or performances
- Self-assessment activities
- Goal setting, deciding a strategy and monitoring progress towards achievement

iii. Portfolio

This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress.

iv. Performances

It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” of “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students’ demonstration

or performance must be. They include explanations of how well students must demonstrate the content, explaining how good is good enough.

Performance standards:

- measure students' performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students' level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students' progress towards meeting grade-level benchmarks and content standards

Assessment Strategies

It is important for teachers to know that assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about a student's strengths and weaknesses. Relying on only one method of assessing will not reflect a student's achievement.

Provided in the appendices is a list of suggested strategies you can use to assess student's performances especially in the affective domain. These strategies are applicable in all the standards-based assessment types.

Scoring Methods for Performance Assessment

Assessment can be scored during or after the students have completed the assessment task. However, it is best done during a lesson- using a checklist, rating scales & rubrics.

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance. Rubrics include;

- (1) Descriptions of the of task
- (2) The scales to be used
- (3) The dimensions of the task
- (4) The description of each dimension on the scale

A Rubric

- is a scoring guide that helps teachers evaluate student performance, based on a range of criteria.
- A rubric lists the criteria, or characteristics, that student work should exhibit and describes specific quality levels for those criteria.
- Rubrics are a great way to improve communication, learning, and grading fairness.
- Knowing how to create and use rubrics gives you a better understanding of assessment and another option for assessing student performance.
- are descriptive and not evaluative.

- Of course, rubrics can be used to evaluate, but the operating principle is to match the performance to the description rather than "judge" it.
- Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each.
- Effective rubrics have appropriate criteria and well-written descriptions of performance

Purpose of Rubrics

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. *The main purpose of rubrics is to assess performances.* For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

1. Support authentic assessment

While traditional tests measure how well students recall content, rubrics measure how well students can apply knowledge to authentic contexts or real-world tasks.

2. Clearly communicate expectations

Because rubrics define student "quality" in terms of objective criteria and standards, they clearly communicate how instructors will evaluate student performance.

3. Improve performance

Rubrics lead to better student performance. When students understand assignments and expectations before they begin, they are more likely to fulfil them. They know what specific criteria and standards of excellence will be used to rate their performance.

4. To inspire fairness

Because rubrics have detailed assessment information, students don't feel that grades are assigned subjectively or arbitrarily. Also, when you have more than one grader, a rubric allows all graders to apply the same criteria in the same way.

Although rubrics have many benefits--and make grading faster and easier--a good rubric takes time, effort and patience to construct. You'll probably need to change (change, not add to) your grading and assessment methods, based on what you believe about learning assessment. Rubrics are best for critical assessments, major projects, and other assignments that require a multi-dimensional performance evaluation. The trick is to know what type of rubric to create for your situation.

Reasons for Creating Rubrics/Marking schemes

Rubrics or marking schemes are created for;

1. Categories to assess--different components or elements that will assess

- Factual information
- Application
- Analysis
- Writing Skills

2. Criterion for assessment

- Accuracy
- Completeness
- Length or number of examples
- Supported with research
- Range of answer
- Description and support

1. Levels or points 3-5 levels

- Exemplary, Proficient, acceptable, not acceptable
- Excellent, good, fair, poor
- 10 points, 5 points, 1 point

Parts of a Rubric

- A rubric is a matrix of criteria and their descriptors.
- The left side of a rubric matrix lists the **criteria (performance standards)** for the expected product or performance.
- Across the top of the rubric matrix is the **rating scale** that provides a set of values for rating the quality of performance for each criterion.
- **Descriptors** under the rating scale provide examples or concrete indicators for each level of performance.
- The dimensions of the task that **qualifies** the achievement

Below is a sample showing parts of a rubric.

Performance Standard/ Criteria	Rating Scale			
	Advanced	Proficient	Progressing	Not Yet
Identify reasons for developing caring relationships	Identify and explain all the reasons for developing caring relationships	Identify all the reasons for developing caring relationships	Identify only a few of the reasons for developing caring relationships	Identify only one reason for developing caring relationships
Explain the reasons for developing caring relationships	Explain all the reasons for developing caring relationships and provide an in-depth justification for some of the reasons	Explain all the reasons for developing caring relationships	Explain only a few of the reasons for developing caring relationships	Explain only one reason for developing caring relationships

Types of Rubrics

1. Analytic Rubric

Analytic rubrics describe work on each criterion separately. For most classroom purposes, analytic rubrics are best. Focusing on the criteria one at a time is better for instruction and better for formative assessment because students can see what aspects of their work need what kind of attention. Focusing on the criteria one at a time is good for any summative assessment (grading) that will also be used to make decisions about the future—for example, decisions about how to follow up on a unit or decisions about how to teach something next year.

Template for Analytic Rubrics

Criteria	Beginning	Developing	Accomplished	Exemplary	Score
Criteria 1	Description reflecting beginning	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
Criteria 2	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
Criteria 3	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
Criteria 4	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	

Sample Analytic Rubric

Holistic Rubrics

Holistic rubrics describe the work by applying all the criteria at the same time and enabling an overall judgement about the quality of the work. Holistic rubrics are based on criteria for good work and on observation of how the work meets those criteria.

One classroom purpose for which holistic rubrics are better than analytic rubrics is the situation in which students will not see the results of a final summative assessment and you will not really use the information for anything except a grade. Some high school final examinations fall into this category. Grading with rubrics is faster when there is only one decision to make, rather than a separate decision for each criterion.

Decide on type of rubric to be used (Holistic or Analytic)

1. When to use Holistic Rubric

- There is no single correct answer/response to a task
- The focus has no the overall quality, proficiency, or understanding of a specific content or skills.
- You are assessing large numbers (eg. 150 portfolios)

Holistic Rubric						
Score	5	4	3	2	1	0
Description	Demonstrate complete understanding of the problem. All requirements of task are included in response .	Demonstrate considerate understanding of the problem. All requirements of task are included .	Demonstrate partial understanding of the problem. Most requirements of task are included.	Demonstrate little understanding of the problem. Many requirements of task are missing.	Demonstrate no understanding of the problem.	No response/ not attempted task

2. When to use Analytic Rubric

- Several subjects are assessing the student work.
- Description promote consistent scoring.
- Stakeholders will be examining the rubric scores.
- Substantial feedback to students or the subjects is desired.
- Outlines of specific strengths/weaknesses are anticipated.

Analytic Rubric				
Criteria	4	3	2	1
Criteria # 1	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 2	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 3	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 4	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.

General Rubric Matrix

This is a sample of a general rubric matrix, that can be used for projects or other assessment. The table presents information that you can use or choose from to develop your own rubrics.

Criteria	Performance Standards (Descriptors)
BEYOND	Beyond Standard (s) -Advanced in Performance and Understanding
	<ul style="list-style-type: none"> Consistently demonstrates advanced conceptual CCVE understandings Consistently generates tasks that make connections between and among CCVE ideas Consistently applies strategies to unique situations Consistently demonstrated confidence to approach tasks beyond the proficiency level for grade Consistently initiates CCVE investigations
CONSISTENT	Meet Standard (s)-Proficient in Performance and Understanding
	<ul style="list-style-type: none"> Consistently demonstrates understanding of CCVE standards and cluster at the grade level Consistently demonstrated conceptual understanding Consistently applies multiple strategies flexibly in various situations Understands and fluently applies procedures with understanding Consistently demonstrates perseverance and precision Constructs logical CCVE arguments of thinking and reasoning Uses CCVE language correctly and appropriately

INCONSISTENT	Progressing-Not Yet Proficient in Performance and Understanding
	Inconsistently uses tools appropriately and strategically Demonstrates inconsistent understanding of key CCVE ideas at grade level Demonstrates inconsistent conceptual understanding of key CCVE ideas at grade level Inconsistent in understanding and application of grade level appropriate strategies Depends upon assistance of teacher and/or peers to understand and complete tasks Needs additional time to complete tasks Applies models of CCVE ideas inconsistently
SELDOM	Not Yet -Limited Performance and Understanding
	Exhibits minimal understanding of key CCVE ideas at grade level Rarely demonstrates conceptual understanding Seldom provides precise response Seldom use appropriate strategies Consistently requires assistance and alternative instruction Use tools inappropriately to model CCVE

Steps to use the general matrix to develop rubrics

Here is a description of the process on how to use the above table and develop the rubric for an assessment.

Organise the criteria and qualifier in a four (4) pointer scale as shown below:

Criteria	Beyond	Consistent	Inconsistent	Seldom

Note: The qualifiers Beyond, Consistent, Inconsistent and Seldom are taken from the general matrix.

Refer to the general matrix and select an appropriate descriptor under each of the qualifiers to suit your assessment and place it in the table as shown below.

Criteria	Beyond	Consistent	Inconsistent	Seldom
1	Consistently demonstrates advanced conceptual mathematical understandings	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematic ideas at grade level

Note: The descriptors are taken from the general matrix. The descriptors do not have to be in the order as they appear in the general matrix.

If the assessment tasks consist more than one criteria (performance tasks) the appropriate descriptors from the general matrix can be used in the rubrics

Criteria	Beyond	Consistent	Inconsistent	Seldom
1	Consistently demonstrates advanced conceptual mathematical understandings	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematic ideas at grade level
2	Consistently generates tasks that make connections between and among mathematical ideas.	Consistently demonstrated conceptual understanding	Demonstrates inconsistent conceptual understanding of key mathematical ideas at grade level	Rarely demonstrates conceptual understanding
3	Constructs logical mathematical arguments of thinking and reasoning	Constructs logical mathematical arguments of thinking and reasoning	Depends upon assistance of teacher and/or peers to understand and complete tasks	Consistently requires assistance and alternative instruction

Note: Ensure that the descriptors must not be repeated.

1. The general matrix can be used for three (3) pointer scale as shown below:

Criteria	Consistent	Inconsistent	Seldom
1	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematical ideas at grade level

Note: The steps two and three can be used also for the three (3) pointer scale.

Scoring of Performance for Formative Assessment

(Assessment as/while learning and Assessment for learning)

1. Scoring Assessment using Rating Scale

Rating Scales are a type of checklists that judge the degree to which a criteria is met. They generally have a scale of between 1-6 options.

Types of Rating Scales

There are three (3) commonly used types, these are as follow:

- A. Frequency Rating Scales
- B. Grade Rating Scales
- C. Number Rating Scales

A. Frequency Rating Scales

A frequency rating scale scores how often a task is done to meet criteria. Here is an example of a frequency rating scale used to assess the skill “Collaboration”. This frequency rating scale can be used for assessing students during group activity. The collaboration focus on students’ ability to be part of a group and work together displaying qualities such as leadership, patience, tolerance, consideration and guidance.

Criteria	Frequency			
	Always = 4	Sometimes = 3	Rarely = 2	Never - 1
1. Embraces abilities and encourages participation	Always embraces everyone’s abilities and encourages participation	Sometimes embraces everyone’s abilities and encourages participation	Rarely embraces everyone’s abilities and encourages participation	Never embraces everyone’s abilities and encourages participation
2. Ensures everyone is tasked to an activity	Always ensures everyone is tasked to an activity	Sometimes ensures everyone is tasked to an activity	Rarely ensures everyone is tasked to an activity	Never ensures everyone is tasked to an activity
3. Encourages everyone to achieve together	Always encourages everyone to achieve together	Sometimes encourages everyone to achieve together	Rarely encourages everyone to achieve together	Never encourages everyone to achieve together

Sample Rating Scale Descriptive Words

1. Words that describe the skill of **selecting 'the right' information** at varying levels of quality

Excellent	Proficient	Adequate	Limited
Pertinent	relevant	suitable	trivial
Insightful	meaningful	appropriate	superficial
Significant	relevant	predictable	vague
Perceptive	thoughtful	basic	questionable
Precise	logical	partially correct	confusing
Purposeful	focused	appropriate	irrelevant

2. Words that describe the skill of **selecting 'enough' information** at varying levels of quality.

Excellent	Proficient	Adequate	Limited
comprehensive	thorough	cursory	superficial
in-depth	sufficient	partial	incomplete
rich & detailed	specific	simplistic	undeveloped
Extensive	substantial	partial	sketchy

3. Words that describe the skill of **evaluating product or connecting insights to personal experience** at varying levels of quality

Excellent	Proficient	Adequate	Limited
insightful	thoughtful	predictable	trivial
astute	relevant	appropriate	unfocused
perceptive	thoughtful	routine	trivial
intuitive	logical	rudimentary	unsubstantiated
innovative	credible	predictable	trite
compelling	meaningful	obvious	tenuous

4. Words that describe the skill of **designing or constructing** at varying levels of quality

Excellent	Proficient	Adequate	Limited
efficient	practical	viable	unworkable
innovative	effective	workable	ineffective

5. Words that describe the skill of **organising or formatting information** at varying levels of quality

Excellent	Proficient	Adequate	Limited
skillful	systematic	simplistic	haphazard
purposeful	logical	methodical	disorganised

6. Words that describe the skill of analysing information or data at varying levels of quality

Excellent	Proficient	Adequate	Limited
accurate	logical	partially accurate	flawed
insightful	logical	simplistic	unsupported
astute	credible	plausible	inaccurate
precise	relevant	basic	irrelevant

7. Words that describe the skill of **presenting or communicating information or selecting appropriate visuals** at varying levels of quality

Excellent	Proficient	Adequate	Limited
vivid	interesting	simplistic	lacks appeal
compelling	effective	predictable	does little to sustain interest
enhances	supports	partially supports	interferes with
engaging	interesting	straightforward	ineffective
skillful	effective	appropriate	inappropriate
intriguing	interesting	predictable	ineffective

2. Scoring assessment using a Checklist

Check lists are one of the easiest methods of scoring assessment tasks. The criteria i.e. skills, cues or tasks are considered separately according to whether they have been accomplished.

Types of Checklists include

- Yes/No
- Tick/Cross
- Circling
- Narrow scale, e.g. Sometimes, rarely, never
- Colouring
- Symbols (signifiers), e.g. pictures, facials, artefacts, signs, drawings, concept maps)

Sample Scoring using Yes/No Checklist Scale to assess “Collaboration”

No	Criteria	Write Yes (score 2) or No (score 1)
1	Embraces everyone’s abilities and encourages participation	
2	Ensures everyone is tasked to an activity	
3	Encourages everyone to achieve together	

Sample Scoring using Tick/Cross Checklist Scale to assess “Collaboration”

No	Criteria	Place a tick(score 2) or and X (score 1)
1	<i>Embraces everyone's' abilities and encourages participation</i>	
2	<i>Ensures everyone is tasked to an activity</i>	
3	<i>Encourages everyone to achieve together</i>	

Scoring of Performance for Summative Assessment

Grade rating scales are better scoring tools for summative assessment of students' performance. They indicate students' level of performance using such as; A, B, C, D etc

A Grade is given after the accumulated total for a number of assessments has been completed either at the end of an assessment period, a topic, a term, a grade or year.

The subject assessment components, tasks and weightings should be able to guide the grading of achievements as demonstrated in a rubric designed for this purpose.

Assessment Components and Task Weighting

The Assessment components and Task Weighting is intended for a Termly Assessment Schedule. It is anticipated that the assessment components with their weightings may be changed according to the Termly Teaching Programs. However, the total scores allocated for the THEORY ASSESSMENT COMPONENTS (TAC) of 40 Marks and PRACTICAL ASSESSMENT COMPONENTS (PAC) of 60 Marks should remain as it is the required 50:50 Moderation Components (i.e. 100 marks) for CCVE in a Termly Assessment Period.

SAMPLE SUBJECT ASSESSMENT STRUCTURE

The internal assessment for the CCVE curriculum is based on the Grade 10 CCVE Syllabus. The final assessment should be based on a range and balance of assessment strategies and instruments. Assessment must be both normative and criterion.

Component	Weighting	Tasks	Assessment Referencing
Practical work and applications	60 % (of mandatory total)	Active Participation Project-Based Performances,	Criterion Referencing Rubrics?
Theory (Tests, Quizzes', Exams)	40 % (of mandatory total)	Theory and also applications in theory	Normative
Marks	100 %	A combination of practical work applications, active participation and Theory tests and examinations.	

YEARLY ASSESSMENT OVERVIEW

The yearly assessment overview provides the assessment of CCVE over the year. It contains the assessment which is coded as shown below.

<p>Assessment Code: S1_U1_BM1_PS1</p> <p>This means: S1=Strand 1 U1 =Unit 1 BM1= Benchmark 1 /11.1.1.1 PS1= Performance Standard 1</p>	<p>S1_U1_Test</p> <p>This means: S1=Strand 1 U1 =Unit 1 Test</p>
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Grade 10 Assessment Schedule

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1		BM 10.2.1.2 Assignment (Values and principles in society)	BM 10.3.2.1 Assignment (Characteristics and functions of republic societies)	
2				
3	Unit Test	Unit Test	BM 10.4.1.3 Research (Principles and values of servant leadership)	
4	BM 10.1.1.4 Group Project Site Visit (Refer to assessment sample)	BM 10.2.1.3 Research Project (Civic roles and responsibilities of religions and religious groups)		
5	BM 10.1.1.4 Community Service Programme (Stewardship) *Refer to assessment sample		BM 10.4.1.6 Research (Enhancing the performances of servant leaders through technology)	
6		BM 10.2.2.2 Field Trip (Civic principles, values behaviour and practice in different contexts) *Refer to Sample Assessment.		
7	BM 10.1.2.3 Case Study (Regulation of God's at- tributes in the 5th and 6th Commandments - Theme; Pollution of Marine Eco- systems) Group Assessment- Awarenes about Pollution of Marine Ecosystems. *Refer to Assessment Sample	Unit Test	BM 10.4.2.1 Research (Principles of good govern- ance)	
8		BM 10.3.1.1 Research Assignment (Christian and civic justice systems)		
9	Test		BM 10.4.2.3 Research (Biblical and secular views on economic governance)	
10	BM 10.2.1.1 Assignment (Christian identity in civil society)	BM 10.3.1.3 Research (Christian and civic organisations rehabili- tation approaches)		

Note: Most assessments for term three are research assignments due to formal assessment for the grade to cease at the end of Term 2.

Assessment Samples

STRAND 1 BIBLICAL VALUES AND PRINCIPLES

Unit 1 Biblical Values and Practices

Group Project

STRAND	1
UNIT	1
Content Standard	1.1 Students will be able to explore and make sense of the biblical values and principles, and explain how these are represented, promoted, modeled, validated and practised in biblical times.
Benchmark	10.1.1.4 Investigate and explain the essence of stewardship, and its core pillars.
Learning Objective/s	• Explain and demonstrate the values of stewardship
TOPIC	The values of Love and Stewardship.
PURPOSE OF ASSESSMENT	To make students learn to care for and be responsible for God's Creation by demonstrating the values of love and stewardship in managing the marine ecosystem.
ASSESSMENT STRATEGY	Group Project - Site Visit of 4-5 different locations where pollution of the marine ecosystem is evident - Conduct community service in selected areas affected by pollution over several weeks where an observation checklist will be used to assess student attitudes (affective domain)
Group Project	
DURATION	2 – 3 Weeks
TIME/DATE OF ADMINISTRATION	Middle of the Term
DATE/TIME DUE	Task 1. Week 4 2. Week 4-5 3. Week 6 4. Week 4 – Week 8 (Checklist)
PERFORMANCE STANDARD	Demonstrate the values of love and stewardship in caring for and being responsible for marine ecosystems as stewards of God's Creation.
PERFORMANCE TASKS	1. Demonstrate the values of love and stewardship 2. Caring for and being responsible for marine ecosystems as stewards of God's Creation
PERFORMANCE ASSESSMENT CRITERIA	Explain the values of love and stewardship in managing God's Creation. Observation of site visits of pollution affected marine ecosystems. Reflection on the site visits of the pollution affected marine ecosystems and its impact on humans. Show care and responsibility for marine ecosystems as stewards of God's Creation by doing weekly community service cleanup along the seashores, river banks and waterways. (Checklist)
ASSESSMENT SCORING	4 marks for each criteria = 16 marks (Criteria 4 to be assessed over a period of 4-5 weeks and calculate the average score)
SCORING TOOLS	Rubrics and Checklist

Name/s: _____ Grade: _____ Total Marks Scored: ___ / ___

Grade Awarded: _____

Unit 1 Project Scoring Tool

Criteria	Advanced=4	Proficient=3	Progressing=2	Novice=1	Score
1. Explain the values of love and stewardship in managing God's Creation.	Very clear and concise explanation of the values of love and stewardship in managing God's creation.	Clear explanation of the values of love and stewardship in managing God's creation	Fairly clear explanation of the values of love and stewardship in managing God's creation.	Poor explanation of the values of love and stewardship in managing God's creation.	___ / 4
2. Observations of site visits of pollution affected marine ecosystems. (5 different sites)	Every site visit includes detailed and thoughtful notes about pollution affected marine ecosystems.	Every site visit has notes but one or two are not in detail with thoughtful notes about pollution affected marine ecosystems.	Every site visit has notes but three or more are not in detail with thoughtful notes about pollution affected marine ecosystems.	Every site visit does not have detailed and thoughtful notes about pollution affected marine ecosystems.	___ / 4
3. Reflection on the site visit of the pollution affected marine ecosystem and its impact on humans.	Provided thoughtful reflection about pollution on every site visit.	Provided thoughtful reflection about pollution on at least 4 of the site visits.	Provided thoughtful reflection about pollution on at least 3 of the site visits.	Provided thoughtful reflection about pollution for 2 or less of the site visits.	___ / 4
4. Show care and responsibility for marine ecosystems as stewards of God's Creation by doing weekly community service cleanup along the seashores, river banks and waterways. Collaboration and Responsibility	Consistently displays responsible and cooperative behaviour beyond teacher expectations during community service. Works well and is positive with all members of the group.	Usually displays responsible and cooperative behaviour consistent with teacher expectations during community service. Usually works well and is positive with most members of the group.	Occasionally displays responsible and cooperative behaviour, but requires teacher reminders. Occasionally works well and is positive with some members of the group.	Seldom or never displays responsible and cooperative behaviour during community service. Frequently does not attempt to work well with others	___ / 4

Criteria 4: Observation Checklist for the Affective Domain During Community Service

Name: _____ Class: _____ Date: _____

Rating	Observation Checklist	
Consistently (4)	Responsible and cooperative beyond teacher expectations	
	Works well and is polite and positive with all members of the group.	
Usually (3)	Displays responsible and cooperative behaviour consistent with teacher expectations	
	Usually works well and is positive with most members of the group	
Occasionally (2)	Requires teacher reminders to follow-up on responsibilities	
	Requires teacher input/motivation to attempt to be positive and work well with other members of the group	
Seldom or Never (1)	Is not cooperative; avoids responsibility for actions and duties	
	Frequently does not attempt to work well with others	

General Comments:.....

Grading Tool

Score	Grading	Achievement
13-16	A	ADVANCED
9-12	B	PROFICIENT
5-8	C	PROGRESSING
0-4	D	NEEDS IMPROVEMENT

Unit 2 The Ten Commandments: God's Core Principles

Group Project

STRAND	1
UNIT	2
Content Standard	1.2 Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influences on people's thinking, standards of behaviour and practices in different contexts.
Benchmark	10.1.2.1 Investigate and explain the meaning, purpose and relevance of the 5th and 6th Commandments, and analyse their influences on people's relationships with others
Learning Objective/s	• Examine and explain the meaning, and purpose of the 5th and 6th Commandment.
TOPIC	Meaning, Purpose and Relevance of the 6 th Commandment.
PURPOSE OF ASSESSMENT	To make students learn to have reverence and respect for the right of life of others as emphasised by the 6 th commandment.
ASSESSMENT STRATEGY	Group Project - Simple case study on industrial pollution of marine ecosystems where the group members will collect and collate information based on the topic. - Conduct awareness on industrial pollution to local communities on the dangers and solutions to addressing the issues.
DURATION	Three Weeks
TIME/DATE OF ADMINISTRATION	End of Term
DATE/TIME DUE	1. Week 8 2. Week 8 3. Week 9-10
PERFORMANCE STANDARD	Have reverence and respect for the right of life of others by conducting a case study and carrying out awareness on the harmful effect of industrial waste disposal in marine ecosystems.
PERFORMANCE-TASKS	1. Have reverence and respect for the right of life of others. 2. Carry out awareness on the harmful effect of toxic/industrial waste disposal in marine ecosystems on human life.
PERFORMANCE ASSESSMENT CRITERIA	1. Examine and explain the meaning, and purpose of the 6 th commandment. 2. Do a case study on the types of industrial pollution of marine ecosystems that can be a threat to human life. 3. Carry out awareness to the local community on industrial pollution to marine ecosystems and the possible solutions to address the issue.
ASSESSMENT SCORING	1. Meaning and purpose of the 6 th commandment = 4 marks 2. Case Study = 12 marks 3. Awareness = 16 marks Total marks = 32 marks
SCORING TOOLS	Holistic/Analytic Rubrics

Name/s _____ Grade: _____ Total Marks Scored: ___ / ___ Grade Awarded: ___

Unit 2 Project Scoring Tool

Criteria	Advanced = 4	Proficient = 3	Progressing = 2	Novice = 1	Score
1. Examine and explain the meaning, and purpose of the 6 th commandment.	Clear and detailed explanation of the meaning, and purpose of the 6 th commandment.	Clear explanation of the meaning, and purpose of the 6 th commandment.	Fair explanation of the meaning, and purpose of the 6 th commandment.	Poor explanation of the meaning, and purpose of the 6 th commandment	___ / 4
2. Case study on the types of industrial pollution of marine ecosystems that can be a threat to human life.					
Criteria	Advanced=4	Proficient=3	Progressing=2	Novice=1	Score
Identification of Issues/Problems associated with industrial pollution of marine ecosystems.	Identifies and understands all of the main issues associated with industrial pollution of marine ecosystems	Identifies and understands most of the main issues associated with industrial pollution of marine ecosystems.	Identifies and understands some of the main issues associated with industrial pollution of marine ecosystems.	Identifies and understands one or two issues associated with industrial pollution of marine ecosystems.	___ / 4
Analysis of the Issues of industrial pollution of marine ecosystems.	Insightful and thorough analysis of all the issues of industrial pollution of marine ecosystems.	Thorough analysis of most of the issues of industrial pollution of marine ecosystems.	Superficial analysis of some of the issues of industrial pollution of marine ecosystems.	Incomplete analysis of the issues of industrial pollution of marine ecosystems.	___ / 4
Solutions to address the issue of industrial pollution of marine ecosystems.	Well documented solutions, or proposals for solutions, to all issues in the case study.	Appropriately documented solutions, or proposals for solutions, to most of the issues in the case study.	Superficially documented solutions to some of the issues in the case study	Little or no documented solutions to all of the issues in the case study.	___ / 4
3. Awareness on industrial pollution to marine ecosystems and the possible solutions to address the issue.					
Criteria	Advanced=4	Proficient 3	Progressing=2	Novice=1	Score
Delivery and Enthusiasm	Demonstrates passionate interest in the purpose of the awareness and engagement with the audience.	Demonstrates interest in the purpose of the awareness and engagement with the audience	Demonstrates limited interest in the purpose of the awareness and engagement with the audience	Demonstrates lack of enthusiasm and interest.	___ / 4
Visuals Aids	Excellent use of visual aids related to the awareness topic.	Good use of visual aids related to the awareness topic.	Fair use of visual aids related to the awareness topic.	Little or No use of visual aids in the awareness.	___ / 4
Response to Audiences.	Responds to comments and discussion with appropriate reference made to relevant case study findings.	Responds to questions and discussion with some reference made to relevant case study findings.	Responds to questions and discussion with limited reference made to relevant case study findings.	Responds to questions and discussion with no reference to case study findings.	___ / 4

Attitudes	Shows considerable regard for the importance of life and participates actively in helping others in the community through awareness.	Shows regard for the importance of life and participates actively in helping others in the community through awareness.	Shows some regard for the importance of life and participates in helping others in the community through awareness.	shows little regard for the importance of life and does not participate in helping others in the community.	___ / 4
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Grading Tool

Score	Grading	Achievement
25- 32	A	ADVANCED
17-24	B	PROFICIENT
9-16	C	PROGRESSING
0 - 8	D	NEEDS IMPROVEMENT

STRAND 2 CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

Unit: 2 Christian Civic Principles

Content Standard: Students will be able to examine and analyse different Christian principles, that shape Christian civic identities and influence civic principles, values, behaviour and practice in different contexts.

Benchmark:10.2.2.2. Investigate and explain how Christian principles and values influence civic principles and values of different faith-based organisations in the community.

Learning Objective(s): By the end of the topic, the students will be able to;

- analyse the civic identities of different faith-based organisations
- evaluate their underlying Christian beliefs, values and principles

Topic: Various Faith-Based organisations and their Christian beliefs, values and principles

Purpose of Assessment: The purpose of the assessment is to build the value of care, respect, appreciation and peace among citizens when dealing with (re) constructing their identity and understanding the functions of faith based organisation.

Note: Prior preparation must be done and communicated between the school and the rehabilitation centre. The teacher can decide for another organisation for the field trip such as visit to the Aid post or Clinic or Prison/Cell .The teacher can also alter this assessment task depending on their context. It is also suggested that little gifts in kind such as toiletries or food can be prepared to share with rehabilitators during the field trip.

Assessment Strategy: Field Trip – Sharing and Caring

Duration: 1 and half week

Time/Date of Administration: Week 6 – Wednesday

Due Date/Time: Week 6 - Friday

Performance Standard:

Share life experiences between students and rehabilitators to reflect God like qualities embracing respect for self and others, appreciation, peace and good will. Gather information and write a report on their experience to a rehabilitation centre.

Performance Tasks: Students will take field trips to rehabilitation centres, share experiences reflecting on God like qualities and compile a report.

Performance Assessment Criteria:

- Functions of Rehabilitation Centre.
- Awareness of self and others emotions and the consequences of issues based on shared experiences.
- Approaches of dealing with situations surrounding their daily lives reflecting on Christian civic principles.
- Evaluate their experiences based on the field trip.

Assessment Scoring Guide

Scoring Rubrics

Performance Criteria	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Functions of Rehabilitation Center	Have deeper understanding of the functions of the Rehabilitation Centre and can be able to explain well with confidence	Have sound understanding of the functions of the Rehabilitation Centre and can be able to explain with confidence	Have some understanding of the functions of the Rehabilitation Centre and can be able to explain with some confidence	Have little understanding of the functions of the Rehabilitation Centre and lack confidence	/4
Awareness of self and others emotions and the consequences of issues based on shared experiences	High degree of sensitivity and empathy demonstrated towards rehabilitators before, during and after sharing life experiences	Fair degree of sensitivity and empathy demonstrated towards rehabilitators before, during and after sharing life experiences	Little evidence of sensitivity and empathy demonstrated towards rehabilitators before, during and after sharing life experiences	Lack of sensitivity and empathy demonstrated towards rehabilitators before, during and after sharing life experiences	/4
Approaches of dealing with situations surrounding their daily lives reflecting on Christian civic principles	Much consideration observed between students and rehabilitators focused on approaches to improving themselves reflecting on Christian civic principles	Sound consideration observed between students and rehabilitators focused on approaches to improving themselves reflecting on Christian civic principles	Little consideration observed between students and rehabilitators focused on approaches to improving themselves reflecting on Christian civic principles	Lack of consideration observed between students and rehabilitators focused on approaches to improving themselves reflecting on Christian civic principles	/4
Evaluate on their experiences based on the field trip	Compiled a well written and completed field trip report based on their beliefs, values and principles, and the benefits of having faith-based organisations/ rehabilitation Centres	Compiled a completed field trip report based on their beliefs, values and principles, and the benefits of having faith-based organisations/ rehabilitation Centres	Compiled a report but lack information based on their beliefs, values and principles, and the benefits of having faith-based organisations/ rehabilitation Centres	Compiled an incomplete written report with little information report based on their beliefs, values and principles, and the benefits of having faith-based organisations/ rehabilitation Centres	/4
Total Score					/16

Grading Rubrics

Score Range	Grade	Qualifier (Proficiency)	Descriptor	Percentage
13 - 16	A	Advanced	Description reflecting highest level of performance.	76% - 100%
9 - 12	B	Achieved	Description reflecting mastery level of performance.	46% - 75%
5 - 8	C	Progressing	Description reflecting movement towards mastery level of performance.	26% - 45%
0 - 4	D	Novice	Description reflecting beginning level of performance	0% - 25%

Related Benchmarks within the Strand:

Unit 1	Christian Civic Identities
Benchmark	10.2.1.3. Examine the civic identities of different religions and religious groups, and analyse how they perform their civic roles and responsibilities and engage with society

Related Benchmarks with other CCVE Strands:

Strand	Unit	Benchmark
Stand 1		
Strand 3		
Strand 4		

Related Benchmarks with other Subjects:

Subject	Strand	Unit	Benchmark
CSD			
English			
Social Science			

Glossary

WORD	MEANING
Assertiveness	A skill where a person is able to stand up for their own rights without putting down the person they are communicating with. For example, an assertive person can state feelings, ask a favour, deal with criticisms and disagree in a positive way.
Aggressive behaviour	A type of behaviour where someone wants to be right or win at all costs. Aggressive people never consider the rights or feelings of others in the group. Aggressive people use criticisms, threats, put-downs, rumours or shouting down other people to get what they want.
Adulthood	A stage in life when a person is physically mature and more in control of his or her life, being responsible for their own choices and actions. They should be in a position to set their own goals and works towards. achieving their goals
Adolescence	Period of life after puberty when a child goes through the physical, emotional and social changes to become an adult.
Abusive	Using unkind, cruel or rude language or actions.
Accountability	To be liable, responsible and answerable to anything that belongs to a group of people or a community.
Beliefs	A way of life based on certain values and attitudes from a particular culture or cultural group.
Bullying	Maltreatment or harassment or abuse of power and position.
Character	The set of qualities that makes an individual unique.
Civic Participation	Working to make a difference in the communities and the country by promoting the quality of life through political and non-political processes.
Civic Principles	Fundamental truth that serves as the foundation for a system of belief or behaviour belonging to a community.
Civic Values	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.
Customs	An established way of living which is typical for a particular group of people, for example, bride price or feast.
Ceremony	A formal celebration that is always performed in the same way such as a wedding.
Counselling	Giving people advice as part of your job. For example, a school counsellor gives advice to students who need it.
Culture	All the ways of believing and acting associated with a certain group of people including customs, ideas, beliefs, values and tools.
Decision Making	The steps or process taken for one to choose between options and coming to a conclusion.
Disability	When normal human activity is affected by the loss of a body part or body function
Discrimination	Treating a person differently because they belong to another group.
Domestic violence	Violence that occurs within families: for example, mother against father, parent against children or adult children against younger children.
Drugs	A drug is any chemical substance that changes the physical, mental or emotional state of the body.
Depression	Is a mental state in which the person feels extremely unhappy and has no enthusiasm for anything.
Extended family	A large family group that includes children, parents, grandparents, aunts, uncles, cousins and other relatives.

Gambling	The act or habit of betting money, for example, in card games, horse-racing or poker machines.
Humiliation	The feeling of embarrassment by having lost your pride and seem to be helpless and stupid.
Harassment	Actions that are unwelcome and intended to trouble or annoy someone, for example, repeated attacks on them or attempts to cause them problems.
Identity	Refers to the individuality, uniqueness, character's of an individual or a group of people.
Leaders	Individuals who lead or command a group, an organisation or a country.
Leisure	A time free of work or duty when we can choose to do things for fun, enjoyment and relaxation.
Menarche	The time at which the period begins in a girl. Menarche may occur at any time between the ages of 10 and 18.
Nuclear family	A family consisting only of parents and their children, not including aunts, uncles, cousins and other family members.
National identity	The pride, respect and love that we have for our country that we show through our actions to other countries.
Passive smoking	When someone breathes in smoke from another person's smoking.
Personality	A person's attitudes, interests, behavioural patterns, emotional responses, social roles, and other individual traits that endure over long periods of time.
Potentials	Person having or showing hidden qualities or abilities and capacity that may be developed and lead to future success or usefulness.
Prejudice	Prejudgment is the formation of an opinion or feeling without sufficient knowledge, thought or reason.
Physiological	Changes due to the way a person's body functions.
Psychomotor Domain	The area of learning about 'doing' and is concerned about the use of motor skills and physical movement.
Qualities	An individual's characteristics.
Rituals	One or more ceremonies or customary acts, which are always done in the same way, for example initiation and mass procession.
Roles	A prescribed or expected behaviour associated with a particular position or status in a group or organisation.
Role Model	A person with acceptable behaviour and good characters at all times.
Rule of Law	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.
Self-esteem	An individual's confidence in his or her own merit.
Self-image	The opinion that one has of his or her own worth, attractiveness or intelligence.
Sin	A person's act, thought or behaviour that is against the law or teachings of a religion.
Social Problem	A problem that affects societies.
Social pressure	The pressure from events and customs happening around you, the way people relate to each other and the impact this has on your situations and behaviour.
Virtue	The quality of being morally good or righteous.

Appendices

Appendix 1: The 21st Century Skills

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with the 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation and synthesising information.
- Research skills and practices, interrogative and questioning.
- Creativity, artistry, curiosity, imagination, innovation and personal expression.
- Perseverance, self-direction, planning, self-discipline, adaptability and initiative.
- Oral and written communication, public speaking and presenting and listening.
- Leadership, teamwork, collaboration, cooperation and facility in using virtual workspaces.
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming.
- Civic, ethical, and social-justice literacy.
- Economic and financial literacy, entrepreneurialism.
- Global awareness, multicultural literacy, humanitarianism.
- Scientific literacy and reasoning, the scientific method.
- Environmental and conservation literacy, ecosystems understanding.
- Health and wellness literacy, including nutrition, diet and exercise.

Appendix 2: The Bloom's Taxonomy

1. **Creating:** Generating new ideas, products, or ways of viewing things such as designing, constructing, planning, producing and inventing.
2. **Evaluating:** Justifying a decision or course of action Checking, hypothesising, critiquing, experimenting and judging.
3. **Analysing:** Breaking information into parts to explore understandings and relationships. Comparing, organising, deconstructing, interrogating and finding.
4. **Applying:** Using information in another familiar situation. Implementing, carrying out and using and executing.
5. **Understanding:** Explaining ideas or concepts Interpreting, summarising, paraphrasing and classifying, explaining.
6. **Remembering:** Recalling information.
Recognising, listing, describing, retrieving, naming, finding.

LEVEL OF UNDERSTANDING	KEY VERBS
CREATING Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesise, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
EVALUATING Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritise, provoke, rank, rate, select, support, monitor,
ANALYSING Can the student distinguish between the different parts?	Analysing, characterise, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organise, outline, relate, research, separate, experiment, question, test,
APPLYING Can the student use the information in a new way	Apply, change, choose, compute, dramatise, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
UNDERSTANDING Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
REMEMBERING Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

Appendix 3: TEACHING AND LEARNING STRATEGIES

STRATEGY	TEACHER	STUDENTS
<p>CASE STUDY Used to extend students' understanding of real life issues</p>	Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.	Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.
<p>DEBATE A method used to increase students' interest, involvement and participation</p>	Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/standard to be achieved.	Conduct research to gather supporting evidence about the selected topic and summarise the points. They are engaged in collaborative learning by delegating and sharing tasks to group members. When debating, they improve their communication skills.
<p>DISCUSSION The purpose of discussion is to educate students about the process of group thinking and collective decision.</p>	The teacher opens a discussion on a certain topic by asking essential questions. During the discussion, the teacher reinforces and emphasises on important points from students' responses. Teachers guide the direction to motivate students to explore the topic in greater depth and the topic in more detail. Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.	Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.
<p>GAMES AND SIMULATIONS Encourages motivation and creates a spirit of competition and challenge to enhance learning</p>	Be creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.	Go into groups and organise. Follow the instructions and play to win
<p>OBSERVATION Method used to allow students to work independently to discover why and how things happen as they are. It builds curiosity.</p>	Give instructions and monitor every activity students do	Students possess an instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. A thing observed and a fact discovered by the child for himself becomes a part of the mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. Students <ul style="list-style-type: none"> • Observe and ask essential questions • Record • Interpret

<p>PEER TEACHING & LEARNING (<i>power point presentations, pair learning</i>)</p> <p>Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly develops the spirit of inquiry.</p>	<p>Distribute topics to groups to research and teach others in the classroom.</p> <p>Go through the basics of how to present their peer teaching.</p>	<p>Go into their established working groups. Develop a plan for the topic. Each group member is allocated a task to work on.</p> <p>Research and collect information about the topic allocated to the group. Outline the important points from the research and present their findings in class.</p>
<p>PERFORMANCE-RELATED TASKS (<i>dramatisation, song/lyrics, wall magazines</i>)</p> <p>Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date</p>	<p>Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria</p>	<p>Go into their established working groups. Being creative and creating dramas, songs/lyrics or wall magazines in line with the topic.</p>
<p>PROJECT (individual/group)</p> <p>Helps students complete tasks individually or collectively</p>	<p>Teacher outline the steps and procedures of how to do and the criteria</p>	<p>Students are involved in investigations and finding solutions to problems to real life experiences. They carry out research to analyse the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.</p>
<p>USE MEDIA & TECHNOLOGY to teach and generate engagement <u>depending on the age of the students</u></p>	<p>Show a full movie, an animated one, a few episodes from documentaries, you tube movies and others depending on the lesson.</p> <p>Provide questions for students to answer before viewing</p>	<p>Viewing can provoke questions, debates, critical thinking, emotion and reaction. After viewing, students engage in critical thinking and debate</p>

Appendix 4: ASSESSMENT STRATEGIES

STRATEGY	DESCRIPTION
ANALOGIES	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
CLASSROOM PRESENTATIONS	A classroom presentation is an assessment strategy that requires students to verbalise their knowledge, select and present samples of finished work, and organise their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
CONFERENCES	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed
DISCUSSIONS	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
ESSAYS	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesise information.
EXHIBITIONS/ DEMONSTRATIONS	An exhibition/demonstration is a performance in a public setting, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.
INTERVIEWS	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, determine positions, and probe for motivations.
LEARNING LOGS	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can be used to assess student progress and growth over time.
OBSERVATION	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.
PEER ASSESSMENT	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.
PERFORMANCE TASKS	During a performance task, students create, produce, perform, or present works on "real world" issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.

PORTFOLIOS	A portfolio is a collection of samples of a student's work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student's achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
QUESTIONS AND ANSWERS (ORAL)	In the question-and-answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
QUIZZES, TESTS, EXAMINATIONS	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching and retesting.
QUESTIONNAIRES	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
RESPONSE JOURNALS	A response journal is a student's personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
SELECTED RESPONSES	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
STUDENT SELF-ASSESSMENTS	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student's own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.

Appendix 5: STEAM or STEM

- By exposing students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field.
- Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.
- By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, content standards, benchmarks, syllabi, teachers' guides and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.
- Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organisations.
- They underpin STEM education. They are the main enablers of STEM education.
- The **21st century skills** movement, which broadly calls on schools to create academic programs and learning experiences that equip students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in higher-education programs and modern workplaces.
- The term **21st century skills** refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.
- Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.
- The skills students learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

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