

# Christian & Citizenship Values Education

**Teacher's Guide**

**Grade 11**

**HOLY BIBLE**

**Standards-Based**



**'FREE ISSUE  
NOT FOR SALE'**

Papua New Guinea  
Department of Education



# Christian and Citizenship Values Education

## Teacher Guide

### Grade 11

### Standards-Based



Papua New Guinea  
Department of Education

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

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# Acronyms

<b>AAL</b>	Assessment AS Learning
<b>AFL</b>	Assessment FOR Learning
<b>AOL</b>	Assessment OF Learning
<b>BoS</b>	Board of Studies
<b>CDD</b>	Curriculum Development Division
<b>CP</b>	Curriculum Panel
<b>DA</b>	Diagnostic Assessment
<b>IHD</b>	Integral Human Development
<b>GoPNG</b>	Government of PNG
<b>OBC</b>	Outcomes Based Curriculum
<b>OBE</b>	Outcomes Based Education
<b>PNG</b>	Papua New Guinea
<b>SAC</b>	Subject Advisory Committee
<b>SBA</b>	Standards Based Assessment
<b>SBC</b>	Standards Based Curriculum
<b>SBE</b>	Standards Based Education
<b>SCG</b>	Subject Curriculum Group
<b>STEAM</b>	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 achieve high academic standards that are internationally comparable.

The Christian and Citizenship Values Education Teacher Guide was developed as a support document for the implementation of the Christian and Citizenship Values Education for Grade 11. 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 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 Values Education is based on family, classroom and school contexts and therefore teachers and respective stakeholders are encouraged to engage the involvement of 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 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 Values Education. Church agency schools are encouraged to use their Christian Religious Education Programs in the allocated 60 minutes.

The Christian and Citizenship 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 Values Education is a required subject for all Grade 11 students in Papua New Guinea Schools.

Teachers are encouraged to read and understand the Subject content standards of Christian and Citizenship Values Education so that appropriate teaching programs are designed to help the students learn citizenship values in Grade 11.

I commend and approve this Teacher Guide for Christian and Citizenship Values Education subject to be used in Grade 11 in all schools throughout Papua New Guinea.



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



# Introduction

The Christian and Citizenship 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 Christian and Citizenship Values Education. The course is organised into 4 strands. These 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 to 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 11 Teacher Guide provides information and guidelines to assist Grade 11 teachers interpret, translate and deliver the prescribed Christian and Citizenship Values Education content in the Grade 11 syllabus into teachable activities. With emphasis on the Affective Domain, samples of affective teaching and learning strategies have been provided for teachers to use when planning and programming.

The Teacher Guide consists of suggested lesson titles 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 in the affective domain 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. Citizenship and Christian Values subject content is linked to all the other subjects taught in Grade 11, in the high school level such as English, Mathematics, Science, Social Science, Arts, Character and Social Development, Physical Education, Technology and Industrial Arts, Geography, Environmental Studies, History, Economics, Business Studies and ICT.

The Grade 11 Christian and Citizenship Values Education is timetabled for 120 minutes per week. One forty (40) minute lesson is to be used by Christian Religious Education (CRE), while ninety (80) minutes will be used for Christian and Citizenship 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 11 Christian and Citizenship 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 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 11 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 11 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, 21<sup>st</sup> 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 21<sup>st</sup> Century Skills in Lesson Planning, Instruction and Assessment**

Teachers should integrate the cognitive, high level and 21<sup>st</sup> 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.

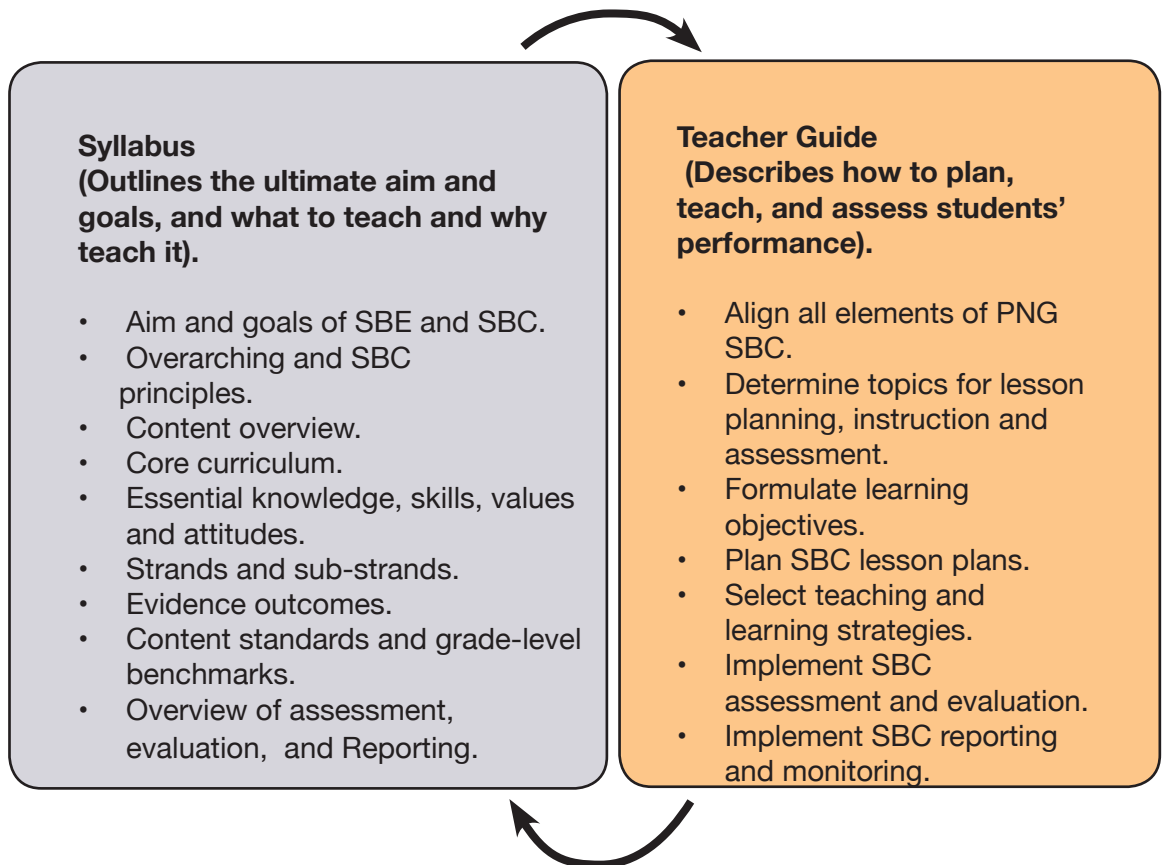
# Syllabus and Teacher Guide Alignment

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 11 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 Christian and Citizenship 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.

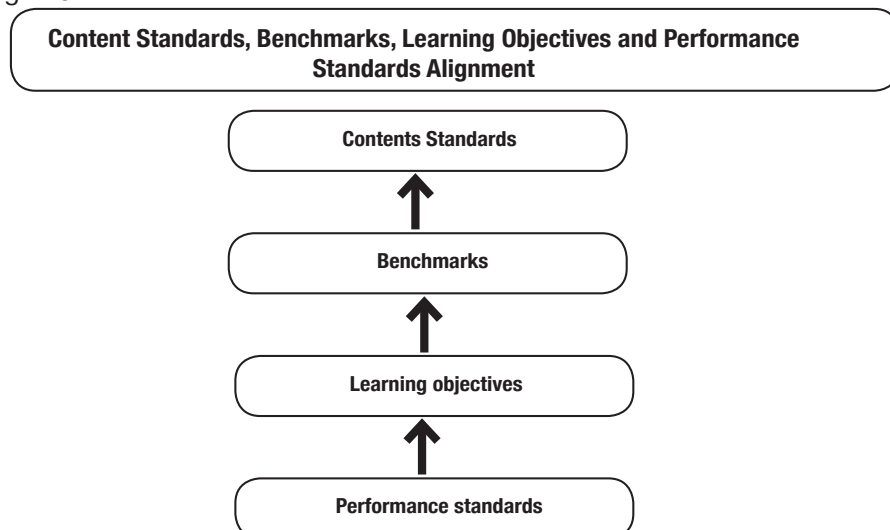
This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 8 Christian and Citizenship Values Education content.

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

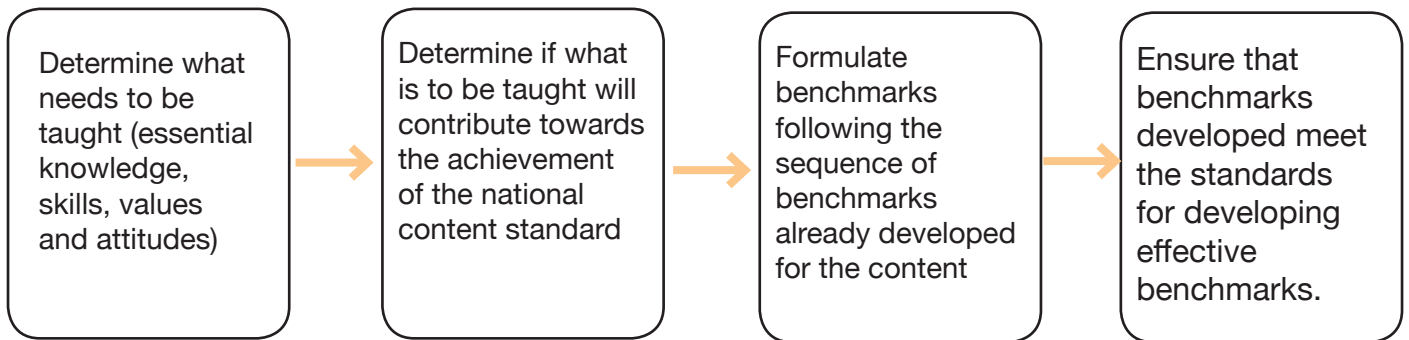


## Development of Additional Benchmarks

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



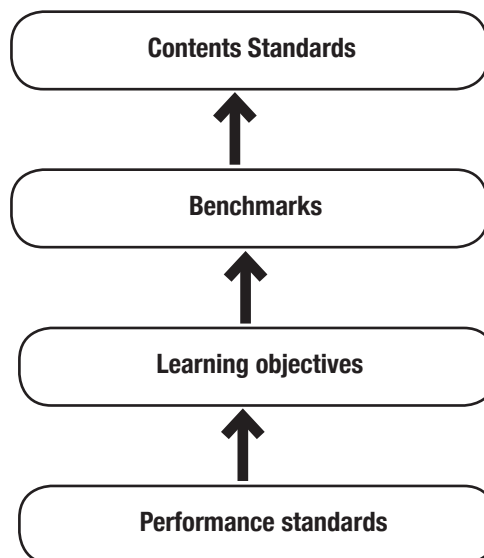
## Proficiency Standards

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 21<sup>st</sup> 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

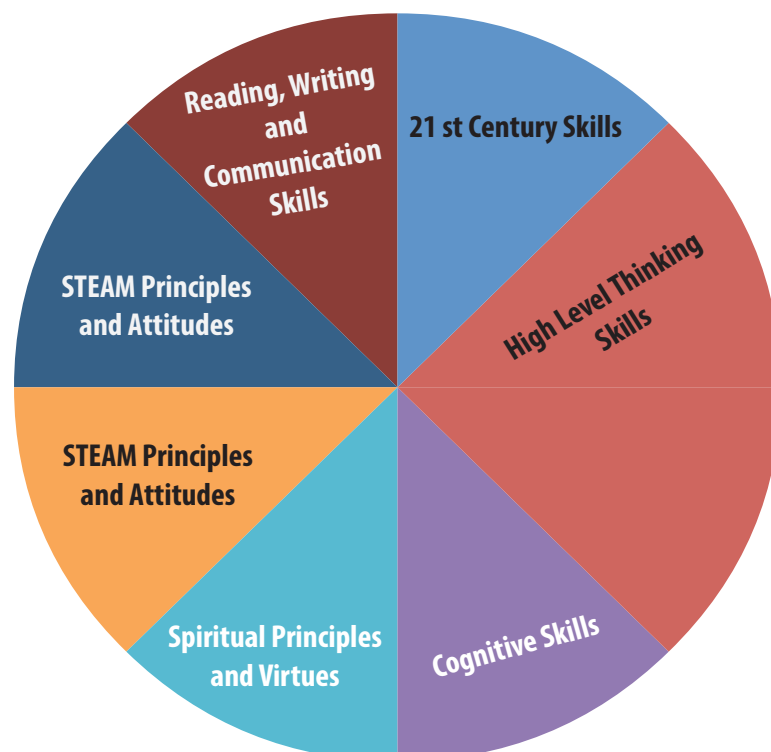
A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern 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);
- 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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***

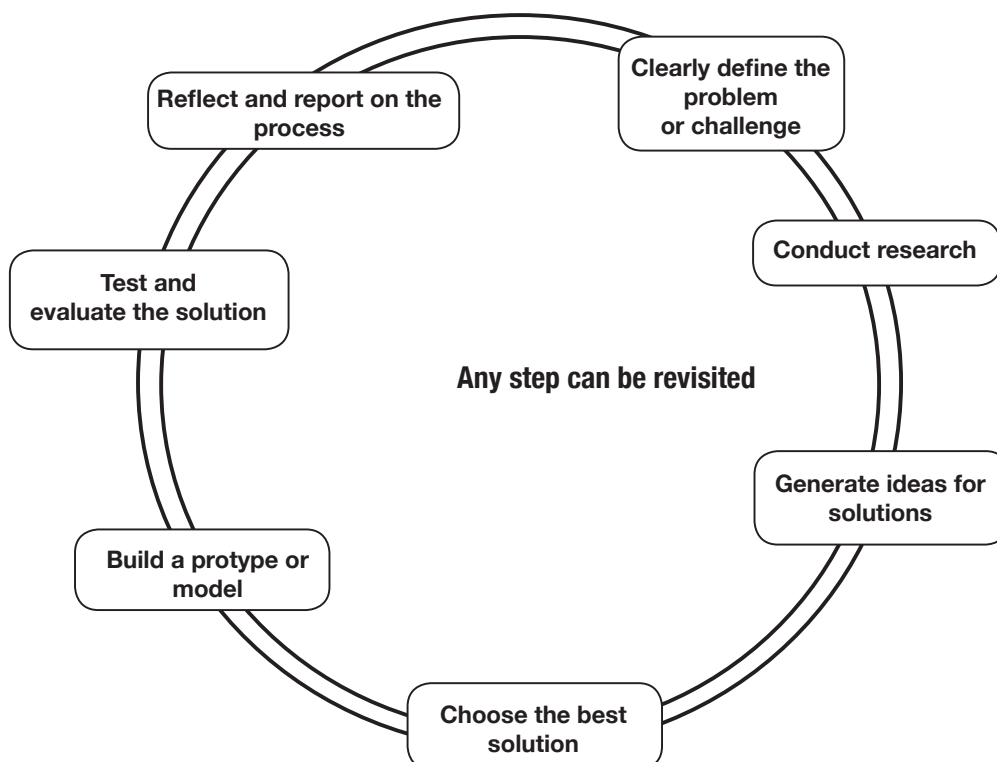
The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

## ***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

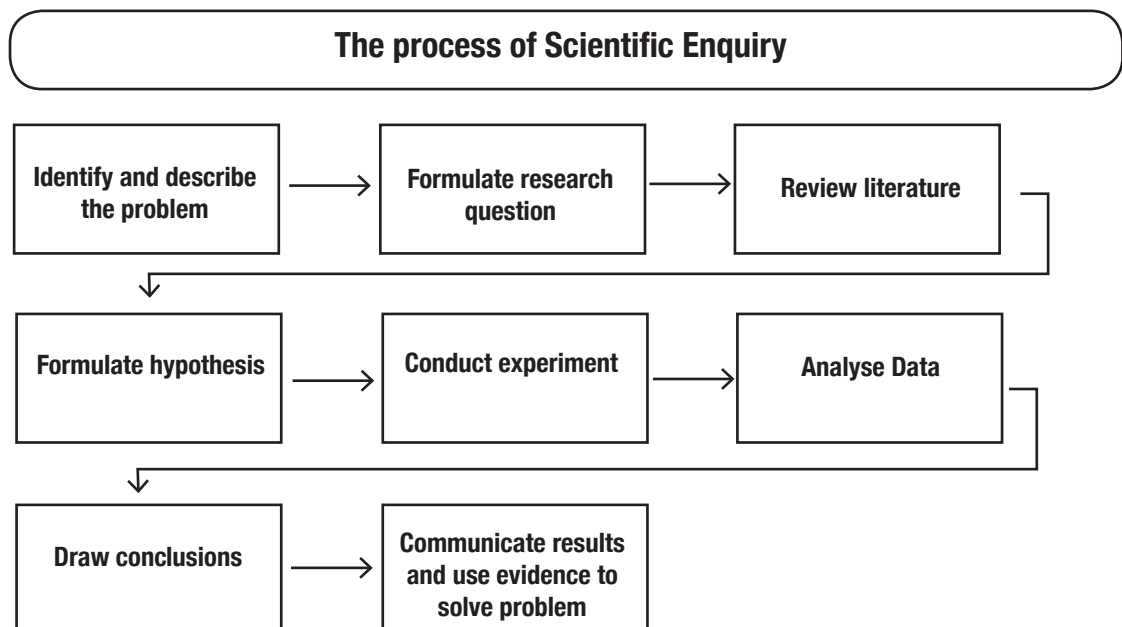


## The Scientific Method and Approach to Problem-Solving

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.***

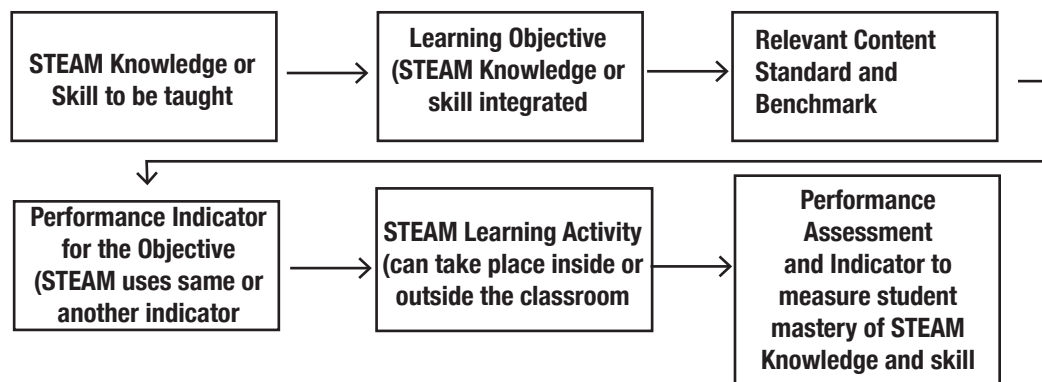
Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and assessment strategies into standards-based lesson plans is essential for achieving the desired STEAM learning outcomes. When integrating STEAM problem-solving skills into the 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century.

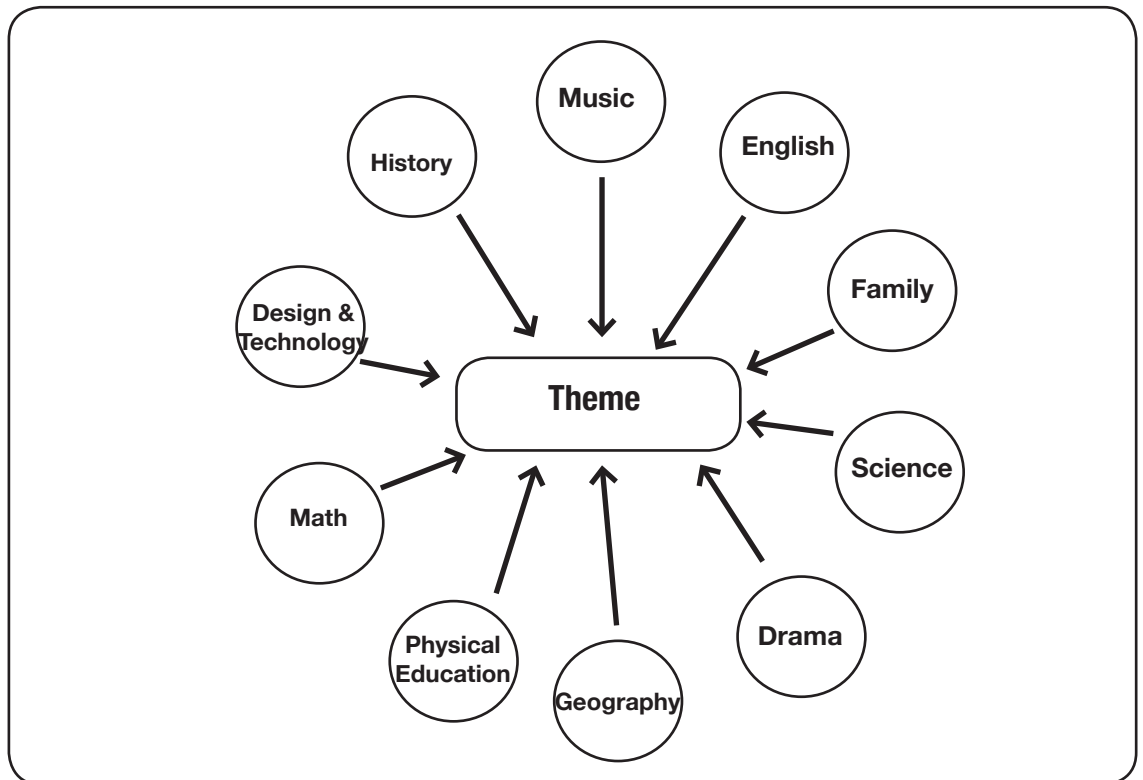
There are three approaches that PNG SBC will engage to foster conducive learning for all its children whereby they all can demonstrate proficiency at any point of exit. Adapting these approaches will have an immense impact on the lives of these children thus they will be able to see themselves as catalysts 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.

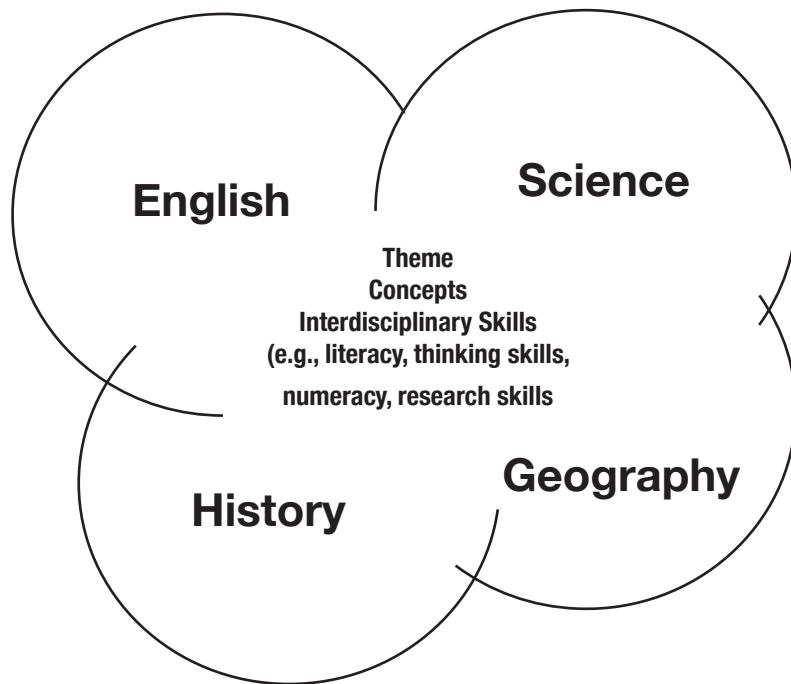




## 2. (ii) Interdisciplinary Approach

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.

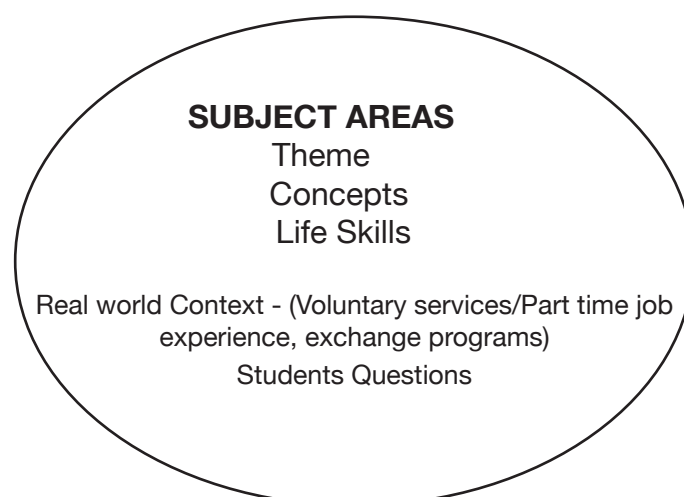
The three steps to planning project based curriculum (Chard 1998).

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

<ul style="list-style-type: none"> <li>• Listens, read, write, and speak with comprehension and clarity.</li> <li>• Define and apply discipline-based conceptual vocabulary.</li> <li>• Describe people, places, and events, and the connections between and among them.</li> <li>• Arrange events in chronological sequence.</li> <li>• Differentiate fact from opinion.</li> <li>• Determine an author's purpose.</li> <li>• Determine and analyse similarities and differences.</li> <li>• Analyse cause and effect relationships.</li> <li>• Explore complex patterns, interactions and relationships.</li> <li>• Differentiate between and among various options.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens, read, write, and speak with comprehension and clarity.</li> <li>• Define and apply discipline-based conceptual vocabulary.</li> <li>• Describe people, places, and events, and the connections between and among them.</li> <li>• Arrange events in chronological sequence.</li> <li>• Differentiate fact from opinion.</li> <li>• Determine an author's purpose .</li> <li>• Determine and analyse similarities and differences.</li> <li>• Analyse cause and effect relationships.</li> <li>• Develop an ability to use and apply abstract principles.</li> <li>• Explore and/or observe, identify, and analyse how individuals and/or societies relate to one another.</li> </ul>
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## 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><b>Personal Values</b> (Importance, worth, usefulness).</p> <p><b>Core Values</b></p> <ul style="list-style-type: none"> <li>• Sanctity of life.</li> <li>• Truth.</li> <li>• Aesthetics.</li> <li>• Honesty.</li> <li>• Human.</li> <li>• Dignity.</li> <li>• Rationality.</li> <li>• Creativity.</li> <li>• Courage.</li> <li>• Liberty.</li> <li>• Affectivity.</li> <li>• Individuality.</li> </ul>	<p><b>Sustaining Values</b></p> <ul style="list-style-type: none"> <li>• Self-esteem.</li> <li>• Self-reflection.</li> <li>• Self-discipline.</li> <li>• Self-cultivation.</li> <li>• Principal morality.</li> <li>• Self-determination.</li> <li>• Openness.</li> <li>• Independence.</li> <li>• Simplicity.</li> <li>• Integrity.</li> <li>• Enterprise.</li> <li>• Sensitivity.</li> <li>• Modesty.</li> <li>• Perseverance.</li> </ul>
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## 2. Social Values

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

### Types of Attitudes

**Attitudes** - Ways of thinking and behaving, points of view

<ul style="list-style-type: none"> <li>• Optimistic.</li> <li>• Participatory.</li> <li>• Critical.</li> <li>• Creative.</li> <li>• Appreciative.</li> <li>• Empathetic.</li> <li>• Caring and concern.</li> <li>• Positive.</li> <li>• Confident.</li> <li>• Cooperative.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible.</li> <li>• Adaptable to change.</li> <li>• Open-minded.</li> <li>• Diligent.</li> <li>• With a desire to learn.</li> <li>• With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.</li> </ul>
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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 21<sup>st</sup> 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 11. 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

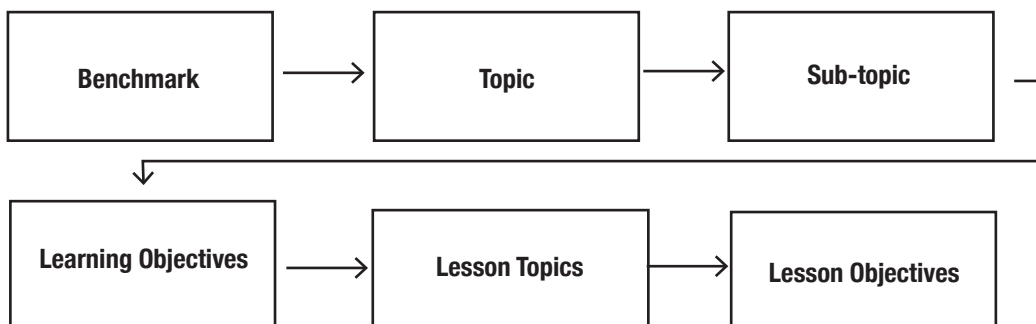
Christian and Citizenship Values Education is organised around four main strands – Biblical Values and Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, and Christian Leadership and Governance. These strands embed the content that students are expected to learn 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 11 teachers

This table below presents the proposed overview of the content for the four strands for grade 11 classes in Senior 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.

STRAND	UNIT	BENCH-MARK	TOPIC	LESSON TITLES
<b>1. Biblical Values and Principles</b>	<b>Biblical Values and Practices</b>	11.1.1.1	<b>Topic 1</b> God and His Creation of the Universe	<b>Lesson 1:</b> Who God is from Hebrew and Christian Perspectives <b>Lesson 2:</b> The Uniqueness of God's creation <b>Lesson 3:</b> The Significance of God's Creation
		11.1.1.2	<b>Topic 2</b> God is authority over good and Evil	<b>Lesson 1:</b> God's Appointment and Command for Adam <b>Lesson 2:</b> Original Sin Becomes a Collective Sin and Sin Nature <b>Lesson 3:</b> Original Sin Curses
		11.1.1.3	<b>Topic 3</b> God punishes the disobedient persons that abandon Him.	<b>Lesson 1:</b> Bible and Elohim God's Punishments <b>Lesson 2:</b> Types of Punishments by Elohim God <b>Lesson 3:</b> Sin Began in heaven
		11.1.1.4	<b>Topic 4</b> Differences in the Qualities of Elohim God and those of the fallen angels	<b>Lesson 1:</b> Elohim God's Punishments to the Angels that Disobeyed Him? <b>Lesson 2:</b> Types of punishments Elohim God Gave to Mankind for Disobedience
	<b>The Ten Commandments: Gods Core Principles</b>	11.1.2.1	<b>Topic 1</b> Knowing and Living by 7 <sup>th</sup> Commandment	<b>Lesson 1:</b> The Bible and the 7 <sup>th</sup> Commandment <b>Lesson 2:</b> Practices of Breaking the 7 <sup>th</sup> Commandment <b>Lesson 3:</b> The Bible and the 8 <sup>th</sup> Commandment <b>Lesson 4:</b> Practices Breaking the 8 <sup>th</sup> Commandment
		11.1.2.2	<b>Topic 2</b> Underlying Value of 7 <sup>th</sup> Commandment	<b>Lesson 1:</b> Biblical Value for Commandments 7 and 8 <b>Lesson 2:</b> Principles of Commandments 7 and 8 <b>Lesson 3:</b> Most Important Commandments 7 or 8.
		11.1.2.3	<b>Topic 3</b> Reflecting Gods Attributes through 7 <sup>th</sup> Commandment	<b>Lesson 1:</b> Foundation and Relevance of Commandments 7 or 8. <b>Lesson 2:</b> Correlation of God's Attributes for Commandments 7 and 8 <b>Lesson 3</b> Regulating Gods Attributes for Commandments 7 and 8

		11.1.2.4	<b>Topic 4</b> Biblical representation, promotion and validation of Ten Commandments 7 and 8	<b>Lesson 1:</b> Foundation and Relevance of Commandment 7 or 8. <b>Lesson 2:</b> Promotion of Commandments 7 and 8 <b>Lesson 3:</b> Validation of Commandments 7 and 8
<b>2. Christian Identities and Civic Principles</b>	Christian Identities	11.2.1.1	<b>Topic 1</b> How different global Christian and civic identities are constructed and represented	<b>Lesson 1:</b> Introduction of the Strand <b>Lesson 2:</b> Different global civic identities <b>Lesson 3:</b> (Re) construction and representation of different global Christian civic identities <b>Lesson 4:</b> Review of Topic
		11.2.1.2	<b>Topic 2</b> How Christian values, principles, and beliefs influence the global Christian and civic organisations and system.	<b>Lesson 1:</b> Different global organizations Systems <b>Lesson 2:</b> Christian civic values and principles of different global organizations <b>Lesson 3:</b> Impact of Christian global organizations on citizens <b>Lesson 4:</b> Review of Topic
	Civic Principles	11.2.2.1	<b>Topic 1</b> Christian and civic principles of Political leaders and its influence on the civic agendas, behaviour, and practices in PNG	<b>Lesson 1:</b> PNG Political leaders <b>Lesson 2:</b> Influences of civic agendas, behavior and practices <b>Lesson 3:</b> How civic agendas, behavior and practices influence leadership roles <b>Lesson 4:</b> Review of Topic
		11.2.2.2	<b>Topic 2</b> Impact of Civic leadership of political leaders on the citizens.	<b>Lesson 1:</b> Civic leadership <b>Lesson 2:</b> Impact of civic leadership in PNG <b>Lesson 3:</b> Future civic leadership <b>Lesson 4:</b> Review of Topic



<b>3. CHRISTIAN CITIZENSHIP AND SOCIETY</b>	<b>1. Christian Citizens</b>	<b>11.3.1.1</b>	<b>Topic 1</b> Roles and Functions of Christian and Civic Charitable Organisations	<b>Lesson 1:</b> Christian and Civic Charitable Organisations <b>Lesson 2:</b> Roles and functions of Christian and Civic Charitable Organisations <b>Lesson 3:</b> Types of Christian and Civic Charitable Organisations <b>Lesson 4:</b> Impacts of Christian and Civic Charitable Organisations	
		<b>11.3.1.2</b>	<b>Topic 2</b> Christian and Civic Charity Organisations and Groups: Mother Teresa	<b>Lesson 1:</b> Charity Organisation: Mother Teresa <b>Lesson 2:</b> Missions of charity <b>Lesson 3:</b> Local network of Christian and civic charity organisations <b>Lesson 4:</b> Global network of Christian and civic charity organisations	
	<b>2. Christian Citizens and Active Participation</b>	<b>11.3.2.1</b>	<b>Topic 1.</b> Christian Citizens and the Use of Technology in Monarchist Societies	<b>Lesson 1:</b> Types of Monarchist societies <b>Lesson 2:</b> Roles of Christians in a monarchist society <b>Lesson 3:</b> Technology as a tool for advocacy	
		<b>11.3.2.2</b>	<b>Topic 2.</b> Purpose of Christian and Civic Charitable Organisations	<b>Lesson 1:</b> Purpose of Christian and Civic Charitable Organisations <b>Lesson 2:</b> Faith based Organisations: their purpose and functions <b>Lesson 3:</b> Civic charity organisations: their purpose and functions <b>Lesson 4:</b> Impacts of spiritual and physical support to needy people	
	<b>4. Christian Leadership and Governance</b>	<b>1. Christian Leadership</b>	<b>11.4.1.1</b>	<b>Topic 1.</b> Principles of Transformational Leadership	<b>Lesson 1.</b> Transformational leadership <b>Lesson 2.</b> Principles of transformational leadership <b>Lesson 3.</b> Examples of transformational leaders in PNG Parliament
			<b>11.4.1.2</b>	<b>Topic 2.</b> The key elements of transformational leadership	<b>Lesson 1:</b> Key elements of transformational leadership <b>Lesson 2:</b> Case study: Elements of transformational leadership in action
<b>11.4.1.3</b>			<b>Topic 3.</b> Contributions of Transformational Leadership	<b>Lesson 1:</b> Qualities of transformational leadership <b>Lesson 2:</b> Impacts of contributions of transformational leaders in PNG	

Continue....



**Strand  
1**

**Biblical Values and Principles**



**STRAND 1: BIBLICAL VALUES AND PRINCIPLES**

This strand consists of two (2) units. They are;

**Unit 1:** Biblical Values and Practices

**Unit 2:** The Ten Commandments: God's Core Principles

<b>STRAND</b>	<b>UNIT</b>	<b>TOPICS</b>
<b>1. BIBLICAL VALUES AND</b>	<b>Unit 1:</b> Biblical Values and Practices	<b>Topic 1</b> God and His Creation of the Universe
		<b>Topic 2</b> God is authority over good and Evil
		<b>Topic 3</b> God punishes the disobedient persons that abandon Him.
		<b>Topic 4</b> Differences in the Qualities of Elohim God and those of the fallen angels
	<b>Unit 2:</b> The Ten Commandments- God's Core Principles	<b>Topic 1</b> Knowing and Living by 7 <sup>th</sup> Commandment
		<b>Topic 2</b> Underlying Value of 7 <sup>th</sup> Commandment
		<b>Topic 3</b> Reflecting Gods Attributes through 7 <sup>th</sup> Commandment
		<b>Topic 4</b> Biblical representation, promotion and validation of Ten Commandments 7 and 8

# 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 practiced in biblical times.

**Benchmark 11.1.1.1** Compare and contrast how God's creation of the universe is interpreted and contradicted in different contexts and assess the impact.

**Topic 1:** God and His Creation of the Universe

#### Learning Objectives

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

- Describe who God is in Christianity and *Hebrew* belief, His creation of heaven and earth and the significance of His creation to humans.
- Describe how God's creation is interpreted in different contexts and the significance of his creation to humans.

#### Essential Questions:

1. What is your perception of God's creation of the universe?
2. Why did Elohim God create the first man and woman in His likeness/ image?
3. What is the uniqueness and value of God's creation to humankind?

#### Performance Indicators:

1. Identify and describe the major attributes of God in Christianity (e.g. Trinity, omniscient, omnipotent, loving)
2. Identify and describe the major attributes of God in Hebrew belief (e.g. YHWH, Creator, Redeemer)
3. Explain the biblical account of creation (Genesis 1-2) and its significance to human understanding of God

#### Essential Values, Attitudes, Skills and Knowledge:

##### Values

- Increase faith to worship the LORD God.
- Love God as a personal intimate friend and creator
- Pay homage and reverence to God as the source of life and creator

##### Attitudes

- Appreciate Elohim God's creation
- Care for Elohim God's creation for mankind
- Beware of negative/ positive interpretations of God's creation

##### Skills

- Reading and understanding Bible scriptures and messages.
- Applying homage to God through prayers daily.

**Knowledge,**

- God has several names and titles from different contexts such as Hebrew, Greek, Latin and Christianity.
- God created the first human beings in his likeness.

**Content Background****God and His Creation of the Universe****Bible Scripture**

Genesis 1:27, Acts 24:14-16, Deuteronomy 10:17: Proverb 9:10, Hosea 12: 10, Exodus 20: 3- 5, Psalms 133:3

Genesis 1: 1-2 *[In the beginning, God created the heavens and earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.]* Genesis 1:27 *[So God created man in his own image, in the image of God he created him; male and female he created them.]*

**Old Testament of Christian Bible and Hebrew First Writing- Tanakh**

- *What is the origin of the Old Testament and is it aligned to Hebrews First Writing?*

**Old Testament**

In the first part of the Christian Bible, there are 39 books that link to the Hebrew Bible. The books were first written in Hebrew and Aramaic between 1200 and 100BC. These are the principal writings of the history, law, prophecy, and/or wisdom literature for the ancient people of Israel.

**Tanakh**

The Tanakh- Hebrew letter of each of the Masoretic Writings-have three traditional subdivisions of Masoretic writings:

- Torah: The Five books of Moses or the Teaching
- Nevi'im: known as the Prophets
- Ketuvim: that refers to the "Writings"

The Bible (**Old Testament-Tanakh**) also known as Hebrew Scriptures contains the collection of writings that were seen as the sacred books of the Jews people. Both the Old Testament and Tanakh contain a large component of the Christian Bible. The Hebrew Scriptures are a collection of writings that was first compiled and preserved as the sacred books of the Jewish people. It constitutes a large portion of the Christian **Bible**. Hence the foundation of the Christian Bible is set on the Hebrew Bible or Scriptures.



## The Name God and who is God.

- *Who is God and what are his names from different settings and perspectives?*

Genesis 1:1- discusses the creation of heaven(s) and earth by “GOD” and SPIRIT of GOD hovering over the waters. **The names of God are holy and sacred.** There are several names of God. The names are used in different contexts based on the origins as described in the Hebrew Bible, Jewish traditions and Christian Bible. Some of the names of God in Hebrew include:

- Yahweh
- Elohim
- Adonai
- Hashem

### (a) YHWH or YAHWEH;

God has many “names” and the creation of the names indicate human relationship with God. One of the names in which people use for God is the Hebrew word Yahweh. The origin of the name comes from the Tetragrammatons’ or a four letter word YWVH. YWVH implies the LORD; covering “Past, present and future or often uses the terms “WAS, IS and WILL BE” In other words, God is Eternal and beyond time. Things do not change for God. The name was used in the Hebrew Bible using the following Hebrew script (יהוה) and when transcribed in Arabic alphabet reads “YHWH” “**Yahweh**”. The book of Deuteronomy 10:17 uses Yahweh as the superlative constructions “Gods of gods’ ’ elōhê ha-elōhîm and “Lord of lords’ ’ adōnê ha-adōnîm. In the King James Version of the Bible, it is written as “For the LORD your GOD is God of gods and Lord of Lords”) Jewish culture forbids the use of- “Yahweh” for it is very sacred, so when praying, Yahweh is substituted with the name “**Adonai**” which means “The Lord” and when in a taking in general, they use another substitute name called; “HaShem” which means “The Name”. Judaism originally viewed Yahweh as the “divine warrior”, in the Book of Exodus 15:1-18, in the Song of the Sea Yahweh is referred to as the “Warrior for his people, the Israelites”. “Israel’s battles are Yahwehs’ battles; Israel’s victories are his victories. Israel’s God is Yahweh. Deuteronomy 33: 26-29 declares that there is no-one like God. Yahweh is declared God of Israel, proclaimed YHWH as the creator, one true God of the cosmos/universe.

### ELOHIM

The word “elohim/elohiyim” is a plural from Hebrew understanding which means “gods or deities’ ’. The roots of the usage of Elohim to denote God goes back several ages including having connections with Ugaritic (*Ihm*), Canaanite pantheon through the Biblical Aramic (*Elaha*), Syriac (*Alaha*) and Arabic (ilah/Allah as “The Single God”). *Elohim* can be understood as a general term which means;

- GOD who is YHWH as discussed in the Hebrew and modern day Bible or any gods in which people come to worship as followers but are false gods.

The name “Elohim” implies that GOD is infinite, all-powerful, the overall creator of Heavens and Earth, sustainer of life and supreme judge of everlasting life and world. The Hebrew Bible uses the name Elohim, which also denotes God. The Bible also uses Elohim to mean God of Israel. Exodus 3:4 “When the Lord said that he had gone over to look, [*God (Elohim) called to him from within the bush...*]

In Exodus 20: 3, 5 [Verse 3; You shall have no other gods before ME. Verse 5; for I, the Lord your God, am a jealous God". Elohim is understood to be plural in Canaanite and the Bible context. Genesis 1: 26-27 the Bible makes reference to God as a plural entity ["Let us create/make man in our image, in our likeness] We see Elohim as plural, God the Father, God the Son and God the Holy Spirit. In all contexts Elohim is powerful and mysterious. Hosea 12: 10 indicates Elohim talking about himself ("but I am the LORD (Adonai) thy GOD (Yahweh). The Book of Proverbs 9:10 ("the Fear of the LORD is the beginning of wisdom and the knowledge of the Holy One is understanding."

### (b) ADONAI

Adonai, is used as one of the names of God in the Old Testament. **Adonai** is plural form of **adon** that can be translated as Lord with a lower case for other letters of the name/word "L-o-r-d". On the other hand, the name YHWH or Yahweh also name of God translated in English as LORD with capital letters in the name or word. The singular forms for Adonai is "adon and adoni which imply "my lord" as used in the Hebrew Bible. The names "adon and adoni" are used as royal titles or distinguished individuals in the first book of Samuel. In Deuteronomy 10:17 uses Yahweh as the superlative constructions "Gods of gods" *elōhê ha-elōhîm* and "Lord of lords" *adōnê ha-adōnîm*. *In the Bible (K J V), it is written as "For the LORD your GOD is God of gods and Lord of Lords") Psalms 136:3 ("Give thanks to the Lord of lords)*

The Orthodox Jew(536-520 BC), avoided using ADONAI, as it was too holy to say in relation to aligning with the third commandment that tells man "not to use God's Name in vain, hence the name "HASHEM- the Name", which was used to replace the direct mention of Adonai or God.

### (c) HASHEM

HaShem is a word used to refer to God under the name YHWH. The Religious Jews do not say YHWH or Yahweh because the name YHWH is too sacred and the third commandment instructs mankind not to use the name in *vain*. The Religious Jews sometimes use the name "Adonai" or "HaShem" to refer to God. The word "HaShem" means "Ha " meaning "The " and "Shem " meaning "name". When the words Ha and Shem are put together; it forms the word, "**HaShem** " **which** means "**The Name** ". HaShem is understood as showing respect for GOD, YAHWEH or ADONAI. It can be further understood as equivalent to the daily respect for parents. Children cannot call them by their names, instead they say "mom and dad". This is a noble way or sign of respect. HaShem is used as a respectful manner to refer to GOD, or a restricted form of direct mention of HaShem's name. People of God shall conceal the Lord's name when praying or making blessings such as prayer for travel or food. A popular expression in worship in Christian ceremonies and prayers is "Blessed be the Name" which means "Blessed Yahweh/God".

The Bible has numerous scriptures that provide evidence of God's Creation of the Heavens and Earth. As Believers and by faith and as declared in the Book of Hebrews 11:3, "By faith we understand that the universe was created by the word of God... we believe that God created everything, the Heavens, Living and non-living things including animals and Human beings.

For the human beings, he used the ground he created to make male then later formed female out of the male.

What is unique about this creation is that everything the Lord God created had an ecological, economical, moral, cultural or spiritual purpose. Not one thing God created did not have a function despite its simplicity, difficulty, friendliness, or toughness.

In the initial part when God created the human beings, life was as free and ever; however due to the disobedience of mankind, God instructed the humans to work the land to sustain their living, or experience labour to regenerate the human population.

The section below provides some of the books from the Christian Bible which discusses or talks about God's creation of the world. [Job 12:7-10](#)

### **Old Testament**

[Genesis 1: 1-31](#): In the beginning, God created the Heavens and the Earth....

[Genesis 2:18](#): Then the Lord God said, "It is not good that the man should be alone; I will make him a helper fit for him."

[Genesis 2: 3-4, 7](#): Then the Lord God formed the man of dust from the ground and breathed into his nostrils the breath of life, and the man became a living creature.

[Genesis 2:19](#): Now out of the ground the Lord God had formed every beast of the field and every bird of the heavens and brought them to the man to see what he would call them. And whatever the man called every living creature; that was its name.

[Genesis 5:1](#) When God created man, he made him in the likeness of God...

### **New Testament**

[Colossians 1:16](#) - For by him were all things created, that are in heaven, and that are in earth, visible and invisible, whether [they be] thrones, or dominions, or principalities, or powers: all things were created by him, and for him:

[Romans 1:20](#) - For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, [even] his eternal power and Godhead; so that they are without excuse:

[Hebrews 1:10](#) - And, Thou, Lord, in the beginning hast laid the foundation of the earth; and the heavens are the works of thine hands:

[2 Corinthians 4:18](#) - While we look not at the things which are seen, but at the things which are not seen: for the things which are seen [are] temporal; but the things which are not seen [are] eternal.

[John 1:1-3](#) In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things were made through him, and without him was not anything made that was made.

### **Teaching and Learning Strategies.**

Teachers are encouraged to introduce students to simulations to better understand the concepts taught so students will learn effectively and master the Christian Citizenship Values Education subject content knowledge prescribed

in each topic. It is not only about teaching what students should know but also to interpret that required values, attitudes, skills and knowledge in a way that makes it relevant. Also enable them to begin to acquire skills of analysis and problem solving to support their learning. Opportunities must be given to apply their knowledge, to be creative, critical thinkers.

### **Suggested teaching strategies:**

Here are suggested teaching strategies teachers can use to deliver the lessons from these units of work. The teaching strategies suggest for teachers include:

- Classroom lecture
- Debates
- Case studies
- Research-based teaching

### **Suggested Learning**

Here are suggested learning strategies teachers can choose to use, otherwise teachers you do have your learning strategies you use in the classroom. You are encouraged to use those too.

- Class, group and pair discussions
- Individual and group project work
- Handouts on content information
- Assignments and worksheets

## **Lesson 1: Who God is from Hebrew and Christian Perspectives**

**Activity 1.** Compare the names of God in Hebrew and Christian perspectives.

**Activity 2.** Analyse how contexts differ in perspectives of and faith in God through the names of God.

### **Resources**

Students use the following as resources.

- The Holy Bible
- Bible Concordance

## **Lesson 2: The Uniqueness of God's creation**

**Activity 1.** Read and study scriptures to discover what is unique about Gods creation of the universe.

**Activity 2.** Create presentations as a way of sharing with classmates.

### **Resources**

Bible resources  
Bible Concordance

**Lesson 3:** The Significance of God's Creation

**Activity 1.** Use issues to outline the value of God's creation on human race and human position to God from one generation to another.

**Activity 2.** Analyse how creation was intended by God for man and creation to signify God's eternal love.

**Resources**

Bible resources

Bible Concordance

**Assessment****Performance Standard**

1. Discuss and identify the resources God used to create the universe.
2. Analyse the chronological order of God's creation of the universe.
3. Compare a religious interpretation or a scientific explanation of God's creation.

# 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 practiced in biblical times.

**Benchmark 11.1.1.2:** Critically reflect on the genesis of sin and the impact the fallen angels had and continue to have on all humans.

#### Topic 2 God is Authority Over Good and Evil

#### Learning Objectives

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

- Confidently discuss God as having the authority over his creation and His position on the conception of the original sin and its curses and the impacts of the original sin on the human race.

#### Essential Questions:

1. What is your understanding of the phrase 'genesis of sin'?
2. What is the impact of fallen angels on humans?

#### Performance Indicators:

1. Analyse the biblical account of God's authority over creation and its implications for human understanding of God's relationship with the world
2. Evaluate the significance of God's authority over creation in understanding God's relationship with humans
3. Identify and describe the consequences of the original sin for humanity, including:
  - a. The effects on human relationships with God and each other
  - b. The effects on human nature and behaviour
  - c. The effects on human experience and understanding of the world

#### Essential Values, Attitudes, Skills and Knowledge Values

- Increase students' faith to worship LORD God.
- Reflect the virtue of respect in words and deeds
- Love God as a personal intimate friend.
- Abiding values such as those described in Galatians 5:22-23

#### Attitudes

- Appreciate Godly heavenly beings – angels
- Be cautious of different spiritual beings
- Appreciate mankind

#### Skills

- Reading and understanding Bible scriptures and messages.
- Praying to God freely and confidently.
- Save souls through personal conduct; the words and deeds.
- Applying positive moral principles as Christians



## Knowledge

- Genesis of sin
- God has authority over creation, good and evil.
- Impact of fallen angels on humans
- Cause of Adam's and Eve's first disobedience.
- Effect of first sin on the human race.
- The curse and parts of the curse.
- Justification of fallen angels and their influence on the human race.

## Content Background

What does it mean when you are appointed to a role or responsibility? When God appointed Adam to rule over the earth, He expected Adam to take full responsibility of taking care of the creation and to rule with wisdom, knowledge and power. Adam's appointment to rule over the creation since he and Eve were created in the image of God as first humans. We have a responsibility to take care of the animals, plants, fish, birds or waters. The LORD God also expects us to understand the nature of our responsibilities from different settings. As students, you should know how to rule, take care, manage or use the resources around you in order to fulfill your duty to manage the earth wisely until the Lord comes.

### The LORD God's command on Adam

The Bible in the Book of Genesis 2:16; tells us about the LORD God's command for Adam to keep as the ruler of all the creatures and everything on earth. The command was a special law which directed Adam to eat any tree in the Garden of Eden except the *tree of the knowledge of good and evil* which was situated in the middle of the Garden of Eden.

- *Gen 2:16-17 And the LORD commanded the man, "You are free to eat from any tree in the garden; But you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die".* This scripture spelt out the command of the Creator, the LORD God's Command to Adam and Eve.
- Take yourself back to the creation time, and imagine you were Adam, how would you feel? This illustration can be moving and heartwarming since you would have a very intimate relationship with God. That could have been for Adam. God's love, grace and protection was upon Adam who was naïve, innocent, unencumbered, fearless, carefree and joyfully living under God's watchful eyes. Then God delivers His first command carrying his will and authority. God provided for Adam's needs and protection and expected Adam to do the same by obeying his commands. He told Adam to take control over all creation except the tree of knowledge, of good and evil, which the LORD God commanded Adam NOT to eat nor touch it. If he does, he will *die*.
- That simple instruction revealed several things about the relationship between God and Adam. The words signified God's heart for Adam because to God, Adam was His likeness and image. The instruction through the Command sounded very simple and God's expectation was for Adam to obey. However, the Bible says, Adam's relationship with God was broken



when the serpent went to Eve and deceived her and she took from the tree of knowledge, good and evil and ate and caused Adam to do likewise, disobeying God's command. Spiritual death was brought upon Eve and Adam instantly because of their disobedience to respect and obey God's command.

What is sin nature and how does the bible expand on this. There is an account of the reference knowledge of sin nature described in the book of Genesis and you can read all that God did to Adam and Eve for their first disobedience to God. Sin began in the Heavens by one of Gods' highly regarded angels Lucifer, and God threw him with his followers out of heaven Lucifer and his army of angels to earth. In Genesis you will read the story of Eve and Adam's first disobedience. Read this story very carefully and critically think about the law and order practices in the nation or your towns and communities today.

### 1.1. The first disobedience and consequences

1.2.

**Genesis 3** talks about how the first human beings God created committed the first sin, rebelling against God's instruction not to touch the tree of knowledge, causing destruction to God's unique and good design of the universe. That was the *first disobedience* of humans to the LORD's commands since the creation. What manifested from the scripture, **Genesis 3:6** implied that Adam and Eve disregarded God's authority and command. A disappointment for God, they were not strong to resist the temptation. As a result, the LORD God commanded in **Gen 3:14**, "*Because you have done this, Cursed are you above all the livestock and all the wild animals!* Adam and Eve's sin can be viewed as a slight deficiency without "*collective guilt*". The very first act of disobedience by first humans changed the context from *individual guilt* to *collective guilt*, causing a huge spiritual impact known as "sin nature". A collective sin is a sin that is inherited or passed from one generation to another just as the curse has been passed from one generation to another. Collective guilt "rationalizes" hatred/punishment of someone for something that person did not do. Adam and Eve did that. The Christian perspective, the first sin after the creation of heavens and earth and the deprivation of holiness and justice is known as *original Sin* or *ancestral sin*.

### 1.3. What is "sin nature?"

1.4.

*Sin Nature* is a part of human beings that compels individuals to commit sin or rebel against God. Human beings have a natural predisposition that causes them to do something wrong despite knowing the fact that it is against God's laws, community laws or family rules. The Bible teaches that all human beings have a sin nature. Not only do we as humans commit sin but it is our nature to do so. The sin nature is mentioned in the Book of Romans 7:25 & 8:3. Read these scriptures to understand sin nature.

Sin nature became part of the natural human system. The first disobedience of Eve and Adam created a body sense that causes humans to do something negative. Each person born since the creation of humans has the likeness of Adam, inheriting and possessing a sinful nature despite knowing God's will. For example, children tell lies, so adults must correct what is negative/ wrong. Sinful behaviour comes naturally, through words and deeds therefore; human beings need God's redeeming grace.

*Jeremiah 17:9* says; the heart is deceitful above all things, and desperately sick; who can understand it? The unfortunate result of our sin nature is that we sin. An example of the sin nature that automatically became part of humans after the sin of Adam and Eve (*Genesis 4;1-11*) is their own first children, Cain and Abel. Few books of the Bible that describe sin nature include: *Psalms 51:5, Rom 3:23, Eccles 7:20, Isaiah 64:6, Romans 5:12, 1 John 1*: Paul confesses (*Romans 7:14*) he, too, was a human that was why he was a slave to the law of sin. The sin nature since the disobedience of Adam and Eve was passed from generation to another until the coming of Jesus Christ, whom God provided for men to receive forgiveness.

### **Teaching and Learning Strategies.**

Teachers are encouraged to introduce students to simulations to better understand the concepts taught so students will learn effectively and master the Christian Citizenship Values Education subject content knowledge prescribed in each topic. It is not only about teaching what students should know but also to interpret the required values, attitudes, skills and knowledge in a way that makes it relevant. Also enable them to begin to acquire skills of analysis and problem solving to support their learning. Opportunities must be given to apply their knowledge, to be creative, critical thinkers.

#### **Suggested teaching strategies:**

Here are suggested teaching strategies teachers can use to deliver the lessons from these units of work. The teaching strategies suggest for teachers include:

- Classroom lecture
- Debates/ Case studies
- Research-based teaching

#### **Suggested Learning**

Here are suggested learning strategies teachers can choose to use, otherwise teachers you do have your learning strategies you use in the classroom. You are encouraged to use those too.

- Class, group and pair discussions
- Individual and group project work
- Handouts on content information
- Assignments and worksheet

### **Lesson 1: Gods Appointment and Command for Adam**

**Lesson Objective:** By the end of the lesson, the students should be able to discuss God's appointment and command on Adam over the creation and the content of Garden of Eden.

**Activity 1.** Compare and discuss the enormity of appointment as custodian over creation and any appointment today's context of being in authority or custodian over an institution.

**Activity 2.** Discuss the values, attitudes and responsibilities of being entrusted with trust to take care of an institution.

**Resources**

- The Holy Bible
- Bible Concordance

**Lesson 2: Original Sin Becomes Collective Sin and Sin Nature**

**Activity 1.** Describe disobedience and obedience.

**Activity 2.** Describe consequences , blessings and curses.

**Activity 3.** Describe the nature of sin, genesis of sin and sin nature in the human race.

**Resources**

- The Holy Bible
- Bible Concordance

**Lesson 3: Original Sin Curses**

**Activity 1.** Describe the difference between innocence nature and sin nature of human race and the first curses for first disobedience.

**Activity 2.** Outline God's plan to save mankind that have fallen to sin.

**Resources**

- The Holy Bible
- Bible Concordance

**Assessment**

**Performance Standard**

1. Describe how recognizing God's position on the original sin can impact personal understanding of oneself and one's place in the world.
2. Analyse the implications of God's plan of redemption for personal faith and relationships.

# 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 practiced in biblical times.

**Benchmark 11.1.1.3:** Research and discuss how God punished those who disobeyed and abandoned Him in biblical times.

**Topic 3:** God Punished All Who Disobeyed and Abandoned Him.

#### Learning Objectives

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

- Use the Bible to identify different types of punishment Elohim God used on those who disobeyed and abandoned Him.

#### Essential Questions:

1. How did Elohim God punish people who disobeyed him?
2. What is your opinion of biblical times?
3. Who are those in the bible that were punished by God for their disobedience?

#### Performance Indicators:

1. Identify and describe the major biblical accounts of punishment and judgment for disobedience and abandonment (e.g. Genesis 3-4, Exodus 32:1-35, Numbers 25:1-9, Leviticus 10:1-7)
2. Identify and describe the different types of punishment God used in these accounts (e.g. physical, emotional, spiritual, social)
3. Identify and describe the reasons for God's punishment in these accounts (e.g. sin, disobedience, idolatry)

#### Essential Values, Attitudes, Skills and Knowledge

##### Values:

- Value loyalty to God
- Value moral and honest conducts
- Value relationship with Elohim God

##### Attitudes:

- Be obedient and respectful to the instructions of Elohim God
- Appreciate Elohim God for Who and What He is.

##### Skills:

- Research and discuss the punishments God used against those who disobeyed and abandoned him.
- Identify and compare the different types of crimes and punishment applied in biblical times.

**Knowledge:**

- Types of punishment Elohim God imposed on those who disobeyed and abandoned Him.
- Relate and compare God's punishment then those used today.

**Content Background**

God punished all who disobeyed and abandoned Him

The Holy Scriptures from Genesis to Revelation tells and informs every believer of how the universe became corrupted as sin entered through God's angelic beings and the first man and woman in the Garden of Eden. The concept '*corruption-sin enters the world*' gives a lead start of the content background. The question is, '*How did sin enter the world and bring about corruption to mankind today? Sin entered the world almost at the time of creation.*

**Sin began in heaven**

The bible informs all mankind that corruption and sin began in heaven according to the book of Revelation (12:7-9), Isaiah (14: 12-14) and Luke (10:18) before entering into the universe in the Garden of Eden. The different eras (Edenic, Adamic, Abrahamic, and Mosaic) covenants describe various types of sin and the punishment Yahweh inflicted on both angels and man who disobeyed and abandoned Him. The book of Isaiah tells how Lucifer –the angel of light also known as morningstar sinned prior to Adam and Eve's sin, that caused the fall of man. The covenant of Yeshua- Jesus begins from Mathew to Revelation revealing to believers the heavenly constitution-The Ten Commandments are the instructions to live a sin-free life as a believer. The New Testament further teaches forgiveness of sin, stepping away from corrupted engagements, ungodly relationships between individuals, families, ethnic groups, believers and non-believers respectively. Elohim God was in the midst of all the covenants from the biblical times to today. It is important to understand that in the biblical times the moral and theological dilemmas challenged biblical figures like, Moses, Joshua and David just to name a few. God accomplished his purposes for mankind through them. They advocated Gods authority as the giver of life. His expectation of those He choose to walk in the path of justice, mercy, compassion, kindness and love, Elohim Gods attributes, Joshua 24:15.

**Types of disobedient acts**

Elohim God gives specific accounts of how he punished persons/nations who disobeyed and abandoned him. He dealt with ungodly behaviours, sinful and corrupted lives of his chosen people as individuals according to every account of sin, its seriousness and the types of punishment that warranted that sin, Exodus 22:20-sacrificing to foreign gods, disobedient and being rebellious to parents (Exodus 21:15,17), abusing the Shabbat(Exodus 35:2), premarital sexual offenses-Deuteronomy 22:13-21 and prostitution(Leviticus 21:9). The Holy Scriptures (Old Testament) reveals Elohim God's wrath to people He claimed his own, (2 Samuel 24). Elohim's anger on King David's decision on two occasions (2 Samuel 24:15). Another example of Elohim God's punishment on those who disobeyed Him in, Deuteronomy 16: 20:16-18, in the capturing of the promised land. There was total destruction of ethnic groups of people the Hivites, Jebusites, Hittites, Amorites, Perizites, Canaanites disobedient by Elohim God as they worshiped other gods and idols. Further stated in Joshua 6:20b-21, describes Elohim God's Instruction to destroy enemies of those He loved and claimed as His own people, Joshua 10:7-13.

### **Types of punishments**

The Old and New Testament state different punishments Elohim God imposed on persons/nations who disobeyed or abandoned Him in biblical times. The records give mankind past, present and future evidence of the judgments He imposed on those people. The bible continues to speak of his holy authority to give blessings and curses. Adam and Eve (Genesis 3: 1-13), Eve's punishment-pain in childbirth (Genesis 3:16), Serpent's punishment (Genesis 3:14-15), Adam's punishment (Genesis 3:17-19) Tilt the soils to life. God drove Adam and Eve out of Eden. Yahweh God destroyed the nations Sodom and Gomorrah, and Joshua and the Israelites marched around the city walls of Jericho, destroying the nation of Jericho. The ten plagues of God brought on the land of Egypt, King Pharaoh's disobedience to follow instructions Elohim God sent through Moses to release the Israelites, (Genesis 6:10-13, 10:13, 12:12.) God explicitly described in the book of Leviticus, that disobedience to His Commandments, breaking the Covenant He made with His people, penalty was punishments with disaster, incurable diseases, enemies attacks and destroy livelihood and defeat, make the land infertile. God will turn against the disobedient and keep on punishing them seven times harder than previous until they confess the sins of their generations, Leviticus 26:14-26

### **What do you say?**

As a way of summarising the content, an observation would be that amongst all the angelic beings,

- Why do you think Lucifer would go into the extreme of wanting to be like Elohim- God himself and what the punishment Elohim imposed on Lucifer or Satan was. How severe was the punishment?

On the other hand Adam and Eve were authorised by Elohim God to take dominion over the beasts and all creation but then they disobeyed Elohim- God's instruction in Eden.

- What did their disobedience cost them and how do think their actions can be compared to people living in the world today....?
- How would you feel if you were either Lucifer or Adam and Eve, punished by the Almighty?

### **Teaching and Learning Strategies**

Teachers are encouraged to introduce students to simulations to better understand the concepts taught so students will learn effectively and master the Christian Citizenship Values Education subject content knowledge prescribed in each topic. It is not only about teaching what students should know but also to interpret that required values, attitudes, skills and knowledge in a way that makes it relevant. Also enable them to begin to acquire skills of analysis and problem solving to support their learning. Opportunities must be given to apply their knowledge, to be creative, critical thinkers.

### **Suggested teaching strategies:**

Here are suggested teaching strategies teachers can use to deliver the lessons from these units of work. The teaching strategies suggest for teachers include:

- Classroom lecture
- Debates and Case studies
- Research-based teaching



**Suggested Learning**

Here are suggested learning strategies teachers can choose to use, otherwise teachers you do have your learning strategies you use in the classroom. You are encouraged to use those too.

- Class, group and pair discussions
- Individual and group project work
- Handouts on content information
- Assignments and worksheets

**Lesson 1: Bible and Elohim God's Punishments****Activity 1**

Discuss the topic '**God punishes the disobedient persons that abandon Him**', presented in the biblical times. The book of Genesis gives a number of examples of how Yahweh-God punished those he chose to be a helper. The story of creation is the most suitable place to start.

**Activity 2**

In groups of 3 or 4, identify today, how churches punish the workers defy the constitution of the nation punishes those who

**Resources**

The commended teacher-student resource is the Bible:

- NKJV, Good News, New International Version, Gideon's Bible
- Teachers own resources

**Lesson 2: Types of Punishments by Elohim God****Activity 1**

As a discussion part of the lesson, identify from the bible both old and new testaments different types of punishment given by Yahweh-God to those who sinned against him. How are these punishments different from the punishment parents give to their children, for disobedience, someone who breaches laws of the society/constitution?

**Activity 2**

Read the scripture Luke 10: 18, and discuss what Yahweh – God did to Lucifer – one of the angels. What do you think happened between Archangel Gabriel and Lucifer?

**Resources**

The commended teacher-student resource is the Bible,

**Lesson 3: Sin Began in heaven****Activity 1**

As a discussion part of the lesson, as a discussion matter, do a research in pairs groups of 4 or individually on where and why sin began in heaven and the main characters?



**Activity 2**

Have a debate on the lesson title “**If sin did not begin in heaven, the world would be free of sin**”

**Resources**

The commended teacher-student resource is the Bible,

**Assessment****Performance Standards**

1. Reflect on how understanding God's punishment and judgment can inform personal faith and relationships.
2. Describe how recognizing God's sovereignty and justice in His punishment can impact personal understanding of oneself and one's place in the world.

# 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 practiced in biblical times.

**Benchmark 11.1.1.4:** Compare and contrast God's qualities with those of the fallen angels and their followers.

**Topic 4:** Differences in the Qualities of Elohim God and those of the fallen angels

#### Learning Objectives

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

- Identify and compare and contrast the qualities of Elohim God's to that of the fallen angels and relate to mankind.

#### Essential Questions:

1. What are God's qualities?
2. Do fallen angels have qualities? What are these qualities? Who are those in the Bible that were punished by God for their disobedience?
3. How are fallen angels exercising their qualities on humans?

#### Performance Indicator:

1. Study God's qualities and compare them to own and that of others.
2. Evaluate the similarities and differences between fallen angels' qualities and our own experiences and struggles with these concepts( pride, arrogance, rebellion, love compassion)

#### Essential Values, Attitudes, Skills and Knowledge

##### Values

- Value God's qualities
- Value ethical principles of godly living

##### Attitudes

- Being appreciative of Elohim God's qualities
- Be aware of qualities of fallen angels

##### Skills

- Compare or associate Elohim Gods qualities to that of fallen angels
- Make contrast of the qualities of the fallen angels to that of Elohim God.

##### Knowledge

- Recognise the qualities of Elohim God's
- Differentiate the qualities of the fallen angels.

## Content background

Yahweh God created the universe and all beings, mankind and angels. Yahweh-God Being the master of the universe was, then and now knows no sin. He is righteous beyond the human mind. This is the basis for a better understanding by all mankind to know that God is supreme and the highest authority for all created beings, spiritual and materialistic. According to the bible Yahweh God created the angels as spiritual but personal beings, filling the gap between God and man. The angels have a higher form of intelligence and power, are superior to man but lower than God. The existence of angels is mentioned in the Old Testament, 103 times, New Testament 93 mentions and the NASB translation 106.

### Creation of angels

God created the angels as spiritual beings, the purpose, wills, and plans of their existence in the heavenly places. Angels served God until one of the angels known as Lucifer, Morning Star wanted to be like Elohim God His creator, staged a battle against Elohim God with his followers. He was defeated by Arc-Angel Michael and Elohim God's angels. Lucifer and his angels were cast down to earth by the creator and were recognised as fallen angels, even to this day Luke 10: 18, Revelation 12:7- 9. The fallen angels left heaven with all the gifts and talents, intelligence God bestowed to them as his angelic beings. He withdrew his ownership of them and made them roam on earth as punishment of their leader's (Lucifer) behaviour. We must understand the scriptures about angelic beings in the bible and research the qualities of Elohim God and that of the qualities of Fallen angels.

### Characters of Yahweh God

The bible informs every believer and non-believer of the qualities of Elohim God. He is the most High God and compared to none. He is omnipresent, omnipotent, omniscient. He is Almighty, powerful; He is Righteous and entertains no evil. He is loving and forgiving, merciful and kind, full of wisdom, knowledge and understanding. Every Word spoken from the mouth of Elohim God is powerful and full of authority to destroy the powers of darkness. Elohim God is One true- God of the whole universe according to Genesis to Revelation the scriptures declare this. He existed in the beginning and the only spiritual being that hovered above the empty universe. He is full of love – as he has demonstrated to all mankind. Elohim God is righteous, loving, honest, loyal, forgiving and trust worthy. His promises have been fulfilled for mankind according to his time, purpose, will and plan for persons and nations in the bible. The Ten Commandments are Elohim God's mandatory laws to all mankind to live in the righteousness of God

### Fallen Angels – Characters

Genesis 6:1-22 fallen angels take the form of spiritual beings, demons, and spirits and even in disguises of humans, deceivers, Revelation 12:7-9. Their qualities are very like those of Elohim God but with a stance of negativity to that of Elohim God. Besides the bible's inscriptions of how fallen angels are categorised in comparison to Elohim God. All fallen angels were judged (Isa14:12-15). According to the scriptures Lucifer is *father of all liars, evil disguises, pretentious spirits, and producer of fake and counterfeit goods untrustworthy, dishonest, disloyal, revengeful deceiver*. The fallen angels also disguise themselves as *angels of light*.

The fallen angels physically have giant like bodies, and lived amongst mankind. They are also known as Nephilims, referred to in Numbers 13:33. The Nephilims Joshua 11:21-22. Fallen angels to this day are recognised as the children of relationships between the sons and daughters of God and daughters and sons of mankind, Jude 1:6. The bible identifies with them in the Old Testament as they were believed to be living in Canaan.

### **Teaching and Learning Strategies.**

Teachers are encouraged to introduce students to simulations to better understand the concepts taught so students will learn effectively and master the Christian Citizenship Values Education subject content knowledge prescribed in each topic. It is not only about teaching what students should know but also to interpret the required values, attitudes, skills and knowledge in a way that makes it relevant. Also enable them to begin to acquire skills of analysis and problem solving to support their learning. Opportunities must be given to apply their knowledge, to be creative critical thinkers.

#### **Suggested teaching strategies:**

Here are suggested teaching strategies teachers can use to deliver the lessons from these units of work. The teaching strategies suggest for teachers include:

- Classroom lecture
- Debates, Case studies
- Research-based teaching

#### **Suggested Learning strategies**

Here are suggested learning strategies teachers can choose to use , otherwise teachers you do have your learning strategies you use in the classroom . You are encouraged to use those too.

- Class, group and pair discussions
- Individual and group project work
- Handouts on content information
- Assignments and worksheets

### **Lesson 1: Elohim God's Punishments to the Angels that Disobeyed Him?**

#### **Activity 1**

Apart from the content information given, get students to choose one of the books in the Old Testament and identify 2 characters of this particular book which Yahweh Elohim punished angels for disobeying Him.

#### **Activity 2**

Read the scripture Luke 10: 18, and discuss what Yahweh – God did to Lucifer – one of the angels. What do you think happened between Archangel Gabriel and Lucifer?

#### **Resources**

The commended teacher-student resource is the Bible:

- NKJV, Good News, New International Version, Gideon Bible
- Self-obtained resources

## Lesson 2: Types of punishments Elohim God Gave to Mankind for Disobedience

### Activity 1

In pairs choose from the bible an act of sin Yahweh- God did not forgive the people of, in Sodom and Gomorrah. Describe this sin in your own words and stating as the second part of your answer why Yahweh God saved Lot and his daughters.

### Activity 2

What do you think, people in the bible especially in the New Testament, (Pharisees and Seducees) be pardoned for the sins they committed in the use of the synagogues.

### Resources

The commended teacher-student resource is the Bible,  
- NKJV,  
- Good News,  
- New International Version,  
- Gideon Bible

**STEAM ACTIVITY**– If this Topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies that will be used in the STEAM Activity.

### Assessment

#### Performance Standards

1. Reflect on how God's qualities can be applied to personal relationships and experiences
2. Describe how recognizing God's qualities can help us understand ourselves and others better
3. Reflect on how fallen angels' qualities can be used to illustrate human struggles with pride, rebellion, and sin
4. Describe how recognising fallen angels' qualities can help us understand our own weaknesses and vulnerabilities

# Strand 1

## BIBLICAL VALUES AND PRINCIPLES

### UNIT 2. The Ten Commandments: God's Core Principles

**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 behavior and practice in different contexts.

**Benchmark 11.1.2.1** Investigate and explain the meaning and purpose and relevance of Commandments 7 and 8 and analyse their influence on people's relationship with others.

#### Topic 1: Knowing and Living by 7<sup>th</sup> and 8<sup>th</sup> Commandments

#### Learning Objectives

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

- Identify the meaning, purpose and relevance of Commandments 7 and 8 in the lives of a family or an individual.

#### Essential Questions:

1. What are the biblical meaning, purpose and relevance for Commandments 7 and 8?
2. How do Commandments 7 and 8 affect man's life?
3. How do Commandments 7 and 8 influence individuals and their relationship with others?

#### Performance Indicator:

1. Describe the meanings and purposes of Commandments 7 and 8.
2. Explain how Commandment 7 and 8 affect the relationship between wife and husband if one is caught in adultery or stealing.
3. Describe the technology used and the experiences of how people in biblical times lived life influenced by God's Commandments 7 and 8.

#### Essential Values, Attitudes, Skills, Knowledge:

##### Values:

- Value the Bible's examples of promoting Commandments 7 and 8
- Relive the benefits of Commandments 7 and 8

##### Attitudes:

- Appreciate ways Elohim God validated Commandments 7 and 8
- Be patient with others in imitating biblical behaviours to promote Commandments 7 and 8

##### Skills:

- Investigate, explain represent, validate and promote Commandment 7 in the Bible
- Investigate, explain represent, validate and promote Commandment 8 in the Bible

**Knowledge:**

- Biblical representation, promotion and validation of Commandment 7
- Biblical representation, promotion and validation of Commandment 8

**Content Background**

The Ten Commandments are recognised heavenly constitution practised on earth. This includes Commandments 7 and 8. They are the moral Laws of Yahweh-God and therefore reflect the holiness of Him alone. The Biblical meaning, purpose and relevance for 7 & 8 are provided in the scriptures of the bible for all. The Commandments are Yahweh God's holy principles for all to live God-fearing lives harmoniously and peacefully. The Old and New Testaments describe the practices of Commandments 7 and 8. Read more in the books of Exodus and Deuteronomy.

**Ten Commandments No 7**

Commandment 7, 'Thou shall not commit adultery' Exodus 20: 14. This commandment embraces the marital relationships between wives and husbands. This commandment indicates that marriage is a special relationship Yahweh-God blessed back in the Garden of Eden between Adam and Eve. The Commandment 7 directly promotes clean marital lives with the spouses as it began in the Garden of Eden, with Adam and Eve at creation. The Bible explicitly teaches marriage as an institution formed by God himself therefore man and woman bonded in marital relationships must not act outside the marital bond, to have another relationship with another person married or single as these are acts of adultery. Commandment 7 has been ignored and as a result, marital relationships have been affected, social implications in families and individuals are after effects of not abiding by Commandment 7.

This commandment has demoted the status of highly respected men and women, their integrity, dignity and status in society. Adultery is a breach of God's law. Leviticus 20:10 threatened that 'the man that committed adultery with another man's wife ... the adulterer and the adulteress shall surely be put to death', while Deuteronomy 22:22 thundered, if a man be found lying with a woman married to an husband, then both of them shall die'. It is God's instructions to and for how a man or woman should live their lives guided by the bible. Critically looking around the surroundings of the way of life involving societal social activities mankind has disobeyed this commandment.

- **What is the meaning, purpose and relevance for Commandment 7?**
1. **Meaning of "you shall not commit adultery":** Adultery refers to marital infidelity

When two partners, of whom at least one is married to another party, have sexual relations with another male or female—even transient ones—they commit adultery. Since God's law sanctions sexual relationships only within a legitimate marriage, the command to not commit adultery covers, in principle, all varieties of sexual immorality. No sexual relationship of any sort should occur outside of marriage. That is the message of this commandment



## 2. Purpose of “you shall not commit adultery”

The purpose of The 7th Commandment is to refrain from adulterous relationships is foundational to the well ordering of the marriage bond and the promotion of intimacy between husband and wife.

### 2. Relevance for Commandment 7

The relevance of Commandment 7 is to heed the guidance God gives us in the Commandment to help us know how to serve God and how we should live with each other. It also helps us to be open to the grace of the Holy Spirit and what God can accomplish in us and through us by that grace.

**Read more:** <http://www.graspinggod.com/7th-commandment.html#ixzz8DMYletl>

The Commandment, “Thou Shall not steal” is the 8<sup>th</sup> Commandment Yahweh-God gave for all mankind, thru His chosen prophet Moses on Mount Sinai according to Exodus 20:1-24.

### Ten Commandments No 8

In Exodus 20:17, ‘*Thou shalt not steal*’. The eighth commandment is one of the 6 commandments that God made to guide all mankind to live their lives morally as an individual, family, community, and a nation. Yahweh God gave the Ten Commandments to guide all mankind to live our lives morally with humanity, and ethically know right from wrong, without trespassing, covetousness and envy towards one another. It is from this perspective that the Eighth Commandment is the foundation principle for moral living. ‘Thou shall not steal’, sounds like a simple law, but critically studying its impacts on life, it is simply telling us not to take anything that does not belong to you/me. No matter how much a property is worth, taking it without the owner’s consent is ‘stealing’.

#### 1. Meaning of Commandment 8 “”

The Commandment 8 says, “‘*Thou shalt not steal*’.”. This simply means, the 8th commandment teaches us that obtaining gain by ungodly means is evil. Furthermore it means do not take things without the owner’s consent, and that of course requires that there is such a thing as owners and those owners have authority. This is foundational and must begin from the start. It is very important as there is such a thing as private property. According to the bible, Stealing is taking/appropriating another’s property or ideas without permission, dishonestly or unlawfully, usually in a secret manner. Apostle Paul (Romans 13:9), reiterates on Commandment 8, showing that it is clearly a sin to steal.

#### 2. Purpose of “‘*Thou shalt not steal*’.” Commandment 8

*The key purpose for Commandment 8 is having the moral foundation for stewardship and accountability for and in the lives of all mankind.* The Eighth Commandment protects personal property and teaches us to respect the property of others. More than that, in its spiritual intent it contrasts two ways of life: getting versus giving. The Eighth Commandment protects personal property and teaches us to respect the property of others. What does the 8th commandment oblige us to do? The eighth commandment obliges us to witness to the truth of Jesus by the things we say and do, to the truth, to respect the privacy of others, to honour the good names of others and avoid anything that would harm their reputations.

### 3. Relevance for Commandment 8

Simply stated, the 8th commandment teaches us that obtaining gain by ungodly means is evil. This of course applies to acts of theft, whether great or small, discovered or hidden. Yet, the 8th commandment should not be restricted only to pick-pockets and bank-robbers.

#### Examples of breaking Commandment 8

Exodus 21:16 And he that stealeth a man, and selleth him, or if he be found in his hand, he shall surely be put to death. Exodus 22:1-4 If a man shall steal an ox, or a sheep, and kill it, or sell it; he shall restore five oxen for an ox, and four sheep for a sheep.

#### Biblical punishment for stealing

In contrast to the Old Testament did not apply the death penalty for theft. The thief was required to pay restitution, often being required to return double the amount of what he had stolen (Exodus 22:1-15). Commandment 8 is violated to the very highest degree in any national constitution. The governments of some nations even have less regard for the eighth commandment and as a result nations suffer from global social problems like poverty. Exodus 21:28-36, Deuteronomy 22:1-4, Exodus 22:1-15 and Deuteronomy 23:24-25 gives directions for breaking Commandment 8 and the punishment/penalties for those who break it. An example of breaking Commandment 8 was the act of Jacob, son of Isaac. Jacob' planned to take the birth-right from his older brother was an act of stealing. Jacob disguised himself so that his father Isaac would bless him with the birth right only given to the first born(Esau) child in the family, Genesis 27 and 28.

#### The effect of Commandments No 8

A common knowledge humans have developed about commandment 8 is that it refers to a person taking an object, property that belongs to someone without the knowledge of the owner. Commandment 8 is more than that understanding. There are different forms of stealing, Yahweh-God mentions in the bible such as cheating and delaying payments for someone, Leviticus 19:11-13 and in Colossians 4:1, in reference to employers and their employees (1 King 21,1 Samuel 8:10-18). From another angle, man makes many laws about protecting properties, big and small thefts, fraud, even stealing intellectual properties and shoplifting( Hebrews 13:5). The love of wanting something (money)so badly individuals are tempted to want more beyond what is theirs dishonestly, (1 Timothy 6:9-10, Mathew 6:24). Money is an example of these temptations. These conducts are thoughts from the heart before they are actioned (Ephesian 4:28). All are conducts of breaking Commandment 8. If hearts thoughts are about respecting one another and good stewardship then Commandment 8 promotes moral living. Yahweh-God gave the Commandments for all, not for Israelites only. Deuteronomy chapters 5 and 6 tell all to live the Commandments. Be obedient and live rightly Commandment 8. You are made in the image of Yahweh-God, the beginning and end.

## Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught so students will learn effectively and master the Christian Citizenship Values Education subject content knowledge prescribed in each topic. It is not only about teaching what students should know but also to interpret the required values, attitudes, skills and knowledge in a way that makes it relevant. Also enable them to begin to acquire skills of analysis and problem solving to support their learning. Opportunities must be given to apply their knowledge, to be creative critical thinkers.

### Suggested teaching strategies:

Here are suggested teaching strategies teachers can use to deliver the lessons from these units of work. The teaching strategies suggest for teachers include:

- Classroom lecture.
- Debates and Case studies.
- Research-based teaching.

### Suggested Learning

Here are suggested learning strategies teachers can choose to use , otherwise teachers you do have your learning strategies you use in the classroom . You are encouraged to use those too.

- Class, group and pair discussions
- Individual and group project work
- Handouts on content , assignments and worksheets

## Lesson 1: The Bible and the 7<sup>th</sup> Commandment

### Activity 1

What was the main purpose of Commandment 7 and where in the bible is this commandment broken by people of biblical times?

### Activity 2

How is Commandment 7 lived today not just in PNG but around the globe as believers of a faith and non-believers?

### Resources

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

## Lesson 2: Practices of Breaking the 7th Commandment

### Activity 1

According Exodus 20 and Deuteronomy 5, Yahweh gives instructions of the Ten Commandments:

- What are the actual words spoken and written in Commandment 7?(NKJV)
- Describe one way you think Commandment 7 has been broken by mankind.

**Activity 2**

What is your interpretation of this Commandment in comparison to the family, marital, man-woman or boy-girl relationships today?

**Resources**

The commended teacher-student resource is the Bible:

- NKJV Bible, Good News, New International Version, Gideon's Bible
- Teacher reference resources

**Lesson 3: The Bible and the 8<sup>th</sup> Commandment****Activity 1**

Describe and discuss your understanding of Commandment 8 and why Yahweh commanded mankind to observe Commandment 8 in their lives?

**Activity 2**

Commandment 8 was broken by Israelites in the Old and New Testaments. Discuss and identify what things the Israelites did to break the 8<sup>th</sup> Commandment

**Resources**

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

**Lesson 4: Practices Breaking the 8<sup>th</sup> Commandment****Activity 1**

Discuss and identify the penalties Israelites received for breaking the 8<sup>th</sup> Commandment.

**Activity 2**

Read Deuteronomy 26: 1-19 discusses how this chapter encourages every individual from breaking Commandment 8.

**Resources**

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

**STEAM ACTIVITY** – If this Topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies that will be used in the STEAM Activity.

**Assessment**

Performance Standard

1. Explain the relevance of Commandments 7 and 8 in the global influences of movies and their portrayal of human rights and decencies, equality, freedom?

# Strand 1

## STRAND 1 BIBLICAL VALUES AND PRINCIPLES

### UNIT 2. The Ten Commandments: God's Core Principles

**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 behavior and practice in different contexts.

**Benchmark 11.1.2.2:** Analyse Commandments 7 and 8 and evaluate their underlying Biblical values and principles.

#### Topic 2: Underlying Biblical Value of 7<sup>th</sup> and 8<sup>th</sup> Commandment

##### Learning Objectives

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

- Outline the key underlying values for the 7<sup>th</sup> and the 8<sup>th</sup> commandment in the family and community.

##### Essential Questions:

1. What are the underlying values and principles of the Commandment 7?
2. What are the underlying values and principles of the Commandment 8?

##### Performance Indicators:

1. Study and encourage the practices of the biblical values in individual lives.
2. Explain the biblical principles of Commandments 7 and 8.

#### Essential Values, Attitudes, Skills and Knowledge

##### Values:

- Value the core values embedded in the laws
- Uphold moral values
- Uphold ethical principles

##### Attitudes:

- Be responsible share knowledge of Ten Commandments 7 & 8
- Embrace core values in Ten Commandments 7 & 8 and live them

##### Skills:

- Analyse and evaluate
- Underlying biblical values and principles

##### Knowledge:

- Recognising biblical values and principles embedded in Commandment 7
- Recognising biblical values and principles embedded in Commandment 8

## Content Background

### Values in Commandment 7- Honor, Sanctity, Honesty, Loyalty, Love.

The 7<sup>th</sup> Commandment, 'Thou Shalt Not Commit Adultery', was one of the most commented upon in the whole Decalogue. 'Adultery' was quickly expanded by the inclusion of all forms of 'uncleanness', in thought, word and deed, alone and with other humans and creatures, either in or outside of wedlock. Exodus 20:14 gives us the seventh commandment: "You shall not commit adultery." The command to refrain from adulterous relationships is foundational to the well ordering of the marriage bond and the promotion of intimacy between husband and wife. It promotes the values of *honour* and *sanctity* of marriage relationships. The seventh commandment was given to protect marriage.

### Principles of Commandment 7

#### Maintain honest and loyal marriage relationship

God, the Author of marriage, made it a holy union between a man and a woman. God created Eve to be with Adam. **(Gen. 2:21-24)**. "Thou Shall Not Commit Adultery." The underlying principle of Commandment 7 is:

1. Being faithful to God and the marriage vows (the impact on individuals, families is disastrous. humiliation, guilt, embarrassment, and curses brought on those who disobey).
2. Flee sexual immorality-and not sin against your own body.
3. Being obedient to God and His instruction through Commandment 7.

It promotes faithfulness to marriage vows. Adultery causes destruction in a marriage relationship, caused by infidelity, disloyal or betrayal of a relationship.

These include:

- feeling for another person other than your own partner (husband/wife) begins from the heart,
- desire/ lust for more of something whether affection or material,
- be attracted to something such as beauty or figure.
- desires and thoughts over an individual create a situation which leads to "sin" known as adultery.

### Yeshua-Jesus speaks about Commandment 7 Scriptures: Mathew 5: 3-12, 5:27-32, and 19:9;

Yeshua-Jesus describes adultery as not only a married person having a sexual act with another person but when a person has lustful thoughts, desire and also when a person commits themselves into a relationship before marriage. A sexual act before marriage is called fornication and the Bible says, it is a sin. Whoever looks at a woman lustfully has already committed adultery with her in his heart.

### Values of Commandment 8-truth

#### Integrity, trust and love

Each commandment has its specific values. The 8th commandment is truth, integrity, trust and love. The eighth commandment calls us to live in the truth that God has revealed to us. Yeshua-Jesus communicated truthfully with others. Truthfulness is the virtue or good habit that makes a person of integrity, one who can be trusted. Trust is key to strong and healthy relationships. It does



not merely tell us to speak the truth to others but also to love and live the truth in ourselves, to commit our whole hearts to truth and to live that commitment.

### Principles of Commandment 8

God's principles are very important as they teach about the particular commandment. In Commandment 8 the question is, "Does this truly belong to me?" This leads to the principles:

1. We should love our neighbour as ourselves; Commandment 8 not only prohibits violation of our brothers private property, nor wilfully impedes restraint, restricts his success or takes advantage of his circumstances in any ways which are contrary to love.
2. Commandment 8 is not only about refraining from stealing; it is also about seeking Truth itself. Truth is defined as a divine Person, Yeshua-Jesus Christ and all that He has revealed to us.
3. Do not take without permission what does not belong to you (objects, feelings, rights, knowledge, potential, ability, etc). An evaluative view is all Commandments main principle is summed up in the word **love**. The **love for God** and **love for others**. In Deuteronomy 6:5, God commanded Israel, 'You shall love the Lord your God with all your heart, and with all your soul, and with all your might'

### Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught so students will learn effectively and master the Christian Citizenship Values Education subject content knowledge prescribed in each topic. It is not only about teaching what students should know but also to interpret the required values, attitudes, skills and knowledge in a way that makes it relevant. Also enable them to begin to acquire skills of analysis and problem solving to support their learning. Opportunities must be given to apply their knowledge, to be creative critical thinkers.

#### Suggested teaching strategies:

Here are suggested teaching strategies teachers can use to deliver the lessons from these units of work. The teaching strategies suggest for teachers include:

- Classroom lecture
- Debates Case studies
- Research-based teaching

#### Suggested Learning

Here are suggested learning strategies teachers can choose to use, otherwise teachers you do have your learning strategies you use in the classroom. You are encouraged to use those too.

- Class, group and pair discussions
- Individual and group project work
- Handouts on content , assignments and worksheets



## Lesson 1. Biblical Value for Commandments 7 and 8

### Activity 1

What biblical values are embedded in Commandment 7 and when and where can they be practiced?

### Activity 2

What biblical values are embedded in Commandment 7 and when/where can they be practiced?

### Resources

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

## Lesson 2. Principles of Commandments 7 and 8

### Activity 1

Use situations to better explain the principles of Commandments 7 and 8.

### Activity 2

Explain the principles of Commandments 7 and 8 as intended by God to bring about respect and honour in man's relationships and ultimately honouring God.

### Resources

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

## Lesson 3. Most Important Commandments 7 or 8.

### Activity 1

Why are Commandments 7 and 8 so important for mankind? If in a situation where you are asked to share your understanding of the two commandments, how would you do this?

### Activity 2

Which of these commandments is more important? Why do you say this (justify your response)?

### Resources

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

**STEAM Activity** – If this Topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies that will be used in the STEAM Activity.

## Assessment

### Performance Standards

1. Engage in meaningful discussions and reflections on the implications of these commandments in contemporary society, considering the importance of upholding God's standards of love, honesty, and justice in a world fraught with moral challenges.

# Strand 1

## BIBLICAL VALUES AND PRINCIPLES

### UNIT 2. The Ten Commandments: God's Core Principles

**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 behavior and practice in different contexts.

**Benchmark 11.1.2.3:** Identify and correlate God's attributes to Commandments 7 and 8 and assess the reasons for God regulating these attributes.

**Topic 3:** Reflecting God's Attributes through 7<sup>th</sup> and 8<sup>th</sup> Commandment

#### Learning Objectives

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

- Describe the key attributes of Elohim God in a marriage relationship.

#### Essential Questions:

1. What are God's attributes or qualities in Commandments 7 and 8?
2. How does God regulate his qualities imposed in Commandments 7 and 8?

#### Performance Indicators

1. Study the attributes of Elohim-God that encourage the practices in individual lives.
2. Evaluate the attributes and how the bible teaches on their application.

#### Essential Values, Attitudes, Skills and Knowledge

##### Values

- Honor God's attributes
- Trust the attributes of Elohim God
- Hopeful in gaining the attributes of God

##### Attitudes

- Appreciate Elohim Gods attributes
- Share and correct each other's attitudes and behaviors against God's.

##### Skills

- Identify, correlate and regulate attributes of Elohim God in Ten Commandments 7 and 8.

##### Knowledge

- Knowledgeable of Elohim-Gods attributes
- Regulating Elohim Gods attributes

#### Content Background

The Book of Genesis 2:15 speaks about God giving the authority to Adam to work the land and take care of it. Chapter 2, Verse 18 speaks about the loneliness of Adam so God decided to create a helper and partner for Adam in which God created Eve. Verse 23 shows Adam possess Eve because Adam claimed that Eve was created from his body. God passed onto Adam and Eve his attributes.

- Marriage has long-range benefits, like loving children concerned about their parents in old age.
- People who live a promiscuous life have failed to recognise the future benefits of marriage.
- Marriage relationships value the importance of “fruits of the Holy Spirit” Galatians 5:22-23; Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self- control.

### **Foundation of Commandments 7 and 8**

God’s unique and magnificent plan and expectation for the ruler of all creatures; the human being through the first humans named Adam and Eve. The Book of Genesis chapter 2, verses 21 to 25 provide an account of what the LORD God did for marriage and the purpose of marriage in life. Mathew 19: 3-32 emphasis core meaning interpretation of Commandment 7.

### **Relevance of Commandments 7 and 8**

In Matthew 5: 27-28, Jesus expanded the 7<sup>th</sup> Commandment understanding in the following words; “You have heard that it was said, Do not commit adultery” but I tell you that anyone who looks at a woman lustfully has already committed adultery with her in his heart.

### **Correlation of God's attributes for Commandments 7 and 8**

Attribute is a quality or character, and in this case the quality and character of Yahweh-God. God’s attributes are something true about him. As a being He possesses three properties: omniscience (all-knowing), omnipotence (all-powerful), Omni-benevolence (supremely good). God knows everything and has the power to do anything, and is perfectly good. Through the attributes of God, we learn how things are in the outworking of our faith such as learning to grow in our trust in God, knowing that He is sovereign, and to love him more, knowing all that he has achieved for us in eternity. He makes himself known and reveals Himself through His words. Here are 2 simple definitions of Attributes;

- 1: a quality, character, or characteristic ascribed to someone or something (leadership attributes).
- 2: an object closely associated with or belonging to a specific person, thing, or office.

### **Regulating God's Attributes for Commandments 7 and 8**

God is an enumeration of his attributes: "God is a Spirit, infinite, eternal, and unchangeable in his being, wisdom, power, holiness, justice, goodness, and truth." God can be experienced in 8 aspects: as Light, Sound, Peace, Calmness, Love, Joy, Wisdom, and Power. As human beings we try to apply these 8 aspects of God in our daily living. When the name "Yahweh" or "Lord" is being used to describe God, the attribute of **covenantal love** is emphasised. Live Gods’ Attributes daily and teach, them in our surroundings;

1. God is Almighty= He has absolute power or is all powerful.
2. God is the Alpha and Omega= He is the beginning and the end, the first and the last.
3. God is Awesome = He inspires awe and amazement.
4. God is Compassionate = He shows a deep concern for His people & a desire to meet their needs

## Teaching and Learning Strategies.

Teachers are encouraged to introduce students to simulations to better understand the concepts taught so students will learn effectively and master the Christian Citizenship Values Education subject content knowledge prescribed in each topic. It is not only about teaching what students should know but also to interpret that required values, attitudes, skills and knowledge in a way that makes it relevant. They begin to acquire skills of analysis and problem solving to support their learning. Opportunities must be given to apply their knowledge, to be creative critical thinkers.

### Suggested teaching strategies:

Here are suggested teaching strategies teachers can use to deliver the lessons from these units of work. The teaching strategies suggest for teachers include:

- Classroom lecture
- Debates, Case studies
- Research-based teaching

### Suggested Learning

Here are suggested learning strategies teachers can choose to use, otherwise teachers you do have your learning strategies you use in the classroom. You are encouraged to use those too.

- Class, group and pair discussions
- Individual and group project work
- Handouts on content information, assignments and worksheets

## Lesson 1 Foundation and Relevance of Commandments 7 or 8.

### Activity 1

Why is the story of Adam and Eve regarded as the foundation of understanding God's commandments 7 and 8?

### Activity 2

What is relevant in Adam and Eves' story that is relevant in the context of living today? What part of the story connects Command 7 and 8?

### Resources

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

## Lesson 2 Correlation of God's Attributes for Commandments 7 and 8

### Activity 1

Define the phrase Correlation of God's attributes.

### Activity 2

Read the paragraph under the heading 'Correlation of God's attributes for Commandment 7 and 8'. Write a 10 line paragraph of your interpretation of this paragraph.

**Resources**

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

**Lesson 3 Regulating God's Attributes for Commandments 7 and 8****Activity 1**

Define the phrase 'Regulating God's Attributes for Commandment 7 and 8'

**Activity 2**

Read the paragraph 'Regulating God's Attributes for Commandment 7 and 8'. Write a 10 line paragraph of your interpretation of this paragraph.

**Resources**

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

**STEAM ACTIVITY** – If this Topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies that will be used in the STEAM Activity.

**Assessment****Performance Standards**

Students will be assessed on their ability to effectively connect the attributes of God to the ethical principles embodied in Commandments 7 and 8, drawing insightful conclusions and making thoughtful applications to their own lives and communities.

1. Engage in meaningful discussions and reflections on the implications of these commandments in contemporary society, considering the importance of upholding God's standards of love, honesty, and justice in a world fraught with moral challenges.

Grade 11 students will be assessed on their ability to effectively connect the attributes of God to the ethical principles embodied in Commandments 7 and 8, drawing insightful conclusions and making thoughtful applications to their own lives and communities

Engage in meaningful discussions and reflections on the implications of these commandments in contemporary society, considering the importance of upholding God's standards of love, honesty, and justice




**BIBLICAL VALUES AND PRINCIPLES****UNIT 2. The Ten Commandments: God's Core Principles**

**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 behavior and practice in different contexts.

**Benchmark 11.1.2.4:** Investigate and explain how Commandments 7 and 8 are represented, promoted and validated in the Bible.

**Topic 4:** Biblical Representation, Promotion and Validation of Ten Commandments 7 and 8

**Learning Objectives**

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

- Describe experiences of people in biblical times lived by God's attributes.
- Identify technology used today as promoting negative observances of Commandments 7 and 8

**Essential Questions:**

1. How is Commandment 7 represented, promoted and validated in the Bible?
2. How is Commandment 8 represented, promoted and validated in the Bible?
3. If Elohim God did not give to mankind Commandments 7 and 8, would ethical and moral practices prevent adultery and stealing in the world today?
4. How do Commandments 7 and 8 affect man's life?

**Performance Indicators:**

1. Explain the ethical and moral standards embedded in Commandments 7 and 8.
2. Explain how technology is encouraging the breaking of Commandments 7 and 8.

**Essential Values, Attitudes, Skills. and Knowledge****Values**

- Trust the bibles examples of promoting Commandments 7 and 8
- Relive the benefits of Commandments 7 and 8

**Attitudes**

- Appreciate ways Elohim God validated Commandments 7 and 8
- Be patient with others in imitating biblical behaviors to promote Commandments 7 and 8

### Skills

- Investigate, explain, represent, validate and promote Commandment 7 in the Bible.
- Investigate, explain, represent, validate and promote Commandment 8 in the Bible.

### Knowledge

- Biblical representation, promotion and validation of Commandment 7
- Biblical representation, promotion and validation of Commandment 8

### Content Background

The practices of Commandment 7 directly tell all mankind to live clean marital lives with the spouses as married couples. It is the first institution Yahweh Himself gave, in creation, through Adam and Eve. The Bible teaches marriage as an institution formed by all. Man and woman bonded in marital relationships must not act outside the marital bond, no other relationship with another person, male or female. Without faith and trust in God by married and unmarried person's Commandment 7 has been broken. As a result, marital relationships have been abused, social implications in families and individuals are after effects of not abiding by Commandment 7.

#### Adultery is Sin and its after effects

Adultery damages one's relationship with God as well as with the person to whom you promised to be faithful. Moral behaviour is one way we witness the God we believe in. Faithfulness to another mirrors our belief that God is faithful to us. Yeshua promises to be faithful to His promise. There are dangers in adultery. Adultery does not only cause massive emotional damage, Relationships are put at risk for academic, social, and emotional trauma or failure. It is damaging to children, who suffer the brunt of the fallout. Adultery can lead to physical violence. The 7<sup>th</sup> commandment encourages people to keep promises in relationships. The primary purpose of this commandment is to protect marriage." He continues, "To put things more positively, the seventh commandment requires husbands and wives to nurture their love for one another, emotionally and spiritually, as well as sexually." He concludes, "In short, the seventh commandment forbids any form of adultery (fornication). There are two types of adultery. These are;

- Unlawful intercourse between two married persons is sometimes called double adultery and
- Unlawful intercourse between a married and an unmarried person, single adultery.

The **seventh commandment** is "You shall not commit adultery". This commandment is crucial as it addresses relationships, sexuality, and encompasses both physical and emotional sin. Adultery encompasses the many sins of the flesh, driven by uncontrolled passions and lusts. It often stems from other sins including covetousness. It also is a violation of the body, which is God's temple. When God commanded people not to commit adultery, He was trying to protect their bodies, hearts, and souls.

The verse is straightforward. It explicitly forbids the sin of having sexual relationships, wanting to, or imagining the act of sex with someone that is not your spouse. Marriage is a sacred ordinance from God that reflects His desire for people to have companionship, support, and love. When someone commits infidelity, that person is going against God's plan. It also requires a callousness of the heart that is insensitive to the emotions of their partner.

Sometimes adultery happens because of the undue influence of alcohol, but the Bible also warns against getting so intoxicated that a person cannot trust their own judgment <sup>1</sup>. Whether someone strays from their marriage vows because of a substance, because they are no longer attracted to their spouse, or because they have an addiction, it is wrong. It violates one's own body as well as the body of another while hurting their spouse's heart. Marriage is also one of the few covenants, a deeper kind of promise, that is still made today, and adultery violates that covenant. When God commanded His people not to commit infidelity, He wanted them to keep themselves holy and set apart for Him, to not harm others, and to be faithful, just as He is faithful

### **Representation, promotion and validation of Commandments 8**

In Exodus 20:17, '*Thou shalt not steal*'. The eighth commandment is one of the 6 commandments God gave all mankind to live their lives morally. It must be understood that Yahweh God gave the Ten Commandments with a purpose -to guide all mankind to live our lives morally with humanity, ethically knowing right from wrong, without trespassing, covetousness and envy towards one another. The Commandments were not only given to Moses for the Israelites. They were given for the whole world and Israelites through Moses. This commandment has only four words but it controls everyman's heart. All other laws about stealing as an offence come from this simple 4 word law. It is violated to the very highest degree in some national constitution. Some societal laws have less regard for Commandment 8, as a result the nations suffer from social problems like poverty.

A biblical example is 1 King 21, Queen Jezebel urged her husband King Ahab to steal Naboth's vineyard and killed him in the process. Prophet Samuel warned the people of Israel of the evils of a king who would "take" and "take" and "take". He told the Israelites who wanted a king all the Lord's words. Read 1 Sam 8:10–18, to know more. *Keep your life free from love of money, and be content with what you have,* "I will never leave you nor forsake you."(Heb13:5) Many senseless and harmful desires that plunge people into ruin and destruction. For the love of money is a root of all kinds of evils. (1 Tim 6:9–10) *You cannot serve God and money.* (Matt 6:24) No one can serve two masters.

The commandment "Thou shall not steal" is the **eighth commandment** and is unique in that it encompasses all the other commandments on the second tablet of the Ten Commandments. Here are four significant aspects of this commandment:

1. **Stealing Human Beings:** The early rabbinic tradition interpreted this commandment as specifically referring to kidnapping. It forbids stealing human beings, which includes kidnapping and selling them into slavery.
2. **Stealing Property:** The most obvious meaning of the eighth commandment is a prohibition against stealing property. It sanctifies personal property and emphasises that we are forbidden to steal what people own. Private property, including land ownership, is essential for creating a free and decent society.
3. **Stealing Justice:** The commandment against stealing also encompasses giving false testimony, which is considered stealing justice. It emphasises the importance of truthfulness and integrity in legal matters.
4. **Stealing Desires:** Coveting is the desire to steal what belongs to another person. This commandment warns against harboring envious thoughts or desires for someone else's possessions.

The eighth commandment is unique because it is the only completely open-ended commandment. Unlike other commandments that are specific, it doesn't hint at what exactly we are forbidden to steal. Instead, it broadly prohibits taking anything that belongs to another person.

Please note that these interpretations may vary across different religious and cultural contexts.

“Thou shalt not steal — This command forbids us to rob ourselves of what we have, by sinful spending, or of the use and comfort of it, by sinful sparing; and to rob others by invading our neighbour's rights, taking his goods, or house, or field, forcibly or clandestinely, overreaching in bargains, not restoring what is borrowed or found, withholding just debts, rents, or wages; and, which is worst of all, to rob the public in the coin or revenue, or that which is dedicated to the service of religion.”

### Teaching and Learning Strategies

Teachers are encouraged to introduce students to simulations to better understand the concepts taught so students will learn effectively and master the Christian Citizenship Values Education subject content knowledge prescribed in each topic. It is not only about teaching what students should know but also to interpret the required values, attitudes, skills and knowledge in a way that makes it relevant. Also enable them to begin to acquire skills of analysis and problem solving to support their learning. Opportunities must be given to apply their knowledge, to be creative critical thinkers.

**Suggested teaching strategies:**

Here are suggested teaching strategies teachers can use to deliver the lessons from these units of work. The teaching strategies suggest for teachers include:

- Classroom lecture
- Debates
- Case studies
- Research-based teaching

**Suggested Learning**

Here are suggested learning strategies teachers can choose to use , otherwise teachers you do have your learning strategies you use in the classroom . You are encouraged to use those too.

- Class, group and pair discussions
- Individual and group project work
- Handouts on content information
- Assignments and worksheets

**Lesson 1 Foundation and Relevance of Commandments 7 or 8.****Activity 1**

Why is the story of Adam and Eve regarded as the foundation of understanding God's Commandments 7 and 8?

**Activity 2**

What is relevant in Adam and Eves' story that is relevant in the context of living today? What part of the story connects Commandments 7 and 8?

**Resources**

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

**Lesson 2: Promotion of Commandments 7 and 8****Activity 1**

Conduct research in the keeping of Commandments 7 and 8 during biblical times and make comparisons to lives lived today in keeping Commandments 7 and 8.

**Activity 2**

Discussion on how technology promotes the Word of God today. Discuss the positive impacts of technology in promoting the keeping of Commandments 7 and 8.

**Activity 3**

Discussion on how technology negatively promotes the breaking of Commandments 7 and 8. Explain how mediums or how movies, songs polarize, oppose keeping Commandments 7 and 8. Explain how movies encourage divorce, separation, robbing people because it is humanly right when poor or hungry.

**Resources**

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

**Lesson 3: Validation of Commandments 7 and 8****Activity 1**

Describe how religions, churches validate Commandments 7 and 8.

**Activity 2**

Debate how religions and churches validate Commandments 7 and 8 and sanction members of their churches when church elders provide pastoral care to their church members.

**Resources**

The commended teacher-student resource is the Bible:

- NKJV Bible , Good News, New International Version, Gideon Bible
- Teacher reference resources

**STEAM ACTIVITY** – If this Topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies that will be used in the STEAM Activity.

**Assessment****Performance Standards**

1. Case study or scenario analysis

Students will analyze a real-world scenario or case study related to Commandments 7 and 8 in the Bible and church practice.

Students will evaluate the implications of this comparison for personal faith and church practice.



**Strand  
2**

**Christian Identities  
and Civic Principles**



## STRAND 2: CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

This strand consists of two (2) units. They are;

**Unit 1: Christian Identities**

**Unit 2: Civic Principles**

STRAND	UNITS	TOPICS
2:	1: Christian Identities	<b>Topic 1</b> How different global Christian and civic identities are constructed and represented.
		<b>Topic 2</b> How Christian values, principles, and beliefs influence the global Christian and civic organisations and system.
	2: Civic Principles	<b>Topic 1</b> Christian and civic principles of political leaders and its influence on the civic agendas, behaviour, and practices in PNG.
		<b>Topic 2</b> Impact of civic leadership of political leaders on the citizens.

## Strand 2

### CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

#### UNIT 1. Christian Identities

**Content Standard 2.1** 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 11.2.1.1:** Investigate and explain how different global Christian identities are constructed and represented.

**Topic 1: How** Different Global Christian and Civic Identities are Constructed and Represented

#### Learning Objectives

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

- Explore different global Christian and civic identities.
- Examine how different global Christian and civic identities are constructed and represented.

#### Essential Questions:

1. What are civic identities?
2. What are global Christian and civic identities?
3. How are Christian identities of communities re/constructed and represented?

#### Performance Indicators:

1. Explain christian and civic identities.
2. Describe how Christian and civic identities are represented.

#### Essential Values, Attitudes, Skills, and Knowledge

##### Values

- Advocate for Christian values

##### Attitudes

- Confidence, clarity, cohesion
- Promote Christian values

##### Skill

- research,
- analyse,
- report,
- present

## Knowledge

- Different global Christian and civic identities

## Content Background

### Topic 1: How different global Christian and civic identities are constructed and represented

#### Global Christian civic identity

Early Christians constructed their identity by means of ethno-racial language, where there was conflict between Judaism and the Roman Empire. Within this context, early Christian identity evolved without any attachment to any particular geopolitical and ethno-cultural identity.

#### How are those Christian civic identities represented politically?

According to Gandhi, religion and politics cannot be separated. They work hand in hand. Religion can be related to politics in a number of ways. For instance, religion has been found to legitimise regimes, to divert social grievances into other worldly concerns, to yield support for social moments, and to provide understandings of justice which have given rise to social change (Williams 1996:368).

Studies have shown that churches can serve as an environment or platform that communicates useful political skills and reasoning patterns. Individuals may be influenced by stewardship messages on certain issues affecting their communities. Church opinions are sought to deliberate on these issues. Behaviour can be assessed through the different modes of practices that involve prayer schedule times, bible studies and social practices involving participation in church activities and worship attendance, these influences political attitudes and behaviour towards development and democracy.

#### How different is the Construction and Representation of Christian and Civic Identities in the age of Globalisation and Technology?

Technology has a very large influence globally. With the introduction of mass media, whether it is social media or public media, it has wider opportunities on constructing and representing platforms. This includes new types of activities that are enabled by digital media involving e-campaigning, political groups on Facebook or online petitions.

There are many ways that the Christian identities differentiate in the age of globalisation and technology. A few are mentioned below.

#### Community Ready Preparedness

This aims to expand and extend the opportunity structure in high schools and secondary schools to develop students' commitments and capacities for meaningful Christian civic actions, thus focusing on improving livelihood in the communities surrounding them. The initiative provides digital/technological tools and best practices and learning opportunities in the area of Christian civic

identities that will prepare and motivate learners to work for positive change in their communities. Basically, these aims are for preparing students to be college careers and community readiness.

To be community ready means that students need Christian civic skills and digital literacies to enable them to fully take advantage of those Christian civic skills. For example, in this age of globalisation and technology, there is availability of mass information online where young people learn how to find useful sources, make decisive judgments whether an information is trustworthy and access multiple perspectives in order to understand the various angles of an issue. It also means that students are prepared for;

- Issue Analysis; Identifying and analysing issues that matter to them and their community.
- Taking action; Taking informed, thoughtful action in collaboration with others.
- Reflection; Analysing the effectiveness of their actions and reflecting on what they learnt.

### Supporting Bible Texts

*John 3:16*

For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.

*John 1:1-4*

In the beginning was the Word, and the Word was with God, and the Word was God. The same was in the beginning with God. All things were made by him; and without him there was not anything that was made. In him was life; and life was the light of men.

**Note:** Construction and Representation of different global Christian and civic identities, has been merely relayed on, founding of the word of God. Hence it has been structured into the systematics of each global setting. Many global Christian and civic identities are being practiced globally. Civic relationships are voluntary, public relationships, informal or formal, that people develop relatively free of direct coercion by the state, the family, or the imperatives of market exchange ([Cohen and Arato 1992](#); [Walzer 1992](#)). They happen in volunteer groups, service clubs, community centers, and social movements, among other places.<sup>1</sup> Even when these relationships happen in small local groups, they are by definition public. Relationships we call “civic” are not necessarily virtuous, or apolitical, as common usage and some scholarly works have implied (Berger and Neuhaus 1977), but Civic relationships may arise in governmental or business settings too, when people are interacting largely free of administrative mandates or the logic of the marketplace. For example, government employed social workers might act as community builders or advocates with the people they serve, while on the job.

Yet In hand they practice the Christian principles and values, applying why God came into this world with purpose.

## Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on exploring different global Christian and civic identities and how they are constructed and represented. They will discover the importance of global Christian civic identities and understand the definition of construction and representation from a global perspective. 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 a global perspective.
- Do a Case Study on how Christian identity is viewed in a global perspective and how they influence interest groups and government systems globally.
- For Problem-based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles and values.

## Resources

Bible

### Lesson 1: Introduction of the Strand

**Activity 1:** Define the construction of global Christian and civic Identities.

**Activity 2:** Discuss the construction and representation of christian identities and civic identities.

**Activity 3:** Describe the influence of christian values and principles on civic identities.

### Lesson 2: Different global civic identities

**Activity 1:** Do a case study on global civic identities and make a comparison with christian identities.

**Activity 2:** Define the global perspectives of christian identity and civic identities.

**Activity 3:** Present the perspectives and discussions on the case study.

### Lesson 3: (Re) construction and representation of different global Christian civic identities



**Activity 1:** Discuss in groups the construction and representation of Christian and Civic Identities in the age of globalisation and technology.

**Activity 2:** Discuss the impact of globalisation and technology on the Christian and civic identities.

#### **Lesson 4: Review of Topic**

**Activity 1:** Do a summary of all learnings in the topic.

**Activity 2:** Presentation of the summary of the topic.

**STEAM ACTIVITY** If this Topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies that will be used in the STEAM Activity.

#### **Assessment**

##### **Performance Standards:**

Students will be assessed on their ability to integrate their Christian identity with their civic responsibilities, demonstrating a holistic understanding of the complexities and opportunities present in representing both aspects of their identity in a balanced and meaningful way.

## CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

### UNIT 1. Christian Identities

**Content Standard 2.1** 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 11.2.1.2** Explain how Christian values, principles, and beliefs influence the perspectives, agenda, and civic actions of global Christian and civic organisations and systems.

**Topic 2:** How Christian values, principles, and beliefs influence the global Christian civic organisations and system.

#### Learning Objectives

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

- Explain how Christian values, principles, and beliefs influence the perspectives, agenda, and
- civic actions of global Christian and civic organisations and systems.

#### Essential Questions:

1. What are Christian values, principles and beliefs?
2. How do these values, principles and beliefs influence the perspectives, agenda, and civic actions of global Christian and civic organisations and systems?

#### Performance Indicators:

1. Explain Christian values and principles and their influences on civic agendas , organisations and systems.

#### Essential Values, Attitudes, Skills, and Knowledge

##### Values

- Promote and advocate Christian and civic identities
- Advocate

##### Attitudes

- Confidence, clarity, cohesion
- Demonstrate Christian values, principles and beliefs

##### Skill

- research,
- analyse,
- report,
- present

##### Knowledge

- Global Christian and civic identities and global politics.
- How Christian values, principles, and beliefs influence the perspectives, agenda, and civic actions of global Christian and civic organisations and systems.

## Content Background

### How Christian core values shape the global Christian and civic organisation and systems?

Most Christian core values are foundations on which we perform work and conduct ourselves. Despite the changes in society, Government, Politics and Technology, these core values are very important for us to abide by. They are the basic elements that we normally use to go about how we do our work. They shape our surrounding activities in everything we do. To name a few;

- (Biblical Text in Galatians 5: 22 – 23 talks about the 9 fruits of the Holy Spirit)
- » Love □ Love is a fundamental characteristic of who God is and it is a value that is to describe His children as well.
  - » Hope □ The value of hope is confident expectations. It is a firm assurance in God. (Proverbs 23:18)
  - » Peace □ There are many aspects of this Christian value mentioned in the Bible. It refers to rest and tranquillity and ultimately, peace is a gift from God. (Romans 14:19)
  - » Generosity □ This is the Christian core value of being kind and unselfish. (Proverbs 22:9)
  - » Respect □ A Christian core value is to be conscious that God has created all people in His image and likeness. As a response, we show respect to all. (1 Peter 2:17)
  - » Courage □ This Christian core value is characterized by boldness and confidence. It is the opposite of fear. (Joshua 1:9)

The Christian Core Values are based on the words of Jesus Christ. These are Christ like characters. How do we as Christians use them to tell or conquer the world that is full of war, greed, poverty, disrespect and deceit? There are many Christian values, but they are summarised below; The Bible emphasises on the five basic Christian values for Christian life.

- i) People** – People first means prioritising people first in our decisions and actions. God made people therefore He values, cares deeply and loves them unconditionally. And so Christians as children of God should also value, care and love all people. Humans or people are made in the image of God. Thus we have a unique ability to reflect God and as a result, every human has great dignity and that all humans are equal. We can find this in Genesis 1:27, John 3:16.
- ii) Truth** - Christianity is true and we believe that what the Bible records is true. Christians value truth; we value what is true about God and ourselves. 1 Corinthians 15:3-5
- iii) Authenticity/Originality/Real** - Christians do not have to pretend to be perfect. The Bible says that we are saved by God's grace not because of anything that we do. This value gives us the opportunity to admit our victories and also our failures. God does not care about what we look like or our outward appearance, He sees the heart. We value authenticity,

authenticity in our conversation with each other, authenticity in our small groups. We are real in what we do and say. We don't have to pretend to be someone we are not. 1 Samuel 16:7

**iv) Leadership** – Jesus is the ultimate example of a leader. He raised up his disciples to be leaders and still does today through His Holy Spirit to expand His Kingdom on earth to reach the next generation with the love of God. Leaders play an important role in our lives. God puts leaders in our lives to help us grow, whether they are spiritual leaders, mentors or political leaders, we should submit to them. This Biblical principles help to enhance growth in one's life as a leader. We as Christians and Christian leaders need to learn to submit to other leaders and Jesus the ultimate leader. Hebrews 13: 17.

**v) Risk-Taking** – The Bible emphasises on Faith. God said in order to come to Jesus we must have faith. We need faith throughout our life. God asks to take risks, to step out in faith for ourselves, our families or someone. Risk –Taking is exercising our Faith. Matthew 19:26

### **How Christian core principles and values influence the perspective, agenda, and civic actions of global Christian civic organisations and systems politically?**

#### **The Societal context**

We have to acknowledge that it is part of a complex and ever changing environment. Our students live in a global world that is interconnected and are exposed to a range of values delivered through diverse media. Therefore, the challenge is to engage families who have varied socio-economic and cultural background in our school culture in effective and relevant ways that reflect the essence of a Christian worldview. In our school context, our students come from different backgrounds regardless of being a church goer or not. Care is taken to ensure that the Christian core values are thoroughly taught to all students to make sure that a stone is not left unturned.

#### **The Ecclesial context**

The challenge that we may face will be the fact that some students and their families are disengaged with the former life of Christianity and as well as those that come from different religious Christian churches. There will be different ways of Christian beliefs according to their church doctrines. For these reasons, schools in collaboration with church and the Biblical principles must have a culture to engage Pastors to preach the word of God so as to emphasise on Christian core principles and values. Teachers are to be trained in the area of Christian and Civic Education to disseminate correct information on Christian values and principles.

### **3. What characteristics of transformational leadership do Christian and Civic Leaders in PNG need to influence global Christian civic organisations and systems?**

Churches and religious movements can serve as effective mobilising networks (Djupe2014; Djupe and Gilbert 2009; Djupe and Grant2001; Driskell, Embry, and Larry 2008; Wiktorowicz2003). Scholars of religious movements have pointed out that resource opportunities available to churches and religious movements

often place them at an advantage compared to secular movements. Scholars also argue that religious activities, such as church going or involvement in groups within a congregation, build social capital and civic skills that make them more likely to engage in community organisations and political activities.

### **The Educational context**

Students are our future generation of leaders who will take over from us. We have to be seen to nurture and develop students as life-long learners and prepare them to influence the future and the world. This can be done by educating them in the school context about Gospel values whilst enabling them to make a positive contribution to the society around them. The following method TRICE can be a useful tool to inform and influence teaching and learning.

**Transformational** – learners are transformed and will be able to transform their world confidently and compassionately through life-long and life-giving learning, example and leadership.

**Reflective** – Independent, critical thinker, with ownership of learning through deep thinking, being spiritual, responding to challenges, striving for personal best, and having a variety of approaches to learning and living.

**Inclusive** – acceptance, welcoming, differentiated, supportive, flexible, empathetic, connected, effort and achievement are both valued.

**Collaborative** – teachers and students are challenged to broaden their own learning, while being supported in their learning, expectations and goals; connecting to the church and local and global communities, using technology, valuing input from all, sharing best practice and developing strong partnerships between parents, students and teachers.

**Engaged learners** – active, creative and dynamic learning environments using a multitude of strategies and incorporating technology including social media and using personal devices.

## **4. How Christian values, principles, and beliefs of influence global Christian civic organisations and system in the age of Globalisation and Technology?**

Digital media has introduced new models of engagement and participation, digitized others, and generally forced a preconception about how politics and political communication works.

### **Digital context**

In this context, engage students in the critical, creative and responsible use of digital learning tools, with a particular focus on developing knowledge and skills to be a responsible digital citizen. It must be in the school culture to encourage and aim to enable students to effectively use and work with digital tools at their disposal. This enables them to express their learning in rich and relevant ways, provides flexibility and differentiated learning whilst connecting the school and wider community in a global context.

We believe that every learner is created in the image and likeness of God and inspired by the Spirit, responding with passion and creativity to life. Every student and teacher is an individual and this needs to be taken into account. Students need to be engaged in multiple ways of learning and knowing, to allow for an authentic education process to exist in order to have genuine student engagement.

### Supporting Bible Texts

#### Matthew 8:8 KJV

The centurion answered and said, Lord, I am not worthy that thou shouldst come under my roof: but speak the word only, and my servant shall be healed. For I am a man under authority, having soldiers under me: and I say to this [man], Go, and he goeth; and to another, Come, and he cometh; and to my servant, Do this, and he doeth [it].

#### Genesis 1:27-28

So God created man in his [own] image, in the image of God created him; male and female created him. And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth. And God said, Behold, I have given you every herb bearing seed, which [is] upon the face of all the earth, and every tree, in the which [is] the fruit of a tree yielding seed; to you it shall be for meat.

**Note:** The Christian, confession that Jesus is Lord and Saviour does not deny the common opinion that He is a True human being in His lifetime (Matthew 8:8) however as a human being Jesus demonstrates a choking character, reflected in His teaching and deed. Matthew 7:28,. Finally for cursing those who betray Him and made Him suffer on the cross he asked His father's forgiveness. Another word Jesus is 100% human being and 100% God.

Our bond with God has been a story about fatherly love from the beginning. God created the world and everything in it out of love, declaring His creations good and blessing it (**Genesis 1**). God showed His love for mankind in particular by making us in His image and entrusting us to be caretakers of the world (**Genesis 1:27-28**).

### Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on Christian values, principles, and beliefs that influence the perspectives, agenda, and civic actions of global Christian civic organisations and systems. They will discover the importance of Christian values, principles, and beliefs and how they influence the perspectives, agenda, and civic actions of global Christian civic organisations and 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 values, principles, and beliefs that influence the perspectives, agenda, and civic actions of global Christian civic organisations and systems
- Do a case Study on Christian values, principles, and beliefs and how they influence the perspectives, agenda, and civic actions of global Christian and civic organisations and systems or have an impact on different global contexts.
- For Problem-Based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles and values.

### Resources

Bible

**STEAM ACTIVITY** – If this Topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies that will be used in the STEAM Activity.

#### Lesson 1: Different global organisations systems

**Activity 1:** Brainstorm global organisations and systems.

**Activity 2:** Define global Christian and civic organisations.

**Activity 3:** Describe the Christian values and civic principles that guide the perspectives of the global organisations.

#### Lesson 2: Christian and civic values and principles of different global organisations

**Activity 1:** Describe the enabling Christian and civic values and principles of different global organisations.

**Activity 2:** Summarise how the christian and civic values and principles influence different global organisations.

#### Lesson 3: Impact of Christian global organisations on citizens

**Activity 1:** In groups discuss the Christian global organisations and their influences in society.

**Activity 2:** Describe how citizens perceive the impacts Christian global organisations on society.

**Activity 3:** Summarise the practice and behaviours influenced by Christian global organisations.



**Lesson 4:** Review of Topic

**Activity 1:** Do a summary of all learnings in the topic.

**Activity 2:** Presentation of the summary of the topic.

**ASSESSMENT**

Performance Standards

- Do a case Study on Christian values, principles, and beliefs and how they influence the perspectives, agenda, and civic actions of global Christian and civic organisations and systems or have an impact on different global contexts.

## Strand 2

### CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

#### UNIT 2. Civic Principles

**Content Standard 2.2** Students will be able to examine and analyse different Christian principles that shape Christian civic identities and influence civic principles, values, behavior, and practice in different contexts.

**Benchmark 11.2.2.1** Research and explain how Christian beliefs, principles, and values influence the civic identities, agendas, behaviour, and practices of political leaders in PNG.

**Topic 1:** Christian and civic principles of Political leaders and their influence on the civic agendas, behaviour, and practices in PNG

#### Learning Objectives

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

- Explain how Christian beliefs, principles and values have influenced the civic identities, agendas, behaviors of political leaders in PNG.

#### Essential Questions:

1. How has Christian beliefs, principles and values influence the civic identities, agendas, and the behaviours of political leaders in PNG?

#### Performance Indicators:

1. Identify and describe the major Christian denominations in PNG and their historical influence on the country's politics.
2. Describe the ways in which Christianity has shaped the country's values and culture.

#### Essential Values, Attitudes, Skills, and Knowledge

##### Values:

- Promote
- Advocate
- Promote Christian values through civic roles

##### Attitudes:

- Confidence, clarity, cohesion
- Appreciate the contributions of political leaders

##### Skill:

- Research,
- Analyse,
- Report
- Present

##### Knowledge:

- Christian beliefs, principles, and values
- Practices of political leaders in PNG
- Christian beliefs, principle and values that influences the civic identities, agendas, behaviours and practices of political Leaders in PNG Christian.

## Content Background

**Topic 1:** Christian civic principles of Political leaders and its influence on the civic agendas, behaviour, and practices in PNG

**How different is the construction and representation of Christian political leaders in PNG in the age of Globalisation and Technology?**

### Globalisation

Globalisation is “the act extending an influence to all parts of the world.” It involves the emergence of a single world market or deregulation resulting in internationalisation. At first blush, globalisation doesn’t seem all that bad. Globalisation seems to hold an answer to the world’s financial troubles, among other things. However, prayerful consideration and research reveals disturbing historical precedence.

The impact of globalisation is being felt throughout the country in all facets of business, government, third sector, and rural village communities. Businesses and governments are under continual and increasing pressure to produce increasing levels of production at higher quality, with less cost, and fewer errors, whilst delivering higher profitability, consistent with Total Quality Management (TQM) philosophies. However, traditional leadership practices of PNG time, wantokism, self-interest, and power retention, are noteworthy impediments to reaching the challenges of globalisation.

### Technology

Adults also feel access to technology has had a variety of both positive and negative impacts on their fellow citizens. On the positive side of the ledger, a median of 78% say access to the internet, mobile phones and social media has made people more informed about current events. And when asked about the impact of social media on the broader political process, majorities in nine of these 11 countries say they have increased the ability for ordinary citizens to take part in the political process.

At the same time, an 11-country median of 72% say these technologies have made people easier to manipulate with rumours and false information. And majorities in eight countries say social media have increased the risk that citizens might be manipulated by domestic politicians.

When politics and technologies do come together, the discussion often centers on one of two extremes: either politics demand that certain technologies be promoted no matter the consequences in the long run or politics deals with a very specific and urgent problem, for example when a new technology has led to a socially unacceptable catastrophe, in turn leading to political pressure. These are extremes because they lack one important thing: a reflected, holistic debate. Very seldom do we see politicians – or voters for that matter – engage in this more general, holistic kind of discussion of the relationship between technology and politics and the political consequences of a given technology.

## How Christian beliefs, principles and values shape the civic identities of political leaders?

### Christian Values and Organisations

Although leaders regularly need to manage a variety of trade-offs, Christian leaders should reflect their Christian values by being good stewards and by demonstrating servant leadership and love. As Paul wrote in 1st Corinthians 10:31-33, “Whatever you do, do everything for the glory of God.” Give no offense to Jews or to Greeks or to the church of God, just as I try to please everyone in everything I do, not seeking my own advantage, but that of many, so that they may be saved.

In Romans 13:7 Paul wrote, “Pay to all what is due them.... Owe no one anything, except to love one another; for the one who loves another has fulfilled the law.” Ephesians chapter 4 reminds Christians to operate in unity of the Spirit, using God given gifts to their fullest, acknowledging sound doctrine, and “speaking the truth in love” (Eph 4:15). Paul emphasised that Christians need to grow in Christ until the whole body of believers is neatly joined together and working effectively, walking in the light of Christ and operating in love. They are to be renewed and recreated into the likeness of God with true holiness and righteousness. Verses 29 to 32 remind Christians to speak no evil but only that which lifts others up. Christians are to avoid malice, anger, and slander; furthermore, they are to be kind hearted and forgiving. In 1st Timothy 3:1-12, Paul outlined expectations for church leaders, which should apply to all Christian leaders. They were to be above reproach, well-tempered, level headed, respected, and capable teachers who managed their own households respectably.

They were to be tested and proven not to be quarrelsome or greedy. As Paul reflected in 1 Timothy 6:3-11, disagreement with the words of Christ and the teaching of false doctrines come from conceit and a desire for controversy. These can lead to all manner of evil. The purpose of godliness should not be construed as a means for gain. It is not that godliness will not produce joy or prosperity; it will. However, Christians are not to place material gain over “righteousness, godliness, faith, love, endurance, [and] gentleness” (1 Timothy 6:11).

Servant leadership should be the norm for Christian leaders. Acts 20:35 suggests that “It is more blessed to give than to receive.” Matthew 20:25-28 serves as a reminder that Christian leaders are not to Lord over others. Just as Christ came to serve humankind, Christians are to be servant minded and servant leaders.

These scriptures reinforce the notions of stewardship, servant leadership, and love. Without Christian values and ethical conduct, Christian leaders cannot position themselves optimally to do right by their organisations or the people they serve. It is only with a contrite heart, full of the love of God, that Christian leaders can operate in obedience to God and in the fullness of His blessing. Without the love of God and the conviction to operate with Christian values, Christian leaders might easily fall into the same traps as other leaders who too often operate in self-interest, vainglory, or a for-profit motive that ignores the human impact.

## How do Christian principles and values influence the civic agendas, behaviour, and practices of political leaders in PNG?

### Christians and Politics in a Democracy

While God sovereignly sets in office the individual of His choice, either as a blessing or a curse, in a democratic republic this occurs through its citizens who have a direct responsibility in selecting their representatives and petitioning them on the issues. If the government officials are good, the people will reap the blessings that come with wise choices. If the government officials are corrupt and evil, the people will bear the consequences that come upon them because of those they elected to office. The Christian citizen must apply Biblical principles when choosing a candidate and addressing the issues of the day.

#### Responsibilities:

The Christian citizen must be serious about voting and then vote for the candidate that would best fulfil the purposes of government in promoting good and repressing evil as God defines them. You have the responsibility to strive to see God's standards upheld and so must work hard to elect godly candidates to office – perhaps even yourself. A godly government is a blessing on all people. Even Proverbs 29:2 tells us, *“When the righteous increase, the people rejoice, But when a wicked man rules, people groan.”* At the same time, we must also be very careful not to fall into the trap of substituting the quest for a godly human government as a quest for the kingdom of God. There are theologies that teach that man will bring about God's kingdom on earth through establishment of proper human government. That is simply not true. Even a cursory examination of the book of Revelation or consideration of Jesus' words in Matthew 24 tell us things will get a lot worse before the Lord returns to establish His kingdom.

The Christian citizen must also stand in opposition to governmental representatives, officials and policies when they are contrary to the clear teachings of God's word. It is wrong to take God's sovereignty in some divine mystical sense by which it is thought that God approves of whoever got elected and therefore we are to submit without opposition. Not only does that mindset have the danger of resulting in fatalism, but it is contrary to the Biblical examples. The prophets did not follow that example even when the King was specifically chosen by God. Nathan directly confronted David about his sin in 2 Samuel 7. Samuel confronted King Saul because he did not carry out the commands of God and so was rejected from being king (1 Samuel 15). John the Baptist called King Herod to account publicly because Herod violated God's moral law by taking his brother's wife (Mark 6). Jeremiah rebuked the king because he was violating the purpose of government in being unjust and oppressing the stranger, the orphan, and widows instead of protecting them (Jeremiah 22). The fact that neither Jesus nor any of the apostles advocated the overthrow of the Roman government does not abrogate the responsibility to oppose ungodliness in government. Jesus pronounced plenty of woes upon the Scribes and Pharisees, many of whom were in the Sanhedrin, a governing body. In John 19:11 Jesus pointed out the guilt of those who had delivered Him to Pilate, but He still held Pilate responsible for his judgment. In the future, Jesus will overthrow all human governments to set up His millennial kingdom (Revelation 19). When God's moral laws are transgressed and His purposes for government are not fulfilled, it is not only right, but necessary to be in opposition and especially so in a democracy.

Identify 5 types of Christian beliefs, principles and values that shape the civic identities of political leaders in PNG.

**Eight fundamental social values have been chosen as particularly important.**

- Grace – a subversive value! Giving people more than they deserve.
- Hope – not a guarantee of immunity from harm but a conviction that God is always present
- Faith - the means to real depth in relationships of all kinds
- Love – means to love the unlovely
- Justice – for all (not ‘just-me’). A concept biased in favour of the disadvantaged.
- Joy – impossible to legislate for this but an essential social value
- Service – meaning is found in service rather than self-centredness
- Peace – not just the absence of fighting but positive well-being

Where did they come from? Why are these eight listed? The values as listed identify what ought to be distinctive of Christian faith today. They are listed in order to make explicit what is already implicit, to communicate what is important, and to provide a foundation for further action. Values such as these influence behaviour and action. They also have the capacity to inspire and encourage.

These are biblical values. An initial review of biblical social values produced a list of over 100 biblical values! Eight of them were selected. This was not a random process. The Bible itself nominates some as being of greater significance (e.g. ‘faith, hope and love; ‘the greatest of these is love’; ‘do justice’ etc) and some are more relevant than others for the cultural context in which we live. These are not theologically based values, God is in and through all of them. They are Christological values, they are all demonstrated in the life of Christ.

Note that they are very simple. Some may be disappointed that they are not more innovative! There is really nothing new in this list except the particular selection and their application to the issues of the present, which is always an on-going process. But what would be the value of something entirely new? These values are simple in the sense of being profound. One can do no better than return to what is good and true and right.

Yet they have an ‘edge’ to them. When contrasted with more popular attitudes and values they start to stand out. In fact, see if you don’t think that they are, in many ways, culturally subversive values.

They are values that are appropriate for social life. They are not just ‘personal’ or ‘private’ virtues or values. They express Christian attitudes that are relevant for a wide range of communal relationships. It is possible to identify ‘public policy’ with just ‘political’ policy but broader, the expression of Christian values into all sections of society.



## Supporting Bible Texts

*Psalms 1:1 KJV*

Blessed [is] the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

*Proverbs 13:20 KJV*

He that walketh with wise [men] shall be wise: but a companion of fools shall be destroyed.

*Ecclesiastes 8:5 KJV*

Whoso keepeth the commandment shall feel no evil thing: and a wise man's heart discerneth both time and judgment.

*Isaiah 31:2 KJV*

Yet he also [is] wise, and will bring evil, and will not call back his words: but will arise against the house of the evildoers, and against the help of them that work iniquity.

*Jeremiah 8:8 KJV*

How do ye say, We [are] wise, and the law of the LORD [is] with us? Lo, certainly in vain made he [it]; the pen of the scribes [is] in vain.

**Note:** The political leadership in PNG is merely constructed ethically and Christian ethics are mostly practices. Christian beliefs, principles, and values shape the civic identities of political leaders, Christian principles and values influence the civic agendas, behaviour, and practices of political leaders in PNG hence negative impacts on code of conduct in larger agendas.

## Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on political leaders' civic identities that shape Christian beliefs, principles, values, agenda and behaviors in responding to national issues. They will discover the importance of leadership roles that shape Christian beliefs, principles, values, agenda and behaviors in responding to issues of national interest. 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 leadership in relation to civic identities that shape Christian beliefs, principles, values, agenda and behaviors in responding to national issues.
- Do a Case Study on how leadership roles shape Christian beliefs,



principles, values, agenda and behaviors in responding to issues of national interest.

- For Problem-based learning, identify an authentic situation and analyse how it can be solved using Biblical principles and values.

### Resources

Bible

**STEAM ACTIVITY :** If this topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies will be used in the STEAM Activity.

#### Lesson 1: PNG Political leaders

**Activity 1:** Research prominent PNG political leaders from past to current, their leadership styles and how much they influence society.

**Activity 2:** Compile findings from research done.

**Activity 3:** Present findings and complete a summary of PNG political leaders.

#### Lesson 2: Influences of civic agendas, behavior and practices

**Activity 1:** Discuss in groups the influences that issues, civic agendas and practices influence behaviours.

**Activity 2:** Discuss civic principles that guide practice and behaviours.

**Activity 3:** Discuss civic agendas that test civic principles and practice.

#### Lesson 3: How civic agendas, behavior and practices influence leadership roles

**Activity 1:** Do a case study on civic agendas behaviours and practices that influence PNG civic leadership.

**Activity 2:** Continue with work on the case study.

**Activity 3:** Present and discuss findings from the case study.

#### Lesson 4: Review of Topic

**Activity 1:** Do a summary of all learnings in the topic.

**Activity 2:** Presentation of the summary of the topic.

### ASSESSMENT

#### Performance Standards

##### 1. Case study or scenario analysis

- Students will analyse a real-world scenario or case study related to Christianity's influence on politics in PNG.
- Students will evaluate the effectiveness of Christian values in shaping public policy and civic engagement.

# Strand 2

## CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

### UNIT 2. Civic Principles

**Content Standard 2.2** 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 11.2.2.2** Evaluate the civic leadership, behaviour and practices of different political leaders in PNG and analyse its impact on the citizens over decades how these could be transformed using Christian principles and values.

#### Topic 2: Impact of Civic leadership of political leaders on the citizens.

#### Learning Objectives

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

- Examine impacts of civic leadership of political leaders on the citizens.
- Explain how the civic leadership, behaviors and practices of political leaders in PNG could be transformed their citizens through demonstration of using Christian principles and values.

#### Essential Questions:

1. How important are the Christian values and principles in the development of moral /ethical character of individual citizens?
2. How important are the Christian values and principles in the development of moral /ethical conduct of individual citizens, and its importance?

#### Performance Indicators:

1. Define and describe the concept of civic leadership and its role in shaping the lives of citizens.
2. Identify and describe the characteristics and qualities of effective civic leaders.
3. Explain the importance of civic leadership in promoting civic engagement, social justice and economic development.

#### Essential Values, Attitudes, Skills, and Knowledge

##### Values:

- Promote
- Advocate
- Practise Christian principles of leadership

##### Attitudes:

- Confidence, clarity, cohesion
- Uphold Christian values in civic leadership

##### Skill:

- research,
- analyse,
- evaluate,

- report,
- present
- 

### **Knowledge:**

- PNG Political civic behavior and practices
- Political leaders of PNG
- The civic leadership, behaviour and practices of different political leaders in PNG and its impact on the citizens.
- How Christian principles have transformed political leadership, behaviour and practices PNG

## **Content Background**

### **Topic 2: Impact of Civic Leadership of Political Leaders on the Citizens**

#### **How effective are the civic leadership, behaviour and practices of different political leaders in PNG?**

The political life of Papua New Guinea is one of diversity and is characterised by a tradition of fluid coalitions. A large number of candidates (more than 2,700 in 2007) contest the 109 seats at general elections, and the consequent low number of votes required to win seats means there is a high turnover of MPs. Allegiances are fragile and MPs often change parties more than once during the life of a parliament. Prime ministers have tended not to serve out a full term between elections, though they have often returned to power later.

The general election that commenced in mid-June 2002 was chaotic and violent, with the loss of at least 25 lives, and had to be extended for four weeks beyond the scheduled two-week voting period. Even then six Southern Highlands constituencies could not be declared because of missing ballot boxes. The National Alliance Party (NAP) won 19 of the declared seats, Sir Mekere Morauta's People's Democratic Movement 13, People's Progress Party eight, and Pangu Pati six, giving the National Alliance and its multiparty coalition a parliamentary majority and Alliance leader Sir Michael Somare once again became prime minister.

Following the parliamentary elections held in June–July 2007, in which NAP won 27 seats, Somare secured the agreement of a further 59 MPs to join his coalition, and in mid-August was duly re-elected prime minister by parliament.

In December 2010 the Supreme Court ruled Governor-General Sir Paulias Matane's re-election in June 2010 had been unconstitutional. At the National Parliament's next session in January 2011 Michael Ogio was elected governor-general, defeating the opposition candidate, Sir Pato Kakaraya, by 65 votes to 23.

In December 2010, Sir Michael Somare stepped aside in order to face a Leadership Tribunal hearing on allegations of financial mismanagement, and his newly appointed deputy, Samuel Abal, became acting prime minister. Following a two-week suspension from office by the Tribunal in April 2011, Somare began a long period of medical treatment in Singapore. In August 2011, amid increasing concerns that Somare would never be able to resume office, a parliamentary vote declared the office of prime minister vacant, and the People's National

Congress Party (PNCP) leader and transport and works minister, Peter O'Neill, was elected prime minister, receiving 70 of the 94 votes cast, with support from both government and opposition members. Several parties filed a challenge against parliament's actions in the Supreme Court that month; these were joined by Somare following his return to Papua New Guinea in September.

O'Neill won another parliamentary vote of confidence in December 2011, after the Supreme Court had ruled that Sir Michael Somare was reinstated, and Parliament then passed retrospective legislation to legitimise O'Neill's position. In January 2012 there was a further move to enforce the Supreme Court ruling by some members of the Defence Force loyal to Somare. This was quickly halted by the majority of the Force. In May 2012 the Supreme Court made a further unsuccessful attempt to reinstate Somare.

Parliamentary elections were held from 23 June to early August 2012, in the presence of a Commonwealth observer group led by Vanuatu's former Prime Minister, Nipake Edward Natapei. O'Neill's PNCP won 27 of the 111 seats, independents securing 16, the second largest bloc. The rest of the seats were shared among 20 other parties. Some 60 percent of members of the last parliament were not returned to office. When the new parliament assembled on 3 August 2012 O'Neill was re-elected PM, with the support of 93 members, including Sir Michael Somare whose NAP had joined the coalition led by O'Neill, ending the political stalemate that had endured since August 2011. In its final report the observer group said that: 'Some benchmarks for democratic elections were met, but significant challenges need to be addressed in election management, good electoral practices and strengthening the culture of democracy.'

**To what extent does civic leadership influence the citizens over decades and how these could be transformed using Christian principles and values?**

Civic leadership means getting involved in securing the health, wealth and well-being of the community, and helping solve the economic, social and political issues involved in fostering the development of a creative and vibrant community. In time, it will become obvious that collaboration and cooperation between government, industry, academe and the average citizen are needed to reinvent our communities.

Leadership is about knowledge, skills, and abilities for transformation. It is also increasingly about worldviews or visions of life—beliefs, values, and principles. But worldviews are also ways of life, for beliefs direct us, values guide us, and principles motivate us to certain kinds of action and behavior.

How, then, do worldviews have an impact on leadership for transformation? If worldviews are glasses or filters by which we view the world, mental models of the bigger picture, frameworks by which we make sense of the world, and narratives by which we orient our lives, then how do they influence human thoughts, ideas, and behaviors when it comes to transformative leadership?

A Christian is a person who is a follower of Jesus Christ. A leader is a person who has influence over others. The question is what is unique about a person who is a Christian who serves in leadership? How is Christian leadership different from leadership in general?

The teachings and life of Jesus offer an important answer to this question. He came to seek and to save the lost, to serve others rather than to be served. Further, Jesus left heaven to live among sinful humanity and minister to the needs of people. These traits of service, love, and compassion are to likewise mark those who seek to be effective Christian leaders.

In addition, Jesus presented Himself as a shepherd of sheep, even noting that the good shepherd lays down his life for the sheep (John 10:11). A Christian leader can learn much from this analogy of a shepherd. The shepherd in Jesus' culture was a person who cared for the sheep, met their needs, and protected them from harm. The sheep "knew the voice" of the good shepherd, indicating a personal relationship that made followers desire to respond to the shepherd.

The apostle Paul also provides important instructions for Christian leaders. Most of his letters begin with reference to himself as a servant or slave of Christ Jesus. Today's leaders are also called to identify themselves first as servants of Jesus. The service of the Christian leader is to be as a person under Christ's authority, genuinely concerned with living a life that reflects the values of Jesus, a life of integrity that leads by example.

In 1 Timothy 3 and Titus 1, Paul provided many qualities for those who would serve as the official leaders of local churches. Most of these qualities focus on issues of integrity. While even an evil leader can be effective in rallying people toward a cause (such as Hitler and Nazi Germany), a Christian leader must serve as a person whose life resembles the life of Christ.

In summary, the unique traits of Christian leadership primarily focus on two important differences—an attitude of service and a life of integrity. Those who follow Jesus seek to show the same care toward others that He does and to live by His teachings. This consistency of one's life and actions can have great influence among others as a leader who changes lives according to the principles of God's Word.

### **How PNG political civic behaviour and practices could be transformed using Christian principles and values**

Leaders are the ones who take responsibility for making decisions and bringing change. Leaders are the ones who empower people to discover and use their greatest potential. The executive position on someone's visit card won't do all of these. People are the ones to choose their leader. And how will they do that? They will judge by behavior, attitude and actions. If you want to be a leader, then act like a leader and shape a better reality.

Christianity contains the foundational principles that permeate the Constitution of PNG. A lack of preference for Christianity and establishment of any official religion in the PNG Constitution is crucial for the sustenance of order and harmony in PNG. It would be unchristian to amend the Constitution to give preference to Christianity.



### Here are four reasons Christians should care about politics:

1. The Christian worldview speaks to all areas of life.
2. Politics are unavoidable.
3. We need to love our neighbour.
4. Government restrains evil and promotes good.

A frequently raised objection against Christian engagement with politics is that anything besides explicit preaching and teaching of the Bible is a distraction from the mission of the church. However, this is a limited understanding of the kingdom of God and contrary to examples in Scripture. The Christian worldview provides a comprehensive understanding of reality. It speaks to all areas of life, including political engagement. In fact, the Bible speaks about civil government.

Engaging in “good works” should include participating in the political process because of the legitimate and significant role of government. The decisions made by the government have a substantial impact on people and the way we interact with them. A Christian worldview should include a political theology that recognises every area of life must be included in the “good works” of believers, especially politics, an area with significant real-life implications for people.

Because politics have real-world implications for Christian evangelism, missions and preaching the gospel, Christians ought to engage the political process by leveraging their rightful authority, advocating for laws and policies that contribute to human flourishing. Government plays a role in the work of God’s kingdom on earth. Good government encourages an environment conducive for people living peaceably, whereas bad government fosters unrest and instability. Because of sin, the legitimate institution of government has, at times, been used illegitimately throughout history. However, numerous examples persist of Christians reasserting their influence and redeeming government to promote good and restrain evil.

Christians witnessing in the public square contributes transcendent values about moral and ethical issues. Christian withdrawal opens a moral vacuum that is susceptible to influences that pressure the government to move outside the purview designated by God. Politics affects government, shapes society and influences culture. Because of what the Bible teaches and the inevitability of its effect on our culture, Christians must care about politics.

### What are the influences of civic leadership of political leaders that caused an impact on the PNG citizens?

Citizen participation in local governance involves ordinary citizens assessing their own needs and participating in local project planning and budget monitoring. It is important for improving public resource management and reducing corruption, by making public servants and political leaders accountable to the people. For citizen participation to work, transparency of government information is needed, as well as the inclusion of members into decision-making from groups whose concerns are being addressed. Excluding the weak and powerless from decision-making is a cause of poverty because it denies them rights and creates unequal power relationships. Brazil as an example has

addressed this by introducing a number of mechanisms to enhance citizen participation, including its Participatory Budget and its public policy councils.

Civil and political rights, including freedom of expression and access to information, which are at the basis of political participation, are human rights in themselves. Citizen participation requires trust, belief and wholeness - trust in their co-participants, belief that participation can make a difference, and feeling socially included. To ensure strong participation of citizens in local governance, citizens need to understand and want to exercise their right to participate in local political issues. They need to feel confident and know where and how to participate, while local institutions should be prepared to facilitate citizen participation. Engaging citizens in local governance improves accountability and the ability of local authorities to solve problems, creates more inclusive and cohesive communities, and increases the number and quality of initiatives made by communities. One way to increase awareness and to empower citizens to have a voice is through increased access to technology and in particular social media. The potential of public media working in conflict regions is especially interesting, says one participant, for opening spaces for debate and dialogue and improving transparency and the hidden social structures that generate corruption.

When developing a local agenda, it is important to consider citizenship rights, democratization, plurality and rights of minorities. Stimulating interaction between the public and civic actors at the local level allows information to reach local stakeholders, providing them with a holistic view of the actors and relations involved and helping local actors make better-informed decisions on strategic routes to take for participation in their local settings. Undertaking nuanced analysis is key - participation in local governance can only be effective if it is context-appropriate. One weakness of analysis is focusing on how things are 'meant' to happen and less on how things 'really' happen, highlighting the need for a deliberately deep and wide analysis of power relations in local (or even national) context. Furthermore, not knowing the external players is another problem leading to many programs choosing to focus on short term gains or minor matters and not really making a long term difference.

Relating experience at local spaces in iterations with the government is difficult, especially in contexts where citizens do not exercise their rights. One participant concludes that to empower civil society organisations, decision makers should be influenced to create a suitable environment for the active participation of citizens and citizens trained in the skills, competencies, mechanisms and methodologies to participate.

### **Supporting Bible Texts**

*Proverbs 13:20 KJV*

He that walketh with wise [men] shall be wise: but a companion of fools shall be destroyed.

*2 Peter 2:12-19*

But these, as natural brute beasts, made to be taken and destroyed, speak evil of the things that they understand not; and shall utterly perish in their own



corruption; and shall receive the reward of unrighteousness, [as] they that count it pleasure to riot in the day time. Spots [they are] and blemishes, sporting themselves with their own deceiving while they feast with you; Having eyes full of adultery, and that cannot cease from sin; beguiling unstable souls: an heart they have exercised with covetous practices; cursed children: Which have forsaken the right way, and are gone astray, following the way of Balaam [the son] of Bosor, who loved the wages of unrighteousness; But was rebuked for his iniquity: the dumb ass speaking with man's voice forbad the madness of the prophet. These are wells without water, clouds that are carried with a tempest; to whom the mist of darkness is reserved for ever. For when they speak great swelling [words] of vanity, they allure through the lusts of the flesh, [through much] wantonness, those that were clean escaped from them who live in error. While they promise them liberty, they themselves are the servants of corruption: for of whom a man is overcome, of the same is he brought in bondage.

### Teaching and Learning Strategies

Teachers are encouraged to facilitate learning focused on political leaders' civic identities that shape Christian beliefs, principles, values, agenda and behaviors in responding to national issues. They will discover the importance of leadership roles that shape Christian beliefs, principles, values, agenda and behaviors in responding to issues of national interest. 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 leadership in relation to civic identities that shape Christian beliefs, principles, values, agenda and behaviors in responding to national issues.
- Do a Case Study on how leadership roles shape Christian beliefs, principles, values, agenda and behaviors in responding to issues of national interest
- For Problem-based learning; Identify an authentic situation and analyse how it can be solved using Biblical principles and values.

#### Resources

Bible

**STEAM ACTIVITY** : If this Topic will carry a STEAM Activity, then a description of the activity, the resources that will be used and the teaching and learning strategies that will be used in the STEAM Activity.

### Lesson 1: Civic leadership

**Activity 1:** In groups describe civic leadership, behaviour and practices of different political leaders.

**Activity 2:** Discuss the values and principles that guide the types of civic leadership, behaviours and practices.

**Activity 3:** Presentation of discussions using charts.

### Lesson 2: Impact of civic leadership in PNG

**Activity 1:** Research the impacts of civic leadership across the cross section of society and the impacts on diverse communities.

**Activity 2:** Discuss the impacts of civic leadership and present in groups and make a summary of notes.

**Activity 3:** Discuss how biblical values and principles can influence civic leadership, behaviours and practices.

### Lesson 3: Future civic leadership

**Activity 1:** Research the ideal values and principles and biblical principles that will guide and develop future civic leadership.

**Activity 2:** Discuss the aspects and characteristics of future civic leadership.

**Activity 3:** Discuss how civic leadership can have positive impacts on citizens.

### Lesson 4: Review of Topic

**Activity 1:** Do a summary of all learnings in the topic.

**Activity 2:** Presentation of the summary of the topic.

## ASSESSMENT

### Performance Standards

1. Students will research and write a report on a specific example or case study of a political leader who demonstrated effective civic leadership
2. Case study or scenario analysis

Students will analyse a real-world scenario or case study related to civic leadership and its impact on citizens

Students will evaluate the effectiveness of the political leader's response to the situation

3. Group presentation

Students will work in groups to research and present on a specific aspect of civic leadership and its impact on citizens (e.g. its role in promoting social justice, fostering economic development)

## STRAND 3: CHRISTIAN CITIZENSHIP AND SOCIETY

This strand consists of two (2) units. They are;

**Unit 1: Christian Citizenship**

**Unit 2: Christian Citizen and Active Participation**

Strand	UNITS	TOPICS
<b>CHRISTIAN CITIZENSHIP AND SOCIETY</b>	<b>1:</b> Christian Citizenship	1: Roles and Functions of Christian and Civic Charitable Organisations
		2. Christian and Civic Charity Organisations and Groups: Mother Teresa
	<b>2:</b> Christian Citizens and Active Participation	1. Christian Citizens and the Use of Technology in Monarchist Societies
		2: Purpose of Christian and Civic Charitable Organisations

**Strand  
3**

**Christian Citizenship  
and Society**



## CHRISTIAN CITIZENSHIP AND SOCIETY

### UNIT 1. Christian Citizenship

**Content Standard 3.1** Students will be able to investigate and explain various Christian and civic systems and examine how they influence citizens' perceptions, values, behaviours and civic responsibilities and engagement.

**Benchmark 11.3.1.1** Research and explain the roles and functions of different Christian and civic charitable organisations. (*Acts 4:32-34*)

**Topic 1:** Roles and Functions of Christian and Civic Charitable Organisations

#### Learning Objectives:

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

- Investigate the types of Christian and civic charitable organisations
- Describe the roles and functions of different Christian and civic charitable organisations

#### Essential Questions:

1. What are Christian and civic charitable organisations?
2. What are the roles and responsibilities of Christian and civic charitable organisations?
3. How do the roles and functions of Christian and civic charitable organisations reflect the values and principles of Christ?
4. How do these impact the diversity of peoples and what are those impacts?

#### Performance Indicators:

1. Describe the christian and civic charitable organisations.
2. Describe their goals, missions and roles and responsibilities in their quest for what they stand for as an organisation.

#### Essential Values, Attitudes, Skills and Knowledge

##### Values:

- Identifying with integrity

##### Attitudes:

- Compassionate

##### Skill:

- Recognising the diversity of people, communities and ideas

##### Knowledge:

- Transformation of the condition of life

## Content Background

### Roles and Responsibilities of Christian and Civic Charitable Organisations

There are thousands of charity organisations found all over the world. Many of them are serving their local communities while many others are helping the poor and needy people all over the world. The main purpose of these organisations is to support underprivileged society as much as they can. These organisations are categorised. There is a category of charitable organisation who solely works for disaster management and quick relief for people who suffer from war or any natural disaster.

Below is a list of some of the charitable organisations which have become popular due to their services to the communities.

1. World Vision
2. Red Cross
3. National Scouts Association
4. Young Women's Christian Association (YWCA)
5. Missionaries of Charity

Non-governmental, non-sectarian, and not-for-profit organisation.

Direct Relief provides assistance to people and communities without regard to politics, religious beliefs, or ethnic identities. Direct Relief's assistance program focuses on maternal and child health, the prevention and treatment of disease, and emergency preparedness and response.

Guided by God's call to love and serve their neighbours, the missionaries of charity serve its members through leadership development, innovative problem solving, collaboration and sharing of best practices, expanding faith-based connections, partnership and funding opportunities and proactive advocacy. They are committed to the power of faith, fellowship and collaboration, and honor all with dignity and respect, recognising the diversity of people, communities and ideas.

Bringing people, resources and expertise together to help their members innovate, transform and thrive and leveraging their national network to provide funding, service and partnership opportunities for their member organisations. Acting as a recognised and visible network and voice of missionaries is to create opportunities and advocate on behalf of their network. Fostering, strengthening and expanding faith-based connections to remain a strong trusted community of faith.

## 2. World vision

World Vision is an international partnership of Christians whose mission is to follow their Lord and Savior Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice, and bear witness to the good news of the Kingdom of God. They pursue this mission through integrated, holistic commitment to:



- Transformational development that is community-based and sustainably focused especially on the needs of children.
- Emergency relief that assists people affected by conflict or disaster.
- Promotion of justice that seeks to change unjust structures affecting the poor among whom they work.
- Partnerships with churches to contribute to spiritual and social transformation. Public awareness that leads to informed understanding, giving, involvement, and prayer.
- Witness to Jesus Christ by life, deed, word, and sign that encourage people to respond to the Gospel.

### **They are committed to the poor**

They are called to serve the people in greatest need around the world, to relieve their suffering and to transform conditions of life. They stand in solidarity in a common search for justice. They seek to understand the situation of the poor and work alongside them toward fullness of life. They share their discovery of eternal hope in Jesus Christ. They seek to facilitate an engagement between the poor and the affluent that opens both to transformation. They respect the poor as active participants, not passive recipients, in this relationship. They are people from whom others may learn and receive, as well as give. The need for transformation is common to all. Together they share a quest for justice, peace, reconciliation, and healing in a broken world.

### **They value people**

They regard all people as created and loved by God. They give priority to people before money, structure, systems, and other institutional machinery. They act in ways that respect the dignity, uniqueness, and intrinsic worth of every person — the poor, the donors, their staff and their families, boards, and volunteers. They celebrate the richness of diversity in human personality, culture, and contribution. They practice a participative, open, enabling style in working relationships. They encourage the professional, personal, and spiritual development of their staff.

## **3. Missionaries of Charity**

Lutheran, Methodist, and Catholic missionaries, is one of the largest health care and human services networks in the country. Missionaries of charity work to connect and empower their member organisations, which serve six million people annually, touching the lives of one in every year.

### **Mission**

Their ministry is to build valuable connections, amplifying their voices and empowering their members in their mission to answer God's call to love and serve their neighbour.

### **Vision**

The missionaries of charity envisions a network of connected, strong and thriving social ministries that transform the lives of people and communities in different contexts.

**Core Values of the Missionaries of Charity are;**

They are guided by God's call to love and serve their neighbors. They honor all with dignity and respect, recognising the diversity of people, communities and ideas. They are responsible stewards of resources and relationships. They pursue innovative solutions to complex problems facing members and society. They are committed to the power of faith, fellowship and collaboration.

**Teaching and Learning Strategies**

In this topic, students are expected to explore and determine types of Christian and civic charitable organisations and the types of roles and functions. Students will enhance their prior knowledge on Christian and civic charitable organisations and their roles and responsibilities.

A variety of teaching and learning strategies can be utilised by the teacher to deliver this content in a more realistic manner so students can be able to analyse and reflect on their experiences and plan for a paradigm shift in their personal conduct as they continue to socialise with their peers in a variety of contexts.

**Resources**

CCVE Syllabus, Grades 11-12, Pictures, photos, and other related books

**Lesson 1: Christian and Civic Charitable Organisations**

**Activity 1:** Research and present findings on Christian and civic charitable organisations.

**Activity 2:** Describe the essential categories of contributions to the needy of society.

**Activity 3:** Describe the type of contributions that each of them render to the needy.

**Lesson 2: Roles and functions of Christian and Civic Charitable Organisations**

**Activity 1:** Define the roles and functions of Christian and civic charitable organisations.

**Activity 2:** Describe how the roles and functions of Christian and civic charitable organisations reflect the values and principles of Christ.

**Lesson 3: Types of Christian and Civic Charitable Organisations**

**Activity 1:** Define the types of Christian and Civic charitable organisations.

**Activity 2:** Describe the impacts these organisations have on the diversity of peoples.

**Lesson 4: Impacts of Christian and Civic Charitable Organisations**

**Activity 1:** Explain the impacts of changed lives and describe how care, compassion and love can have a huge impact on the lives of needy people.

**Activity 2:** Describe how positive impacts fulfills lives of givers and recipients of the charitable organisations.

**Activity 3:** Name the well-known charity organisations and present their successes of their programs.

## **ASSESSMENT**

### **Performance Standard**

Analyse the ways in which Christian charitable organisations address social issues and promote spiritual growth

Analyse the ways in which civic charitable organisations address social issues and promote community development

Evaluate the impact of Christian and civic charitable organisations on society, including:

- Providing services to vulnerable populations
- Advocating for social change
- Fostering community engagement and volunteerism

# Strand 3

## CHRISTIAN CITIZENSHIP AND SOCIETY

### UNIT 1. Christian Citizenship

**Content Standard 3.1** Students will be able to investigate and explain various Christian and civic systems and examine how they influence citizens' perceptions, values, behaviours and civic responsibilities and engagement.

**Benchmark 11.3.1.2** Research and discuss examples of well-known Christian and civic charity organisations and groups (.e.g. Mother Teresa (*Acts 2: 44-46*))

**Topic 2:** Christian and Civic Charity Organisations and Groups: Mother Teresa

#### Learning Objectives

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

- Investigate and discuss examples of well-known Christian and civic charity organisations and group role models.
- Discuss how well-known Christian and civic charity organisations, individuals and groups have impacted citizens' perceptions, and decision making to issues they involve in.

#### Essential Questions:

1. What are some examples of well-known charity organisations and individual role models?
2. What does Mother Teresa believe in?
3. Why was Mother Teresa a good role model?
4. How does Mother Teresa, as a role model, influence the lives of those who are recipients of her charity and those of others?

#### Performance Indicators:

1. Identify and describe the key aspects of Mother Teresa's life, including her early years, her calling to serve the poor, and her founding of the Missionaries of Charity.
2. Describe the core values and principles of the Missionaries of Charity, including their focus on serving the poor, the sick, and the marginalised.
3. Explain the significance of Mother Teresa's mission in the context of Catholic social teaching and social justice.

#### Essential Values, Attitudes, Skills and Knowledge

##### Values

- Self-disciplined

##### Attitudes

- Compassionate

##### Skill

- Desire to help others

##### Knowledge

- Compassionate citizens will always think about how their actions will affect others

## Content Background

Mother Teresa was a good role model because she did so many things to improve the lives of others including people in need. Mother Teresa is a deserving hero because of her acts of selflessness, dedication, and compassion towards the poor. Mother Teresa always puts others first before herself.

Mother Teresa shared many life's lessons throughout her time on earth, many of which centered on love, compassion, helping others, and maintaining humility. She embodied a wonderful example for all of us to follow- to simply love and give help to others without asking for either in return. Mother Teresa believed in serving God by serving and nursing the poor. She believed in three vows of poverty, chastity, and obedience, and an example one- that she would give wholeheartedly and free services to the poor.

## Teaching and Learning Strategies

In this topic, students are expected **to** explore and discuss examples of well-known Christian and civic charity organisations and group role models and relate their special character traits with their own. Students use the role models to reflect on their individual lives and plan for a shift in their perceptions from old to new. Students will be provided with a variety of role models so that they are able to analyse and compare their own to that of the role models.

**Resources:** CCVE Syllabus, Grade 11 & 12, Photos and pictures of good role model

### Lesson 1: Charity Organisation: Mother Teresa

**Activity 1:** Conduct a research on the life of Mother Teresa.

**Activity 2:** Describe how she is an influential role model.

**Activity 3:** Describe the contributions that her charity organisation have done.

### Lesson 2: Missions of charity

**Activity 1:** Define missions of mercy.

**Activity 2:** Describe what they do. What is their engagement with the needy?

**Activity 3:** Define the values which the foundations for Mother Teresa's Charity organisation.

### Lesson 3: Local network of Christian and civic charity organisations

**Activity 1:** Research and present findings on the network of Christian and civic charitable organisations in PNG.

**Activity 2:** Discuss how they operate in PNG and what are their impacts on the lives of diverse people given their various dire needs.

**Activity 3:** Explain the values and principles that guide the operations of engagements of Christian and civic charitable organisations.

## Lesson 4: Global network of Christian and civic charity organisations

**Activity 1:** Research the network of operations of Christian and civic organisations throughout the world.

**Activity 2:** Present findings and discuss the network, purpose, goals, aims of setting up charitable organisations.

**Activity 3:** Explain individual perceptions on Christian and civic charitable organisations.

### ASSESSMENT

#### Performance Standards

1. Students will research and write a report on Mother Teresa's life and mission, including its impact on the lives of others
2. Case study or scenario analysis:

Students will analyse a real-world scenario or case study related to Mother Teresa's mission or the work of the Missionaries of Charity

Students will evaluate the effectiveness of the organisation's response to the situation

3. Group presentation:

Students will work in groups to research and present on a specific aspect of Mother Teresa's mission or the work of the Missionaries of Charity (e.g. their approach to healthcare, their advocacy for social justice).



## CHRISTIAN CITIZENSHIP AND SOCIETY

### UNIT 2. Christian Citizens and Active Participation

**Content Standard 3.2** Students will be able to describe and analyse the characteristics of different societies and evaluate the roles and responsibilities of Christian citizens in building and sustaining these societies.

**Benchmark 11.3.2.1** Research and explain how Christian citizens use technology to advocate for change or support the status quo in monarchist societies. (*Daniel 1:4*)

**Topic 1:** Christian Citizens and the Use of Technology in Monarchist Societies

#### Learning Objectives

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

- Examine how Christian citizens can use technology to advocate for change or support the status quo in monarchist societies.

#### Essential Questions:

1. Given the different types of monarchies and the current technology available in the world, how best can Christian citizens use technology to advocate for change or support the status quo in each type of monarchist society?
2. Are there any restrictions to the use of technology in monarchist societies?
3. Who were the monarchs in biblical times and how were they receptive to God's sovereignty?
4. How can technology be used as a powerful tool to advocate for support or change of the status quo in monarchist societies on the basis of Christian values and principles?

#### Performance Indicators

1. Explain with fair description of the types of monarchies and the ruling powers within.
2. Describe technology platforms and mediums that are utilised for advocacy.

#### Essential Values, Attitudes, Skills and Knowledge

##### Values

- Empower systems of governance with the knowledge that God rules and reigns supreme over all the earth as King of Kings and Lord of Lords.

##### Attitudes:

- Be aware of the consequences of using technologies in different systems of governance.

##### Skill:

- Research and explain on how Christian citizens can use technology effectively to change or support the status quo of systems of governance.

**Knowledge:**

- Types of Monarchy: Absolutist Monarchy, Constitutional monarchy, Parliamentary monarchy, Hereditary Monarchy, Elective Monarchy.

**Content Background**

There are several types of monarchy.

**Absolutist Monarchy:** This is the kind of monarchy in which the monarch exercises power without any kind of political restraint.

In this model there is no division of powers, but the sovereign - the King - governs only according to his will. However, these monarchies used to be subject to certain Laws of the Kingdom.

**Constitutional monarchy:** In constitutional monarchies, the monarch exercises his power subject to the framework of a set of laws established by citizens in a

**Constitution.**

In this Constitution delimits the distribution of the political powers of the nation, as well as the functions of each of the elements that will constitute the government, the monarch being one of them.

In this form, many European monarchies were able to keep standing after the fall of the Old Regime, which led to the birth of the new Republics.

**Parliamentary monarchy:** In parliamentary monarchies it is constitutionally established that the King must be accountable to the parliament.

In them, the parliament has a superior power to the King, to the point that it could have the power to decree a decision that is binding for him, and that he must abide by.

In parliamentary monarchies, the power of the King is more limited than in constitutional monarchies. At present, within these governments the title of the King is that of Head of State, submitted to Parliament and to the Head of Government (Prime Minister or President).

In both the parliamentary and constitutional monarchs, the monarch, representing traditional political power, assumes a commitment to respect the power of the representatives of the people based on consensus.

**Hereditary Monarchy:** Are those monarchies in which the title of the King is transmitted based on the family bond, mainly in order of generational succession.

This system mainly considers the firstborn of the King as the following in the line of successors to the throne.

**Elective Monarchy:** The elective monarchy is that system in which the reigning monarch is chosen by a group of people and under conditions that vary within each case.

However, some of the groups that have historically been the electors of monarchs have been the military, assemblies, members of the same royal family, councils of nobles, and councils of sages, among others.

## Teaching and Learning Strategies

In this topic, the teaching and learning should be centered on the different types of monarchy, citizens' rights to the use of technology and how best Christian citizens in each monarchist society can effectively use technology to advocate for change or support the status quo in the societies.

### Teaching Strategies

Get students to research more on the different types of monarchy; rights of the citizens, medium of communication available to them and how best Christians in the societies can advocate for change or support the status quo in the societies.

### Learning Strategies

Carry out research per guidance and do a write up as instructed by the teacher.

### STEAM ACTIVITY

Identify a problem in a monarchy system and come up with solutions to solve the problem.

### RESOURCES

Reference books, internet access.

## Lesson 1: Types of Monarchist societies

**Activity 1:** Research the types of monarchist societies around the globe and compare with the monarchs of the Bible.

**Activity 2:** Define how the monarchs reign and if Christianity is present.

**Activity 3:** Research the acceptance and tolerance of Christianity in the monarchist societies.

## Lesson 2: Roles of Christians in a monarchist society

**Activity 1:** Research the roles of Christians in a monarchist society.

**Activity 2:** Describe the principles and values of Christians living in a monarchist society that has no tolerance for Christianity.

**Activity 3:** Describe the principles and values of Christians living in a monarchist society that has tolerance for Christianity.

## Lesson 3: Technology as a tool for advocacy

**Activity 1:** Research technology platforms available for advocacy in society.

**Activity 2:** Present findings and list by levels of high effectiveness to low effectiveness.

**Activity 3:** Plan ways how to use technology to advocate for, support or change how monarchs reign, however within the rule of law.

## ASSESSMENT

### Performance Standard

1. Design and develop a technology-based project or campaign to support or advocate for change in a monarchist society (e.g. creating a social media campaign, developing a blog or online petition, producing a video or podcast)

Evaluate the effectiveness of the project or campaign in achieving its goals, including:

- Measuring engagement and reach
- Assessing the impact on public opinion and policy
- Identifying areas for improvement

## CHRISTIAN CITIZENSHIP AND SOCIETY

### UNIT 2. Christian Citizens and Active Participation

**Content Standard 3.2** Students will be able to describe and analyse the characteristics of different societies and evaluate the roles and responsibilities of Christian citizens in building and sustaining these societies.

**Benchmark 11.3.2.2** Research and explain the roles and functions of different Christian and civic charitable organisations. (*Acts 4:32-34*)

#### Topic 2: Purpose of Christian and Civic Charitable Organisations

#### Learning Objectives

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

- Investigate the types of Christian and civic charitable organisations and their essential purpose.
- Describe the roles and functions of different Christian and civic charitable organisations.

#### Essential Questions:

1. How are Christian and civic charitable organisations formed and regulated?
2. What are the roles and responsibilities of Christian and civic charitable organisations?
3. How are their roles and responsibilities guided by their main purpose?
3. How do the Christian and civic charitable organisations operate throughout the world? How do their contributions impact on civil societies?

#### Performance Indicators:

1. Describe how christian and civic charitable organisations are formed and regulated.
2. Define the roles and responsibilities of christian and civic charitable organisations.
3. Describe the role and significance of civic organisations in society, as well as think critically about the ways in which these organisations contribute to social issues and community development.

#### Essential Values, Attitudes, Skills and Knowledge

##### Values:

- Identifying with integrity

##### Attitudes:

- Compassionate

##### Skill:

- Recognising the diversity of people, communities and ideas

##### Knowledge:

- Transformation of the condition of life

## Content Background

### Christian and Civic Charitable Organisations their Roles and Responsibilities

There are thousands of charity organisations found all over the world. Many of them are serving their local communities while many others are helping the poor and needy people all over the world. The main purpose of these organisations is to support underprivileged society as much as they can and are often an integral part of the fabric of communities across the globe. In addition to their aims of providing spiritual and moral guidance, these organisations sometimes offer to their members and the larger community needed resources, such as schools, health clinics, food and health, meeting space, children’s activities, and support groups. In addition to providing formal resources that can help families better care for themselves and their children, thus potentially alleviating factors known to influence family problems and poverty. They also have the potential to serve as sources for informal support for caregivers, another protective factor for child maltreatment, child malnutrition, teenage pregnancies, and gender violence among others.

These organisations are categorised. There are categories of charitable organisations who solely work for disaster management and quick relief for people who suffer from war or any natural disaster. Below is a list of some of the charitable organisations which have become popular due to their services to the communities.

1. World Vision
2. Red Cross
3. National Scouts Association
4. Young Women’s Christian Association (YWCA)
5. Missionaries of Charity

### Direct Relief

#### 1. Direct Relief

Non-governmental, non-sectarian, and not-for-profit organisation. Direct Relief provides assistance to people and communities without regard to politics, religious beliefs, or ethnic identities. Direct Relief’s assistance program focuses on maternal and child health, the prevention and treatment of disease, and emergency preparedness and response.

Guided by God’s call to love and serve their neighbors, the missionaries of charity serve its members through leadership development, innovative problem solving, collaboration and sharing of best practices, expanding faith-based connections, partnership and funding opportunities and proactive advocacy. They are committed to the power of faith, fellowship and collaboration, and honor all with dignity and respect, recognising the diversity of people, communities and ideas.

Bringing people, resources and expertise together to help their members innovate, transform and thrive and leveraging their national network to provide funding, service and partnership opportunities for their member organisations.

Acting as a recognised and visible network and voice of missionaries is to create opportunities and advocate on behalf of their network. Fostering, strengthening and expanding faith-based connections to remain a strong trusted community of faith.

## 2. World vision

World Vision is an international partnership of Christians whose mission is to follow their Lord and Savior Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice, and bear witness to the good news of the Kingdom of God. They pursue this mission through integrated, holistic commitment to:

- Transformational development that is community-based and sustainably focused especially on the needs of children.
- Emergency relief that assists people affected by conflict or disaster.
- Promotion of justice that seeks to change unjust structures affecting the poor among whom they work.
- Partnerships with churches to contribute to spiritual and social transformation. Public awareness that leads to informed understanding, giving, involvement, and prayer.
- Witness to Jesus Christ by life, deed, word, and sign that encourage people to respond to the Gospel.

### **They are committed to the poor**

They are called to serve the people in greatest need around the world, to relieve their suffering and to transform conditions of life. They stand in solidarity in a common search for justice. They seek to understand the situation of the poor and work alongside them toward fullness of life. They share their discovery of eternal hope in Jesus Christ. They seek to facilitate an engagement between the poor and the affluent that opens both to transformation. They respect the poor as active participants, not passive recipients, in this relationship. They are people from whom others may learn and receive, as well as give. The need for transformation is common to all. Together they share a quest for justice, peace, reconciliation, and healing in a broken world.

### **They value people**

They regard all people as created and loved by God. They give priority to people before money, structure, systems, and other institutional machinery. They act in ways that respect the dignity, uniqueness, and intrinsic worth of every person — the poor, the donors, their staff and their families, boards, and volunteers. They celebrate the richness of diversity in human personality, culture, and contribution. They practice a participative, open, enabling style in working relationships. They encourage the professional, personal, and spiritual development of their staff.

## 3. Missionaries of Charity

Lutheran, Methodist, and Catholic missionaries, is one of the largest health care and human services networks in the country. Missionaries of charity work to connect and empower their member organisations, which serve six million people annually, touching the lives of one in every year.



**Mission**

Their ministry is to build valuable connections, amplifying their voices and empowering their members in their mission to answer God's call to love and serve their neighbour.

**Vision**

The missionaries of charity envision a network of connected, strong and thriving social ministries that transform the lives of people and communities in different contexts.

**Core Values of the Missionaries of Charity are;**

They are guided by God's call to love and serve their neighbours. They honor all with dignity and respect, recognising the diversity of people, communities and ideas. They are responsible stewards of resources and relationships. They pursue innovative solutions to complex problems facing members and society. They are committed to the power of faith, fellowship and collaboration.

**Purpose of Christian and Civic Charity Organisations**

Our world's most unfortunate and underserved populations face many challenges, from poverty, hunger, and political conflicts, to natural disasters. In short, inequality is still a prominent problem in today's society. Fortunately, many Christian charities, driven by their faith and compassion, are dedicated to providing essential support, empowering the vulnerable and bringing hope to those facing adversity.

Civic organisations (charities, non-profits, advocacy groups) contribute to society in a number of ways. Charities help the disadvantaged, fund medical research and educate. Non-profits provide a variety of services that governments cannot or will not provide. Individual citizens and intermediate groups are obliged to make their specific contributions to the common welfare and good of others. One of the foremost consequences of this is that they must bring their own interests into harmony with the needs of the community, and must contribute their goods and their services as civil authorities have prescribed, in accord with the norms of justice and within the limits of their means, privilege and competence. They help people in need, spread the love and hope of the gospel, or make the world a fairer, healthier, and better place.

**Christian Charities Have These in Common**

- They operate all over the world.
- They are dedicated to supporting Christians as they strive for a prosperous, healthy, and happy life.
- Some charities focus on improving the spiritual and emotional health of Christians. Others provide material assistance and relief.
- Yet they all share the same goal of empowering individuals and building strong communities, often extending to people of all faiths and backgrounds.

## Teaching and Learning Strategies

In this topic, students are expected to explore and determine types of Christian and civic charitable organisations and the types of roles and functions. Students will enhance their prior knowledge on Christian and civic charitable organisations and their roles and responsibilities.

A variety of teaching and learning strategies can be utilised by the teacher to deliver this content in a more realistic manner so students can be able to analyse and reflect on their experiences and plan for a paradigm shift in their personal conduct as they continue to socialise with their peers in a variety of contexts.

### Lesson 1: Purpose of Christian and Civic Charitable Organisations

**Activity 1:** Research the essential purpose of Christian and civic charitable organisations.

**Activity 2:** Debate the underlying values and principles on which these organisations thrive.

**Activity 3:** Debate the individual value systems that are important in the contributions to the needy.

### Lesson 2: Faith based organisations: their purpose and functions

**Activity 1:** Research all faith based organisations to understand their scope of operations.

**Activity 2:** Discuss their purpose and functions in society.

**Activity 3:** Describe their contributions through their engagements with the underprivileged.

### Lesson 3: Civic charity organisations: their purpose and functions

**Activity 1:** Research all civic charity organisations to understand their scope of operations.

**Activity 2:** Discuss their purpose and functions in society.

**Activity 3:** Describe their contributions through their engagements with the underprivileged people.

### Lesson 4: Impacts of spiritual and physical support to needy people

**Activity 1:** Study and discuss the problems that people suffer due to social inequalities, poverty, natural disasters, wars etc.

**Activity 2:** Do role play to fully understand the spiritual and physical needs of needy people.

**Activity 3:** Create mind maps to illustrate the impacts of spiritual and physical support to the needy people by charitable organisations.

**Resources**

CCVE Syllabus, Grades 11-12, Pictures, photos, and other related books, internet

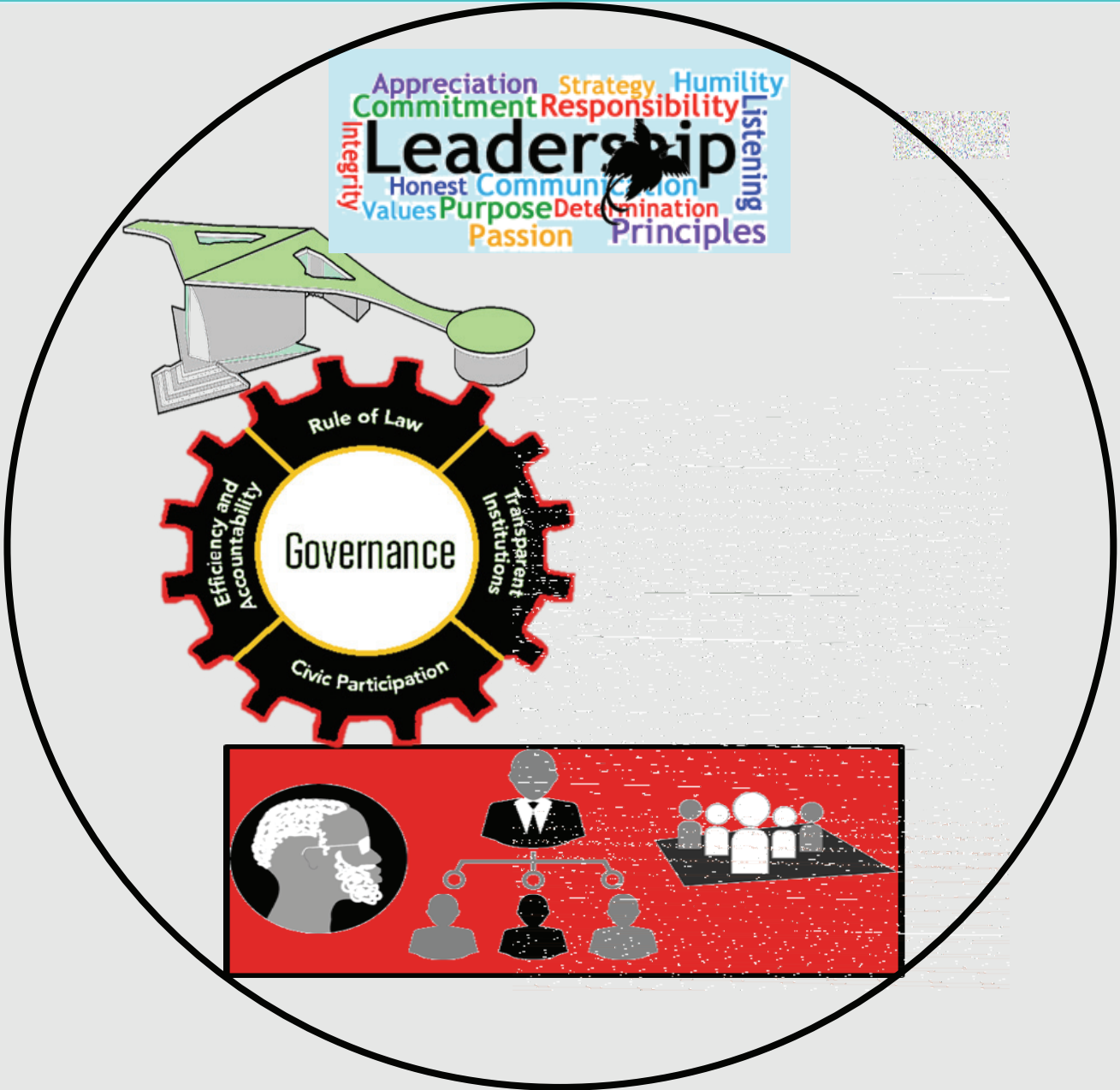
**ASSESSMENT****Performance Standard**

- Identify and explain the roles and responsibilities of various stakeholders within civic organisations (e.g. volunteers, staff, donors, board members)
- Describe the importance of effective communication and collaboration within civic organisations.



# Strand 4

## Christian Leadership and Governance



## STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

This strand consists of two (2) units. They are;

**Unit 1: Christian Leadership**

**Unit2: Good Governance**

STRAND	UNITS	
<b>4. CHRISTIAN LEADERSHIP AND GOVERNANCE</b>	1: Christian Leadership	<b>Topic 1</b> Principles of Transformational Leadership
		<b>Topic 2</b> The key elements of transformational leadership
		<b>Topic 3</b> Contributions of Transformational Leadership
	2: Good Governance	<b>Topic 1</b> Administrative Governance
		<b>Topic 2</b> Ethical and Moral Principles of Administrative Governance in Public and Private Sectors.
		<b>Topic 3</b> Ethical and Moral Standards of Administrative Governance
		<b>Topic 4</b> Prosecuting Laws
		<b>Topic 5</b> Improving Administrative Governance using Technology

## 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 11.4.1.1** Analyse transformational Leadership and analyse its principles.

**Topic 1:** Principles of Transformational Leadership

### Learning Objectives

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

- Examine the principles of transformational leadership and give examples of transformational leaders from the Parliament.

### Essential Questions:

1. What is transformational leadership?
2. Which national leaders/ members of parliament should be categorised as transformational leaders?
3. What are the principles of transformational leadership?
4. Is it important to self-assess transformational leadership?

### Performance Indicators:

1. Define the principles of transformational leadership.
2. Identify the leaders of Parliament who are identified as transformational leaders.

### Essential Values, Attitudes, Skills, and Knowledge

#### Values:

- Value transformational leadership and its principles.

#### Attitudes:

- Appreciate transformational leadership and its principles.

#### Skill:

- Examine transformational leadership and analyse its principles.

#### Knowledge:

- Transformational leadership principles in leading people and organisations.

### Content Background

#### What is transformational leadership?

Transformational leadership is a leadership style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company.



Transformational leadership is accomplished when the leader at the executive level sets a strong sense of corporate culture, employee ownership and independence in the workplace (White,2018).

Furthermore, transformational leadership is a management style that is designed to give employees more room to be creative, look to the future and find new solutions to old problems.

Now, let us look at some examples of transformational leadership in our country. In the case of Port Moresby, some twenty five years ago, there were no proper roads and street lighting throughout the city. Then, when Governor Powes Parkop was elected into the parliament in 2017, he began to find new solutions to old problems. Under his transformational leadership and management, the NCD City Council changed and brought great improvements to the life of people living in Port Moresby. Other leaders like Richard Maru also brought transformation by building roads and making accessibility to markets and Wewak town easier in Yangoru Saussia District in East Sepik Province. There are many other leaders in the parliament that performed as transformational leaders. They began to find new solutions to old problems in terms of providing the right services to their people in their districts and provinces.

### **What are the principles of transformational leadership?**

According to Haram & Murad, there are seven (7) principles of transformational leadership. Let us study each one of them.

- (a) **Principle of Simplification** – Successful leadership begins with a vision, which reflects the direction of the common course. This means, the ability to articulate a clear, practical, transformational vision which answers the question, “Where are we headed?” The stonecutters' tale illustrates this idea: The first stone cutter says, “I’m cutting stone,” the second says, “I’m carving a cornerstone,” but the third says, “I’m building a conference hall.” The third has a vision. Where do political science students see themselves – impacting their local mosque, their community, the nation, or the world? For any team, discussing goals, objectives and vision unifies the members.
- (b) **Principle of Motivation** – The ability to gain the agreement and commitment of other people to the vision. Once the transformational leader is able to bring synergy to the organisation he must then use various means to energise (motivate) the team. A common way to motivate others is to challenge them, provide ample opportunity to join the creative process, and give them the credit
- (c) **Principle of Facilitation** – The ability to effectively facilitate the learning of individuals, teams, and other reliable and reputable resources. Peter Senge in *The Fifth Discipline* says the primary job of leadership now is to facilitate the learning of others. The inborn quest of humans (staff) to learn more and more becomes the leaders greatest asset to address organisational challenges. Transformational leaders have been given a sacred trust of being stewards of their staff’s intellectual capital

- (d) **Principle of Innovation:** The ability to boldly initiate prayerful change when needed. An effective and efficient organisation requires members to anticipate change and not fear it. Leaders must initiate and respond quickly to change. Team members successfully influence one another to assimilate change because the transformational leaders have built trust and fostered teamwork.
- (e) **Principle of Mobilisation** – The ability to enlist, equip and empower others to fulfil the vision. Transformational leaders look for willing participants who have already been given formal leadership responsibilities and also among people who have not. They desire leadership at all levels, so they find ways to invite and ignite leadership at all levels. They introduce simple baby steps to enlist larger participants.
- (f) **Principle of Preparation** – The ability to never stop learning about themselves with and without the help of others. Rick Warren says, “Leaders are learners.” Transformational leaders realise that the transformation they pursue is a reflection of their own spiritual quest—that they must serve the world through their giftedness because that is the only way they truly fulfil their life mission. With this mindset, moments of being stuck become moments of total dependence on God. This is such a rigorous path of learning that transformational leaders must be in thriving relationships with others pursuing transformation. It is within these vital relationships, life opportunities and obstacles get saturated in love and support.
- (g) **Principle of Determination** – The ability to finish the race. A leader's mission is sometimes difficult and their journey often lonely. Leaders depend on their stamina, endurance, courage and strength to finish each day. Because their focus is not only on raising their own leadership but the development of others, the most rigorous and humbling of all human endeavours, transformational leaders experience times of self-doubt, grief and fatigue. Transformational leaders have to develop spiritual, emotional, and physical disciplines to sustain their high level of commitment to their cause.

### Self- Assessment for transformational leadership

Transformational leaders have the ability to;

- articulate a clear, practical, and transformational vision;
- highly effective at gaining the agreement and commitment of other people;
- effectively facilitate the learning of individuals, teams, and other reliable and reputable resources;
- boldly initiate prayerful change to fulfil the vision;
- enlist, equip and empower others to fulfil the vision;
- never stop learning about themselves with and without the help of others;
- finish the race.

### ASSESSMENT

#### Performance Standard

Identify transformational leaders in the school, community, provincial and national level or the global arena and discuss how they have changed the community, schools, province or country.

## Suggested Resources

Humairah (2006), 7 Principles of Transformational Leadership. Leadership in Perspective. Retrieved from: <https://theleadership.wordpress.com>

Masjid al-Haram, Makkah & Khurram Murad (2006). Seven Principles of Transformational Leadership. Retrieved from <https://theleadership.wordpress.com> Dated: 19th June, 2021 Sarah K.White (February 21, 2018). Retrieved from [google.com](https://www.google.com/). <https://www.google.com/> What is transformational leadership. Dated: 19th June, 2021.

### Lesson 1. Transformational leadership

**Activity:** Research transformational leadership and identify world and local leaders who are seen as transformational leaders.

### Lesson 2. Principles of transformational leadership

**Activity 1:** Discuss the principles of transformational leadership.

**Activity 2:** Refer to an article ( newspaper, magazine or online) to report three principles of transformational leadership in action.

### Lesson 3. Examples of transformational leaders in PNG Parliament

**Activity:** Research and compile profiles of transformational leaders in PNG parliament today and from yesteryears.

# 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 11.4.1.2** Examine and explain the key elements of transformational leadership.

#### Topic 2: The Key Elements of Transformational Leadership

##### Learning Objectives

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

1. Examine the key elements of transformational leadership.

##### Essential Questions:

1. What are the key elements of transformational leadership?
2. How are the transformational leadership key elements applied in leading people and organisations?

##### Performance Indicators:

1. Identify the key elements that are applied in transformational leadership.
2. Study a prominent leader and identify the elements of transformational leadership portrayed.

##### Essential Values, Attitudes, Skills and Knowledge

###### Values:

- Value the key elements of transformational leadership.

###### Attitudes:

- Appreciate the key elements of transformational leadership.

###### Skill:

- Apply key elements of transformational leadership.

###### Knowledge:

- Key elements of transformational leadership.

##### Content Background

##### What are the key elements of transformational leadership?

According to scholar Bernard MacGregor Bass (1980s), there are four key elements of transformational leadership. These are:

1. Idealised Influence (II)
2. Intellectual Stimulation (IS)
3. Inspirational Motivation (IM)
4. Individualised Consideration (IC)

These 4 elements, In Bass' view, are crucial if leaders wish to inspire, nurture and develop their followers. These would be used to create an open, communicative and diverse culture, allowing followers to freely share ideas and therefore to empower them on an individual level.

### **Descriptions of the key elements of transformational leadership**

Transformational leaders are often described as **mentors** and **role models** as they lead by example, encouraging an environment where innovative thinking is aligned with the values, beliefs and objectives of the organisation, and individuals are openly recognised.

1. **Idealised Influence (II)** - refers to the way in which transformational leaders exert their influence within a group;
  - these leaders are deeply respected by their team due to the example that they set for others;
  - behind this, they provide a **clear vision and a sense of belonging** which encourages individuals to buy into the long-term objectives of the organisation, and drives them to achieve their own goals;
  - these individuals act as powerful **role models**, and their followers copy or imitate them as they wish to become a leader based around the example set.
  
2. **Intellectual Stimulation (IS)** - provides for the Transformational leaders to create a diverse and open environment, within which they encourage others to innovate and to form new ideas for the organisation and themselves.
  - They seek other paths to goals which stray from the norm and openly push others to challenge their own beliefs and values, as well as those of the organisations.
  - This is why this style of leadership can play such an influential role in Change and Strategic Planning.
  
3. **Inspirational Motivation (IM)**-Transformational leaders play an important role improving performance, by working to raise team morale through motivational techniques and acting as inspiration for their followers.
  - They are happy to communicate their high expectations to individual followers and motivate them on a singular level to **gain their commitment** to a shared organisational or team belief;
  - When the individual is committed to the organisational goals, it **intrinsically encourages** them to work harder to reach these objectives;
  - When combined with the Individual Influence that transformational leaders exert, Inspirational Motivation helps make up these leaders' **charisma**
  
4. **Individualised Consideration (IC)**-Transformational leaders actively work to create a diverse environment and supportive environment, where individual differences are respected and celebrated.
  - They will know each other's followers individually, and will **happily listen to any concerns or needs that their team members may have.**
  - They will **act as mentors and coaches for team members**, working to develop, empower and inspire them to achieve more and to be more.
  - This individual effort is key to achieving the best results and creating future leaders.

## ASSESSMENT

### Performance Standard

Carry out a mini research of the leadership styles and identify which school prefects /leaders display transformational leadership qualities or traits.

### Suggested Resources

Bernard A. Bass (1985). Four Elements of Transformational Leadership. Retrieved from google.com. <http://www.businessballs.com>.Dated: 20th June, 2021

Sean Lea (2019). Four I's of Transformational Leadership. Retrieved from google.com.<http://www.businessballs.com>.Dated: 20th June, 2021

### Lesson 1. Key elements of transformational leadership

**Activity 1:** Discuss in groups the key elements that characterise transformational leadership.

**Activity 2:** In groups do a 4-5 minutes demonstration through simulation of one element of a transformational leader.

### Lesson 2. Case study: Elements of transformational leadership in action

**Activity:** Work on the case study.

## 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 11.4.1.3** Research and discuss how transformational leadership can contribute to empowerment, positive change and growth.

#### Topic 3: Contributions of Transformational Leadership

##### Learning Objectives

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

1. Identify and explain the qualities of transformational leadership.
2. Research and discuss how transformational leadership can contribute to empowerment, positive change and growth;
3. Identify and categorise the contributions of transformational leadership to empowerment, positive change and growth;

##### Essential Questions:

1. What are the qualities of transformational leadership?
2. What are the contributions of transformational leadership to empowerment, positive change and growth?
3. How does transformational leadership contribute to empowerment, positive change and growth?

##### Performance Indicators:

1. Explain the qualities of transformational leadership.
2. Categorise the contributions that transformational leaders do the empower positive change and growth.

### Essential Values, Attitudes, Skills. and Knowledge

#### Values:

- the contributions of transformational leadership empowerment, positive change and growth.

#### Attitudes:

- Appreciate the contributions of transformational leadership empowerment, positive change and growth.

#### Skill:

- Research and discuss the contributions of transformational leadership empowerment, positive change and growth.

#### Knowledge:

- Contributions of servant leadership in improving the conditions of the least privileged, marginalised, and the oppressed in society.



## **Content Background**

Transformational leaders are strong in the abilities to adapt to different situations, share a collective consciousness, self-manage, and be inspirational while leading a group of people. For example, their capabilities in strategising how the organisation can continue normal operation to achieve its goals in view of emergencies like the natural disasters.

They have to serve as servant leaders with love, humbleness, empathy, genuineness, respect, and honesty, putting the needs and well-being of the organisation members ahead of their needs because they believe that when the members acquire personal growth, the organisation and leader also grow due to the members' growing commitment and engagement. They lead as stewards and Christian leaders with responsibility, accountability and kindness because they are answerable for their actions.

## **Contributions of Transformational Leadership to Empowerment, Positive Change and Growth**

Transformational leaders, then, are awareness-raisers who see strategic initiatives to be fulfilled, problems that align with their own spiritual life mission. As they make leadership commitments to those strategic initiatives, they make commitments to their own emergence. As the leaders transform, the world is transformed. On a large scale those who are already transformational leaders must now invite their high potential players to come forward to lead areas within their organisation. As potential transformational leaders come forward they need to be challenged. Beyond the challenge they need the control to figure it out and be given the needed credit when the challenge is met.

In addition, these potential leaders need a learning environment that offers a network with other transformational leaders. Leadership development experiences must be prepared that connect the strengths of the team to the overall strategy of the organisation with a support system founded on encouragement, accountability and recognition. As these men and women succeed in their transformations over the next decade, millions of people—learning and achieving with them will rise to a new level of leadership characterised by an unshakeable faith to transform the lives of others by creating a synergy of energy within their circle of influence.

## **How does transformational leadership contribute to empowerment, positive change and growth?**

Transformational leaders have to know how to integrate all the different leadership principles and values at any level in society as transformed persons. They exercise the values and principles in terms of contributing to empowerment, positive change and growth as an individual, and influencing others positively in adapting to changes and improving for the good of everyone so that the organisation remains strong and relevant

Transformational Leadership uses communication to bring about a positive, beneficial change in its followers and transforms its followers by working together, helping and encouraging each other. They increase the morale, motivation and performance of the individuals within the group and the group as a whole. Transformational Leaders engage with followers, focus on basic needs, and raise awareness about the significance of specific outcomes and new ways in which

those outcomes might be achieved. They demonstrate active behaviours that include providing a sense of mission. They lead with personal drive, commitment and resilience to communicate with conviction, clarity, influence, motivation and members' well-being.

They are results-focused and demonstrate transformational abilities including innovation, ingenuity, self-control and decisiveness and build the capabilities of the members. They actively support the well-being of the people and promote a social inclusive environment for positive performance results.

## ASSESSMENT

### Performance Standard

1. Select an appropriate communication mode and plan an awareness on the contributions of Transformational Leadership to empowerment, positive change and growth;
2. Plan and organise awareness campaigns on the contributions of transformational leadership to empowerment, positive change and growth.
3. Conduct awareness campaigns on the contributions of transformational leadership to empowerment, positive change and growth in their schools, communities, provinces and the nation.

### Suggested Resources

Ahmed Raza.(2015). 12 Different Types of Leadership Styles. Retrieved from google.com. <https://wisetoast.com/types-of-leadership-styles>. Dated 20<sup>th</sup> June, 2021.

Department of Personal Management (2013). Public Service Ethics and Values-Based Leadership Capacity Framework, PNG. Retrieved from google.com. <Http://pacificpredict.org>Et...>Dated: 20<sup>th</sup> June, 2021.

Masjid al-Haram, Makkah & Khurram Murad (2006). Seven Principles of Transformational Leadership. Retrieved from <https://theleadership.wordpress.com> Dated: 19<sup>th</sup> June, 2021

### Lesson 1. Qualities of transformational leadership

**Activity:** Research the qualities of transformational leadership, characteristics and the qualities to transform lives of citizens and society.

### Lesson 2. Impacts of contributions of transformational leaders in PNG

**Activity:** Discuss the impacts of contributions to society that transformational leaders in PNG have made.

# Strand 4

## CHRISTIAN LEADERSHIP AND GOVERNANCE

### 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 11.4.2.1:** Analyse the characteristics, goals, principles and values of administrative governance.

#### Topic 1: Administrative Governance

##### Learning Objectives

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

- Identify and explain the characteristics, principles, goals, roles and values of administrative governance.

##### Essential Questions:

1. What is administrative governance?
2. What are the characteristics of administrative governance?
3. What are the principles of administrative governance?
4. What are the goals of administrative governance?
5. How are the principles and values of administrative governance applied in administration?
6. How are the roles of administrative governance in society?

##### Performance Indicators:

1. Explain the characteristics of administrative governance.
2. Define the principles and goals of good administrative governance.
3. Explain the roles of administrative governance.

##### Essential Values, Attitudes, Skills. and Knowledge

###### Values:

- Patience
- Integrity
- Generous
- Polite
- Fair
- Truthfulness

###### Attitudes:

- Advocacy
- Appreciation
- Teamwork/Collaboration
- Communicative

**Skill:**

- Analyse the characteristics, goals, principles and values of administrative governance.

**Knowledge:**

- Administrative governance and its characteristics, goals , principles and values.

**Content Background****What is administrative governance?**

As learnt earlier in the preceding grades, governance is the process of governance which means to rule over by right of authority. It is the act of controlling and directing a country, province, community, family, business firm or an organisation.

Governance is essential for a country to achieve its objectives and drive improvement as well as maintain legal and ethical standing in the eyes of stakeholders, regulators and the wider community. Accountability, authority and decision-making are key to effective governing.

Administration is the process of running a business, organisation, province, district, country or even a family. To have a clear understanding of administrative governance, take a look at political governance learnt in grade 9. Political governance is the process of decision-making to formulate policies, while administrative governance is a system where the policies designed are implemented.

Therefore, administrative governance also known as public administration is a process of planning, organising, directing, coordinating and controlling government operations to fulfil state purposes for the benefit of its citizens.

For instance, PNG has the Vision 2050 which has all the policies and expectations which will be administered/ implemented by all the government agencies so that the government achieves its goals and fulfills its purposes. Each government agency interprets and analyses the policies and expectations in the Vision 2050 and selects those policies that concern the agency. The agencies then align their plans to the policies of Vision 2050.

Each agency plans, organises, directs, coordinates and controls the civil servants to implement these policies. The public servants are the people on the grounds who actually implement the policies. It is the role of each agency's administration to make sure processes are running smoothly and civil servants are equipped well with equipment as well as the required knowledge and skills to implement government policies.

## Characteristics of public administration

A characteristic is a quality or trait that makes a person or something different from others. Given below are the characteristics of administrative governance;

- Commitment to the mission - A mission is a statement which outlines the purpose of the existence of the organisation or group.
- Have a strategic vision – Every organisation has a vision to work towards. A vision is the statement which lays out the objectives of the organisation.
- Conceptual skills – Refers to abilities or talents people have to address difficult scenarios in an organisation with innovative approaches. Organisations should have people with communication, interpersonal, technical and decision-making skills.
- Delegation – Delegation is a process of transferring responsibility for a task to another employee.
- Grow talent – Capacity building is vital for the employees of an organisation, because it provides opportunities for workers to advance their skills and competencies in their careers.

## Principles of administrative governance

A principle is an accepted rule of action or conduct in an organisation or a group. The following are principles of administrative governance outlined by *Henry Fayol (1841-1929)* that are common in many organisations.

- Division of labour
- Authority
- Discipline
- Unity of command
- Unity of direction

## What are the values of administrative governance?

Values are important and lasting beliefs or ideals shared by members of a culture about what is good or bad. Similarly, organisations also have common values that guide administrators and employees in the implementation of policies.

- Professionalism
- Democratic
- Ethical
- Leadership
- Accountability
- Transparency

## Functions of administrative governance

The administration of various organisations have roles and responsibilities depending on the nature of the organisation. However, provided below are the basic functions most organisations do when implementing the policies of the organisation.

- Sustain economic growth
- Promotion of social development

- Facilitating infrastructure development and protecting the environment
- Promoting public-private sectors partnership
- Managing development programs
- Maintaining legal frameworks.

## ASSESSMENT

### Performance Standards

1. Demonstrate through role plays and simulation on the characteristics, principles, goals, roles and values of administrative governance
2. Write a report describing the functions of the administrative governance of their school. They suggest better ways to help at their level if they see a need in their school's administrative governance.

### Suggested Resources

Government of PNG. (2021). Modified version. *PNG Vision 2050*. PNG Department of National Planning & Monitoring. PNG. Retrieved on 17 August, 2021 from <https://png-data.sprep.org/dataset/papua-new-guine-vision-2050>.

Mindtool.com. (2020). *Henry Fayol's Principles of Management.–Understanding Historical Administrative Theory*. Emerald Works Limited. 50 Frederick Street, Edinburgh. Scotland. Retrieved on 17 August, 2021 from <https://mindtoo.com/pages/articles/henri-fayol.html>.

### Lesson 1. Administrative Governance

**Activity:** Research administrative governance and present findings for discussions..

### Lesson 2. Characteristics and principles of administrative governance

**Activity:** Discuss the characteristics and principles of administrative governance.

### Lesson 3. Goals, values and roles of administrative governance

**Activity:** Research and discuss the goals, values and roles of administrative governance.


**Strand  
4**
**CHRISTIAN LEADERSHIP AND GOVERNANCE**
**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 11.4.2.2:** Compare and contrast the ethical and moral principles of administrative governance embedded in the public and private sectors.

**Topic 2: Ethical and Moral Principles of Administrative Governance in Public and Private Sectors.**

**Learning Objectives**

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

- Distinguish the ethical and moral principles of administrative governance in the public and private sectors.

**Essential Questions:**

1. What are the ethical and moral principles of administrative governance?
2. What are the ethical and moral principles of administrative governance in the public sector?
3. What are the ethical and moral principles of administrative governance in the private sector?
4. How can students apply ethical and moral principles of administrative governance in the public and private sector?

**Performance Indicators:**

1. Define the ethical and moral principles of good governance.
2. Compare and contrast the ethical and moral principles of administrative governance in the private and public sector.

**Essential Values, Attitudes, Skills and Knowledge**

**Values:**

- Reliable – be reliable in comparing and contrasting ideas between public and private sectors.

**Attitudes:**

- Truthfulness – be critical and honest in contrasting and comparing administrative governance of public and private sectors.

**Skill:**

- Compare and contrast principles of administrative governance of public and private sectors.



**Knowledge:**

- The ethical and moral principles of administrative governance in the public and private sectors.

**Content Background**

Ethics refers to the principles of right and wrong acceptable by individuals, groups and organisations. These are rules, roles, and standards of practice and expectations of individuals.

**What are ethical principles?**

Ethical principles are general judgements that serve as basic justifications for ethics. These are the principles of ethics;

1. Beneficence and non-maleficence – Safeguard the welfare and rights of other people whom you interact with and as much as possible work independently of biases in the workplace. Preventing harm but have a duty to help.
2. Fidelity and responsibility - What to mind when working with colleagues and within our work network. That is, ethical compliance of colleagues' conduct at work. Building relationships and maintaining trust.
3. Integrity - To be straightforward and honest in all professional and business relationships.
4. Justice (fairness and justice)
5. Respect for peoples' rights and dignity - Obtaining individual's consent and protecting their confidentiality and privacy.

These general principles are meant to guide and inspire highest ethical ideals.

**How does morality differ from ethics?**

Both morality and ethics loosely have to do with distinguishing the difference between “good and bad” or “right and wrong.” According to this understanding, “ethics” leans towards decisions based upon individual character, and the more subjective understanding of right and wrong by individuals – whereas “morals” emphasises the widely-shared communal or societal norms about right and wrong.

Put another way, ethics is a more individual assessment of values as relatively good or bad, while morality is a more intersubjective community assessment of what is good, right or just for all (*Paul Walker & Terry Lovat, 2014*).

## Principles of administrative governance

Public/civil servants have a special responsibility because they are entrusted with managing resources on behalf of the community, delivering services to the community and taking decisions that affect a citizen's life. The community, therefore, must be able to trust the integrity of the civil service decision-making process. Civil servants are expected to maintain high standards of professionalism, responsiveness and impartiality (*Dr.Sirswal, 2014*).

Every holder of public office is accountable ultimately to the people. An ethical administrator will consider the full range of standards and values that are relevant to handling a specific matter and be committed to upholding both the spirit and the letter of this code.

Given below are codes of ethics for administrators to follow.

Ethic	Meaning
Advance the public interest	Promote the interests of the public and put service to the public above service to oneself. Serve all persons with courtesy, respect, and dedication to high standards.
Uphold the Constitution and the Law	Respect and support government constitutions and laws while seeking to improve laws and policies to promote the public good.
Promote democratic participation	Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organisations. Be open and transparent while protecting privacy rights and security.
Strengthen social equity	Treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms. Act affirmatively to reduce unfairness, injustice, and inequality in society.
Fully inform and advise	Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members, and to organisational superiors.
Demonstrate commitment to duty, principle, and personal integrity	Adhere to the highest standards of conduct to inspire public confidence and trust in public service. Exercise integrity, courage, compassion, benevolence, and optimism.
Promote ethical organisations	Strive to attain the highest standards of ethics, stewardship, and public service in organisations that serve the public.
Strive for professional excellence	Strengthen individual capabilities to act competently and ethically and encourage the professional development of others.

These ethical codes are very relevant in present scenarios which are to be adopted for every government and private organisations for public welfare and proper implementation of their policies and schemes (*Dr.Desh Raj Sirswal, 2014*).

### Resources

## ASSESSMENT

### Performance Standard

1. Students assume they are governors of their province. They report on ethical and moral issues of administratively governing their people on a daily basis and what tactic they will use to run their province.
2. If you were Joseph the governor of Israel in biblical times, what strategies did you apply to become a very trustworthy and effective governor? They report their findings to the class, either report writing or class presentation through charts manually or use of technical devices.

### Suggested Resources

Google. (2020). *Difference between ethics and morality*. Mountain View, California, US. Retrieved on 17 August, 2021 from <https://www.google.com/search?q=difference+between+ethics+and+morality>.

Sirswal D R. (2015). *Public Service Values and Ethics in Public Administration*. The PhilPapers Foundation. University of Western Ontario, Canada. Retrieved on 17 August, 2021 from <https://philpapers.org/rec/SIRPSV-2>

Walker P and Lovat T. (2014). *You say morals, I say ethics-what's the difference*. THE CONVERSATION. Melbourne Australia. Retrieved on 17 August, 2021 from <https://theconversation.com/you-say-morals-isay-ethics-whats-the-difference>.

### Lesson 1. Ethical and moral principles of administrative governance

**Activity:** Research the ethical and moral standards of administrative governance.

### Lesson 2. Ethical and moral principles of administrative governance in the public and private sector

**Activity:** Compare and contrast the ethical and moral principles in the public and private sector.

### Lesson 3. Case study: Impact of upholding ethical and moral principles of administrative governance in the public and private sector

**Activity:** Work on the case study.

# Planning and Programming

## The 8 steps in Planning and Programming Process

The Planning and Programming Process used by Christian and Citizenship Values Education as a Subject is an 8 step process. This process begins from Unpacking the Content Standards and Benchmarks and ends with planning a daily lesson plan.

**Step 1:** Identify the number of Units, Content Standards and Benchmarks for each of the units in the CCVE Grade 11 Syllabus

**Step 2:** Identify the total number of Content Standards, Benchmarks and Number of Topics in the Teacher Guide

**Step 3:** Consider the Facts and Considerations in the Planning and Programming Process (subject related)

**Step 4:** Distribute the Content evenly across the 4 school terms in a Matrix (Proposed Template)

**Step 5:** Expand and plot the distributed content into the complete Yearly Content Overview for the subject for the grade (Proposed Template)

**Step 6:** Develop the Termly Programs (Proposed Template – 3 part programme)

**Step 7:** Develop the Weekly Teaching Program (Proposed Template) Daily Lesson Plan (SBC Template)

**Step 8:** Review, Evaluate and Re-plan the yearly, termly, weekly Programs

## Christian and Citizenship Values Education planning and programming process

The Planning and Programming Process involves 8 steps. The steps are outlined and described with samples provided to assist and guide you.

### Step 1: Identify the number of Strands, Units, Content Standards, and Benchmarks in the CCVE Syllabus (Grade 11 and 12 Syllabus)

It is important to first identify the strand and unit names for familiarisation and also the number of strands and units in the Grade 11 CCVE.

Christian and Citizenship Values Education has 4 Strands and 8 Units.

Strand	Units
1. Biblical Values and Principles	1. Biblical Values and Practices
	2. The Ten Commandments: God's Core Principles
2. Christian and Civic Identities and Principles	1. Christian Identities
	2. Civic Principles
3. Christian Citizenship and Society	1. Christian Citizenship
	2. Citizens and Active Participation
4. Christian Leadership and Governance	1. Christian Leadership
	2. Good Governance

**Step 2:** Identify the total number of Content Standards, Benchmarks and Number of Topics in the 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 11 CCVE Content Matrix**

Strands	Total Number Of Units	Total Number of Content Standards	Total Number Of Benchmarks	Total Number Of Topics
1	2	2	8	8
2	2	2	4	4
3	2	2	4	4
4	2	2	8	8
<b>Totals</b>	<b>8</b>	<b>8</b>	<b>24</b>	<b>24</b>

**Step 3: Consider the Facts and Considerations in the Planning and Programming Process (subject related)**

**Consideration 1.** There are 4 strands in CCVE. There are 8 units with 24 Benchmarks.

**Consideration 2.** The 24 Benchmarks can be spread out over the school year by dividing by 4 terms. This means that 6 Benchmarks can be covered in each term.

**Step 4:** Distribute the Content evenly across the 4 school terms in a Matrix  
(Proposed Template)

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
	<b>Strand 1</b> Biblical Values and Principles	<b>Strand 2</b> Christian Identities and Civic Principles	<b>Strand 3</b> Christian Citizenship and Society	<b>Strand 4</b> Christian Leadership and Governance
<b>One</b>	BM 11.1.1.1	BM 11.1.2.3	BM 11.3.1.1	BM 11.4.1.3
<b>Two</b>				
<b>Three</b>	BM 11.1.1.2	BM 11.1.2.4	BM 11.3.1.2	BM 11.4.2.1
<b>Four</b>				
<b>Five</b>	BM 11.1.1.3	BM 11.2.1.1	BM 11.3.2.1	BM 11.4.2.2
<b>Six</b>				
<b>Seven</b>	BM 11.1.1.4	BM 11.2.1.2	BM 11.3.2.2	BM 11.4.2.3
<b>Eight</b>				
<b>Nine</b>	BM 11.1.2.1	BM 11.2.2.1	BM 11.4.1.1	BM 11.4.2.4
<b>Ten</b>				
<b>Eleven</b>	BM 11.1.2.2	BM 11.2.2.2	BM 11.4.1.2	BM 11.4.2.5

**Step 5:** Expand and plot the distributed content into the complete Yearly Content Overview for the subject for the grade (Proposed Template)

**Grade 11 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.

<b>TERM ONE (1)</b>				
<b>Strands</b>	<b>Units</b>	<b>Content Standards</b>	<b>Benchmarks</b>	<b>Topics</b>
1. Biblical Principles and Values	1. Biblical Values and Practices	CS: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.	11.1.1.1	Topic 1 God and His Creation of the Universe
			11.1.1.2	Topic 2 God is authority over good and Evil
			11.1.1.3	Topic 3 God punishes the disobedient persons that abandon Him
			11.1.1.4	Topic 4 Differences in the Qualities of Elohim God and those of the fallen angels
	2. The Ten Commandments: God's Core Principles	CS: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 practices in different contexts.	11.1.2.1	<b>Topic 1</b> Knowing and Living by 7th Commandment



		<b>Topic 2</b> Underlying Value of 7th Commandment	
<b>TERM 2</b>			
		11.1.2.2	
		11.1.2.3	<b>Topic 3</b> Reflecting Gods Attributes through 7th Commandment
		11.1.2.4	<b>Topic 4</b> Biblical representation, promotion and validation of Ten Commandments 7 and 8
2. Christian Identities and Civic Principles	1. Christian Identities	11.2.1.1	Topic 1 How different global Christian and civic identities are constructed and represented
			CS:2.1 Students will be able to analyse Christian identities and explain how they are constructed, represented, utilized, and regulated in different contexts and evaluate their characteristics.
		11.2.1.2	Topic 2 How Christian values, principles, and beliefs influence the global Christian and civic organisations and system.
2. Christian Identities and Civic Principles		11.2.2.1	Topic 1 Christian and civic principles of political leaders and its influence on the civic agendas, behaviour, and practices in PNG
			CS:2.2. Students will be able to examine and analyse Christian principles that shape Christian identities and influence civic principles, values, behaviours, and practices in different context.

			11.2.2.2	Topic 2 Impact of civic leadership of political leaders on the citizens.
<b>TERM 3 (THREE)</b>				
3. Christian Citizenship and Society	1. Christian Citizenship		<b>11.3.1.1.</b>	Topic 1. Roles and functions of Christian and civic charitable organisations
			<b>11.3.1.2.</b>	Topic 2. Christian and civic charity organisations and groups: Mother Teresa
	2. Christian Citizens and Active Participation		<b>11.3.2.1.</b>	Topic 1. Christian Citizens and the Use of Technology in Monar-chist Societies
3 Christian Citizenship and Society	2. Christian Citizens and Active Participation		<b>11.3.2.2.</b>	Topic 2. Christian Citizens and the Use of Technology in Monar-chist Societies
4. Christian Leadership and Governance	1. Christian Leadership		<b>11.4.1.1</b>	Topic 1. Principles of Transformational Leadership

		11.4.1.2	<b>Topic 2.</b> The key elements of transformational leadership
<b>TERM FOUR (4)</b>			
		11.4.1.3	<b>Topic 3.</b> Contributions of Transformational Leadership
	2. Good Governance	11.4.2.1:	<b>Topic 1.</b> Administrative Governance
		11.4.2.2:	<b>Topic 2.</b> Ethical and Moral Principles of Administrative Governance in Public and Private Sectors.
		11.4.2.3	<b>Topic 3.</b> Ethical and Moral Standards of Administrative Governance
	2. Good Governance	11.4.2.4:	<b>Topic 4.</b> Prosecuting Laws
4. Christian Leadership and Governance		11.4.2.5	<b>Topic 5.</b> Improving Administrative Governance using Technology

# 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 organizing 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

## Subject: Christian and Citizenship Values Education

### Strand 1: Biblical Values and Principles

#### Unit 1: Biblical Values and Practices

CS: 1.1

BM: 11.1.1.1

#### Topic: God and His Creation of the Universe

#### Lesson Title: Who God is from Hebrew and Christian Perspectives

**Student Performance Objective - *By the end of the lesson the student will be able to:***

Compare the names of God in Hebrew and Christianity and draw conclusions on the intensity of meaning of each name relating to who God is and how He is worshipped in both perspectives.

***How will students be evaluated and what methods will be used to measure competency?***

Create a comparison chart on the 6 days creation and Shabbat day of rest and relate the names of God and meanings in Hebrew and Christianity.

Competency: Relating the names of God to creation and Shabbat day of rest and the type of worship in Hebrew and Christianity. Show reverence for God.

***Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson)***

The introduction of the lesson will be a poster of nature and why God created such; for example; a beautiful sunset, a starry night or a beautiful environment teeming with plants and animals.

***Instructional Components: (Include type of lesson and major concepts to be covered)***

This will be a guided discovery lesson with full participation of students and facilitation of learning resources by the teacher.

**Values:** Respect and adoration of creation and God,

**Attitudes:** Reverence for God through names of God

**Skills:** Discovery, discussion and drawing conclusions

**Knowledge:** The names of God in Hebrew and Christianity, the 6 days of creation and Shabbat day of rest, the meanings of each of the names and their way of worship.

***Check for Understanding and/or Guided Practice and Independent Practice:***

In the guided and independent practice the teacher will organise a checklist of tasks to ensure students are doing what is expected of them and create an attitude checklist on how they show reverence for God in their activity.

**Closure:** ("Are there any questions?" is NOT an adequate closure)

**Materials Needed:** (Video, worksheets, overhead, computer, quiz, etc.)

Presentation of students' work and display in the classroom and students draw conclusions on how contexts and the faiths differ through the perspectives of the names of God.

### Resources

**Students use the following as resources.**

The Holy Bible, Bible Concordance, Bible Atlas, Charts, Bible Dictionary

Teaching and Learning Strategies	
Teacher will;	Students will;
<b>Introduction (5 minutes)</b>	
<ol style="list-style-type: none"> <li>1. Draw students attention to a beautiful picture of creation and ask questions on the creation of God.</li> <li>2. Ask students what they know about Hebrew and Christianity.</li> <li>3. Briefly explain Hebrew and Christianity.</li> <li>4. Explain what the task of the lesson is.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pay attention to and relate God to creation through the beautiful picture of creation. Then answer questions asked.</li> <li>2. Answer truthfully what they know about Hebrew and Christianity.</li> <li>3. Listen to the brief explanation of Hebrew and Christianity.</li> <li>4. Listen to the explanation of the task and ask questions for clarity.</li> </ol>
<b>Body (25 minutes)</b>	
<b>Modeling (5minutes)</b>	
<ol style="list-style-type: none"> <li>1. Group students into 7 groups and distribute charts and the resources for the lesson. Allocate the days of creation to 1 group. Each group will be working on one day of creation.</li> <li>2. Demonstrate the expected task using one example of Day 1 creation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Get into 7 groups and organise tasks among group members and the resources.</li> <li>2. Pay close attention to the teacher's demonstration of the task as an example.</li> </ol>
<b>Guided Practice (10 minutes)</b>	
<ol style="list-style-type: none"> <li>1. Allow students to begin with the comparative charts.</li> <li>2. Use a checklist of tasks to facilitate the pace of the activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin activity.</li> <li>2. Be aware of a checklist of activity and work with time.</li> </ol>
<b>Independent Practice (10 minutes)</b>	
<ol style="list-style-type: none"> <li>1. Ensure groups are fully immersed in the activity and provide assistance where needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work to complete the activity.</li> </ol>
<b>Conclusion (10 minutes)</b>	
<ol style="list-style-type: none"> <li>1. Ask students to stop all work and prepare their presentations.</li> <li>2. Allow each group to do their presentation and what the conclusion they have drawn from their presentation.</li> <li>3. Ask students to display their group's charts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stop working on the task and prepare for the presentation.</li> <li>2. Each group will present their day of creation, the names of God in Hebrew and Christianity, the type of worship and their conclusion of their presentation.</li> <li>3. Display groups chart.</li> </ol>



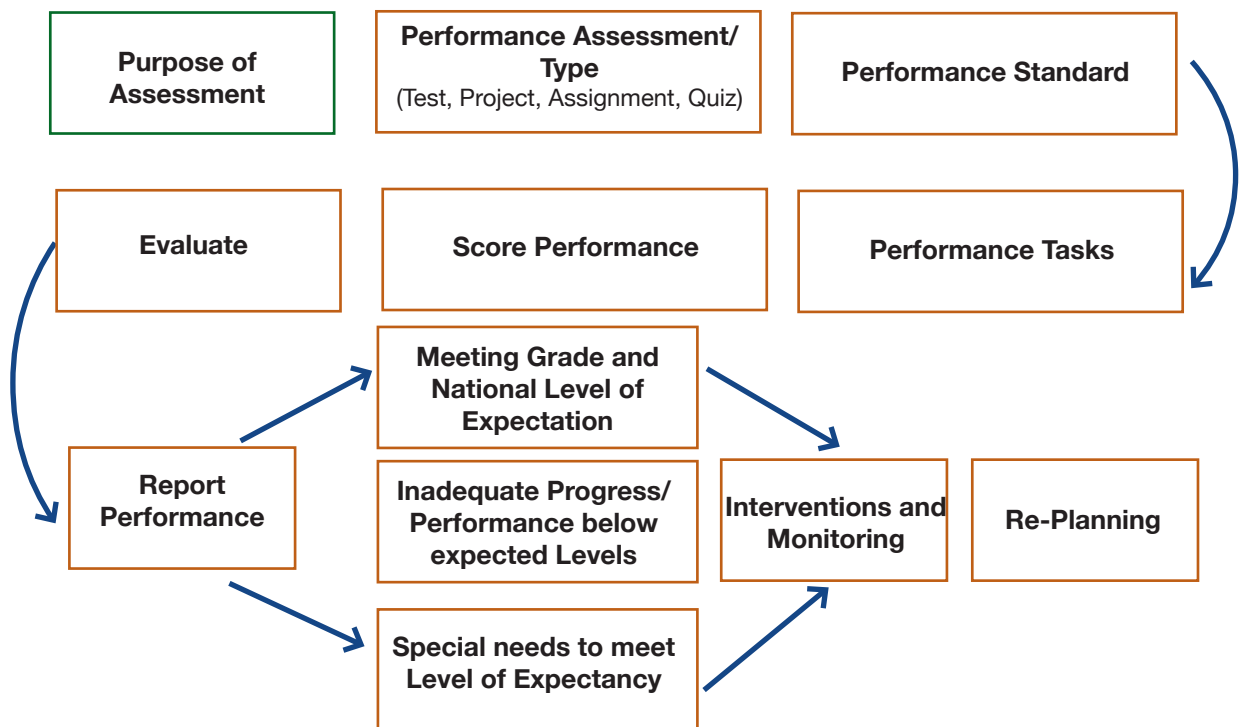
# Assessment, Reporting and Monitoring

## What is Standards-Based Assessment?

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.

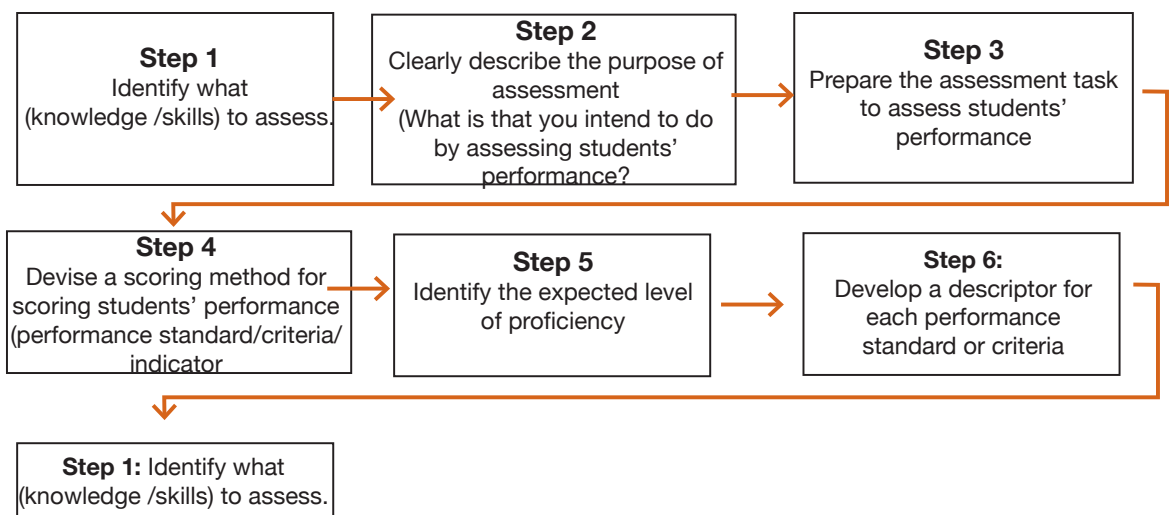
### Principles of Standards-Based Assessment

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"> <li>• Portfolios, demonstrations, field work, case studies, assignments, lab reports</li> <li>• Students take an active role in process</li> <li>• Qualitative</li> <li>• Interpretive</li> <li>• Focuses on performance, process and product</li> <li>• High level thinking</li> <li>• Use of rubric</li> <li>• Use of criterion levels evaluation</li> <li>• Part of teaching and learning Process</li> <li>• Shows mastery and learning performance</li> <li>• Generally extends over time</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice tests, true-false, fill in the blanks, sentence completion, matching, diagram completions</li> <li>• External –(teacher driven – assessing performance of teacher rather than the student)</li> <li>• 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)</li> <li>• Quantitative (driven to collect marks)</li> <li>• Objective</li> <li>• End product (only looking for the end product and not concerned about the performance and process)</li> <li>• Standardized or norm referenced</li> <li>• Isolated facts</li> <li>• Low level content</li> <li>• Generally occurs in “one setting</li> </ul>

## 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 sportsperson.
- 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 fulfill 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

3. 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.

## 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
<b>Criteria 1</b>	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	
<b>Criteria 2</b>	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	
<b>Criteria 3</b>	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	
<b>Criteria 4</b>	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

Performance Standard/Criteria	Advanced	Proficient	Progressing	Not Yet
Identify reasons for developing caring relationships	Identify and explain <b>all</b> the reasons for developing caring relationships	Identify <b>all</b> the reasons for developing caring relationships	Identify only a <b>few</b> of the reasons for developing caring relationships	Identify only <b>one</b> 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

#### 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 <u>complete</u> understanding of the problem. <u>All</u> requirements of task are <u>included in response</u> .	Demonstrate <u>considerate</u> understanding of the problem. <u>All</u> requirements of task are <u>included</u> .	Demonstrate <u>partial</u> understanding of the problem. <u>Most</u> requirements of task are <u>included</u> .	Demonstrate <u>little</u> understanding of the problem. <u>Many</u> requirements of task are <u>missing</u> .	Demonstrate <u>no</u> understanding of the problem.	<u>No</u> response/ <u>not</u> 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 <b>highest</b> level of performance.	Description reflecting <b>mastery</b> level of performance.	Description reflecting <b>movement towards</b> mastery level of performance.	Description reflecting <b>beginning</b> level of performance.
Criteria # 2	Description reflecting <b>highest</b> level of performance.	Description reflecting <b>mastery</b> level of performance.	Description reflecting <b>movement towards</b> mastery level of performance.	Description reflecting <b>beginning</b> level of performance.
Criteria # 3	Description reflecting <b>highest</b> level of performance.	Description reflecting <b>mastery</b> level of performance.	Description reflecting <b>movement towards</b> mastery level of performance.	Description reflecting <b>beginning</b> level of performance.
Criteria # 4	Description reflecting <b>highest</b> level of performance.	Description reflecting <b>mastery</b> level of performance.	Description reflecting <b>movement towards</b> mastery level of performance.	Description reflecting <b>beginning</b> 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	<b>Beyond Standard (s) -Advanced in Performance and Understanding</b>
	Consistently demonstrates advanced conceptual mathematical understandings Consistently generates tasks that make connections between and among mathematical ideas Consistently applies strategies to unique situations Consistently demonstrated confidence to approach tasks beyond the proficiency level for grade Consistently initiates mathematical investigations

<b>CONSISTENT</b>	<b>Meet Standard (s)-Proficient in Performance and Understanding</b>
	Consistently demonstrates understanding of mathematical 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 mathematical arguments of thinking and reasoning Uses mathematical language correctly and appropriately
<b>INCONSISTENT</b>	<b>Progressing-Not Yet Proficient in Performance and Understanding</b>
	Inconsistently uses tools appropriately and strategically Demonstrates inconsistent understanding of key mathematical ideas at grade level Demonstrates inconsistent conceptual understanding of key mathematical 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 mathematical ideas inconsistently
<b>SELDOM</b>	<b>Not Yet -Limited Performance and Understanding</b>
	Exhibits minimal understanding of key mathematic 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 mathematics

### 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.

1. 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.

2. 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.

2. 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.



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 **organizing or formatting information** at varying levels of quality

Excellent	Proficient	Adequate	Limited
skillful	systematic	simplistic	haphazard
purposeful	logical	methodical	disorganized

6. Words that describe the skill of **analyzing 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, artifacts, 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	<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>	

### 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 \_\_\_\_ 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.

## AFFECTIVE ASSESSMENT

### 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.

<b>Assessment Code:</b> <b>S1_U1_BM1_PS1</b>  This means: S1=Strand 1 U1 =Unit 1 BM1= Benchmark 1 /11.1.1.1 PS1= Performance Standard 1	<b>S1_U1_Test</b>  This means: S1=Strand 1 U1 =Unit 1 Test
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### Grade 11 Assessment Schedule

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				S4_U1_BM1_PS1 (Project Donation)
3	S1_U1_Test	S2_U1_Test	S3_U1_Test	S4_U1_Test
4	S1_U1_BM1_PS1 (Project)		S3_U1_BM2_PS1 (Project)	
5		S2_U1_BM1_PS1		
6				
7	S1_U2_Test	S2_U2_Test	S3_U2_Test	S4_U2_Test
8	S1_U2_BM4_PS2 (Project)			
9		S2_U2_BM2_PS2		S4_U2_BM1_PS2 (Documentary)
10				

## STRAND 1 BIBLICAL VALUES AND PRINCIPLES

### Unit 1 Biblical Values and Practices

#### Assessment Code : S1\_U1\_BM1\_PS1

**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 practiced in biblical times.

**Benchmark 11.1.1.1** Compare and contrast how God's creation of the universe is interpreted and contradicted in different contexts and assess the impact.

#### Learning Objective

Describe how God's creation is interpreted in different contexts and the significance of his creation to humans.

#### Topic God and His Creation of the Universe

#### Purpose of Assessment

For students to perceive the impacts of man's actions on creation waterways, seas/ oceans and feel responsible to carry rehabilitative measures.

#### Assessment Strategy

A group Assessment Task: In groups of 4, students are to keep a portfolio to detail the problem, the impacts, ways to address the problem and what to carry out to address the problem.

#### Duration: time/date of administration

**Date/time of due** 2 weeks before World Environment Day [This task can be given prior to Environment Day where all activities can be organised to commemorate the Day]

Term 1 Week 4

#### Performance Standard

Evaluate the reasons why some maritime provinces have rehabilitation projects on;

- mangrove rehabilitation to encourage new growth,
- encouraging growth of corals
- protecting species using traditional methods

And define ways of reducing or reversing the damages done by dumping rubbish in the oceans and waterways.

[Thought: What does God say about correcting mistakes?]

#### Performance Tasks

1. Evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species.
2. Define ways of reducing/reversing damages done by dumping rubbish in waterways, and seas.



3. Use collaborative efforts to participate in collating information, including pictures and diagrams to compile in the portfolio.
4. Show responsibility in accepting actions against God's creation, by recommending a strategy to reduce or reverse damages done by man to creation.

### Performance Assessment Criteria

1. Evaluation of reasons why maritime provinces have rehabilitation projects on new mangrove growth, new coral growth and protection of marine species.
2. Definition of ways of reducing/reversing damages to waterways and seas by dumping rubbish in those places.
3. Collaboratively collate and organise information in a portfolio.
4. Recommendation of a strategy to reduce or reverse damages done by man to seas; Gods creation.

**Assessment Scoring:** Advanced: 4 Proficient : 3 Progressing: 2 Beginning: 1  
**Scoring Tools** Holistic Rubric / 16

### 1. Identify the Essential KSAV that can be assessed from Task Descriptions

Category	Task Description	Essential VASKs
Evaluation of why maritime provinces have rehabilitation projects on new mangrove growth, new coral growth and protection of marine species.	Evaluate why maritime provinces have rehabilitation projects on new mangrove growth, new coral growth and protection of marine species.	<b>Values:</b> Appreciative <b>Attitudes:</b> Effectively evaluate with clear reasons <b>Skills:</b> Evaluate and justify with good reasons. <b>Knowledge:</b> Rehabilitation of waterways and seas projects
Definition of ways of reducing/ reversing damages to waterways and seas by dumping rubbish in those places.	Define ways of reducing/ reversing damages to waterways and seas by dumping rubbish in those places.	<b>Values:</b> Feel Responsible <b>Attitudes:</b> Deep understanding <b>Skills:</b> Define with reason <b>Knowledge:</b> Reducing/ reversing damage done to waterways and seas by dumping rubbish
Portfolio of information on rehabilitation of waterways and seas.	Collaboratively collate and organise information rehabilitation of waterways and seas.	<b>Values:</b> Collaborative <b>Attitudes:</b> work in a group to keep a portfolio <b>Skills:</b> collate and organise information <b>Knowledge:</b> Collate information on rehabilitation
Recommendation on a strategy to reduce or reverse damages done by man to seas; Gods creation.	Recommend strategy to reduce or reverse damage done by man to waterways and seas: God's creation	<b>Values:</b> Appreciate creation; waterways and seas <b>Attitudes:</b> show responsibility <b>Skills:</b> recommend strategies <b>Knowledge:</b> Strategies to reverse damages done by man.

## 1. Using the RUBRIC as a Scoring rubric

Performance Assessment Criteria	Advanced 4	Proficient 3	Progressing 2	Beginning 1	Score
Evaluation why maritime provinces have rehabilitation projects on new mangrove growth, new corals growth and protection of marine species.	<b>Effectively</b> evaluate why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>very detailed</b> evaluation	<b>Soundly</b> Evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>detailed</b> evaluation.	<b>Poorly</b> evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>less detailed</b> evaluation.	<b>Very poorly</b> evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species <b>with little or less detailed</b> evaluation.	3/4
Definition of ways for reducing/reversing damages to waterways and seas by dumping rubbish in those places.	<b>Thoroughly</b> define ways for reducing/reversing damages done by dumping rubbish in waterways, and seas with <b>very well</b> detailed plans..	<b>Comprehensively</b> define ways for reducing/reversing damages done by dumping rubbish in waterways, and seas with <b>well</b> detailed plans.	<b>Vaguely</b> define ways for reducing/reversing damages done by dumping rubbish in waterways, and seas with <b>poor</b> detailed plans.	<b>Very unclearly</b> define ways for reducing/reversing damages done by dumping rubbish in waterways, and seas with <b>very poorly</b> detailed plans.	2/4
Portfolio of information on rehabilitation of waterways and seas.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>better organise</b> and compile in the portfolio.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>organise</b> and compile in the portfolio .	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>partly organise</b> and compile in the portfolio.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>poorly organise</b> and compile in the portfolio.	3/4
	Show <b>greater responsibility</b> in accepting actions against God's creation, by recommending a <b>workable</b> strategy to reduce or reverse damages done by man to creation.	Show <b>much responsibility</b> in accepting actions against God's creation, by recommending <b>an effective</b> strategy to reduce or reverse damages done by man to creation.	Show <b>less responsibility</b> in accepting actions against God's creation, by recommending a <b>less effective</b> strategy to reduce or reverse damages done by man to creation.	Show <b>no responsibility</b> in accepting actions against God's creation, by recommending a <b>non-workable</b> strategy to reduce or reverse damages done by man to creation.	2/4
					10/16

## Using the RUBRIC as a Marking Rubric

Performance Assessment Criteria	Advanced 4	Proficient 3	Progressing 2	Beginning 1	Score
Evaluation why maritime provinces have rehabilitation projects on new mangrove growth, new corals growth and protection of marine species.	<b>Effectively</b> evaluate why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>very detailed</b> evaluation	<b>Soundly</b> Evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>detailed</b> evaluation.	<b>Poorly</b> evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>less detailed</b> evaluation.	<b>Very poorly</b> evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species <b>with little or less detailed</b> evaluation.	<b>3/4</b>
Definition of ways for reducing/ reversing damages to waterways and seas by dumping rubbish in those places.	<b>Thoroughly</b> define ways for reducing/ reversing damages done by dumping rubbish in waterways, and seas with <b>very well</b> detailed plans..	<b>Comprehensively</b> define ways for reducing/reversing damages done by dumping rubbish in waterways, and seas with <b>well</b> detailed plans.	<b>Vaguely</b> define ways for reducing/ reversing damages done by dumping rubbish in waterways, and seas with <b>poor</b> detailed plans.	<b>Very unclearly</b> define ways for reducing/reversing damages done by dumping rubbish in waterways, and seas with <b>very poorly</b> detailed plans.	<b>2/4</b>
Portfolio of information on rehabilitation of waterways and seas.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>better organise</b> and compile in the portfolio.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>organise</b> and compile in the portfolio .	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>partly organise</b> and compile in the portfolio.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>poorly organise</b> and compile in the portfolio.	<b>3/4</b>
Recommendation on a strategy to reduce or reverse damages done by man to seas; Gods creation.	Show <b>greater responsibility</b> in accepting actions against God's creation, by recommending a <b>workable</b> strategy to reduce or reverse damages done by man to creation.	Show <b>much responsibility</b> in accepting actions against God's creation, by recommending <b>an effective</b> strategy to reduce or reverse damages done by man to creation.	Show <b>less responsibility</b> in accepting actions against God's creation, by recommending a <b>less effective</b> strategy to reduce or reverse damages done by man to creation.	Show <b>no responsibility</b> in accepting actions against God's creation, by recommending <b>a non-workable</b> strategy to reduce or reverse damages done by man to creation.	<b>2/4</b>
					<b>10 /16</b>

## Using the RUBRIC as a GRADING Rubric

Performance Assessment Criteria	Advanced 16 - 13 100% - 82% 4	Proficient 12 - 9 81% - 57% 3	Progressing 8 - 5 56 % - 32% 2	Beginning 4 - 0 31% - 0 % 1	Score
Evaluation why maritime provinces have rehabilitation projects on new mangrove growth, new corals growth and protection of marine species.	<b>Effectively</b> evaluate why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>very detailed</b> evaluation	<b>Soundly</b> Evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>detailed</b> evaluation.	<b>Poorly</b> evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>less detailed</b> evaluation.	<b>Very poorly</b> evaluate the reasons why maritime provinces have rehabilitation projects on mangrove growth, growth of corals, using traditional methods to protect marine species with <b>little or less detailed</b> evaluation.	3/4
Definition of ways for reducing/ reversing damages to waterways and seas by dumping rubbish in those places.	<b>Thoroughly</b> define ways for reducing/reversing damages done by dumping rubbish in waterways, and seas with <b>very well</b> detailed plans..	<b>Comprehensive-ly</b> define ways for reducing/ reversing damages done by dumping rubbish in waterways, and seas with <b>well</b> detailed plans.	<b>Vaguely</b> define ways for reducing/ reversing damages done by dumping rubbish in waterways, and seas with <b>poor</b> detailed plans.	<b>Very unclearly</b> define ways for reducing/ reversing damages done by dumping rubbish in waterways, and seas with <b>very poorly</b> detailed plans.	2/4
Portfolio of information on rehabilitation of waterways and seas.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>better organise</b> and compile in the portfolio.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>organise</b> and compile in the portfolio .	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>partly organise</b> and compile in the portfolio.	Use collaborative efforts in group activity in collating information, including pictures and diagrams to <b>poorly organise</b> and compile in the portfolio.	3/4
Recommendation on a strategy to reduce or reverse damages done by man to seas; Gods creation.	Show <b>greater responsibility</b> in accepting actions against God's creation, by recommending a <b>workable</b> strategy to reduce or reverse damages done by man to creation.	Show <b>much responsibility</b> in accepting actions against God's creation, by recommending an <b>effective</b> strategy to reduce or reverse damages done by man to creation.	Show <b>less responsibility</b> in accepting actions against God's creation, by recommending a <b>less effective</b> strategy to reduce or reverse damages done by man to creation.	Show <b>no responsibility</b> in accepting actions against God's creation, by recommending a <b>non-workable</b> strategy to reduce or reverse damages done by man to creation.	2/4
					10 /16

## Unit 2: The Ten Commandments: God's Core Principles

**Assessment Code: S1\_U2\_BM3\_PS2**

**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 behavior and practice in different contexts.

**Benchmark 11.1.2.4:** Investigate and explain how Commandments 7 and 8 are represented, promoted and validated in the Bible.

**Learning Objective 2.** Identify the technology used to promote negative observances of Commandments 7 and 8.

**Topic Biblical representation, promotion, and validation of Commandments 7 and 8.**

**Purpose of Assessment:** For students to prioritise the attitude of giving rather than getting and to be responsible to provide means to change and influenced by Commandment 8. [Thou shall not steal ]

**Assessment Strategy An Individual Assessment Task:**

Keep a portfolio to detail the problem, ways to address the problem and what to carry out to address the problem.

**Duration:** time/date of administration

**Date/time of due:** Term 1 Week 5 1 week [Be given on a Friday and returned the following Friday.]

**Performance Standard**

Analyse the process of giving time to the marine life to replenish/ restock its species and how getting more than enough robs the marine life and people who depend on marine life to survive at the same time explain the role of technology that promotes getting more than enough.

**Performance Tasks**

1. Analyse the process of giving time to the marine life to replenish/ restock its species.
2. Analyse how getting more than enough robs the marine life and the people who depend on marine life to survive.
3. Explain the role technology plays to promote getting more than enough.
4. Demonstrate belief in taking charge of actions of giving other than getting by proposing strategies.
5. Portfolio with content outlined and includes illustrated diagrams



## Performance Assessment Criteria

1. Analysis of the process of giving time to marine life to replenish /restock its species.
2. Analysis of how getting more than enough from marine life robs the marine life and the life of people who depend on marine life to survive.
3. Explanation of the role of technology promoting getting more than enough.
4. Demonstration of belief in taking charge of actions of giving more other than the action of getting by proposing strategies.
5. Hand in portfolio with content well outlined and includes illustrated diagrams.

### Assessment Scoring

Proficient 3

Progressing 2

Beginning 1

15 marks

### Scoring Tools

Holistic Rubric

## Essential VASKs that can be assessed from Task Descriptions

Category	Task Description	Essential VASKs
Analysis of the process of giving time to marine life to replenish /restock its species.	Analyse the process of giving time to marine life to replenish and or restock its species.	<b>Values:</b> Respect for nature taking care of itself(marine life restock its species) <b>Attitudes:</b> Patience and tolerance in understanding marine life. <b>Skills:</b> Analyse process marine life takes to restock <b>Knowledge:</b> Process of giving time for marine life to restock
Analysis of how getting more than enough marine life robs the marine life and the life of people who depend on marine life to survive.	Analyse how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive.	<b>Values:</b> Deep understanding <b>Attitudes:</b> Drawing conclusions <b>Skills:</b> Analyse how getting more marine life amounts to stealing. <b>Knowledge:</b> Getting more than enough is stealing.
Explanation of the role of technology in promoting getting more than enough.	Explain the role technology plays to promote getting more than enough.	<b>Values:</b> Confident to be critical <b>Attitudes:</b> Be critical of technology <b>Skills:</b> Explain the role technology plays to promote getting more. <b>Knowledge:</b> Role of technology in promoting getting more than enough.
Demonstration of belief in taking charge of actions of giving more other than the action of getting by proposing strategies.	Demonstrate belief in taking charge of actions of giving more other than the action of getting by proposing strategies.	<b>Values:</b> belief of doing nature right <b>Attitudes:</b> Responsible <b>Skills:</b> demonstrate strong personal beliefs in proposed strategies <b>Knowledge:</b> proposed strategies to give marine life time to restock
Portfolio with content outlined and includes illustrated diagrams.	Present portfolio with well-ordered and outlined analysed responses and includes illustrated diagrams.	<b>Values:</b> values order <b>Attitudes:</b> Presentable, organised and neatness <b>Skills:</b> Writing and Analysis skills <b>Knowledge:</b> Complete portfolio, content includes responses to Criteria 1-4

Performance Assessment Criteria	Proficient 3	Progressing 2	Beginning 1	Score
Analysis of the process of giving time to marine life to replenish /restock its species.	Analyse <b>thoroughly</b> the process of giving time to marine life to replenish/ restock its species with <b>more respect</b> and <b>tolerance</b> for nature taking care for itself.	Analyse <b>mostly</b> the process of giving time to marine life to replenish/ restock its species with <b>some respect</b> and <b>tolerance</b> for nature taking care of itself.	Analyse <b>little or none</b> the process of giving time to marine life to replenish/ restock its species with <b>little or no respect and tolerance</b> for nature taking care of itself.	/ 5
Analysis of how getting more than enough marine life robs the marine life and the life of people who depend on marine life to survive.	<b>Correctly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>very correctly conclude</b> that it is stealing.	<b>Somewhat correctly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>correctly conclude</b> that it is stealing.	<b>Incorrectly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>incorrectly conclude</b> that it is stealing.	/ 5
Explanation of the role of technology in promoting getting more than enough.	Explain <b>critically with full confidence</b> the role technology plays to promote getting more than enough using <b>3 examples</b> .	Explain <b>critically with some confidence</b> the role technology plays to promote getting more than enough using <b>2 examples</b> .	<b>Explain critically with no confidence</b> the role technology plays to promote getting more than enough using <b>1 example</b> .	/ 5
Demonstration of belief in taking charge of actions of getting more than enough other than the action of giving by proposing strategies.	Demonstrate belief in taking <b>more responsible and full</b> charge of actions of giving more other than the action of getting by proposing <b>well defined</b> strategies that are <b>nature friendly</b> to marine life.	Demonstrate belief in taking <b>less responsible and partial</b> charge of actions of giving more other than the action of getting by proposing <b>defined</b> strategies that are <b>partially nature friendly</b> to marine life.	Demonstrate belief in taking <b>no responsible and no</b> charge of actions of giving more other than the action of getting by proposing <b>less defined</b> strategies that are <b>not nature friendly</b> to marine life.	/ 5
Portfolio with content outlined and includes illustrated diagrams	Present <b>well completed</b> portfolio with <b>very</b> well-ordered and outlined analysed responses <b>to 4 criteria</b> and includes <b>relevant well illustrated</b> diagrams.	Present <b>completed</b> portfolio with well-ordered and outlined analysed responses <b>to 3 criteria</b> and includes <b>relevant illustrated</b> diagrams.	Present <b>incomplete</b> portfolio with <b>not</b> ordered and outlined and analysed responses <b>to 2 criteria</b> and includes <b>less relevant illustrated</b> diagrams.	/ 5
				/15



## 1. Using the RUBRIC as a Scoring Rubric

Performance Assessment Criteria	Proficient 3	Progressing 2	Beginning 1	Score
Analysis of the process of giving time to marine life to replenish /restock its species.	Analyse <b>thoroughly</b> the process of giving time to marine life to replenish/ restock its species with <b>more respect</b> and <b>tolerance</b> for nature taking care for itself.	Analyse <b>mostly</b> the process of giving time to marine life to replenish/ restock its species with <b>some respect</b> and <b>tolerance</b> for nature taking care of itself.	Analyse <b>little or none</b> the process of giving time to marine life to replenish/ restock its species with <b>little or no respect and tolerance</b> for nature taking care of itself.	3 / 3
Analysis of how getting more than enough marine life robs the marine life and the life of people who depend on marine life to survive.	<b>Correctly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>very correctly conclude</b> that it is stealing.	<b>Somewhat correctly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>correctly conclude</b> that it is stealing.	<b>Incorrectly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>incorrectly conclude</b> that it is stealing.	2 / 3
Explanation of the role of technology in promoting getting more than enough.	Explain <b>critically with full confidence</b> the role technology plays to promote getting more than enough using <b>3 examples</b> .	Explain <b>critically with some confidence</b> the role technology plays to promote getting more than enough using <b>2 examples</b> .	Explain <b>critically with no confidence</b> the role technology plays to promote getting more than enough using <b>1 example</b> .	3 / 3
Demonstration of belief in taking charge of actions of getting more than enough other than the action of giving by proposing strategies.	Demonstrate belief in taking <b>more responsibility and full</b> charge of actions of giving more than the action of getting by proposing <b>well defined</b> strategies that are <b>nature friendly</b> to marine life.	Demonstrate belief in taking <b>less responsibility and partial</b> charge of actions of giving more than the action of getting by proposing <b>defined</b> strategies that are <b>partially nature friendly</b> to marine life.	Demonstrate belief in taking <b>no responsibility and no</b> charge of actions of giving more than the action of getting by proposing <b>less defined</b> strategies that are <b>not nature friendly</b> to marine life.	2 / 3
Portfolio with content outlined and includes illustrated diagrams	Present <b>well completed</b> portfolio with <b>very</b> well-ordered and outlined analysed responses to <b>4 criteria</b> and includes <b>relevant well illustrated</b> diagrams.	Present <b>completed</b> portfolio with well-ordered and outlined analysed responses to <b>3 criteria</b> and includes <b>relevant illustrated</b> diagrams.	Present <b>incomplete</b> portfolio with <b>not</b> ordered and outlined and analysed responses to <b>2 criteria</b> and includes <b>less relevant illustrated</b> diagrams.	1 / 3
				11 / 15

## 2. Using the RUBRIC as a Marking Rubric

Performance Assessment Criteria	Proficient 3	Progressing 2	Beginning 1	Score
Analysis of the process of giving time to marine life to replenish /restock its species.	Analyse <b>thoroughly</b> the process of giving time to marine life to replenish/ restock its species with <b>more respect</b> and <b>tolerance</b> for nature taking care for itself.	Analyse <b>mostly</b> the process of giving time to marine life to replenish/ restock its species with <b>some respect</b> and <b>tolerance</b> for nature taking care of itself.	Analyse <b>little or none</b> the process of giving time to marine life to replenish/ restock its species with <b>little or no respect and tolerance</b> for nature taking care of itself.	3 / 3
Analysis of how getting more than enough marine life robs the marine life and the life of people who depend on marine life to survive.	<b>Correctly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>very correctly conclude</b> that it is stealing.	<b>Somewhat correctly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>correctly conclude</b> that it is stealing.	<b>Incorrectly analyse</b> how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and <b>incorrectly conclude</b> that it is stealing.	2 / 3
Explanation of the role of technology in promoting getting more than enough.	Explain <b>critically with full confidence</b> the role technology plays to promote getting more than enough using <b>3 examples</b> .	Explain <b>critically with some confidence</b> the role technology plays to promote getting more than enough using <b>2 examples</b> .	Explain <b>critically with no confidence</b> the role technology plays to promote getting more than enough using <b>1 example</b> .	3 / 3
Demonstration of belief in taking charge of actions of getting more than enough other than the action of giving by proposing strategies.	Demonstrate belief in taking <b>more responsibility and full</b> charge of actions of giving more than the action of getting by proposing <b>well defined</b> strategies that are <b>nature friendly</b> to marine life.	Demonstrate belief in taking <b>less responsibility and partial</b> charge of actions of giving more than the action of getting by proposing <b>defined</b> strategies that are <b>partially nature friendly</b> to marine life.	Demonstrate belief in taking <b>no responsibility and no</b> charge of actions of giving more than the action of getting by proposing <b>less defined</b> strategies that are <b>not nature friendly</b> to marine life.	2 / 3
Portfolio with content outlined and includes illustrated diagrams	Present <b>well completed</b> portfolio with <b>very</b> well-ordered and outlined analysed responses <b>to 4 criteria</b> and includes <b>relevant well illustrated</b> diagrams.	Present <b>completed</b> portfolio with well-ordered and outlined analysed responses <b>to 3 criteria</b> and includes <b>relevant illustrated</b> diagrams.	Present <b>incomplete</b> portfolio with <b>not</b> ordered and outlined and analysed responses <b>to 2 criteria</b> and includes <b>less relevant illustrated</b> diagrams.	1 / 3
				11 / 15

### 3. Using the RUBRIC as a Grading Rubric

Performance Assessment Criteria	Proficient 15-12 100%-84% A	Progressing 11-7 83%-69% B	Beginning 6-0 68%-0% C	Score
Analysis of the process of giving time to marine life to replenish /restock its species.	Analyse <b>thoroughly</b> the process of giving time to marine life to replenish/ restock its species with more respect and tolerance for nature taking care for itself.	Analyse <b>mostly</b> the process of giving time to marine life to replenish/ restock its species with some respect and tolerance for nature taking care of itself.	Analyse <b>little or none</b> the process of giving time to marine life to replenish/ restock its species with little or no respect and tolerance for nature taking care of itself.	3 / 3
Analysis of how getting more than enough marine life robs the marine life and the life of people who depend on marine life to survive.	<b>Correctly</b> analyse how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and very correctly conclude that it is stealing.	<b>Somewhat</b> correctly analyse how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and correctly conclude that it is stealing.	<b>Incorrectly</b> analyse how getting more than enough marine life robs marine life stocks and the lives of people who depend on marine life to survive and incorrectly conclude that it is stealing.	2 / 3
Explanation of the role of technology in promoting getting more than enough.	Explain critically with <b>full confidence</b> the role technology plays to promote getting more than enough using <b>3 examples</b> .	Explain critically with <b>some confidence</b> the role technology plays to promote getting more than enough using <b>2 examples</b> .	Explain critically with <b>no confidence</b> the role technology plays to promote getting more than enough using <b>1 example</b> .	3 / 3
Demonstration of belief in taking charge of actions of getting more than enough other than the action of giving by proposing strategies.	Demonstrate belief in taking <b>more responsibility</b> and <b>full charge</b> of actions of giving more than the action of getting by proposing well defined strategies that are nature friendly to marine life.	Demonstrate belief in taking <b>less responsible</b> and <b>partial charge</b> of actions of giving more than the action of getting by proposing defined strategies that are partially nature friendly to marine life.	Demonstrate belief in taking <b>no responsibility</b> and <b>no charge</b> of actions of giving more than the action of getting by proposing less defined strategies that are not nature friendly to marine life.	2 / 3
Portfolio with content outlined and includes illustrated diagrams	Present <b>well completed</b> portfolio with <b>very well-ordered</b> and outlined analysed responses to <b>4 criteria</b> and includes <b>relevant well</b> illustrated diagrams.	Present <b>completed</b> portfolio with <b>well-ordered</b> and outlined analysed responses to <b>3 criteria</b> and includes relevant illustrated diagrams.	Present <b>incomplete</b> portfolio with <b>not ordered</b> and outlined and analysed responses to <b>2 criteria</b> and includes less relevant illustrated diagrams.	1 / 3
				11 / 15

## STRAND 2: CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

### Unit 1: Christian Civic Identities

**Content Standard:** Students will be able to examine and analyse different Christian principles that shape Christian identities and influence civic principles, values, behaviour, and practice in different context'

**Benchmark 11.2.1.1:** Investigate and explain how different global Christian identities are constructed and represented.

**Learning Objective(s):** By the end of the topic, students will be able to:

- Explore different global Christian civic identities
- Examine how different global Christian civic identities are constructed and represented

**Topic:** How different global Christian civic identities are constructed and represented

**Purpose of Assessment:** To assess whether the students can collaboratively critique the current strategies of dealing with the vandalism and model a workable strategy.

**Assessment Strategy:** Two to three students working on the assessment.

**Duration:** 2 week

**Time/Date of Administration:** Use Assessment Schedule

**Due Date/Time:** Use Assessment Schedule

**Performance Standard:** By the end of the assessment the student will recognise that collaborative effort can work together to minimise vandalism.

**Performance Tasks:** Students will

1. Do an argumentative essay and illustrate how Collaborative Models can be used to minimise vandalism.
2. Demonstrate Collaboration Skill in their team effort to complete Task 1.

**Performance Assessment Criteria:**

1. Do an argumentative essay and Illustrate on how Collaborative models can minimise vandalism
2. Demonstrate Collaboration skill in their Team effort.

## Assessment Scoring Guide

### Scoring Rubrics

#### Scoring Tool:

Criteria	Excellent	Proficient	Adequate	Score
1. Do an argumentative essay and Illustration on Collaborative Models that can be used to minimise vandalism.	<b>Innovative</b> and <b>well</b> organised paper with <b>clarity on the usefulness of Collaborative models with appropriate considered details</b> on the illustration of the model based on authentic situation that can be used to minimise vandalism and submitted on time.	<b>Well</b> organised paper with <b>clarity on the usefulness of Collaborative models</b> with <b>Considered details</b> on the illustration of the model based on authentic situation that can be used to minimise vandalism and submitted on time.	Organised paper with some <b>clarity on the usefulness of Collaborative models</b> with <b>Some details</b> considered for the illustration of the model based on authentic situation that can be used to minimise vandalism and submitted on time.	<b>/12</b>
1. <b>Teamwork</b>	Completed required individual tasks that contributed to the success of the team and submitted on time.	Contributed to the success of the team, but could have been more engaged to complete tasks sooner and submit on time.	Did the project alone without relying on others to do their share of the project and submit late.	<b>/ 18</b>
<b>Total Score</b>				<b>/30</b>

## Scoring Rubrics

### 1. Write Up and Illustration on Strategies of dealing with Vandalism

Criteria	Excellent	Proficient	Adequate	Score
<b>1. Brainstorming examples of Collaborative Models that can be used to minimise vandalism.</b>	<b>Significant evidence</b> of relevant ideas presented to show examples of Collaborative models that can be used to minimise vandalism.	<b>Relevant</b> ideas presented to show usefulness of Collaborative models that can be used to minimise vandalism.	<b>Vague</b> ideas presented to show usefulness of Collaborative models that can be used to minimise vandalism.	<b>/3</b>
<b>2. Justify the usefulness of Collaborative models that can be used to minimise vandalism.</b>	<b>Comprehensive</b> ideas presented to show usefulness of Collaborative models that can be used to minimise vandalism.	<b>Sufficient</b> ideas presented to show usefulness of Collaborative models that can be used to minimise vandalism.	<b>Incomplete</b> ideas presented to show usefulness of Collaborative models that can be used to minimise vandalism.	<b>/3</b>
<b>3. Illustration</b>	<b>Appropriately considered details</b> on the illustration of the model based on authentic situations that can be used to minimise vandalism.	<b>Considered details</b> on the illustration of the model based on authentic situations that can be used to minimise vandalism.	<b>Some details</b> considered for the illustration of the model based on authentic situation that can be used to minimise vandalism.	<b>/3</b>
<b>4. Submit on Time</b>	Submitted well before deadline	Submitted on time	Submitted late	<b>/3</b>
<b>Total</b>				<b>12</b>

## 2. Collaborative Teamwork

Criteria	Excellent	Proficient	Adequate	Score
1. Working with others	<b>Always try</b> to keep members working well together.	<b>Sometimes try</b> to keep members working together.	<b>Rarely try</b> to keep members working well together.	/3
2. Preparedness	<b>Brings</b> needed material to class and is <b>always</b> ready to work	<b>Sometimes</b> brings needed material to class and is ready to work	<b>Often forgets</b> to bring needed material to class and is <b>rarely</b> ready to work	/3
4. Quality of Work	Provides work of <b>highest</b> quality	Provides work of <b>high</b> quality	Provides work that <b>needs to be checked or redone</b>	/3
5. Focus on the task	<b>Always</b> stays focused, <b>Self-directed</b>	<b>Sometimes</b> stays focused, <b>members can rely on this person</b>	<b>Do not</b> stay focused, <b>lets others do the work.</b>	/3
6. Problem-Solving	<b>Actively</b> look for and suggest solution for the problem	<b>Sometimes</b> look for and <b>refines</b> suggested solution for the problem	<b>Rarely</b> look for and <b>does not</b> suggest solution for the problem	/3
7. Monitors Group Effectiveness	<b>Routinely</b> monitors effectiveness of the group	<b>Occasionally</b> monitors effectiveness of the group	<b>Rarely</b> monitors effectiveness of the group	/3
<b>Total</b>				<b>/18</b>



## Scoring Rubrics – Sampled

### 1. Write Up and Illustration on Strategies of dealing with Vandalism

Criteria	Excellent	Proficient	Adequate	Score
1. Brainstorming examples of Collaborative Models that can be used to minimize vandalism.	<b>Significant evidence</b> of relevant ideas presented to show examples of Collaborative models that can be used to minimize vandalism.	<b>Relevant</b> ideas presented to show usefulness of Collaborative models that can be used to minimize vandalism.	<b>Vague</b> ideas presented to show usefulness of Collaborative models that can be used to minimize vandalism.	3 /3
2. Justify the usefulness of Collaborative models that can be used to minimize vandalism.	<b>Comprehensive</b> ideas presented to show usefulness of Collaborative models that can be used to minimize vandalism.	<b>Sufficient</b> ideas presented to show usefulness of Collaborative models that can be used to minimize vandalism.	<b>Incomplete</b> ideas presented to show usefulness of Collaborative models that can be used to minimize vandalism.	2 /3
3. Illustration	<b>Appropriately considered details</b> on the illustration of the model based on authentic situations that can be used to minimize vandalism.	<b>Considered details</b> on the illustration of the model based on authentic situations that can be used to minimize vandalism.	<b>Some details</b> considered for the illustration of the model based on authentic situation that can be used to minimize vandalism.	2/3
4. Submit on Time	Submitted well before deadline	Submitted on time	Submitted late	2/3
<b>Total</b>				<b>9/12</b>

### 2. Collaborative Teamwork

Criteria	Excellent	Proficient	Adequate	Score
<b>1. Working with others</b>	<b>Always try</b> to keep members working well together.	<b>Sometimes try</b> to keep members working together.	<b>Rarely try</b> to keep members working well together.	2/3
<b>2. Preparedness</b>	<b>Brings</b> needed material to class and is <b>always</b> ready to work	<b>Sometimes</b> brings needed material to class and is ready to work	<b>Often forgets</b> to bring needed material to class and is <b>rarely</b> ready to work	2/3
<b>3. Quality of Work</b>	Provides work of <b>highest</b> quality	Provides work of <b>high</b> quality	Provides work that <b>needs to be checked or redone</b>	2 /3

Focus on the task	<b>Always</b> stays focused, <b>Self-directed</b>	<b>Sometimes</b> stays focused, <b>members can rely on this person</b>	<b>Do not</b> stay focused, <b>lets others do the work.</b>	<b>2/3</b>
Problem-Solving	<b>Actively</b> look for and suggest solution for the problem	<b>Sometimes</b> look for and <b>refines</b> suggested solution for the problem	<b>Rarely</b> look for and <b>does not</b> suggest solution for the problem	<b>2 /3</b>
Monitors Group Effectiveness	<b>Routinely</b> monitors effectiveness of the group	<b>Occasionally</b> monitors effectiveness of the group	<b>Rarely</b> monitors effectiveness of the group	<b>2 /3</b>
<b>Total</b>				<b>12/18</b>

Criteria	Excellent 10 -18	Proficient 4-9	Adequate 1-3	Score
<b>1. Write Up and Illustration on Collaborative Models that can be used to minimize vandalism.</b>	<b>Innovative</b> and <b>well</b> organised paper with <b>clarity on the usefulness of Collaborative models with appropriate considered details</b> on the illustration of the model based on authentic situation that can be used to minimize vandalism and submitted on time.	<b>Well</b> organised paper with <b>clarity on the usefulness of Collaborative models</b> with <b>Considered details</b> on the illustration of the model based on authentic situation that can be used to minimize vandalism and submitted on time.	Organised paper with some <b>clarity on the usefulness of Collaborative models</b> with <b>Some details</b> considered for the illustration of the model based on authentic situation that can be used to minimize vandalism and submitted on time.	9 /12
<b>2. Teamwork</b>	Completed required individual tasks that contributed to the success of the team.	Contributed to the success of the team, but could have been more engaged to complete tasks.	Did the project alone without relying on others to do their share of the project .	12 / 18
<b>Total Score</b>				<b>21 /30</b>

## Grading Rubrics - Sampled

Score Range	Grade	Qualifier (Proficiency)	Descriptor	Percentage
26 -30	<b>A</b>	Advanced	Description reflecting <b>highest level</b> of performance.	76% - 100%
21 - 25	<b>B</b>	Achieved	Description reflecting <b>mastery</b> level of performance.	46% - 75%
11 - 20	<b>C</b>	Progressing	Description reflecting <b>movement towards</b> mastery level of performance.	26% - 45%
0 - 10	<b>D</b>	Novice	Description reflecting <b>beginning</b> level of performance	0% - 25%

### STRAND 2: CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

#### Unit 2: Civic Principles

**Content Standard 2.2:** Students will be able to examine and analyse Christian principles shape civic identities and influence civic principles, values, behaviour, and practice in different context

**Benchmark 11.2.2.2:** Evaluate the civic leadership, behaviour and practices of different political leaders in PNG and analyse its impact on the citizens over decades how these could be transformed using Christian principles and values.

**Learning Objective(s):** By the end of the topic, students will be able to:

1. Examine impacts of Civic leadership of political leaders on the citizens
2. Explain how the civic leadership, behaviours and practices of political leaders in PNG could be transformed by their citizens through demonstration of using Christian principles and values.

**Topic:** Impact of Civic leadership of political leaders on the citizens.

**Purpose of Assessment:** To assess whether the students can critique the current strategies of dealing with the vandalism and design a tool to advocate a workable strategy.

**Assessment Strategy:** Two to three students working on the assessment.

**Duration:** 2 week

**Time/Date of Administration:** Use Assessment Schedule

**Due Date/Time:** Use Assessment Schedule

**Performance Standard:** By the end of the assessment the student will design a tool to advocate on a workable strategy to minimize vandalism.

**Performance Tasks:** Students will

1. Design a tool to advocate a strategy that can minimise vandalism.
2. Demonstrate leadership skills as they present Task 1.

**Performance Assessment Criteria:**

Design a tool to advocate on a strategy that can minimise vandalism  
 Demonstrate leadership skills as they present Task 1.

### Assessment Scoring Guide Scoring Rubrics

**Scoring Tool:**

Criteria	Excellent	Proficient	Adequate	Score
Design tool to advocate on a strategy that can minimize vandalism	<b>Innovative</b> and <b>well</b> organised presentation with <b>clarity on the usefulness of Collaborative models</b>	<b>Well</b> organised presentation with <b>clarity on the usefulness of Collaborative models</b>	Organised presentation with some <b>clarity on the usefulness of Collaborative models</b>	/18
Demonstrate leadership skills as they present Task 1.	Student <b>exemplifies</b> leadership in class with attitude, behavior and work ethic	Student <b>generally displays</b> the characteristics of a leader with attitude, behavior and work ethic	Student has <b>shown no growth</b> as a leader in at attitude, behavior and work ethic	/ 12
<b>Total Score</b>				<b>/30</b>

## Scoring Rubrics

### 1. Design Tool to advocate strategies to minimize vandalism

Criteria	Excellent	Proficient	Adequate	Score
<b>Picture/ Poster/ Video:</b>				
<b>1. Organization:</b> Information are organised. The picture/ poster/video communicates the message.	Information are <b>very</b> organised. The picture/ poster/video <b>clearly</b> communicates the message.	Information are organised. The picture/ poster/video communicates the message.	Information are <b>not</b> organised. The picture/ poster/video <b>partly</b> communicates the message.	/3
<b>2. Creativity:</b> Layout, design, graphics, and use of colours are attractive, creative, and appropriate.	Layout, design, graphics, and use of colours are attractive, creative, and appropriate.	Layout, design, graphics, and use of colours are <b>partly</b> attractive, creative, and appropriate.	Layout, design, graphics, and use of colours are <b>not</b> attractive, creative, and appropriate.	/3
<b>Presentation of content:</b>				
<b>3. Brainstorming</b> examples of tools to advocate strategies to minimise vandalism	<b>Significant evidence</b> of relevant ideas presented to show examples of tools to advocate strategies to minimise vandalism	<b>Relevant</b> ideas presented to show usefulness of tools to advocate strategies to minimise vandalism	<b>Vague</b> ideas presented to show usefulness of tools to advocate strategies to minimise vandalism	/3
<b>4. Organization of Ideas:</b> Ideas are very organised.	Ideas are <b>very</b> organised.	Ideas are organised.	Ideas are <b>not</b> organised.	/3
<b>5. Content:</b> Explanation is related to the chosen topic and the main idea is supported by the detailed information.	Explanation is related to the chosen topic and the main idea <b>stands out</b> and is supported by the <b>detailed</b> information.	Explanation is related to the chosen topic and the main idea is supported by <b>some</b> information.	Explanation is <b>quite</b> related to the chosen topic and the main idea is <b>vague</b> and is <b>not</b> supported by the detailed information.	/3
<b>6. Time Management</b>	Time was managed <b>effectively</b> to complete tasks.	Time was manage <b>well</b>	Time was <b>not</b> managed well	/3
<b>Total</b>				/18

### 3. Leadership Skills

Criteria	Excellent	Proficient	Adequate	Score
<b>Responsibility</b>	Demonstrate <b>perfect attendance</b> and <b>exceptional</b> participation.	Demonstrate <b>good attendance</b> and <b>adequate</b> participation.	Demonstrate <b>average attendance</b> and <b>minimal</b> participation.	/3
<b>Respect</b>	Demonstrate <b>high</b> sensitivity, honesty and ethical consideration	Demonstrate <b>some</b> sensitivity, honesty and ethical consideration	Demonstrate <b>little</b> sensitivity, honesty and ethical consideration	/3
<b>Reliability</b>	<b>Quality</b> work is submitted on time	Work is submitted on time	<b>Skips</b> work and <b>sometimes</b> submit work late	/3
<b>Communication</b>	Demonstrates <b>effective</b> oral and written communication skills.	<b>Occasionally</b> demonstrates oral and written communication skills.	Demonstrates <b>less effective</b> oral and written communication skills.	/3
<b>Total</b>				/12

### Scoring Rubrics – Sampled

#### 1. Design Tool to advocate strategies to minimize vandalism

Criteria	Excellent	Proficient	Adequate	Score
<b>Picture/ Poster/ Video:</b>				
Organisation: Information is organised. The picture/ poster/video communicates the message.	Information is <b>very</b> organised. The picture/ poster/ video <b>clearly</b> communicates the message.	Information is organised. The picture/ poster/video communicates the message.	Information is <b>not</b> organised. The picture/ poster/ video <b>partly</b> communicates the message.	2 /3
Creativity: Layout, design, graphics, and use of colours are attractive, creative, and appropriate.	Layout, design, graphics, and use of colours are attractive, creative, and appropriate.	Layout, design, graphics, and use of colours are <b>partly</b> attractive, creative, and appropriate.	Layout, design, graphics, and use of colours are <b>not</b> attractive, creative, and appropriate.	2/3
<b>Presentation of content:</b>				
Brainstorming examples of tools to advocate strategies to minimise vandalism	<b>Significant evidence</b> of relevant ideas presented to show examples of tools to advocate strategies to minimise vandalism	<b>Relevant</b> ideas presented to show usefulness of tools to advocate strategies to minimise vandalism	<b>Vague</b> ideas presented to show usefulness of tools to advocate strategies to minimise vandalism	3 /3

Organisation of Ideas: Ideas are very organised.	Ideas are <b>very</b> organised.	Ideas are organised.	Ideas are <b>not</b> organised.	3 /3
<b>7. Content:</b> Explanation is related to the chosen topic and the main idea is supported by the detailed information.	Explanation is related to the chosen topic and the main idea <b>stands out</b> and is supported by the <b>detailed</b> information.	Explanation is related to the chosen topic and the main idea is supported by <b>some</b> information.	Explanation is <b>quite</b> related to the chosen topic and the main idea is <b>vague</b> and is <b>not</b> supported by the detailed information.	3 /3
1. Time Management	Time was managed <b>effectively</b> to complete tasks.	Time was manage <b>well</b>	Time was <b>not</b> managed well	2/3
<b>Total</b>				<b>15/18</b>

### 1. Leadership Skills

Criteria	Excellent	Proficient	Adequate	Score
Responsibility	Demonstrate perfect attendance and exceptional participation.	Demonstrate good attendance and adequate participation.	Demonstrate average attendance and minimal participation.	2 /3
Respect	Demonstrate high sensitivity, honesty and ethical consideration	Demonstrate some sensitivity, honesty and ethical consideration	Demonstrate little sensitivity, honesty and ethical consideration	2 /3
Reliability	Quality work is submitted on time	Work is submitted on time	Skips work and sometimes submit work late	2 /3
Communication	Demonstrates effective oral and written communication skills.	Selectively demonstrates oral and written communication skills.	Demonstrates less effective oral and written communication skills.	2/3
<b>Total</b>				<b>8/12</b>



## Grading Score

Criteria	Excellent 10 -18	Proficient 4-9	Adequate 1-3	Score
Design tool to advocate on a strategy that can minimise vandalism	Innovative and well organised presentation with clarity on the usefulness of Collaborative models	Well organised presentation with clarity on the usefulness of Collaborative models	Organised presentation with some clarity on the usefulness of Collaborative models	15 /18
Demonstrate leadership skills as they present Task 1	Student exemplifies leadership in class with attitude, behaviour and work ethic	Student generally displays the characteristics of a leader with attitude, behaviour and work ethic	Student has shown no growth as a leader in at attitude, behaviour and work ethic	8/ 12
<b>Total Score</b>				<b>23 /30</b>

## Grading Rubrics

Score Range	Grade	Qualifier (Proficiency)	Descriptor	Percentage
26 -30	<b>A</b>	Advanced	Description reflecting <b>high-est level</b> of performance.	76% - 100%
21 - 25	<b>B</b>	Achieved	Description reflecting <b>mastery</b> level of performance.	46% - 75%
11 - 20	<b>C</b>	Progressing	Description reflecting <b>Movement, towards</b> mastery level of performance.	26% - 45%
0 - 10	<b>D</b>	Novice	Description reflecting <b>beginning</b> level of performance	0% - 25%

## STRAND 3: CHRISTIAN CITIZENSHIP AND SOCIETY

### Unit 2: Christian Citizens and Active Participation

**Content Standard 3.2** Students will be able to describe and analyse the characteristics of different societies and evaluate the roles and responsibilities of Christian citizens in building and sustaining these societies.

**Benchmark 11.3.2.1** Research and explain the roles and functions of Christian and civic charitable organizations. (Acts 4:32-34)

**Learning Objectives: By the end of this topic, the students will be able to:**

- Investigate the roles and functions types of Christian civic charitable organisations

**Topic:** Roles and functions of different Christian and civic charitable organisations

**Task:** Critiquing the roles and functions of Christian and civic charitable organisations when supporting and promoting both the human rights for local citizens and free movement residents

**Purpose of Assessment:** To assess whether the students can be able to utilise the values, attitudes and knowledge learnt from Benchmark 11.3.1.1 to select a Christian and civic charitable organisations of their choice and write a review report on the roles and the functions of their selected Christian and civic charitable organisation

**Assessment Strategy:** In the world there are many Christian and civic organisations with different roles and functions. In PNG, there are currently approximately 18 different Christian and civic organisations. A selected Christian and civic charitable organisations operating in PNG or community will have a written review report critiquing its roles and functions in PNG presented by the group in the class.

**Duration:** Two (2) Weeks

**Time/Date of Administration:** This Performance Assessment should be given after the Benchmark 11.3.2.1 has been taught to the students.

**Due Date/Time:** The written critique will be handed in for assessing at the end of the same day it was given out two weeks ago to the students.

**Performance Standards:** By the end of the assessment the students should be able to;

Work collaboratively with their groups to research at least 4 Christian and civic charitable organisations operating in PNG or identify any 4 others in the world. They would do a written critique review report on the roles and functions of their selected Christian and civic organisations and present it.

### Performance Tasks:

- Collaboratively research and identify at least 4 out 18 different Christian and civic charitable organisations in PNG or any 4 other ones in the world.
- Identify and list down roles and functions of the 4 different Christian and civic charitable organisations
- Select one of the Christian and civic charitable organisations operating in the community or town
- Present findings on a selected Christian and civic charitable organisations that contributes positively towards the lives of citizens in the community
- Hand-in completed Review Report of the selected Christian and civic charitable organisations

### Performance Assessment Criteria:

CRITERIA	Exemplary 4	Exceptional 3	Adequate 2	Novice 1	Score
<b>Collaborative research of Christian and civic charitable organisations</b>	Displays a <b><u>wide range</u></b> of skills, attitudes and values of group work towards the research and identify at least <b>4</b> different Christian and civic charitable organisations in PNG or any <b>4</b> other of ones in the world.	Displays <b><u>most</u></b> of the skills, attitudes and values of group work towards the research and identify at least <b>3</b> different Christian and civic charitable organisations in PNG or any <b>3</b> other of ones in the world.	Displays a <b><u>fair</u></b> of skills, attitudes and values of group work towards the research and identify at least <b>2</b> different Christian and civic charitable organisations in PNG or any <b>2</b> other of ones in the world.	Displays a <b><u>little or no</u></b> of skills, attitudes and values of group work towards the research and identify at least <b>1 - 0</b> different Christian and civic charitable organisations in PNG or any <b>1 - 0</b> other of ones in the world.	/4
<b>Critical identification of Roles and Functions of 4 Christian and civic charitable organisation</b>	Rationally identify and cooperatively list down <b><u>all</u></b> the roles and functions of the 4 different Christian and civic charitable organisations	Rationally identify and cooperatively list down <b><u>most</u></b> of the roles and functions of the 4 different Christian and civic charitable organisations	Rationally identify and cooperatively list down <b><u>few</u></b> of the roles and functions of the 4 different Christian and civic charitable organisations	Rationally identify and cooperatively list down <b><u>1 or none</u></b> of the roles and functions of the 4 different Christian and civic charitable organisations	/4

<b>Diligent Selection and Review of a Christian and civic charitable organisation</b>	A thoroughly selection of an <b><u>outstanding</u></b> Christian and civic charitable organisations operating in the community or town and do a <b><u>comprehensive review</u></b> their roles and functions	A thoroughly selection of a <b><u>good</u></b> Christian and civic charitable organisations operating in the community or town and do a <b><u>review</u></b> their roles and functions	A thoroughly selection of a <b><u>sound</u></b> Christian and civic charitable organisations operating in the community or town and do a <b><u>partially review</u></b> their roles and functions	A thoroughly selection of an <b><u>inadequate or no</u></b> Christian and civic charitable organisations operating in the community or town and do a <b><u>little or no</u></b> review their roles and functions	/4
<b>Presentation of Review Report and Relationship</b>	A <b><u>superb</u></b> presentation of findings of the review report with a sense of belonging to the Christian and civic charitable organisations that contributes positively towards the lives of citizens in the community	An <b><u>excellent</u></b> presentation of findings of the review report with a sense of belonging to the Christian and civic charitable organisations that contributes positively towards the lives of citizens in the community	A <b><u>good</u></b> presentation of findings of the review report with a sense of belonging to the Christian and civic charitable organisations that contributes positively towards the lives of citizens in the community	An <b><u>inappropriate or no</u></b> presentation of findings of the review report with a sense of belonging to the Christian and civic charitable organisations that contributes positively towards the lives of citizens in the community	/4
<b>Review Report with Work Ethics</b>	A <b><u>superbly</u></b> written review report of a Christian and civic charitable organisations with <b><u>all consideration</u></b> to work and deliver with less supervision that is <b><u>well-completed</u></b> and <b><u>well-neatly</u></b> layout of <b><u>all details</u></b>	A <b><u>good</u></b> written review report of a Christian and civic charitable organisations with <b><u>some consideration</u></b> to work and deliver with less supervision that is <b><u>completed</u></b> and <b><u>neat</u></b> layout of <b><u>most details</u></b>	A <b><u>fair</u></b> written review report of a Christian and civic charitable organisations with <b><u>few consideration</u></b> to work and deliver with less supervision that is <b><u>somewhat-completed</u></b> and <b><u>few</u></b> layout of <b><u>some details</u></b>	A <b><u>little or no</u></b> written review report of a Christian and civic charitable organisations with <b><u>little or no consideration</u></b> to work and deliver with less supervision that is <b><u>uncompleted</u></b> and <b><u>little or no</u></b> layout of <b><u>little or no details</u></b>	/4
					/20

**STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE****Unit 1: Leadership****Assessment Code: S4\_U1\_BM3\_PS1**

<b>Content Standard</b>	<b>4.1:</b> Students will be able to investigate and analyse the principles, values, behaviours, characteristics and practices of Christian Leadership.
<b>Benchmark</b>	<b>11.4.1.3:</b> Research and analyse the contributions of transformational leadership in improving the conditions of the least privileged, marginalised, and the oppressed in the society.
<b>Learning Objective</b>	Research and analyse the Traits of transformational leadership in leading people and organisations.
<b>Topic</b>	Contributions of Transformational Leadership
<b>VASK</b>	-
<b>Purpose of Assessment</b>	The purpose of the assessment is to ensure students can demonstrate the traits of servant leaders. They must develop an attitude of empathy and care to people who are seen as unfortunate (orphans, juvenile delinquency, street kids, poverty stricken families, people with disabilities, sick people, old people etc...).
<b>Assessment Strategy</b>	Project - Donation
<b>Duration: Time/date of administration: Date/time of due:</b>	One week (a day for each class) - This project information must be given to the students in the second week with clear explanation on its execution as per the instructions given. - The donation will be conducted by one class a day -
<b>Performance Standard</b>	Develop an attitude of empathy and care for people who are considered unfortunate. They make a donation for humanitarian course.
<b>Performance Tasks</b>	- Make a donation for a humanitarian cause. - Present report to the school of donations made. - Write a report of donation made.
<b>Performance Assessment Criteria</b>	- Be actively involved in the donation activity carried out - Contribute to report presentation to school during assembly - Write a report of the donation activity conducted
<b>Assessment Scoring</b>	<b>Advanced 4 Proficient 3 Progressing 2 Beginning 1</b> <b>20 marks</b>
<b>Scoring Tools</b>	<b>Holistic Rubric</b>

## Essential VASKs that can be assessed from Task Descriptions

Category	Task Description	Essential VASKs
Participation in the donation activity carried out	Participate and voluntarily donate for a humanitarian cause.	<p><b>Values:</b> Sympathy and empathy for others in need</p> <p><b>Attitudes:</b> Empathetic</p> <p><b>Skills:</b> Be willing to help others in need</p> <p><b>Knowledge:</b> Being empathetic through donations transforms peoples lives</p>
Presentation of report to school during assembly	Present report to the school of the donations made.	<p><b>Values:</b> Rational</p> <p><b>Attitudes:</b> Be Open-minded</p> <p><b>Skills:</b> Report accountability diligently of donation activity</p> <p><b>Knowledge:</b> Awareness of what donation is</p>
Written report of the donation activity conducted	Write a report on donations made.	<p><b>Values:</b> Rational</p> <p><b>Attitudes:</b> Be critical</p> <p><b>Skills:</b> Critical written report of the donation</p> <p><b>Knowledge:</b> Document through diligent report writing of the donation</p>

## 1. Using the RUBRIC as a Scoring Rubric

Performance Assessment Criteria	Advanced 4	Proficient 3	Progressing 2	Beginning 1	Score
Participation of the donation activity carried out	<b>Diligent effort shown</b> in the participation of the donation activity carried out	<b>Some effort shown in the participation of the donation activity carried out</b>	<b>Fair effort shown</b> in participation in the donation activity carried out	<b>Little to no effort shown</b> in participation in the donation activity carried out	3 / 4
Presentation of report to school during assembly	<b>Demonstrated exceptional accountability reporting and with great confidence</b> through presentation to school during assembly	<b>Demonstrated very good accountability reporting with good level of confidence</b> through presentation to school during assembly	<b>Demonstrated sound accountability reporting with some level of confidence</b> through presentation to school during assembly	<b>Demonstrated fair accountability reporting with minimal confidence</b> through presentation to school during assembly	2 / 4
Written report of the donation activity conducted	<b>Exceptional</b> written report of the donation conducted	<b>Very good</b> written report of the donation conducted	<b>Good</b> written report of the donation conducted	<b>Fair</b> written report of the donation conducted	3 / 4
					8 / 12

## 2. Using the RUBRIC as a Marking Rubric

Performance Assessment Criteria	Advanced 4	Proficient 3	Progressing 2	Beginning 1	Score
Participation of the donation activity carried out	<b>Exceptional effort shown</b> in the participation of the donation activity carried out	<b>Some effort shown in the participation of the donation activity carried out</b>	<b>Fair effort shown</b> in participation in the donation activity carried out	<b>Little to no effort shown</b> in participation in the donation activity carried out	3 / 4
Presentation of report to school during assembly	<b>Demonstrated exceptional accountability reporting and with great confidence</b> through presentation to school during assembly	<b>Demonstrated very good accountability reporting with good level of confidence</b> through presentation to school during assembly	<b>Demonstrated sound accountability reporting with some level of confidence</b> through presentation to school during assembly	<b>Demonstrated fair accountability reporting with minimal confidence</b> through presentation to school during assembly	2 / 4
Written report of the donation activity conducted	<b>Exceptional</b> written report of the donation conducted	<b>Very good</b> written report of the donation conducted	<b>Good</b> written report of the donation conducted	<b>Fair</b> written report of the donation conducted	3 / 4
					8 / 12



### 3. Using the RUBRIC as a Grading Rubric

Performance Assessment Criteria	Advanced 10-1 83%-100% A	Proficient 7-9 59%-82% B	Progressing 4-6 26%-58% C	Beginning 0-3 0%-25% D	Score
Participation of the donation activity carried out	<b>Exceptional effort shown</b> in the participation of the donation activity carried out	<b>Some effort shown in the</b> participation of the donation activity carried out	<b>Fair effort shown in</b> participation in the donation activity carried out	<b>Little to no effort shown in</b> participation in the donation activity carried out	<b>3 / 4</b>
Presentation of report to school during assembly	<b>Demonstrated exceptional accountability reporting and with great confidence</b> through presentation to school during assembly	<b>Demonstrated very good accountability reporting with good level of confidence</b> through presentation to school during assembly	<b>Demonstrated sound accountability reporting with some level of confidence</b> through presentation to school during assembly	<b>Demonstrated fair accountability reporting with minimal confidence</b> through presentation to school during assembly	<b>2 / 4</b>
Written report of the donation activity conducted	<b>Exceptional</b> written report of the donation conducted	<b>Very good</b> written report of the donation conducted	<b>Good</b> written report of the donation conducted	<b>Fair</b> written report of the donation conducted	<b>3 / 4</b>
					<b>11 / 12</b>

**UNIT 2: GOOD GOVERNANCE****Assessment Code: S4\_U2\_BM5\_PS1**

<b>Content Standard</b>	<b>4.2:</b> Students will be able to explore and evaluate the characteristics and principles of good governance and examine how these are represented in governance behavior and practice in different contexts.
<b>Benchmark</b>	<b>11.4.2.5:</b> Research and identify an administrative governance problem and develop appropriate technology solutions.
<b>Learning Objective</b>	Explore and explain how technology can enhance performance of servant leaders.
<b>Topic</b>	Contributions of Transformational Leadership
<b>VAS</b>	
<b>Purpose of Assessment</b>	The purpose of the assessment is to ensure students can fully utilize technology to enhance good administrative governance. Through this project students assist and give insights of the school administration through the presentation of their documentary. The school administration should use these documentaries and utilize the appropriate technologies available to improve the school through the current strategies of SLIP (School Learning Improvement Program).
<b>Assessment Strategy</b>	Project - Documentary
<b>Duration: Time/date of administration:</b>	Two weeks This project information must be given to the students in the 6 <sup>th</sup> week of the term with clear explanation on its execution as per the instructions given. The documentary will be due on the 8 <sup>th</sup> week.
<b>Date/time of due:</b>	
<b>Performance Standard</b>	Create and develop a documentary that will assist school administration in terms of good governance utilizing technology
<b>Performance Tasks</b>	<ul style="list-style-type: none"> <li>- Use technology (phone, laptop etc) to create a documentary on good administrative governance.</li> <li>- The students are to find any administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.) in the school and make a record of it. That is, they take pictures or photographs and video and comment on the problem.</li> <li>- They then provide solutions to these issues by providing good governance practices through the documentary as well.</li> <li>- Write a report of the documentary</li> </ul>
<b>Performance Assessment Criteria</b>	<ul style="list-style-type: none"> <li>- Create and develop a documentary on good governance</li> <li>- Contribute to report presentation to school.</li> <li>- Write a report on the documentary</li> </ul>
<b>Assessment Scoring</b>	<b>Proficient 3 Progressing 2 Beginning 1</b> <b>20 marks</b>
<b>Scoring Tools</b>	<b>Holistic Rubric</b>

## Essential VASKs that can be assessed from Task Descriptions

Category	Task Description	Essential VASKs
Use of technology (phone, laptop etc) to create a documentary on good administrative governance.	Use technology (phone, laptop etc) to create a documentary on good administrative governance.	<p><b>Values:</b> Patience and honesty</p> <p><b>Attitudes:</b> Correct use of technology and responsible reporting</p> <p><b>Skills:</b> Correct use of technology and responsible reporting on sensitive issues</p> <p><b>Knowledge:</b> Correct use of technology and responsible reporting on sensitive issues</p>
Record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.) using technological devices such as phones, camera etc..	The students are to find any administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.) in the school and make a record of it. That is, they take pictures or photographs and video and comment on the problem.	<p><b>Values:</b> Rational</p> <p><b>Attitudes:</b> Correct use of technology and responsible reporting</p> <p><b>Skills:</b> Correct use of technology and responsible reporting on sensitive issues</p> <p><b>Knowledge:</b> Correct use of technology and responsible reporting on sensitive issues</p>
Documentation of solutions on good governance practices for their school	They then provide solutions to these issues by providing good governance practices through the documentary as well.	<p><b>Values:</b> Sustainability</p> <p><b>Attitudes:</b> Show care and concern for governance issues in school</p> <p><b>Skills:</b> Correct documentation and reporting of solutions for good governance in school</p> <p><b>Knowledge:</b> Honest reporting on solutions for good governance in school and proper documentation of this reports</p>
Written report of the documentary	Write a report of the documentary	<p><b>Values:</b> Rational</p> <p><b>Attitudes:</b> Be critical</p> <p><b>Skills:</b> Responsible written report of the video documented</p> <p><b>Knowledge:</b> Appropriate documentation on the report of solutions for good governance in school.</p>

## 1. Using the RUBRIC as a Scoring Rubric

Performance Assessment Criteria	Advanced 4	Proficient 3	Progressing 2	Beginning 1	Score
Use of technology (phone, laptop etc) to create a documentary on good administrative governance.	<b>Fully utilized</b> technology (phone, laptop etc) to create an <b>outstanding</b> documentary on good administrative governance.	<b>Somewhat good utilization</b> of technology (phone, laptop etc) to create a <b>very good</b> documentary on good administrative governance.	<b>Fair utilization</b> of technology (phone, laptop etc) to create a <b>fair</b> documentary on good administrative governance.	<b>Little to no effort to utilize</b> technology (phone, laptop etc) to create a documentary on good administrative governance.	3 / 4
Record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Exceptional</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Very good</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Good</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Fair</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.) sing technological devices such as phones, camera etc..	2 / 4
Documentation of solutions on good governance practices for their school	<b>Excellent</b> documentation of solutions on good governance practices for their school	<b>Very good</b> documentation of solutions on good governance practices for their school	<b>Good</b> documentation of solutions on good governance practices for their school	<b>Fair</b> documentation of solutions on good governance practices for their school	3 / 4
Written report of the documentary	<b>Exceptional</b> written report of the documentary	<b>Very good</b> written report of the documentary	<b>Good</b> written report of the documentary	<b>Fair</b> written report of the documentary	3/4
					<b>11/ 16</b>

## 2. Using the RUBRIC as a Marking Rubric

Performance Assessment Criteria	Advanced 4	Proficient 3	Progressing 2	Beginning 1	Score
Use of technology (phone, laptop etc) to create a documentary on good administrative governance.	<b>Fully utilised</b> technology (phone, laptop etc) to create an <b>outstanding</b> documentary on good administrative governance.	<b>Somewhat good utilisation</b> of technology (phone, laptop etc) to create a <b>very good</b> documentary on good administrative governance.	<b>Fair utilisation</b> of technology (phone, laptop etc) to create a <b>fair</b> documentary on good administrative governance.	<b>Little to no effort to utilise</b> technology (phone, laptop etc) to create a documentary on good administrative governance.	3 / 4
Record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Exceptional</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Very good</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Good</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Fair</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.) sing technological devices such as phones, camera etc..	2 / 4
Documentation of solutions on good governance practices for their school	<b>Excellent</b> documentation of solutions on good governance practices for their school	<b>Very good</b> documentation of solutions on good governance practices for their school	<b>Good</b> documentation of solutions on good governance practices for their school	<b>Fair</b> documentation of solutions on good governance practices for their school	3/4
Written report of the documentary	<b>Exceptional</b> written report of the documentary	<b>Very good</b> written report of the documentary	<b>Good</b> written report of the documentary	<b>Fair</b> written report of the documentary	3 / 4
					11 / 16

### 3. Using the RUBRIC as a Grading Rubric

Performance Assessment Criteria	Advanced 10-1 83%-100% A	Proficient 7-9 59%-82% B	Progressing 4-6 26%-58% C	Beginning 0-3 0%-25% D	Score
Use of technology (phone, laptop etc) to create a documentary on good administrative governance.	<b>Fully utilised</b> technology (phone, laptop etc) to create an <b>outstanding</b> documentary on good administrative governance.	<b>Somewhat good utilisation</b> of technology (phone, laptop etc) to create a <b>very good</b> documentary on good administrative governance.	<b>Fair utilisation</b> of technology (phone, laptop etc) to create a <b>fair</b> documentary on good administrative governance.	<b>Little to no effort to utilise</b> technology (phone, laptop etc) to create a documentary on good administrative governance.	3 / 4
Record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.) using technological devices such as phones, camera etc..)	<b>Exceptional</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Very good</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Good</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.)	<b>Fair</b> record and report of school administrative issues (damaged school properties not attended to, increased late coming and high absenteeism of students, school fights etc.) using technological devices such as phones, camera etc..	2 / 4
Documentation of solutions on good governance practices for their school	<b>Excellent</b> documentation of solutions on good governance practices for their school	<b>Very good</b> documentation of solutions on good governance practices for their school	<b>Good</b> documentation of solutions on good governance practices for their school	<b>Fair</b> documentation of solutions on good governance practices for their school	3/4
Written report of the documentary	<b>Exceptional</b> written report of the documentary	<b>Very good</b> written report of the documentary	<b>Good</b> written report of the documentary	<b>Fair</b> written report of the documentary	3 / 4
					11 / 16

# Glossary

Terms	Definition
<b>21<sup>st</sup> century skills</b>	the skills that are required to enable an individual to face the challenges of the 21st century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes.
<b>Attributes of God</b>	is an enumeration of his <b>attributes</b> : " <b>God</b> is a Spirit, infinite, eternal, and unchangeable in his being, wisdom, power, holiness, justice, goodness, and truth." This answer has been criticised, however, as having "nothing specifically Christian about it."
<b>Christian Civic Organisation</b>	a civil society organisation that exists to promote human well-being through development activities, guided by its understanding and application of the Christian faith'. These are their societal and organisational positioning, their purpose, types of activities, faith character and the importance of mission and development history as well as partnerships.
<b>Christian Leadership</b>	a dynamic relational process in which people, under the influence of the Holy Spirit, partner to achieve a common goal - it is serving others by leading and leading others by serving
<b>Christian principles</b>	Living with Godly Morals, Values and Instruction. The Bible is inspired, inerrant, and gives us timeless teaching to build our lives upon. Most importantly, the Bible is God's revelation of Himself. Christians should read and meditate upon God's Word in order to learn what He is like, and to learn how to obey Him
<b>Citizenship</b>	the position or status of being a citizen of a particular country.
<b>Civic identities</b>	From informal community activities to formalized political processes and affairs of state, <b>civic identity</b> involves formation and negotiation of personal and group <b>identities</b> as they relate to presence, role, and participation in public life.
<b>Civic leadership</b>	embrace all leadership activity that serves a public purpose in the city region. Civic leaders are found in the public, private, and community/voluntary sectors and they operate at many geographical levels – from the street block to the entire city region and beyond.
<b>Collective Guilt</b>	the sins of our fathers or ancestors but have been inherited to become the sins of the present generation. Guilt is calculated by blood or other affinity, not by individual choice. Collective guilt is a most dangerous idea. Its classic reference is found in Ezekiel 18. Sons are not to be punished for their father's sins; nor are fathers punished for the sins of their sons. Collective guilt "justifies" hatred and punishment of someone for something that he did not do. In the cultural PNG context, collective guilt is often passed down from one generation to another if there was a killing and the tribe or clan is found guilty of another person's death. From the year of killing, the sin of someone is remembered as the sin of the clan, tribe or family.
<b>Communication</b>	the imparting or exchanging of information by speaking, writing, or using some other medium.
<b>Fallen angels</b>	(in Christian, Jewish, and Muslim tradition) an angel who rebelled against God and was cast out of heaven
<b>Governance</b>	the action or manner of governing a state, organization, rule; control.



Leadership	the action of leading a group of people or an organization. the state or position of being a leader the leaders of an organization, country, etc.
Monarchy	political system based upon the undivided sovereignty or rule of a single person. The term applies to states in which supreme authority is vested in the <b>monarch</b> , an individual ruler who functions as the head of state and who achieves his or her position through heredity
Practices	actual application or use of an idea, belief, or method, as opposed to theories relating to it
Principles	a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning. a general scientific theorem or law that has numerous special applications across a wide field
Private sector	the part of the national economy that is not under direct state control
Prosecuting Law	To follow through; to commence and continue an action or judicial proceeding to its ultimate conclusion. To proceed against a defendant by charging that person with a crime and bringing him or her to trial. The state, on behalf of the people, generally prosecutes a defendant accused of a crime
Public sector	the part of an economy that is controlled by the state
Servant Leadership	Servant leadership is a leadership philosophy built on the belief that the most effective leaders strive to serve others, rather than accrue power or take control. The aforementioned <i>others</i> can include customers, partners, fellow employees and the community at large
Sin Nature	<i>Sin Nature</i> is a part of human being that compels individuals to commit sin. The Bible teaches that we have a sin nature. Not only do we commit sin but it is our nature to do so.
Technology	the application of scientific knowledge for practical purposes, especially in industry. "advances in computer technology" <ul style="list-style-type: none"> <li>• machinery and equipment developed from the application of scientific knowledge.</li> <li>• "it will reduce the industry's ability to spend money on new technology"</li> <li>• the branch of knowledge dealing with engineering or applied sciences.</li> </ul>
The Tanakh	is the first Hebrew letter of each of the Masoretic Writings.
The Ten Commandments	the ethical <b>commandments</b> of God given according to biblical accounts to Moses by voice and by writing on stone tablets on Mount Sinai.
Trait	a distinguishing quality or characteristic, typically one belonging to a person.

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# Appendices

## Appendix 1: ACTION VERBS TO ASSESSMENT STRATEGIES

Action Verbs to Assessment Strategies		
Cognitive Learning	Action Verbs	Assessment Strategies
<b>Knowledge</b> - to recall or remember	Arrange, define, duplicate, label, memorise, name, order, recognise, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote	<ul style="list-style-type: none"> <li>• Prior knowledge inventory, misconception/preconception check</li> <li>• Focused listing, empty outlines</li> <li>• Pre-post test, quiz, quick poll</li> </ul>
<b>Comprehension</b> – to understand and interpret learned information	Classify, describe, discuss, explain, express, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, translate, review, restate, locate, recognize, report	<ul style="list-style-type: none"> <li>• Minute paper, muddiest (or clearest) point</li> <li>• Observe and evaluate a student artifact or performance task using a rubric</li> <li>• Directed paraphrasing</li> <li>• Pre-post test, quiz</li> <li>• Interviews</li> </ul>
<b>Application</b> – to put ideas and concepts to work in solving problems	Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover	<ul style="list-style-type: none"> <li>• Observe and evaluate a student artifact, performance, or task using a rubric</li> <li>• Directed paraphrasing, real-world application (apply learning in a new context)</li> <li>• Test, quiz</li> <li>• Job/internship evaluation, skill ratings</li> </ul>
<b>Analysis</b> – to break information into its components to see interrelationships and ideas	Analyse, appraise, calculate, categorise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, connect, classify, arrange, divide, infer	<ul style="list-style-type: none"> <li>• Pro and con grid, categorising grid, compare and contrast, concept maps</li> <li>• Observe and evaluate a student artifact, performance, or task using a rubric</li> <li>• Journaling</li> <li>• Job/internship evaluation, skill ratings</li> </ul>
<b>Evaluation</b> – to judge the value of information based on established criteria	Appraise, argue, assess, attach, defend, judge, predict, rate, support, evaluate, recommend, convince, judge, conclude, compare, summarize	<ul style="list-style-type: none"> <li>• Reflection component of a portfolio or experience</li> <li>• Journaling</li> <li>• Peer evaluation</li> </ul>
<b>Affective Learning</b>	appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support	<ul style="list-style-type: none"> <li>• Reflection component of a portfolio or experience</li> <li>• Journaling</li> <li>• Observe and evaluate group work</li> <li>• Surveys, interviews, focus groups</li> </ul>

## Appendix 2: BLOOM'S TAXONOMY

LEVEL OF UNDERSTANDING	KEY VERBS
<b>CREATING</b> Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesize, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
<b>EVALUATING</b> Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritize, provoke, rank, rate, select, support, monitor,
<b>ANALYZING</b> Can the student distinguish between the different parts?	Analyzing, characterize, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organise, outline, relate, research, separate, experiment, question, test,
<b>APPLYING</b> Can the student use the information in a new way	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
<b>UNDERSTANDING</b> Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
<b>REMEMBERING</b> 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: 21<sup>st</sup> CENTURY SKILLS

WAYS OF THINKING	<b>Creativity and innovation</b> <ul style="list-style-type: none"> <li>• Think creatively</li> <li>• Work creatively with others</li> <li>• Implement innovations</li> </ul> <b>Critical thinking, problem solving and decision making</b> <ul style="list-style-type: none"> <li>• Reason effectively and evaluate evidence</li> <li>• Solve problems</li> <li>• Articulate findings</li> </ul> <b>Learning to learn and meta-cognition</b> <ul style="list-style-type: none"> <li>• Self-motivation</li> <li>• Positive appreciation of learning</li> <li>• Adaptability and flexibility</li> </ul>
WAYS OF WORKING	<b>Communication</b> <ul style="list-style-type: none"> <li>• Competency in written and oral language</li> <li>• Open minded and preparedness to listen</li> <li>• Sensitivity to cultural differences</li> </ul> <b>Collaboration and teamwork</b> <ul style="list-style-type: none"> <li>• Interact effectively with others</li> <li>• Work effectively in diverse teams</li> <li>• Prioritise, plan and manage projects</li> </ul>



<b>TOOLS FOR WORKING</b>	<p><b>Information literacy</b></p> <ul style="list-style-type: none"> <li>• Access and evaluate information</li> <li>• Use and manage information</li> <li>• Apply technology effectively</li> </ul> <p><b>ICT literacy</b></p> <ul style="list-style-type: none"> <li>• Open to new ideas, information, tools and ways of thinking</li> <li>• Use ICT accurately, creatively, ethically and legally</li> <li>• Be aware of cultural and social differences</li> <li>• Apply technology appropriately and effectively</li> </ul>
<b>LIVING IN THE WORLD</b>	<p><b>Citizenship – global and local</b></p> <ul style="list-style-type: none"> <li>• Awareness and understanding of rights and responsibilities as a global citizen</li> <li>• Preparedness to participate in community activities</li> <li>• Respect the values and privacy of others</li> </ul> <p><b>Personal and social responsibility</b></p> <ul style="list-style-type: none"> <li>• Communicate constructively in different social situations</li> <li>• Understand different viewpoints and perspectives</li> </ul> <p><b>Life and career</b></p> <ul style="list-style-type: none"> <li>• Adapt to change</li> <li>• Manage goals and time</li> <li>• Be a self-directed learner</li> <li>• Interact effectively with others</li> </ul>

#### Appendix 4: TEACHING AND LEARNING STRATEGIES

STRATEGY	TEACHER	STUDENTS
<p><b>CASE STUDY</b> Used to extend students' understanding of real life issues</p>	<p>Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.</p>	<p>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>
<p><b>DEBATE</b> A method used to increase students' interest, involvement and participation</p>	<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.</p>	<p>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>

<p><b>DISCUSSION</b>  <b>The purpose of discussion is to educate students about the process of group thinking and collective decision.</b></p>	<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.</p>	<p>Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.</p>
<p><b>GAMES AND SIMULATIONS</b>  <b>Encourages motivation and creates a spirit of competition and challenge to enhance learning</b></p>	<p>Being 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.</p>	<p>Go into groups and organise. Follow the instructions and play to win</p>
<p><b>OBSERVATION</b>  <b>Method used to allow students to work independently to discover why and how things happen as the way they are. It builds curiosity.</b></p>	<p>Give instructions and monitor every activity students do</p>	<p>Students possess 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 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</p> <ul style="list-style-type: none"> <li>• Observe and ask essential questions</li> <li>• Record</li> <li>• Interpret</li> </ul>
<p><b>PEER TEACHING &amp; LEARNING</b>  <i>(power point presentations, pair learning)</i>  <b>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 develop the spirit of inquiry.</b></p>	<p>Distribute topics to groups to research and teach others in the classroom. 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. 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>

<b>PERFORMANCE-RELATED TASKS</b> <i>(dramatization, song/lyrics, wall magazines)</i> <b>Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date</b>	Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria	Go into their established working groups. Being creative and create dramas, songs/ lyrics or wall magazines in line with the topic.
<b>PROJECT (individual/group)</b> <b>Helps students complete tasks individually or collectively</b>	Teacher outline the steps and procedures of how to do and the criteria	Students are involved in investigations and finding solutions to problems to real life experiences. They carry out researches to analyse the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.
<b>USE MEDIA &amp; TECHNOLOGY to teach and generate engagement depending on the age of the students</b>	Show a full movie, an animated one, a few episodes form documentaries, you tube movies and others depending on the lesson. Provide questions for students to answer before viewing	Viewing can provoke questions, debates, critical thinking, emotion and reaction. After viewing, students engage in critical thinking and debate

## Appendix 5: Samples of Student Response System Applications

These are web based apps that work with a multitude of devices and operating systems. Here are the 4 best student response systems that interface with multiple devices.

### 1. Kahoot

Kahoot is a utility that allows teachers to create quizzes and surveys, and then send them to students. Teachers may allow students an unlimited amount of time to respond to questions, or they may set a time limit on each questions. Points are awarded to students both for correct answers and for responding quickly with those correct responses. Teachers can track students as they make progress.

### 2. Socrative

Socrative works excellently both for students working on their own or for students who are collaborating with one another. Socrative offers several different ways for instructors to engage their students. There are space races in which students can compete in teams or as individuals to answer questions as quickly and accurately as possible. Polls allow instructors to receive student feedback.

### 3. Infuse Learning

Infuse learning is (was!) an excellent student response system for teachers who must support students with a variety of learning styles. With infusion a teacher can create questions, quizzes and writing prompts and send them to students who are participating in virtual classrooms or in an online learning program. What makes Infuse Learning unique is that it allows the teacher to give the student multiple response options.

### 4. Verso

This is a free utility that teachers can use to create virtual classrooms. Verso works with the teacher's Google Drive account. This means that links, files, videos, images, and documents from the instructor's Google Drive can be added to the Verso classroom for students to access. Students who enter the classroom will be shown new items that have been added to the classroom since their last visit.

*<https://www.emergingedtech.com/2015/09/top-5-multi-platform-student-response-systems/>*

## Appendix 6: Assessment Strategies

### 1. Reflective writing

Give your students journals and ask them to reflect on the day's lesson by writing about what they learned as well as what they found challenging. Encourage them to explain how they might apply the lesson or skill they learned in real life. You can then review their entries to determine your students' level of understanding and identify areas to focus on.

### 2. Choral responses

A choral response is a quick and easy way to assess your students' understanding of a concept they just learned. Ask the entire class a question, and evaluate their level of understanding based on the number and type of responses you receive. This exercise also encourages all students to participate in the question-and-answer process.

### 3. Presentations

Have students give short presentations to you or the class sharing what they have learned about a particular topic. You could also ask them to summarize the lesson's most important concepts. Rather than grading the presentations, use them as an assessment tool to determine students' level of understanding.

### 4. Four corners

Four corners is an engaging assessment strategy that gets students moving around the room. Label each corner of the room with a different level of comprehension: strongly agree, agree, disagree and strongly disagree. State facts or details about the current lesson, and ask them to stand in the corner of

the room that represents their response. Encourage students to explain why they chose a certain response so that you can make decisions about future lessons.

## 5. Lists

Midway through a lesson, pause and ask your students to list a certain number of things they've learned. Review their lists to determine if students are at the appropriate level of understanding. You can also use these lists to identify misunderstandings and areas you need to focus on more.

## 6. One-minute response

Ask your class a question about a topic, and give them one minute to write a response. Encourage them to focus on their ideas and information rather than correct spelling, grammar and writing conventions. Alternatively, you can ask your students to write a one-sentence summary of what they have learned about that topic. Look for detail and understanding in their responses

## 7. Think-pair-share

Think-pair-share is useful for encouraging students to think critically about a topic and allowing you to check for understanding. Prompt students with questions about topics like what they learned from a lesson or how they connect with what you discussed in class today. Pair them with another student, and have them discuss their ideas. Reconvene as a group, and call on different pairs to ask them to share their thoughts.

## 8. Socratic seminar

Hosting a Socratic seminar empowers students to facilitate their own discussions to develop their ideas further. Students ask each other questions about a certain topic, text or starting question. This prompts more questions and comments to enhance their understanding of the main topic.

## 9. ABC brainstorming

ABC brainstorming challenges students to create a list of all the letters in the alphabet and write down something that begins with each letter that relates to the unit. This can be an effective individual, pair or group activity. Reviewing these lists may help you learn what students understand and what requires more attention, allowing you to modify your lesson plans as needed.

## 10. 3-2-1

This is another technique to encourage students to reflect on the lessons. It's particularly useful to check for understanding at the end of or near the end of lessons. While the format may vary, this strategy typically involves asking students to write down:

- Three things they learned
- Two things they want to learn more about
- One question they have about

## 11. Concept maps

Concept maps are useful for helping students visualize what they understand about a topic. Students can create individual concept maps, or this may be

an activity you complete as an entire class. Start with the main topic or idea in the middle of the paper, then draw lines out to circles that discuss information related to it. Depending on the subject and the age of the students, you may also ask them to draw lines connecting similar ideas.

### 12. 30-second share

During a 30-second share, each student discusses something they learned during the lesson. Things like what the student discusses, what language they use and how their response connects to the learning targets can help you assess their understanding.

### 13. Graffiti wall

Creating a graffiti wall is another assessment strategy that may be useful for working with visual learners. Cover one of your classroom walls with a large piece of paper, and invite students to write or draw on it to show what they learned about a topic. Using this activity allows you to identify what students understand and what may require additional lessons for them to master. Consider completing this activity during the middle of a unit and leaving the wall up for them to continue to add to as they learn more.

**Reference sources:** <https://www.indeed.com/career-advice/career-development/assessment-strategies>

## Appendix 7: LESSON PLAN TEMPLATE

Strand: .....

Unit: .....

Content Standard: .....

Benchmark: .....

Topic : .....

Lesson Topic: .....

Lesson Objective (s): By the end of the lesson, students will be able.....  
.....

Essential Questions:

.....  
.....  
.....

Knowledge:

.....  
.....

Skill(s):

.....  
.....

Values:

.....  
.....

Attitudes:

.....  
.....

### Teaching and Learning Strategies

Recommended Resources



## Appendix 8 : ASSESSMENT STRATEGIES

Strategy	Description
<b>Analogies</b>	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.
<b>Classroom Presentations</b>	A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize 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.
<b>Conferences</b>	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
<b>Discussions</b>	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.
<b>Essays</b>	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 synthesize information.
<b>Exhibitions/ Demonstrations</b>	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.
<b>Interviews</b>	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.
<b>Learning Logs</b>	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.
<b>Observation</b>	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.
<b>Peer Assessment</b>	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.

<b>Performance Tasks</b>	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.
<b>Portfolios</b>	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.
<b>Questions And Answers (Oral)</b>	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.
<b>Quizzes, Tests, Examinations</b>	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.
<b>Questionnaires</b>	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.
<b>Response Journals</b>	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.
<b>Selected Responses</b>	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.
<b>Student Self-Assessments</b>	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 9. SAMPLE AFFECTIVE EXAMINATION QUESTIONS

### Samples of multiple choice items designed in the affective domain examination

Designing multiple-choice questions in the affective domain for a Christian and Citizenship Values Education Curriculum examination involves crafting options that assess students' attitudes, values, and emotional responses.

For each question, the options are designed to elicit responses that reflect varying levels of alignment with Christian and citizenship values, allowing for a nuanced assessment of students' attitudes and values within the affective domain.

Here are some examples:

#### 1. Attitudes Towards Service and Compassion:

- *Question:* Which statement best reflects your attitude towards engaging in service activities influenced by Christian values?
- A. "Service activities are a duty, and I fulfill them without much emotional involvement."
- B. "Service activities bring a sense of joy and fulfillment, aligning with my Christian values."
- C. "Service activities are important, but I struggle to connect them with my personal beliefs."
- D. "Service activities are irrelevant to my understanding of Christian values."

#### 2. Empathy and Understanding of Diverse Perspectives:

- *Question:* In a situation requiring consideration of diverse perspectives, what is your typical response?
- A. "I find it challenging to consider viewpoints different from my own."
- B. "I actively seek to understand diverse perspectives, valuing the richness they bring."
- C. "I try to understand diverse perspectives but struggle to empathize."
- D. "I ignore diverse perspectives and stick to my own beliefs."

#### 3. Reflection on Personal Growth and Character Development:

- *Question:* How do you view challenges that contribute to personal growth and character development in the context of Christian values?
- A. "Challenges are burdens to endure without much impact on my character."
- B. "Challenges are opportunities for personal growth, shaping my character positively."
- C. "Challenges are irrelevant to my understanding of Christian values."
- D. "I avoid challenges to maintain my current character."

#### 4. Commitment to Civic Responsibilities:

- *Question:* When it comes to civic responsibilities, how do you see your role as a Christian?
- A. "Civic responsibilities have no connection to my Christian beliefs."
- B. "I see civic responsibilities as a fundamental part of living out my Christian faith."
- C. "Civic responsibilities are important, but I struggle to connect them with my faith."
- D. "I am indifferent to civic responsibilities."

#### 5. Ethical Decision-Making Scenarios:

- *Question:* In an ethical dilemma, how do you approach decision-making in alignment with Christian values?
- A. "I prioritize personal interests over Christian values in decision-making."
- B. "I actively consider Christian values and ethical principles when making decisions."
- C. "I struggle to integrate Christian values into ethical decision-making."
- D. "I ignore Christian values when faced with ethical dilemmas."

#### 6. Reflection on Interfaith Dialogue:

- *Question:* How has engaging in interfaith dialogue influenced your understanding of Christian values?
- A. "Interfaith dialogue has no impact on my understanding of Christian values."
- B. "Interfaith dialogue has deepened my appreciation for Christian values in a diverse context."
- C. "Interfaith dialogue is confusing, and I struggle to connect it with my Christian beliefs."
- D. "I avoid engaging in interfaith dialogue."

#### 7. Evaluation of Personal Leadership Style:

- *Question:* How do you integrate Christian values into your leadership style?
- A. "Christian values have no influence on my leadership style."
- B. "I consciously incorporate Christian values into my leadership approach."
- C. "I struggle to align Christian values with my leadership style."
- D. "My leadership style is irrelevant to my Christian beliefs."

#### 8. Connection Between Values and Advocacy:

- *Question:* How important is the alignment of advocacy efforts with Christian and civic values to you?
- A. "Advocacy efforts are irrelevant to my Christian and civic values."
- B. "I actively seek to align advocacy efforts with Christian and civic values."
- C. "I find it challenging to connect advocacy with my Christian and civic values."
- D. "I have no interest in advocacy efforts."

## 9. Reflection on Interpersonal Relationships:

- *Question:* When navigating challenging interpersonal relationships, how do you incorporate Christian values?
- A. "I prioritize personal interests over Christian values in relationships."
- B. "I actively consider Christian values in building positive relationships."
- C. "I struggle to integrate Christian values into interpersonal relationships."
- D. "I avoid considering Christian values in relationships."
- 

## 10. Exploration of Faith-Informed Innovation:

- *Question:* How does your faith inform your approach to innovation in addressing societal challenges?
- A. "My faith has no influence on my approach to innovation."
- B. "I consciously integrate my faith into the creative process of addressing societal challenges."
- C. "I find it challenging to connect my faith with innovative approaches to societal challenges."
- D. "I have no interest in addressing societal challenges through innovation."

### Samples of multiple choice items with a right and wrong answer designed in the affective domain examination.

In the affective domain, multiple-choice questions with a right and wrong answer can be challenging to design as they often involve subjective judgments and personal beliefs. However, you can create questions that assess students' understanding and application of Christian and citizenship values.

In these questions, options A and D generally represent responses that are less aligned with Christian and citizenship values, while options B and C are designed to reflect responses that align more closely with these values. Keep in mind that the complexity of personal beliefs and values makes it challenging to definitively label an answer as universally right or wrong in the context of affective assessments.

Here are some examples:

### 1. Question on Empathy and Compassion:

- *Question:* What is the most empathetic and compassionate response in line with Christian values when encountering someone experiencing homelessness?
- A. Ignoring the person and walking away.
- B. Offering spare change without engaging in conversation.
- C. Taking time to listen, understanding their needs, and providing support.
- D. Expressing frustration at the person's situation.
- 

### 2. Question on Civic Responsibility:

- *Question:* As a Christian citizen, what is the right approach to fulfilling civic responsibilities?
- A. Ignoring civic responsibilities as they do not align with personal beliefs.
- B. Fulfilling civic responsibilities as a duty without considering their impact.
- C. Actively engaging in civic responsibilities with a sense of duty and

commitment.

- D. Avoiding civic responsibilities to focus solely on personal faith practices.

### 3. Question on Ethical Decision-Making:

- *Question:* When faced with an ethical dilemma conflicting with Christian values, what is the most appropriate action?
- A. Prioritizing personal interests over Christian values.
- B. Seeking guidance from Christian principles and making a decision aligned with them.
- C. Struggling to integrate Christian values into the decision-making process.
- D. Ignoring Christian values and making decisions based solely on personal judgment.

### 4. Question on Interfaith Dialogue:

- *Question:* What is the most respectful approach to engaging in interfaith dialogue as a Christian?
- A. Avoiding interfaith dialogue to maintain personal beliefs.
- B. Actively participating in interfaith dialogue with an open heart and mind.
- C. Engaging in interfaith dialogue but imposing personal beliefs on others.
- D. Ignoring the perspectives of individuals from other faiths.

### 5. Question on Values-Based Leadership:

- *Question:* How should Christian values influence your leadership style?
- A. Christian values have no bearing on personal leadership style.
- B. Integrating Christian values consciously into leadership practices.
- C. Struggling to align Christian values with personal leadership style.
- D. Maintaining a leadership style irrespective of Christian values.

### 6. Question on Advocacy Aligned with Values:

- *Question:* What is the right approach to advocacy efforts as a Christian?
- A. Advocacy efforts are irrelevant to personal Christian values.
- B. Actively seeking to align advocacy efforts with Christian values.
- C. Finding it challenging to connect advocacy with personal Christian values.
- D. Having no interest in participating in advocacy efforts.

### 7. Question on Relationship Building:

- *Question:* In challenging interpersonal relationships, what reflects Christian values the most?
- A. Prioritizing personal interests over Christian values in relationships.
- B. Actively considering Christian values in building positive relationships.
- C. Struggling to integrate Christian values into interpersonal relationships.
- D. Avoiding consideration of Christian values in relationships.

### 8. Question on Faith-Informed Innovation:

- *Question:* How should faith inform your approach to innovation in addressing societal challenges?
- A. Faith has no influence on the approach to innovation.
- B. Consciously integrating faith into the creative process of addressing



societal challenges.

- C. Finding it challenging to connect faith with innovative approaches to societal challenges.
- D. Having no interest in addressing societal challenges through innovation.

### **Samples of multiple choice questions with a right and wrong answer designed in the affective domain examination to test Biblical Values and Principles**

Designing multiple-choice questions in the affective domain to test Biblical values and principles involves crafting options that assess students' understanding, attitudes, and application of Christian beliefs.

In these questions, options A and D generally represent responses that are less aligned with biblical values and principles, while options B and C are designed to reflect responses that align more closely with these values. It's important to note that interpretations of biblical values may vary, and these questions aim to assess students' understanding and application of the principles.

Here are examples:

#### **1. Question on Compassion:**

- *Question:* When encountering someone facing adversity, what reflects the biblical principle of compassion?
- A. Ignoring the person's struggles.
- B. Offering immediate assistance without further engagement.
- C. Taking time to understand their needs and providing support.
- D. Expressing judgment and criticism.

#### **2. Question on Humility:**

- *Question:* How does the biblical principle of humility manifest in daily interactions?
- A. Seeking recognition for personal achievements.
- B. Acknowledging one's strengths and achievements modestly.
- C. Boasting about personal accomplishments.
- D. Ignoring the achievements of others.

#### **3. Question on Justice:**

- *Question:* What action aligns with the biblical principle of justice when witnessing an act of injustice?
- A. Turning a blind eye to the injustice.
- B. Actively advocating for justice through appropriate channels.
- C. Remaining passive, as justice is beyond personal responsibility.
- D. Participating in the unjust action to avoid personal harm.

#### **4. Question on Forgiveness:**

- *Question:* How does the biblical principle of forgiveness guide one's response to personal offenses?
- A. Holding onto grudges and seeking revenge.
- B. Forgiving genuinely and seeking reconciliation.
- C. Ignoring offenses without addressing them.
- D. Refusing to forgive, believing it demonstrates strength.

#### **5. Question on Love for Neighbor:**

- *Question:* In the biblical context, how should one express love for their neighbor?



- A. Indifference to the needs of neighbors.
- B. Actively seeking ways to meet the needs of neighbors.
- C. Loving only those who share the same beliefs.
- D. Avoiding interaction with neighbors to maintain personal boundaries.

#### 6. Question on Integrity:

- *Question:* How does the biblical principle of integrity guide decision-making in daily life?
- A. Prioritizing personal gain over honesty.
- B. Acting with honesty and transparency, regardless of personal consequences.
- C. Manipulating situations to achieve desired outcomes.
- D. Ignoring ethical considerations for personal interests.

#### 7. Question on Faithfulness:

- *Question:* What reflects the biblical principle of faithfulness in personal commitments?
- A. Breaking commitments when they become inconvenient.
- B. Remaining steadfast in commitments despite challenges.
- C. Making commitments without sincere intentions to fulfill them.
- D. Only honoring commitments when personally beneficial.

#### 8. Question on Generosity:

- *Question:* How does the biblical principle of generosity manifest in one's use of resources?
- A. Hoarding resources and avoiding sharing with others.
- B. Sharing resources willingly and helping those in need.
- C. Only sharing resources when it leads to personal gain.
- D. Believing that generosity is unnecessary in modern society.

### Samples of multiple choice questions with a right and wrong answer designed in the affective domain examination to test Christian Identities and Civic Principles

Designing multiple-choice questions in the affective domain to test Christian civic identities and principles involves crafting options that assess students' attitudes, values, and emotional responses related to their Christian faith and civic responsibilities.

In these questions, options A and D generally represent responses that are less aligned with Christian identities and civic principles, while options B and C are designed to reflect responses that align more closely with these values. The questions aim to assess students' understanding and application of civic principles.

Here are examples:

#### 1. Question on Civic Engagement:

- *Question:* What reflects a Christian identity with civic principles in terms of engagement with societal issues?
- A. Remaining apolitical and disengaged from social issues.
- B. Actively participating in civic activities with a commitment to justice.
- C. Avoiding civic engagement to maintain personal beliefs.

- D. Engaging in civic activities only when personally beneficial.

**2. Question on Community Involvement:**

- *Question:* How does Christian faith influence one's involvement in local community initiatives?
- A. Avoiding community involvement to focus on personal faith practices.
- B. Actively participating in community initiatives to serve others.
- C. Considering community involvement as irrelevant to Christian beliefs.
- D. Engaging in community activities only for personal recognition.

**3. Question on Respect for Authority:**

- *Question:* How should Christian principles guide one's attitude towards authority figures in civic life?
- A. Disrespecting authority figures as an expression of personal freedom.
- B. Respecting authority figures while advocating for justice and fairness.
- C. Ignoring authority figures as they are perceived as non-religious.
- D. Blindly following authority without questioning their actions.

**4. Question on Social Justice Advocacy:**

- *Question:* What reflects a Christian civic identity when advocating for social justice?
- A. Ignoring social justice issues as they are not directly related to personal faith.
- B. Actively advocating for social justice issues aligned with Christian principles.
- C. Struggling to connect social justice advocacy with Christian beliefs.
- D. Participating in social justice efforts only when it benefits personal interests.

**5. Question on Political Responsibility:**

- *Question:* How does being a Christian influence one's sense of responsibility in the political sphere?
- A. Remaining politically inactive to avoid conflicts with personal beliefs.
- B. Responsibly participating in the political process while upholding Christian values.
- C. Disregarding political responsibilities as they are perceived as secular.
- D. Engaging in political activities only to advance personal interests.

**6. Question on Peacemaking:**

- *Question:* How does Christian faith guide one's approach to conflict resolution and peacemaking?
- A. Fostering conflict without seeking resolution.
- B. Actively pursuing reconciliation and promoting peace.
- C. Ignoring conflicts as they are perceived as unrelated to Christian beliefs.
- D. Engaging in conflicts only to assert personal opinions.

**7. Question on Global Citizenship:**

- *Question:* How does Christian civic identity influence one's sense of responsibility as a global citizen?
- A. Disregarding global issues as they are not directly related to personal faith.

- B. Actively engaging in global initiatives to address humanitarian issues.
- C. Struggling to connect global citizenship with Christian beliefs.
- D. Participating in global efforts only when personally beneficial.

### 8. Question on Ethical Decision-Making in Civic Life:

- *Question:* How should Christian principles guide ethical decision-making in civic life?
- A. Prioritizing personal interests over ethical considerations.
- B. Making decisions that align with Christian values and ethical principles.
- C. Struggling to integrate Christian values into ethical decision-making.
- D. Ignoring Christian values when faced with ethical dilemmas in civic life.

## Samples of multiple choice questions with a right and wrong answer designed in the affective domain examination to test Christian Citizenship and participation in Society

Designing multiple-choice questions in the affective domain to test content in Christian citizenship and participation in society involves creating options that assess students' attitudes, values, and emotional responses related to their Christian faith and civic engagement.

In these questions, options A and D generally represent responses that are less aligned with Christian citizenship and participation in society, while options B and C are designed to reflect responses that align more closely with these values. The questions aim to assess students' understanding and application of Christian principles in the context of citizenship and societal engagement.

Here are examples:

### 1. Question on Civic Responsibility:

- *Question:* What reflects a Christian attitude towards civic responsibility?
- A. Ignoring civic responsibilities as they do not align with personal beliefs.
- B. Actively engaging in civic responsibilities with a sense of duty and commitment.
- C. Fulfilling civic responsibilities only when personally beneficial.
- D. Avoiding civic responsibilities to maintain personal boundaries.

### 2. Question on Civic Virtues:

- *Question:* How does the Christian faith inspire the practice of civic virtues in society?
- A. Disregarding civic virtues as they are not directly related to Christian beliefs.
- B. Actively practicing civic virtues such as honesty, integrity, and compassion.
- C. Struggling to connect civic virtues with Christian beliefs.
- D. Engaging in civic virtues only when societal expectations demand it.

### 3. Question on Social Justice Advocacy:

- *Question:* How should a Christian approach advocacy for social justice in society?
- A. Ignoring social justice issues as they are not directly related to personal

faith.

- B. Actively advocating for social justice issues aligned with Christian principles.
- C. Struggling to connect social justice advocacy with Christian beliefs.
- D. Participating in social justice efforts only when it benefits personal interests.

**4. Question on Political Engagement:**

- *Question:* How does the Christian faith guide one's participation in political processes?
- A. Remaining politically inactive to avoid conflicts with personal beliefs.
- B. Responsibly participating in the political process while upholding Christian values.
- C. Disregarding political responsibilities as they are perceived as secular.
- D. Engaging in political activities only to advance personal interests.

**5. Question on Peacemaking:**

- *Question:* How does Christian faith guide one's approach to conflict resolution and peacemaking in society?
- A. Fostering conflict without seeking resolution.
- B. Actively pursuing reconciliation and promoting peace.
- C. Ignoring conflicts as they are perceived as unrelated to Christian beliefs.
- D. Engaging in conflicts only to assert personal opinions.

**6. Question on Global Citizenship:**

- *Question:* How does Christian citizenship influence one's sense of responsibility as a global citizen?
- A. Disregarding global issues as they are not directly related to personal faith.
- B. Actively engaging in global initiatives to address humanitarian issues.
- C. Struggling to connect global citizenship with Christian beliefs.
- D. Participating in global efforts only when personally beneficial.

**7. Question on Ethical Decision-Making in Society:**

- *Question:* How should Christian principles guide ethical decision-making in societal contexts?
- A. Prioritizing personal interests over ethical considerations.
- B. Making decisions that align with Christian values and ethical principles.
- C. Struggling to integrate Christian values into ethical decision-making.
- D. Ignoring Christian values when faced with ethical dilemmas in society.

**8. Question on Faith-Informed Service:**

- *Question:* How does Christian faith inspire individuals to engage in service to society?
- A. Ignoring societal needs as they are not directly related to Christian beliefs.
- B. Actively participating in service activities to address societal needs.
- C. Struggling to connect service to society with Christian beliefs.
- D. Engaging in service activities only when personally convenient.

## Samples of multiple choice questions with a right and wrong answer designed in the affective domain examination to test content in Christian Leadership and Governance

Designing multiple-choice questions in the affective domain to test content in Christian leadership and governance involves creating options that assess students' attitudes, values, and emotional responses related to their Christian faith and leadership roles.

In these questions, options A and D generally represent responses that are less aligned with Christian leadership and governance principles, while options B and C are designed to reflect responses that align more closely with these values. The questions aim to assess students' understanding and application of Christian leadership principles.

Here are examples:

### 1. Question on Christian Leadership Principles:

- *Question:* What reflects a Christian approach to leadership principles?
- A. Prioritizing personal interests over the well-being of others.
- B. Leading with humility, integrity, and a commitment to serve others.
- C. Ignoring ethical considerations for personal gain.
- D. Manipulating situations to achieve desired outcomes.

### 2. Question on Servant Leadership:

- *Question:* How does the concept of servant leadership align with Christian principles?
- A. Viewing leadership as a means to exert authority and control.
- B. Leading with a genuine commitment to serve and uplift others.
- C. Disregarding the needs of others in pursuit of personal goals.
- D. Engaging in leadership only for personal recognition.

### 3. Question on Ethical Decision-Making in Leadership:

- *Question:* How should Christian principles guide ethical decision-making in leadership roles?
- A. Prioritizing personal interests over ethical considerations.
- B. Making decisions that align with Christian values and ethical principles.
- C. Struggling to integrate Christian values into ethical decision-making.
- D. Ignoring Christian values when faced with ethical dilemmas in leadership.

### 4. Question on Visionary Leadership:

- *Question:* How does a Christian leader approach visionary leadership?
- A. Having a vision solely focused on personal success.
- B. Casting a vision that aligns with Christian values and contributes to societal well-being.
- C. Ignoring the need for a vision in leadership roles.
- D. Creating a vision without consideration for ethical principles.

**5. Question on Integrity in Leadership:**

- *Question:* How does Christian faith guide one's approach to maintaining integrity in leadership roles?
- A. Manipulating situations to maintain personal interests.
- B. Leading with transparency, honesty, and commitment to ethical standards.
- C. Disregarding ethical considerations in the pursuit of leadership goals.
- D. Prioritizing personal gain over the reputation of the leadership role.

**6. Question on Collaboration and Teamwork:**

*Question:* How does Christian leadership influence collaboration and teamwork?

- A. Leading with an authoritarian style, disregarding input from others.
- B. Fostering collaboration and teamwork with a spirit of humility and inclusivity.
- C. Ignoring the importance of collaboration in leadership roles.
- D. Collaborating only when it serves personal interests.

**7. Question on Decision-Making in Governance:**

*Question:* How does Christian faith guide decision-making in governance and leadership roles?

- A. Making decisions without considering the impact on others.
- B. Deciding with a commitment to justice, fairness, and Christian principles.
- C. Struggling to integrate Christian values into decision-making in governance.
- D. Ignoring Christian values when faced with decisions in leadership.

**8. Question on Social Responsibility in Leadership:**

*Question:* How should Christian leaders approach social responsibility in their leadership roles?

- A. Ignoring social responsibility as it is not directly related to Christian beliefs.
- B. Actively engaging in initiatives that contribute to societal well-being.
- C. Struggling to connect social responsibility with Christian beliefs.
- D. Engaging in social responsibility only when personally beneficial.

**Samples of multiple choice questions with a right and wrong answer designed in the affective domain examination to test for corruption and governance content**

Designing multiple-choice questions in the affective domain to test content related to corruption and governance involves crafting options that assess students' attitudes, values, and emotional responses to issues of corruption and ethical governance.

In these questions, options A and D generally represent responses that are less aligned with Christian values in governance, while options B and C are designed to reflect responses that align more closely with these values. The questions aim to assess students' understanding and application of Christian principles in the context of corruption and ethical governance.



Here are examples:

**Question on Ethical Decision-Making in Governance:**

*Question:* As a Christian leader in governance, what should be the guiding factor in ethical decision-making?

- A. Prioritizing personal gain over ethical considerations.
- B. Making decisions that align with Christian values and principles.
- C. Struggling to integrate Christian values into ethical decision-making.
- D. Ignoring Christian values when faced with ethical dilemmas in governance.

**Question on Resistance to Corruption:**

*Question:* How does a Christian civic leader resist corruption in governance?

- A. Engaging in corrupt practices to maintain personal interests.
- B. Actively opposing and reporting corruption, upholding Christian principles.
- C. Struggling to connect resistance to corruption with Christian beliefs.
- D. Ignoring corrupt practices when they do not directly affect personal interests.

**Question on Transparency and Accountability:**

- *Question:* What role does transparency and accountability play in Christian governance?

- A. Operating without transparency to protect personal interests.
- B. Leading with transparency and accountability, reflecting Christian values.
- C. Ignoring the importance of transparency and accountability in governance.
- D. Emphasizing transparency only when it benefits personal reputation.

- **Question on Fairness and Justice in Governance:**

- *Question:* How should a Christian leader ensure fairness and justice in governance?

- A. Prioritizing personal interests over justice and fairness.
- B. Advocating for justice and fairness, guided by Christian principles.
- C. Struggling to integrate justice and fairness into governance.
- D. Ignoring justice and fairness in governance decisions.

- **Question on Social Responsibility in Governance:**

- *Question:* How should a Christian leader address social responsibility in governance?

- A. Ignoring social responsibility as it is not directly related to Christian beliefs.
- B. Actively engaging in initiatives that contribute to societal well-being.
- C. Struggling to connect social responsibility with Christian beliefs.
- D. Engaging in social responsibility only when personally beneficial.

- **Question on Integrity in Public Service:**

- *Question:* How does Christian faith guide one's approach to maintaining integrity in public service?

- A. Manipulating situations to maintain personal interests.
- B. Leading with transparency, honesty, and commitment to ethical standards.
- C. Disregarding ethical considerations in the pursuit of public service goals.
- D. Prioritizing personal gain over the reputation of public service roles.

- **Question on Whistleblowing and Reporting Corruption:**

- *Question:* How should a Christian civic leader respond to witnessing corruption in governance?



- A. Ignoring corruption to avoid conflicts with colleagues.
- B. Actively blowing the whistle and reporting corruption, upholding Christian values.
- C. Struggling to connect whistleblowing with Christian beliefs.
- D. Reporting corruption only when it directly affects personal interests.
- **Question on Christian Values in Governance Decision-Making:**
- *Question:* How should Christian values guide decision-making in governance roles?
- A. Making decisions without considering the impact on others.
- B. Deciding with a commitment to justice, fairness, and Christian principles.
- C. Struggling to integrate Christian values into decision-making in governance.
- D. Ignoring Christian values when faced with decisions in governance.
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**Samples of multiple choice questions with a right and wrong answer designed in the affective domain for grade 12 students to qualify to enter higher education institutions**

Designing multiple-choice questions in the affective domain for grade 12 students particularly for qualification to enter higher education institutions, involves assessing their attitudes, values, and emotional responses related to Christian principles and civic responsibilities.

In these questions, options A and D generally represent responses that are less aligned with Christian values and responsible citizenship, while options B and C are designed to reflect responses that align more closely with these values. The questions aim to assess students' understanding and application of Christian principles in the context of higher education and civic responsibilities.

Here are examples:

- **Question on Civic Responsibility:**
- *Question:* As a future college student and Christian citizen, what is the primary responsibility towards society?
- A. Focusing solely on academic success without engaging in societal issues.
- B. Actively participating in civic responsibilities with a commitment to justice.
- C. Ignoring civic engagement to maintain personal beliefs.
- D. Engaging in civic activities only when personally beneficial.
- **Question on Leadership and Service:**
- *Question:* How should Christian values influence your approach to leadership and service in higher education?
- A. Pursuing leadership roles for personal recognition.
- B. Leading with humility, integrity, and a commitment to serving others.
- C. Disregarding service opportunities in higher education.
- D. Engaging in service activities only for personal gain.

- **Question on Interfaith Understanding:**
- *Question:* As a student entering higher education, how should you approach interactions with individuals from different faiths?
- A. Avoiding interactions with individuals from different faiths.
- B. Actively participating in interfaith dialogue with an open heart and mind.
- C. Engaging in interfaith dialogue but imposing personal beliefs on others.
- D. Ignoring the perspectives of individuals from other faiths.
- **Question on Social Justice Advocacy:**
- *Question:* How can college students contribute to social justice initiatives with a Christian worldview?
- A. Ignoring social justice issues as they are not directly related to personal faith.
- B. Actively advocating for social justice issues aligned with Christian principles.
- C. Struggling to connect social justice advocacy with Christian beliefs.
- D. Participating in social justice efforts only when it benefits personal interests.
- **Question on Ethical Decision-Making in College Life:**
- *Question:* When faced with ethical dilemmas in college life, how should Christian principles guide your decision-making?
- A. Prioritizing personal interests over ethical considerations.
- B. Making decisions that align with Christian values and ethical principles.
- C. Struggling to integrate Christian values into ethical decision-making.
- D. Ignoring Christian values when faced with ethical dilemmas in college.
- **Question on Global Citizenship in Higher Education:**
- *Question:* How should Christian values influence your sense of responsibility as a global citizen in higher education?
- A. Disregarding global issues as they are not directly related to personal faith.
- B. Actively engaging in global initiatives to address humanitarian issues.
- C. Struggling to connect global citizenship with Christian beliefs.
- D. Participating in global efforts only when personally beneficial.
- **Question on Integrity in Academic Pursuits:**
- *Question:* How does Christian faith guide your approach to maintaining academic integrity in higher education?
- A. Engaging in academic dishonesty to achieve personal success.
- B. Pursuing academic excellence with honesty and a commitment to ethical standards.
- C. Disregarding ethical considerations in academic pursuits.
- D. Prioritizing personal gain over the reputation of academic achievements.
- **Question on Responsible Citizenship:**
- *Question:* As a Christian citizen entering higher education, what does responsible citizenship entail?
- A. Ignoring civic responsibilities as they do not align with personal beliefs.
- B. Actively participating in civic responsibilities with a sense of duty and commitment.
- C. Fulfilling civic responsibilities only when personally beneficial.
- D. Avoiding civic responsibilities to maintain personal boundaries.

**Samples of multiple choice questions with a right and wrong answer designed in the affective domain for grade 12 students to qualify for life after school?**

Designing multiple-choice questions in the affective domain for grade 12 particularly for qualification for life after school, involves assessing their attitudes, values, and emotional responses related to Christian principles and their roles as responsible citizens.

In these questions, options A and D generally represent responses that are less aligned with Christian values and responsible citizenship, while options B and C are designed to reflect responses that align more closely with these values. The questions aim to assess students' understanding and application of Christian principles in the context of life after school.

Here are examples:

- **Question on Life Purpose and Values:**
- *Question:* As you prepare for life after school, what should guide your choice of career and life path?
- A. Pursuing a career solely for financial gain.
- B. Choosing a path aligned with your values and Christian principles.
- C. Disregarding personal values when making career decisions.
- D. Pursuing a path only for societal recognition.
  
- **Question on Service and Community Engagement:**
- *Question:* How can you contribute to your community as a responsible Christian citizen after completing school?
- A. Avoiding community involvement to focus on personal pursuits.
- B. Actively engaging in community initiatives to serve and uplift others.
- C. Participating in community activities only when personally beneficial.
- D. Ignoring the needs of the community.
  
- **Question on Financial Stewardship:**
- *Question:* How should Christian principles guide your approach to managing finances after school?
- A. Prioritizing personal luxury and indulgence over responsible financial stewardship.
- B. Managing finances with integrity and a commitment to responsible stewardship.
- C. Disregarding ethical considerations in financial decisions.
- D. Accumulating wealth without considering the impact on others.
  
- **Question on Ethical Decision-Making in Life Choices:**
- *Question:* When faced with ethical dilemmas in life after school, how should Christian principles guide your decision-making?
- A. Prioritizing personal interests over ethical considerations.
- B. Making decisions that align with Christian values and ethical principles.
- C. Struggling to integrate Christian values into ethical decision-making.
- D. Ignoring Christian values when faced with ethical dilemmas in life.

- **Question on Global Citizenship in Life After School:**
- *Question:* How does being a responsible global citizen align with Christian values in life after school?
- A. Disregarding global issues as they are not directly related to personal faith.
- B. Actively engaging in global initiatives to address humanitarian issues.
- C. Struggling to connect global citizenship with Christian beliefs.
- D. Participating in global efforts only when personally beneficial.
  
- **Question on Interpersonal Relationships:**
- *Question:* How should Christian principles guide your interactions with others in your personal and professional life after school?
- A. Prioritizing personal interests over building meaningful and respectful relationships.
- B. Interacting with humility, empathy, and respect, reflecting Christian values.
- C. Disregarding ethical considerations in interpersonal relationships.
- D. Engaging with others only for personal gain.
  
- **Question on Lifelong Learning and Growth:**
- *Question:* How does the concept of lifelong learning align with your journey after completing school?
- A. Disregarding the importance of continuous learning and personal growth.
- B. Embracing a mindset of continuous learning and personal development.
- C. Struggling to see the value of ongoing learning in life.
- D. Engaging in learning activities only when required.
- **Question on Faith and Resilience:**
- *Question:* How can your Christian faith contribute to your resilience in facing challenges and uncertainties in life after school?
- A. Relying solely on personal strength without considering faith.
- B. Nurturing resilience through prayer, faith, and trust in God's guidance.
- C. Struggling to integrate faith into challenges faced in life.
- D. Turning to faith only when facing extreme difficulties.

**Samples of multiple choice questions with a right and wrong answer designed in the affective domain for grade 12 students as adults**

Designing multiple-choice questions in the affective domain for grade 12 students transitioning to adulthood involves assessing their attitudes, values, and emotional responses related to Christian principles and responsible citizenship. In these questions, options A and D generally represent responses that are less aligned with Christian values and responsible citizenship, while options B and C are designed to reflect responses that align more closely with these values. The questions aim to assess students' understanding and application of Christian principles in the context of adulthood. Here are examples:

- **Question on Ethical Decision-Making in Adulthood:**
- *Question:* In your adult life, how should Christian principles guide your approach to ethical decision-making?
- A. Prioritizing personal interests over ethical considerations.
- B. Making decisions that align with Christian values and ethical principles.

- C. Struggling to integrate Christian values into ethical decision-making.
- D. Ignoring Christian values when faced with ethical dilemmas.
- **Question on Responsible Citizenship as an Adult:**
- *Question:* What does responsible citizenship entail for you as an adult in society?
- A. Ignoring civic responsibilities as they do not align with personal beliefs.
- B. Actively participating in civic responsibilities with a sense of duty and commitment.
- C. Fulfilling civic responsibilities only when personally beneficial.
- D. Avoiding civic responsibilities to maintain personal boundaries.
  
- **Question on Leadership and Service in Adulthood:**
- *Question:* How can you exercise Christian values in your leadership and service roles as an adult?
- A. Pursuing leadership roles for personal recognition.
- B. Leading with humility, integrity, and a commitment to serving others.
- C. Disregarding service opportunities in adulthood.
- D. Engaging in service activities only for personal gain.
- **Question on Financial Stewardship in Adulthood:**
- *Question:* How should Christian principles guide your approach to managing finances in adulthood?
- A. Prioritizing personal luxury and indulgence over responsible financial stewardship.
- B. Managing finances with integrity and a commitment to responsible stewardship.
- C. Disregarding ethical considerations in financial decisions.
- D. Accumulating wealth without considering the impact on others.
- **Question on Interfaith Understanding as an Adult:**
- *Question:* How should you approach interactions with individuals from different faiths in your adult life?
- A. Avoiding interactions with individuals from different faiths.
- B. Actively participating in interfaith dialogue with an open heart and mind.
- C. Engaging in interfaith dialogue but imposing personal beliefs on others.
- D. Ignoring the perspectives of individuals from other faiths.
- **Question on Social Justice Advocacy in Adulthood:**
- *Question:* How can you contribute to social justice initiatives with a Christian worldview in your adult life?
- A. Ignoring social justice issues as they are not directly related to personal faith.
- B. Actively advocating for social justice issues aligned with Christian principles.
- C. Struggling to connect social justice advocacy with Christian beliefs.
- D. Participating in social justice efforts only when it benefits personal interests.
- **Question on Family and Relationships:**
- *Question:* How should Christian principles guide your approach to family and interpersonal relationships in adulthood?
- A. Prioritizing personal interests over building meaningful and respectful relationships.
- B. Interacting with humility, empathy, and respect, reflecting Christian values.

- C. Disregarding ethical considerations in interpersonal relationships.
- D. Engaging with others only for personal gain.
- **Question on Faith and Resilience in Adulthood:**
- *Question:* How can your Christian faith contribute to your resilience in facing challenges and uncertainties in adulthood?
  - A. Relying solely on personal strength without considering faith.
  - B. Nurturing resilience through prayer, faith, and trust in God's guidance.
  - C. Struggling to integrate faith into challenges faced in adulthood.
  - D. Turning to faith only when facing extreme difficulties.







**'FREE ISSUE - NOT FOR SALE'**