

Christian & Citizenship Values Education

Teacher's Guide

Grade 12

HOLY BIBLE

Standards-Based



**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Christian and Citizenship Values Education

Teacher Guide

Grade 12

Standards-Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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Acronyms

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

Secretary's Message

The ultimate aim of Standards-Based Education in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that they can use in all spheres of their lives. 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 (CCVE) Teacher Guide was developed as a support document for the implementation of the Christian and Citizenship Values Education for Grade 12. 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.

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 12 students in Papua New Guinea Schools.

The Christian and Citizenship Values Education contents 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 various contexts aimed at developing young Papua New Guineans to be sound citizens locally and globally. Teachers are encouraged to engage the involvement of respective stakeholders, parents, the school and the community and its resources, to be able to help students to be active learners, acquire citizenship knowledge and behaviour in preparation for and to progress into higher education.

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.

Teachers are encouraged to read and understand the subject content standards of the Christian and Citizenship Values Education so that appropriate teaching programs are designed to help the students learn Christian citizenship values in Grade 12.

I commend and approve this Teacher Guide for Christian and Citizenship Values Education subject to be used in all Grade 12 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 Principles and Values, Christian Civic Identities and Principles, Christian Citizenship and Society, and Christian Leadership and Governance. The subject focuses on developing the moral well-being of our students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitudes towards themselves, their communities and societies and the environment as good citizens.

The Grade 12 Teacher Guide provides information and guidelines to assist Grade 12 teachers interpret, translate and deliver the prescribed Citizenship and Christian Values Education content in the Grade 11-12 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.

Christian and Citizenship Values Education subject content is linked to all the other subjects taught in Grade 12, which includes Advance Mathematics, Agriculture, Arts, Business Studies, Biology, Character and Social Development, Chemistry, Economics, English, Environment, Geography, Geology, General Mathematics, History, Information Communication Technology, Physical Education, Political Science, Technology and Industrial Arts. .

The Grade 12 Citizenship and Christian Values Education is timetabled for 200 minutes per week. One eighty (80) minute lesson is to be used for STEAM and project-based learning. Teachers can use the time allocated to do their time table or program according to their school needs.

Teachers must note that the Grade 12 Citizenship and Christian Values Education (CCVE) Teacher Guide does not contain Christian Religious Education content. The Christian Religious Education or Christian Religious Instruction is allocated a sixty (60) minute period which is to be used by Churches (Church component-Church Partnership). The National Department of Education has also designed a Christian Religious Education Implementation Guide to complement the teaching of Christian and Citizenship Values Education.

The Christian and Citizenship Values Education has also accommodated for the Spiritual Education Conceptual Framework to enable teachers to develop subject content that is relevant and appropriate to their practice.

Structure of the Teacher Guide

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

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

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

Values-based education

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

Assessment in CCVE assesses the abilities of students to show an understanding of citizenship participation, Christian values and moral principles, and application of the processes involved in moral reasoning, responsible decision-making and problem-solving. In CCVE Assessment, students should be encouraged to develop the skill of "finding problems to solve" in their everyday life. Only then, they will be able to make learning meaningful and authentic for themselves. Assessment should be broad-based and multi-dimensional, and designed according to the needs, interests and abilities of the students. As CCVE focuses on character development, emphasis should be placed on Formative Assessment.

Social Inclusion

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

Purpose of the Teacher Guide

The Teacher's Guide is purposely written to set guidelines and provide information and directions for teachers to effectively plan and program the Christian and Citizenship Values Education (CCVE) content of learning given in the Grade 12 Syllabus.

The teacher guide provides detailed information that can assist the teacher to interpret and translate the prescribed content in the syllabus into teachable instructional programs for a school year. The teacher guide provides the scope of curriculum content, specific timeframe to teach each unit and topic, and yearly overview to help you implement the content outline in the Grade 12 Syllabus.

Teachers are encouraged to read carefully the contents of the teacher guide to enable them to implement the CCVE for Grade 12 students.

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

To this end, teachers are expected to:

- Learning objectives and topics have been identified from the Benchmarks.
- Lesson titles in the teacher guide were drawn out from the Learning Objectives and Topics. The topics and lesson titles have been outlined in the planning and programming section
- In each of the topics and lesson titles, the values, the attitude, the skills and the knowledge have been identified.
- When planning a lesson, it is important that the values, attitudes, skills and knowledge of the lesson come out clearly in the teaching and learning activities as displayed in the sample guided lessons.
- At least one value or attitude, one skill and knowledge must be captured in a topic.

How to use the Teacher Guide

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

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

Determine Learning Objectives and Lesson Topics

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

Identify and Teach Grade Appropriate Content

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

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

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

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

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

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

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

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

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

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

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

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

Plan Standards-Based Lessons

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

Use Standards-Based Assessment

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

Make informed Judgements About Students' Learning and Progress Towards

Meeting Learning Standards

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

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

Prepare Students' Performance Reports

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

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

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

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

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

Develop additional Benchmarks

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

Avoid Standardisation

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

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

Syllabus and Teacher Guide Alignment

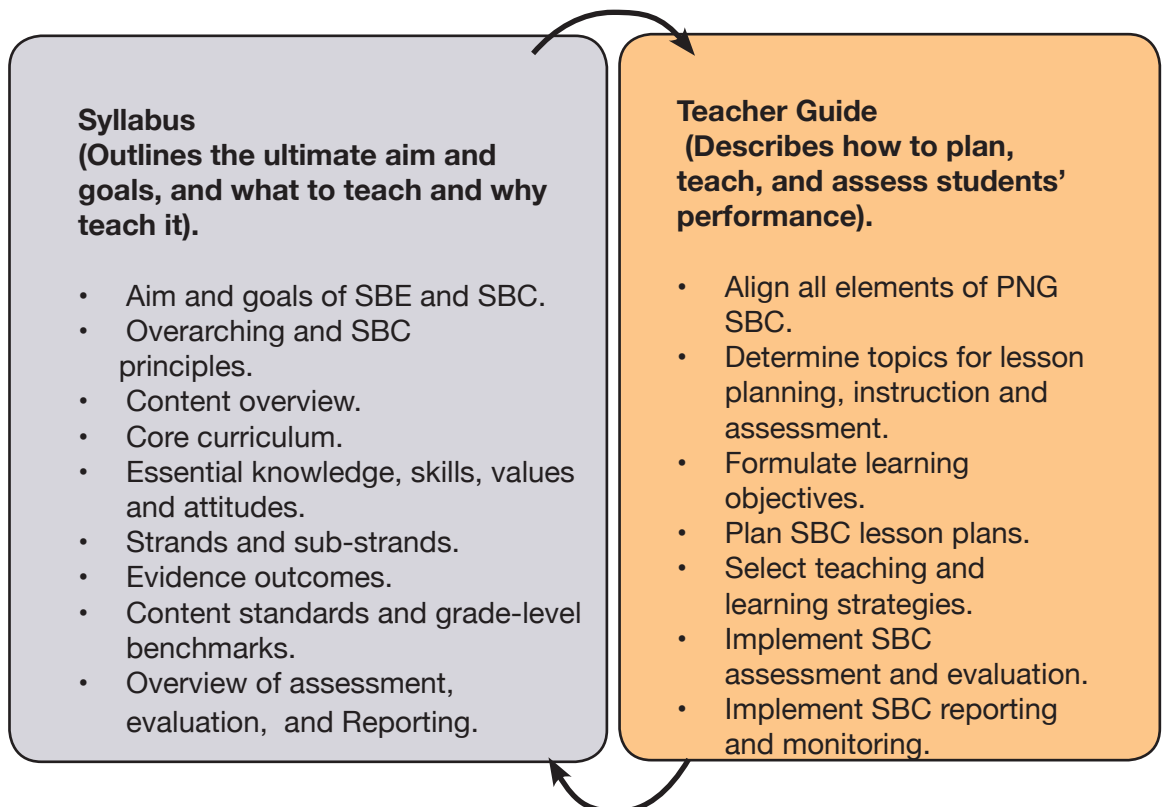
The Grade 12 syllabus and teacher guide are closely aligned and complimentary. They should be used together to plan lessons, teach relevant content, and assess the levels of students' proficiencies. They are essential curriculum resources for teaching and learning the essential CCVE values, attitudes, skills and knowledge (VASK).

The teacher guide describes and demonstrates how the aims, goals, content standards, evidence outcomes, benchmarks, learning objectives and performance standards are related and linked. The aims, goals, content standards, benchmarks, learning objectives are translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment.

The teacher guide describes the approaches of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved. It also guides planning STEAM principles and their essential values, attitudes, skills and knowledge (VASK) into lesson planning, instruction and delivery with examples provided.

The teacher guide also demonstrates how content standards, evidence outcomes, benchmarks and performance standards are translated into assessment and performance indicators to measure proficiencies and competencies and assess if the intended learning outcomes have been achieved. It also provides guidelines on how the learning of students can be measured, evaluated and monitored.

Figure 1: Syllabus and teacher guide alignment.



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

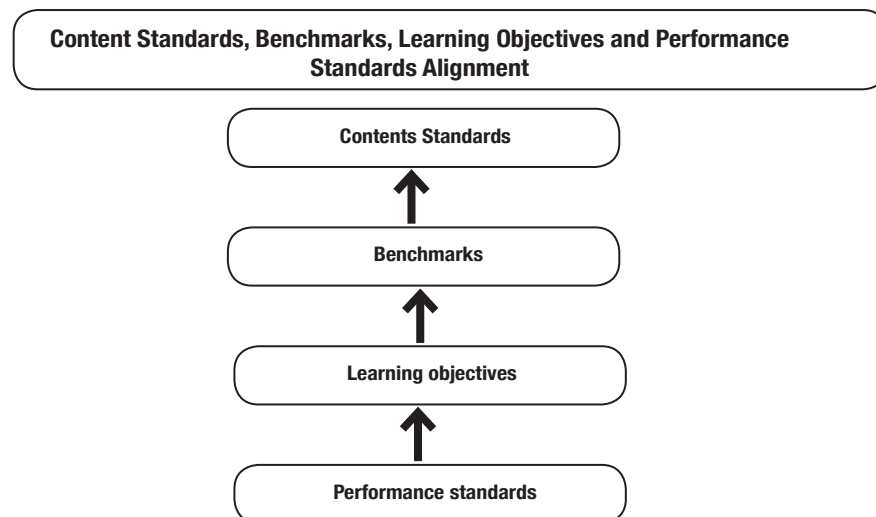
This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 8 Christian and Citizenship Values Education content.

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

Learning and Performance Standards Alignment

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

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



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

Learning and Performance Standards

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

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

Content Standards

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

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

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

Benchmarks

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

Grade-level benchmarks:

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

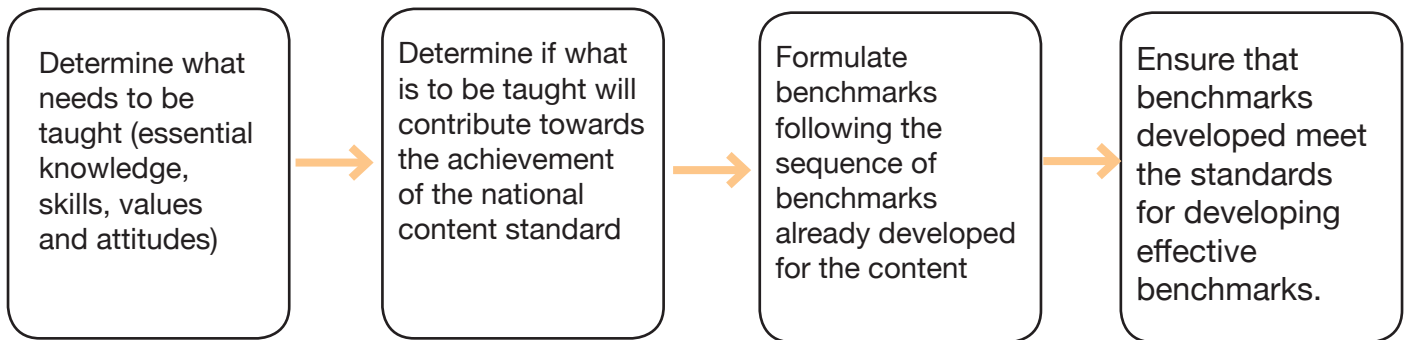
2. Approach for Setting National Content Standards and Grade-Level Benchmarks



Development of Additional Benchmarks

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

3. Benchmark Development Process



Learning Objectives

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

Performance Standards

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

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

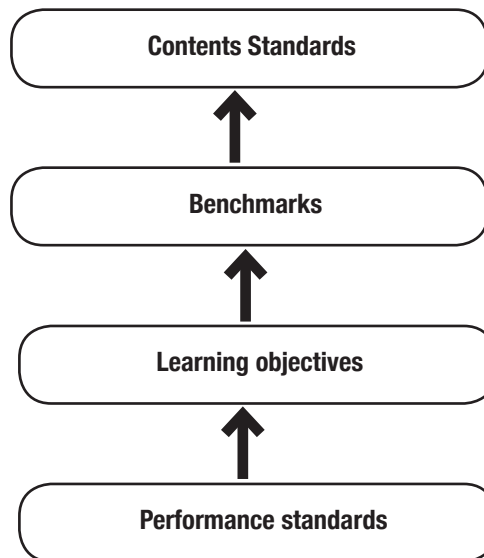
Proficiency Standards

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

Learning and Performance Standards Alignment

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

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



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

Core Curriculum

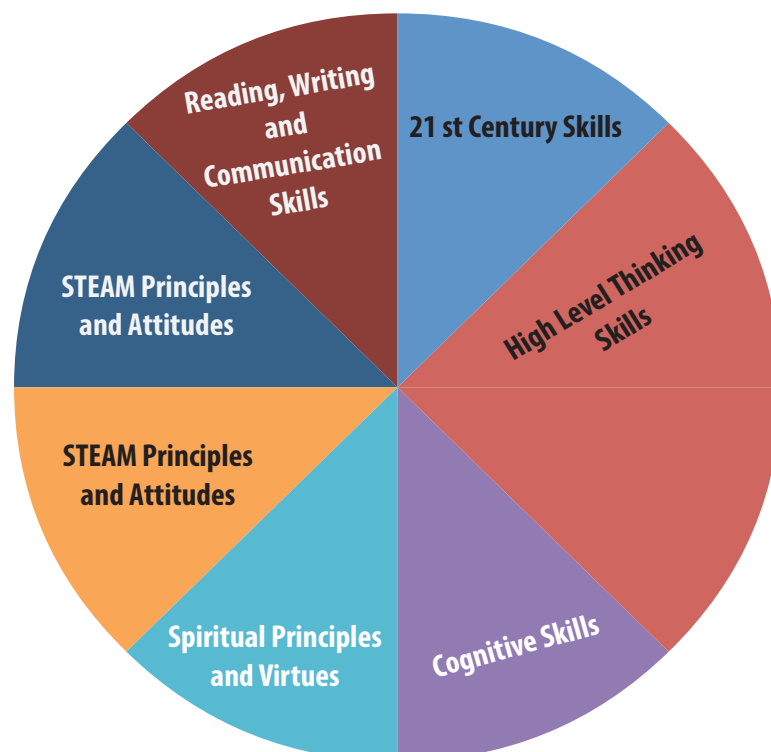
A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern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

The core curriculum includes:

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

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

Figure 3: Core curriculum



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

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

Science Technology Engineering Arts Mathematics (STEAM) and Citizenship

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

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

Objectives

Students will be able to:

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

Content Overview

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

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

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

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

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

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

STEAM Problem-Solving Methods and Approaches

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

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

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

Engineering and Technology Problem Solving Methods and Approaches

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

Parts Substitution

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

Diagnostics

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

Troubleshooting

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

Reverse Engineering

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

Divide and Conquer

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

Extreme Cases

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

Trial and Error

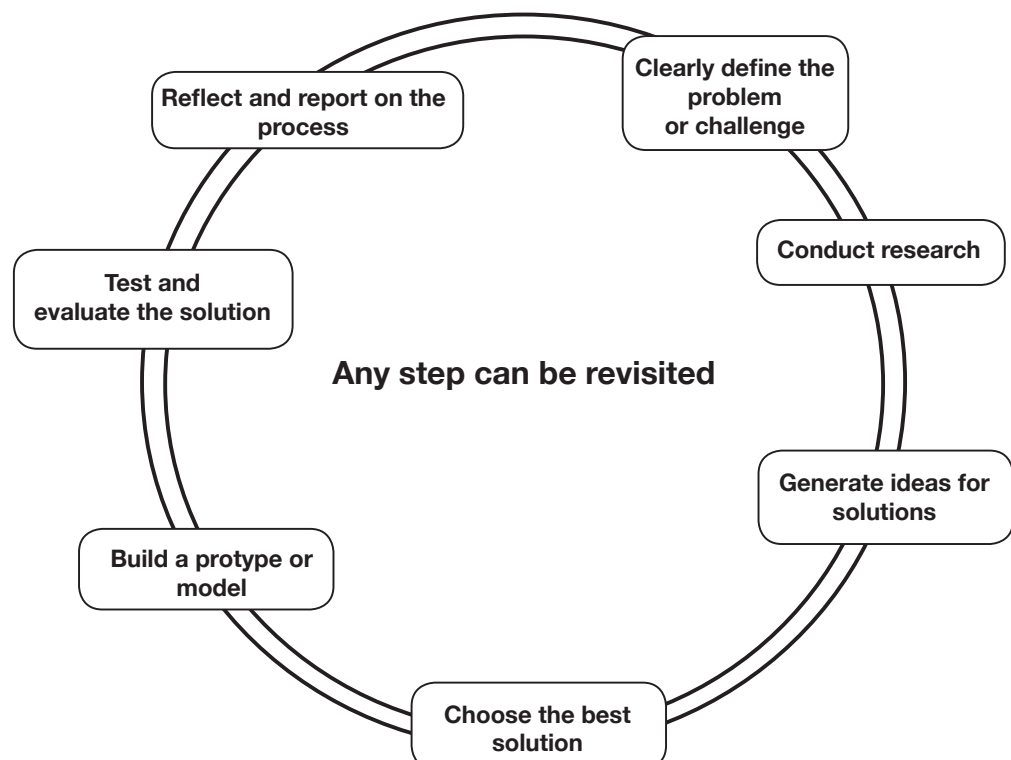
The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

Engineering Design Process

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

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

Figure 4: Engineering design process

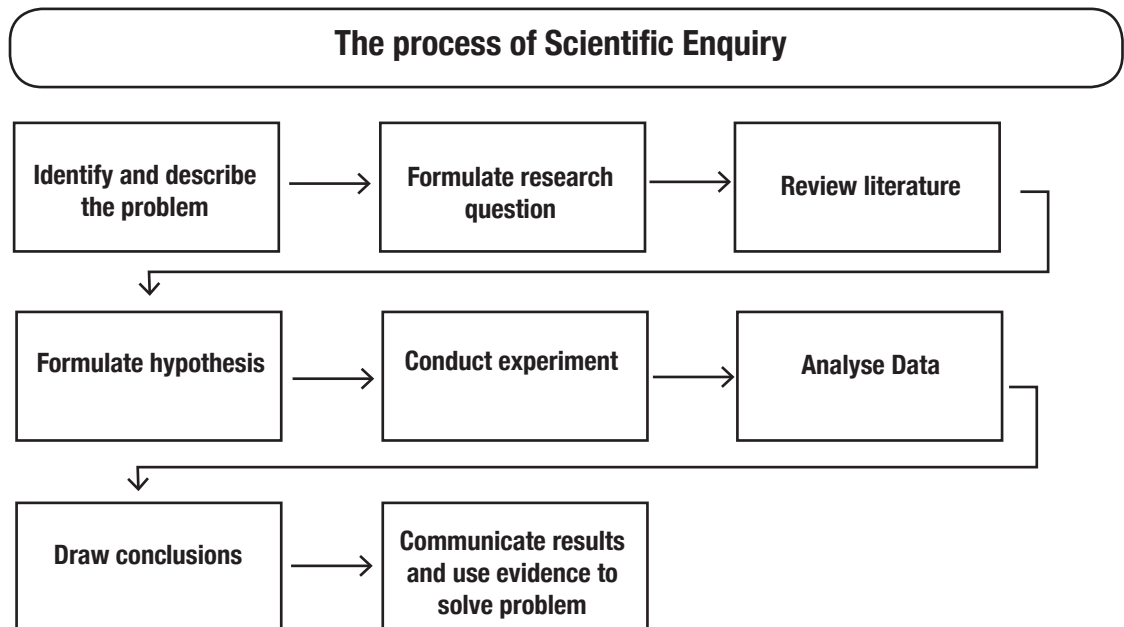


The Scientific Method and Approach to Problem-Solving

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

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

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



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

Step 1: Identify and describe the problem

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

Example: Observation

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

Step 2: Formulate research question

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

Example: Question

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

Step 3: Review literature

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

Example: Literature review

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

Step 4: Formulate hypothesis

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

Example: Hypothesis

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

Step 5: Conduct experiment

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

Example: Experimental Procedure

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

Result: The flashlight does not produce light.

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

Result: The flashlight does produce light.

- Write down these results.

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

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

Step 6: Analyse data

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

Example: Analysis

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

Step 7: Draw conclusions

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

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

Example: Valid Hypothesis

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

Example: Invalid Hypothesis

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

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

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

Step 8: Communicate findings

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

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

Example: Communication of findings

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

Artistic Design

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

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

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

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

STEAM-Based Lesson planning

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

Developing STEAM-based Lesson Plans

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

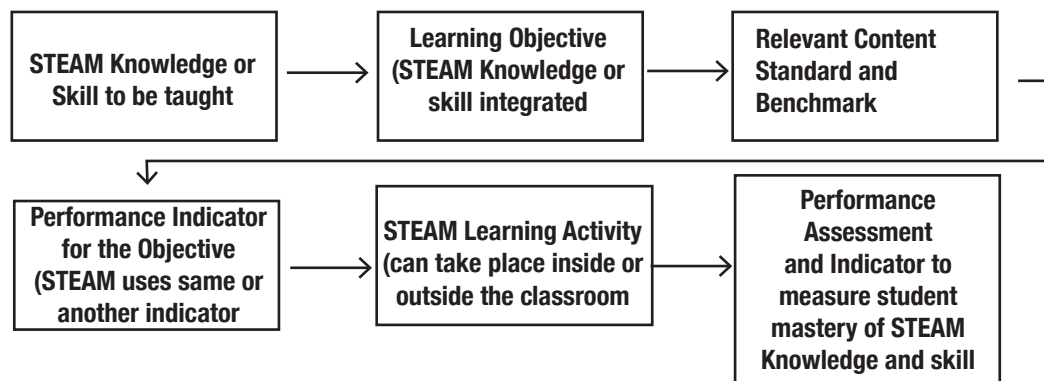
Integration of STEAM problem-solving skills into standards-based lesson plans.

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

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

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

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



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

- Step 1:** Identify the STEAM knowledge or skill to be taught (From the table of KSVAs 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 inquiry and solve problems by developing creative, innovative and sustainable solutions. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. Developing STEAM partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations can enhance students' learning and application of STEAM problem solving principles and skills.

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

STEAM Learning Strategies

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

STEAM-BASED Assessment

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

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

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

Effective STEAM-Based Assessment Strategies

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

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

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

STEAM Learning Strategies

1. Rubrics

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

2. Performance-Based Assessments

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

3. Portfolio Assessment

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

4. Self-assessment

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

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

5. Peer assessment

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

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

6. Student Response System

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

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

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

Curriculum Integration

What is Curriculum Integration?

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

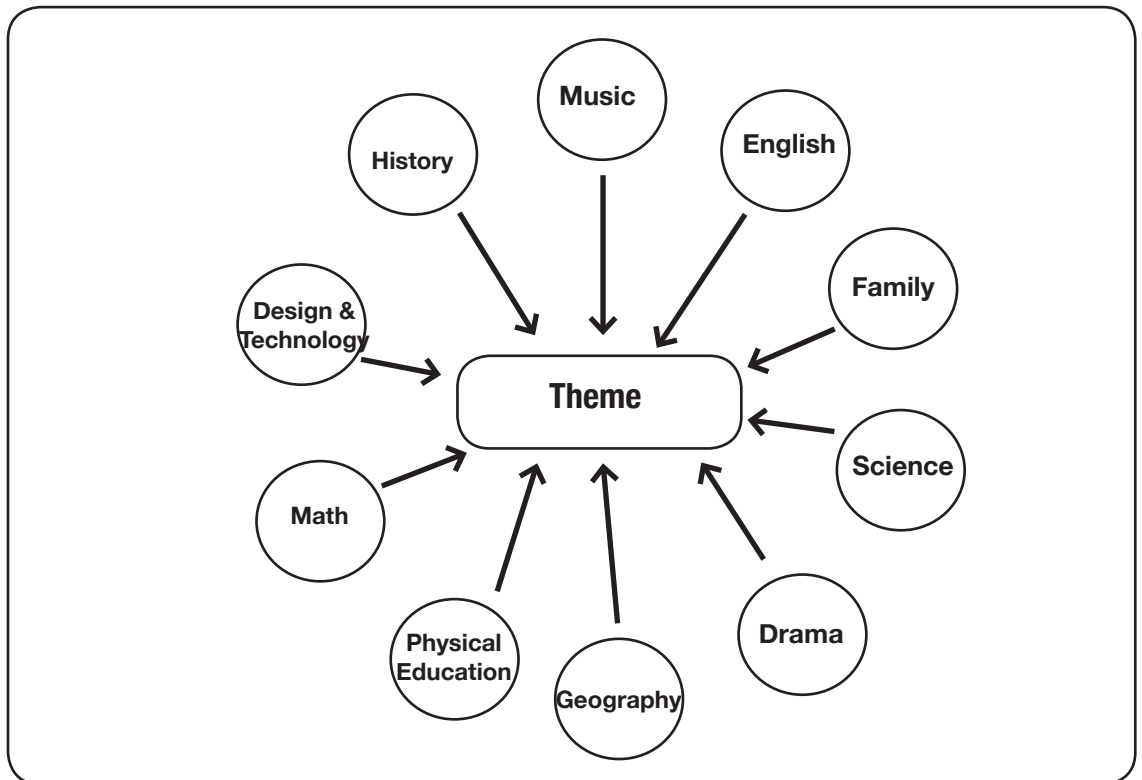
Teachers must develop an intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st Century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration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

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

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

1. (i) Multidisciplinary Approach

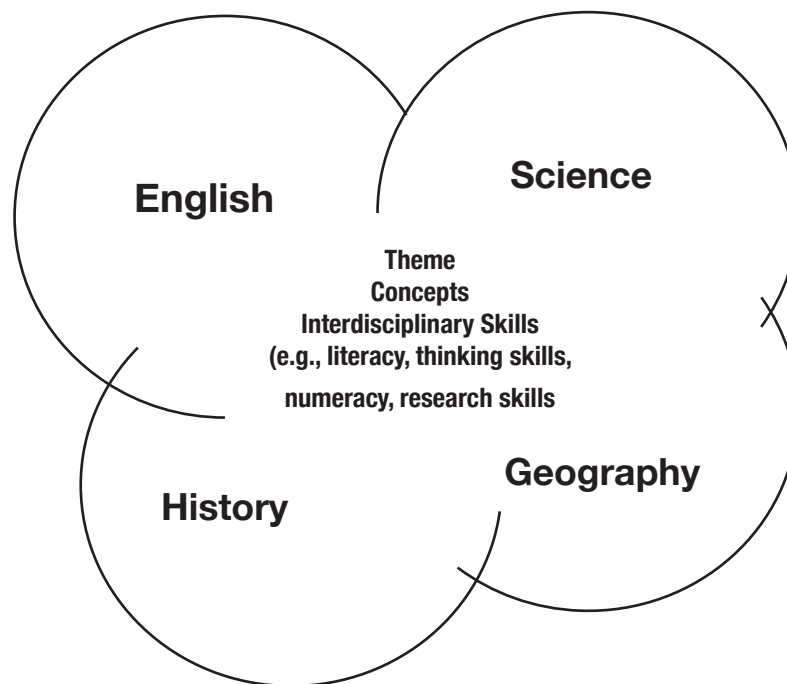
In this approach learning involves a theme or concept that will be taught right across all subject area of study by students. That is, content of a particular theme will be taught right across all subjects as shown in the diagram below. For instance, if the theme is the second coming of Jesus. All subject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



2. (ii) Interdisciplinary Approach

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

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



2. Intradisciplinary approach

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

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

3. Trans disciplinary approach

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

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

1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.
2. The teacher finds out what the students already know and helps them

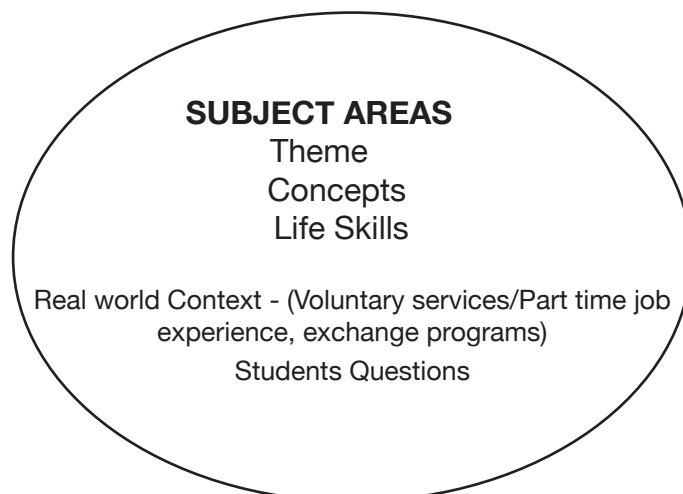
generate questions to explore. The teachers will also provide resources for students and opportunities to work in the field.

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

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

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

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



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

Essential Values, Attitudes, Skills and Knowledge

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

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

Types of Knowledge

There are different types of knowledge. These include:

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

There are different types of processes. These include:

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

Types of Skills

There are different types of skills. These include:

1. Cognitive (Thinking) Skills

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

i. Critical Thinking Skills

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

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

ii. Creative Thinking Skills

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

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

2. Reasoning Skills

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

3. Decision-Making Skills

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

4. Problem Solving Skills

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

5. Literacy Skills

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

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

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

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

Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view

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

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

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

These teaching and learning strategies will help teachers to;

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

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

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

These strategies are to;

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

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

Strands Units and Topics

This section of the teacher guide contains the Christian and Citizenship Values Education content to be taught in grade 8. 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

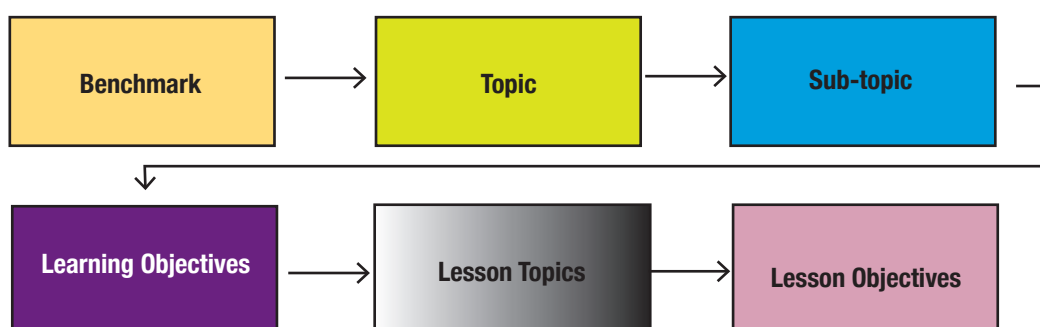
Christian and Citizenship Values Education is organised around four main strands – Biblical Values and Principles, Christian Identities and Civic Principles, Christian Citizenship and Society, and Christian Leadership and Governance. These strands embed the content that students are expected to learn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



Strands Units and Topics

This section of the teacher guide contains the Christian and Citizenship Values Education content to be taught in grade 12. It also lists some of the suggested lesson titles that can be taught to students.

Table of Strand, Units, Topics and Lesson Titles

Strands	Units	Topics	Lesson Titles	
1. Biblical Values and Principles	1. Biblical Values and Practices	1. God's Plan of Salvation	What is Salvation?	
			Hope of Salvation	
			Saving of Humankind by Salvation	
		2. The Second Coming of Jesus	Signs of Second Coming is Near	
			How will Jesus Com in 2nd Coming	
			What will Jesus Do in the Second Coming?	
		3. Christology Values and Principles	Christ-like Behaviors and Attitudes	
			Values Portrayed by Jesus	
		4. Purpose of Christology Values and Principles	Why Live Chris-like Life?	
			Impacts of Christian Values and Principles to Others	
		2. The Ten Commandments: God's Core Principles	1. Purpose and Relevance of Commandments 9 and 10	Commandment 9 and its Meaning
				Commandment 10 and its Meaning
	Purpose of Commandment 9 and 10 for Humans			
	2. Underlying Values and Principles of Commandments 9 and 10		Values and Principles for Commandment 9	
			Values and Principles for Commandment 10	
	3. God's Attributes in Commandments 9 and 10		Attributes of God in Commandment 9	
			Attributes of God in Commandment 9	
	4. Principles and Values of Commandment 9		Principles and Values from Exodus 20:16	
			Is Lying a Sin?	
	5. Principles and Values of Commandment 10		Principles and Values from Exodus 20:17 and Deuteronomy 5:21	
Antidotes to Covet				

2. Christian Identities and Civic Principles	1. Christian Identities	1. How Christian and Civic Identities are Constructed, Represented Globally	Global Representation of Christian and Civic Identities
		2. How Christian and Civic Identities are Utilised in Different Global Contexts	Global Use of Christian and Civic Identities
		3. The characteristics of Christian and civic identities in different parts of the world.	Characteristics of Christian Identities
			Characteristics of Civic Identities
			Influence of Christian Principles on Civic Identities
		4. Utilisation of Christian and Civic Identities	How Christian and Civic Identities are Used
		5. Purpose of Utilising Christian and Civic Identities	Impacts of Using Christian and Civic Identities
	6. How Christian and Civic Identities are Misrepresented Globally	Misrepresentation of Christian Identities	
		Misrepresentation of Civic Identities	
	7. Appropriate Technological Solution to Misrepresentation of Christian and Civic Identities	Problem Solving Approach to Address Misrepresentation of Christian and Civic Identities	
	2. Civic Principles	1. How Christian Beliefs, Principles and Values Shape Civic Identities of Different Political Leaders Globally.	Christian Beliefs Versus Civic Identities
			Christian Beliefs, Principles and Values Impact on Local and Global Political Leaders
		2. How Christian Principles and Values Influence the Civic Agenda and Behavior	Commonality and Difference Between Christianity and Civic
		3. How Christian Principles and Values Influence the Practices of Different Political Leaders and Governments Globally.	Impact of Christianity on Political Leaders

Strand 1

Biblical Values and Principles



Strand 1

Biblical Values and Principles

Unit 1: Biblical Values and Principles

Content Standard 12.1.1: Students will be able to explore and make sense on how the biblical values and principles are presented, promoted, modeled, validated, and practised in biblical times.

Benchmark 12.1.1.1: Investigate and discuss God’s grand plan of Salvation with the coming of His beloved Son, Jesus Christ.

Topic 1: God’s Plan of Salvation

Learning Objective:

- Define the true meaning of God’s Plan of Salvation.
- Analyse and explain the core values and principles represented in God’s Plan of salvation.

Essential Questions: 1. What is Salvation?

Values:

- Value God’s Plan of Salvation
- God’s Plan of Salvation provides hope for eternal life for mankind.
- Enjoy sharing God’s Plan of Salvation

Attitudes:

- Be respectful about God’s Plan of Salvation
- Submission to God is the only way to Salvation.

Skills:

- Interpret and describe God’s Plan of Salvation
- Confident in sharing with others about God’s Plan of Salvation.

Knowledge:

- The Hebrew word for Salvation that is written in the Old Testament of the Word of God is “*Yeshuwah*” and means literally “something saved” and abstract “deliverance”.
- The Greek word for Salvation that is written in the New Testament of the Word of God is “*soteria*” and means literally the act of “physical and moral rescue”
- Salvation is God’s way of forgiving sin and providing a means for mankind to receive eternal life now and in heaven.

Content Background:

Topic 1: God’s Plan of Salvation

What is Salvation? (Latin. salvo, to save)

1. The act of saving; preservation from destruction, danger or great calamity.
2. Appropriately in theology, the redemption of man from the bondage of sin and liability to eternal death, and the conferring on him everlasting happiness. This is the great salvation.

Scripture:

- 2 Corinthians 7; Godly sorrow worketh repentance to salvation.
- Exodus 14; Deliverance from enemies
- Luke 19; Remission of sins or saving graces.
- Psalm 27; The author of man's salvation

In Christianity, salvation (also called deliverance or redemption) is the 'saving of human beings from sin and its consequences, which include death and separation from God" by Christ death and resurrection, and the justification following this salvation. (WIKIPEDIA)

The Core Values and Principles represented in God's Plan of Salvation.

Scripture: Matthew 1:20-23 Jesus Humanity important to Salvation. This is how Jesus the Messiah came about. His mother Mary was pledged to be married to Joseph, but before they came together, she found to be pregnant through the Holy Spirit. Because Joseph, her husband, was faithful to the law, and yet did not want to expose her to public disgrace, he had in mind to divorce her quietly. But after she had considered this, an angel of the Lord appeared to him in a dream and said, "Joseph son of David, do not be afraid to take Mary home as your wife, because what is conceived in her is from the Holy Spirit. She will give birth to a son, and you are to give him his name Jesus, because he will save his people from sin. All this took place to fulfil what the Lord had said through the prophet. The virgin will conceive and give birth to a son, and they will call him Immanuel " (which means "God is with us").

Scripture: Philippians 2:3-8 Submission to God is the only way to Salvation.

Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others. In your relationships with one another, have the mindset as Jesus Christ. Who, being in the very nature of God, did not consider equality with God, something to be used to his own advantage, rather, he made himself nothing by taking the very nature of a servant, being made in human likeness. And being found in the appearance as a man, he humbled himself by becoming obedient to death—even death on a cross!

Sample Teaching and Learning Strategies

Small group discussions can be used as a teaching strategy to teach the topic on God's Plan of Salvation.

Teacher Activity	Student Activity	Resources
<ul style="list-style-type: none"> • Ask students to get into small groups. • Allow students to interact with each other and express their feeling and thoughts on how they understand God's Plan of Salvation. • Ask students why we have to learn about God's Plan of salvation. • Present to class their feelings, thoughts, and findings. 	<ul style="list-style-type: none"> • Get to small groups where they are comfortable. • Discuss and share feelings, thoughts, and understanding of God's Plan of salvation to others. • Search the scriptures in the Bible on God's Plan of Salvation and take note of its significance to mankind. • Share their feelings, thoughts and findings to the class. 	<ul style="list-style-type: none"> • The Holy Bible to search the scriptures relating to God's Plan of Salvation. • Charts and markers to write down their findings, thoughts, and feelings to others.

Sample STEAM Activity

Task

Plan out a skit that can be acted out in less than 10 minutes to demonstrate and explain God's Plan of Salvation.

Purpose

Enhance and/or instil the notion of God's Plan of Salvation to students.

Constraints

Within the time allocated or less, the students have to clearly demonstrate to others their entire understanding of God's Plan of Salvation.

Curriculum Connections

Subject	Curriculum connection	Resource
CCVE	12.1.1.1 God's Plan of Salvation	Bible
Science	12.1.1.1 Science as inquiry	Units or measurement, light angles,
Design and Technology	12.1.1.1 Material Properties	Durability of material to suit the activity
Performing Arts	12.1.1.1 Ability to set scene and actively execute the skit to audience	Stage, lighting, colour
Mathematics	11.1.1.1 Measurement	Ruler, timer

Activity Process

- Step 1:** Have students in groups and let them plan their skit.
- Step 2:** Read and understand the concepts in curriculum connections and how they fit into executing the project.
- Step 3:** Write up a first draft of the skit applying the concepts in each of the STEAM discipline areas highlighted in the curriculum connection.
- Step 4:** Practise the skit before the actual presentation.
- Step 5:** Revisit the skit and make changes should there be any.
- Step 6:** Present the final skit to the audience.
- Step 7:** Make evaluations and suggest ways to improve the skit if it was to be replayed.

Assessment Rubric

Criteria	Poor	Satisfactory	Good	Very Good
Positive and willing to contribute in the group discussion.	Lack concentration and feelings to the God's Plan of Salvation.	Positive and willing to contribute in the group discussion.	Positive and participated well in the group discussion.	Displayed positivity and actively participated in the group discussion.
Discuss and identify God's Plan of Salvation.	No evidence of discussion on God's Plan of Salvation.	Displayed evidence of discussion only on the topic.	Displayed evidence of discussion and highlighted the essence of God's Plan of Salvation.	Demonstrated thorough discussion on God's Plan of Salvation and highlighted all the essence.
Explain the essence of God's Plan of Salvation.	Barely explained the essence of God's Plan of Salvation.	Explained the basic essence of God's Plan of Salvation.	Explained the essence of God's Plan of Salvation with Bible text references.	Explicitly explained the essence of God's Plan of Salvation with precise Bible text references.
Identify and explain the values and principles embedded in God's Plan of Salvation.	Difficulty in identifying the values and principles embedded in God's Plan of Salvation.	Fairly identified and explained the values and principles embedded in God's Plan of Salvation.	Identified and clearly explained the values and principles embedded in God's Plan of Salvation.	Identified all the values and principles embedded in God's Plan of Salvation and explained all in details.

Resources

Bible (KJV, Goodnews, NIV or any other version of the Holy Bible)

Performance Standards

- Discuss and identify God's Plan of Salvation.
- Explain the essence of God's Plan of Salvation.
- Identify and explain the values and principles embedded in God's Plan of Salvation.

Strand 1

Biblical Values and Principles

Unit 1: Biblical Values and Principles

Content Standard 12.1.1: Students will be able to explore and make sense on how the biblical values and principles are presented, promoted, modeled, validated, and practised in biblical times.

Benchmark 12.1.1.1: Investigate and discuss God’s grand plan of Salvation with the coming of His beloved Son, Jesus Christ

Topic 2: The Second Coming of Jesus Christ

Learning Objective:

- Research and interpret the Bible texts relevant to the second coming of Jesus Christ.
- Evaluate and explain the signs that indicate that the second coming of Jesus Christ is near.

Essential Questions:

1. How do you feel that Jesus is coming back to take us?
2. When is Jesus coming back?
3. Why is Jesus taking so long to come back?

Values:

- Appraise the second coming of Jesus Christ.
- Enjoy sharing the Second Coming of Jesus Christ.

Attitudes:

- Be enthusiastic for the Second Coming of Christ.
- Be patient for the Second Coming of Christ.

Skills:

- Confident in communicating with others about the Second Coming of Jesus Christ.

Knowledge:

- How mankind should live while awaiting The Second Coming of Jesus.
- Mankind should be on guard, watching and praying until the day of the Lord. (Luke 21:34-36)

Content Background:

Topic 2: Second Coming of Jesus Christ

The Second Coming of Jesus Christ is near.
(www.bibleinfo.com)

The second coming is soon. In fact Jesus promised His disciples that He would come again. John 14:1 -3 says “Let not your heart be troubled... In My Father’s house are many mansions; if it were not so, I would have told you. I go to prepare a place for you. And if I go and prepare a place for you, I will come again and receive you to Myself, that where I am, there you may be also,”

When is Jesus coming back?

Jesus will come back soon. However, no one knows the exact time when Jesus is coming again. Mark 13:32 says, “But about that day or hour no one knows, not even the angels in heaven, nor the Son, but only the Father,” Interestingly, the disciples asked Jesus the same question just before He returned to heaven. At that time, Jesus told them it was not for them to know the times or seasons which are in the Father’s authority. Therefore, Jesus may come back tomorrow, next month, next year or 100 years from now. So what does this mean for you and me? Always be ready for the second coming of Jesus Christ. Watch and focus on Jesus because the devil is seeking to distract mankind from understanding the signs and closeness of Jesus’ coming.

Warnings about the second coming of Jesus

There are many confusing non-biblical theories about the second coming of Christ which distract many people. Will He appear spiritually to only a few selected? Will Jesus’ second coming only be in certain physical locations? Will Jesus appear in the desert? Jesus warned about the deceptions in the last days. In fact, in Matthew 24:4-5, Jesus cautions believers not to be deceived by people coming in the name of Jesus claiming to be Christ. Therefore, our only safeguard is to turn to the Bible alone for answers.

Will Jesus come back secretly?

Many people ask about how many people will see Jesus when He returns. Christ’s second coming will be bright, loud and glorious. This event cannot be hidden; every human on planet earth will see Jesus. He will come back personally and literally. Revelation 1:7 says, “Behold, He is coming with clouds, and every eye will see Him.” There will not be a person on earth who is unaware of Jesus’ return. Jesus Himself describes the manner of His coming. Mathew 24:27 states that the “return of Christ will be like the brightness of lightning illuminating the entire sky from the east to the west.” Verse 30 and 31 of the same chapter describe Jesus coming with power and great glory with the sound of a great trumpet, which awakens the righteous dead who are then gathered from the ends of the earth.

How should we live while we wait?

Christians should be on guard, watching and praying until the day of the Lord. The Bible says in Luke 21:34-36, “But take heed to yourselves, lest your hearts be weighed down with carousing, drunkenness, and care of this life, and that Day comes on you unexpectedly. For it will come as a snare on all those who dwell on the face of the whole earth. Watch therefore, and pray always that you may be counted worthy to escape all these things that will come to pass and to stand before the Son of Man.”

How will Jesus come back?

We know Jesus’ second coming will be a literal event and will be just like He went to heaven the first time. Acts 1:9-11 says the following, “Now when He had spoken these things, while they watched, He was taken up, and a cloud received Him out of their sight. And while they looked steadfastly toward heaven as He went up, behold, two men stood by them in white apparel, who also said, ‘Men of Galilee, why do you stand gazing up into heaven? This same Jesus, who was taken up from you into heaven, will come in like manner as you saw Him go into heaven.’”

Why is Jesus coming back?

The Bible says that Jesus is coming back to reward the inhabitants of the world and bring many back to heaven with him (Revelation 22:12). The Bible also says in Matthew 25:34, “Then the King will say to those on His right hand, ‘come, you blessed of My Father, inherit the kingdom prepared for you from the foundation of the world.’”

Jesus, more than anything, wants you. He invites you to return to heaven with Him to enjoy an eternity with no more tears, pain or suffering. What would keep you from accepting the invitation of Christ? What would keep you from putting Him first in your life? What would be more important saying, “I want to pattern my life after Jesus and soon live with Him forever?”

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

Resources

Bible (KJV, Goodnews, NIV or any other version of the Holy Bible)

Assessment

Investigate and express how the Bible tells the second coming of Jesus Christ

Performance Standards

- Explore and identify the second coming of Jesus Christ.
- Describe how the second coming of Jesus Christ will be like.
- Identify from scriptures and explain the signs that indicate that the second coming of Jesus Christ is near.
- Explain the values and principles relevant in the second coming of Jesus Christ.

Strand 1

Biblical Values and Principles

Unit 1: Biblical Values and Principles

Content Standard 12.1.1: Students will be able to explore and make sense on how the biblical values and principles are presented, promoted, modeled, validated, and practised in biblical times.

Benchmark 12.1.1.2: Research and explain the essence and purposes and the pillars of Christological values and principles.

Topic 3: Christological Values and Principles

Learning Objective:

- Identify and explain the core Christological values and principles.

Essential Questions:

1. What is Christology?
2. How does Christology affect the way you think and act?

Values:

- Appraise the Christ's Principles and Values

Attitudes:

- Deeper understanding of Christological values and principles

Skills:

- Identify and explain the essence and pillars of Christological values and principles

Knowledge:

- Christology covers Jesus' earthly birth, life, death, resurrection and ascension. However, it also pertains to His eternal existence prior to His earthly life, His Humanity and Deity, Old Testament Christological Prophecies, His Return and Reign.

Content Background:

Topic 3: Christological Values and Principles

What is Christology?

Christology derived from "Christ" referring to Jesus and "ology" meaning "the study of" is the study of Christ, both Jesus as a person and His works of Christ.

Christology covers Jesus' earthly birth, life, death, resurrection and ascension. However, it also pertains to His eternal existence prior to His earthly life, His Humanity and Deity, Old Testament Christological Prophecies, His Return and Reign.

What are Christological values and principles in?

- Jesus' earthly birth
- Jesus' Life
- Jesus' Death
- Jesus' Resurrection
- Jesus' Ascension

Jesus earthly birth

Scripture: Colossians 1:15-16

He is the image of the invisible God, the first born of all creation. For by him all things were created, in heaven and on earth, visible and invisible.

The above verse from Colossians regards the birth of Jesus as the model for all creation. Paul the Apostle viewed the birth of Jesus as an event of cosmic significance which brought forth a “new man” who undid the damage caused by the fall of the first man, Adam. Paul’s eschatological view of Jesus counter-positions him as a new of **morality and obedience**, I contrast to Adam. Unlike Adam, the new man born in Jesus **obeys God** and ushers in a world of morality and salvation.

Adam is positioned as the first man and Jesus as the second: Adam having to corrupt himself with his disobedience, also infected humanity and left it with a curse as its inheritance. The birth of Jesus counterbalanced the fall of Adam, bringing forth **redemption and repairing** the damage done by Adam.

Jesus’ Life – Ministry of Jesus

Scripture: John 10:10

The thief comes only in order to steal and kill and destroy. I came that they may have and enjoy life, and have it in abundance.

Jesus seemed to have two basic concerns with reference to people and the material:

- (1) that they be freed from the tyranny of things and
- (2) that they are actively concerned for the needs of others.

The Ministry of Jesus begins with his baptism in the countryside of Judea, near the River Jordan and ends in Jerusalem, following the Last Supper. The Gospel of Luke (3:23) states that Jesus was “about 30 years of age at the start of his ministry.

Jesus’ early Galilean ministry begins when after his baptism, he goes back to Galilee from his time in the Judean desert. In this early period he preaches around Galilee and recruits his first disciples who begin to travel with him and eventually form the core of the early church. The major Galilean ministry which begins in Matthew 8 includes the commissioning of the Twelve Apostles, and covers most of the ministry of Jesus in Galilee. The final Galilean ministry begins after the death of John the Baptist as Jesus prepares to go to Jerusalem.

In the later Judean ministry Jesus starts his final journey to Jerusalem through Judea. As Jesus travels towards Jerusalem, in his later Perea ministry, about one third the way down from the Sea of Galilee along the River Jordan, he returns to the area where he was baptised.

The final ministry in Jerusalem is sometimes called the Passion Week and begins with Jesus’ triumphal entry into Jerusalem.

Jesus' Death – Crucifixion and atonement

The crucifixion of Jesus is directly related to his resurrection and the term “the cross of Christ” used in Galatians 6:12 may be viewed as his abbreviation of the message of the gospels. For Paul, the crucifixion of Jesus was not an isolated event in history, but a cosmic event with significant eschatological consequences, as 1 Corinthians 2:8. Jesus, obedient to the point of death (Philippians 2:8), died “at the right time” (Romans 4:25) based on the plan of God. For Paul the “power of the cross” is not separable from the resurrection of Jesus.

Jesus could have successfully argued for his innocence, but instead submitted to crucifixion in obedience to the Father. The crucifixion of Jesus was “pre-eternally” determined by the Father before the creation of the world, to redeem humanity from the disgrace caused by the fall of Adam.

Jesus' Resurrection

The New Testament teaches that the resurrection of Jesus is a foundation of the Christian faith (1 Corinthians 15:12-20; 1 Peter 1:3). Christians, through faith in the working of God (Colossians 2:12) are spiritually resurrected with Jesus, and are redeemed so that they may walk in a new way of life (Roman 6:4).

Paul explained the importance of the resurrection of Jesus as the cause and basis of the hope of Christians to share a similar experience in 1 Corinthians 15:20-22 “But Christ has indeed been raised from the dead, the first fruits of those who have fallen asleep. For since death came through a man, the resurrection of the dead comes also through a man. For as in Adam all die, so in Christ all will be made alive.” Paul taught that, just as Christians share in Jesus' death in baptism, so they will share in his resurrection for Jesus was designated the Son of God by his resurrection (Roman 1:4)

Jesus' Ascension

Christians believe that after Jesus rose from the dead, he did not die a second time. Instead, 40 days after his resurrection, Jesus left the earth by being taken up, body and soul to Heaven to re-join God the Father. This event is called the ascension, and it was witnessed by Jesus' eleven remaining apostles.

In the Bible, the book called the Acts of the Apostles describes this event and how angels, described as ‘men dressed in white’, helped the apostles to understand what was happening:

Scripture Acts 1: 9-11

“After he said this, he was taken up before their very eyes, and a cloud hid him from their sight. They were looking intently up into the sky as he was going, when suddenly two men dressed in white stood beside them. ‘Men of Galilee,’ they said, ‘why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven.’”

The ascension is important to Christians because:

- It shows that Jesus really had overcome death – he wasn't just resurrected to die again, but to live forever.
- For many Christians, the fact that Jesus' followers witnessed him ascending into the clouds leaves no doubt that Jesus is alive and with God the Father in Heaven, and is no longer limited to living on earth.

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

Resources

Bible (KJV, Goodnews, NIV or any other version of the Holy Bible)

Assessment

- Research and explain Christological values and principles

Performance Standards

- Identify and explain the core Christological values and principles.
- Analyse and discuss the purpose of Christological values and principles to mankind.
- Research and explain the core pillars of Christological values and principles.
- Explore and explain how Christological values and principles are represented.

Strand 1

Biblical Values and Principles

Unit 1: Biblical Values and Principles

Content Standard 12.1.1: Students will be able to explore and make sense on how the biblical values and principles are presented, promoted, modeled, validated, and practised in biblical times.

Benchmark 12.1.1.2: Research and explain the essence and purposes and the pillars of Christological value and principles.

Topic 4: Purpose of Christological Values and Principles

Learning Objective:

- Identify and explain the purpose of Christological values and principles.

Essential Questions:

1. What is the purpose of Christological values and principles?

Values:

- Respect the purpose and the pillars of Christ's principles and values.

Attitudes:

- Being kind, attentive and obedient to the purpose of Christ's principles and values.

Skills:

- Explain the purpose of Christ's principles and values using Bible texts

Knowledge:

A person's theology about Christ's identity and work (Christology) is one of the ways by which we can evaluate whether a believer's faith is genuine or not. It also helps us to determine whether a teacher is of God or not.

Content Background

Topic 4: Purpose of Christological Values and Principles

Why is Christology important?

(christianitymalaysia.com Dr Lim Poh Ann)

According to the Bible, Jesus Christ is both fully human and fully divine.

Firstly, He had to become a man because He had to die on the cross and pay the penalty for our sins so the demands of God's righteousness and justice can be satisfied (Colossians 2:13-14). Without the shedding of blood, there is no remission of sins (Hebrews 9:22).

Secondly, He had to be a man in order to be identified with man's vulnerability to temptations-yet without falling into sin (Hebrews 4:15). Christ came to show us that He could fulfil all the demands of the law as a perfect man (Mathew 5:17, 1 Peter 2:22)

Next, He has to be divine, spotless and untainted by sin, so that the ‘once and for all’ sacrifice of His life (Hebrews 9:11-14) is counted as worthy to redeem man from the penalty of sin-spiritual death or eternal separation from God.

What are the pillars of Christological values and principles?

Three pillars together support Christology:

Scripture, 2. Tradition and 3. Experience

The soundness of these three determines the soundness of Christology.

1. The Scripture

The first pillar is Scripture. What we know about Jesus derives almost exclusively from the New Testament, above all from the Gospels. These, in turn, are traditions about Jesus, about what he did and said. The entire canon of the New Testament is reviewed, assembled, and filtered. Scripture and tradition are indivisible from the very beginning; Scripture is unthinkable without tradition; it is itself a “product” of tradition.

2. The tradition

Because almost everything we know about Christ derives from the Holy Scriptures, the question of the trustworthiness of the Gospels is thus of fundamental importance. No one has questioned it. People were convinced that the Gospels reliably transmitted the experiences of the first witnesses of Jesus to his disciples, his companions, those people who were eyewitnesses and who heard for themselves. Scripture is thus itself tradition, tradition for which there is written testimony, and it transmits concrete experiences of the people who were with Jesus.

3. Experiences

The living experience of the Lord as present and active is one of the foundations of Christology. Scripture, tradition and experience are the pillars of Christology, by which we can be sure that even today we can talk about Christ that we can truly preach him, the same person that the apostles knew, the man who was their teacher, whose words and actions they experienced directly and transmitted.

The Bible is God’s written message to mankind. It is an intelligible (understandable and meaningful) objective (reality separate from our own thoughts, feelings and decisions) propositional truth (truth stated by words in sentence form). The word of God, the Bible, is the spiritual food for spiritual nourishment and growth. Without the Word of God, believers will become spiritually stunted and susceptible to spiritual illness and failure. When the word of God is avoided or ignored, the human viewpoint will fill up the empty space in one’s soul (Matthew 4:4, Hebrews 5:12-14, 1 Peter 2:2, 2 Peter 3:18, Ephesians 4:17-24).

The Word of God is without error in part and in the whole. Since it is without error it is completely trustworthy for mankind (Psalm 119:89, Mathew 5:17-18, John 10:35, 12:49, Acts 4:25, Romans 3:1-2, 2 Timothy 3:16-17, 1 Timothy 5:18, Titus 1:2, 1 Peter 1:23-25, 2 Peter 1:20-21).

The absolute truth of the Word of God is based on and linked with the truthfulness of God. When Jesus says that his Father's word is truth (John 17:7) and that God can not lie (Titus 1:2), he means that whatever God has recorded in Scripture is absolute truth and therefore without error.

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

Resources**Assessment**

- Compare and contrast the regulation of Christological value and principles in Bible times and today's era

Performance Standards

- Describe how Christological values and principles are circulated in biblical times and in today's era.
- Compare How Christological values and principles were promoted and regulated in biblical times and in today's era.

Strand 1

Biblical Values and Principles

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

Content Standard 12.1.2: Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour, and practice in different contexts.

Benchmark 12.1.2.1: Investigate and explain the meaning, purpose and relevance of Commandments 9 and 10 and analyse their influence on people's relationship with others.

Topic 1: Purpose and Relevance of Commandments 9 and 10

Learning Objective:

- Identify and explain the purpose and relevance of Commandment 9 and 10.

Essential Questions:

1. What is the meaning and purpose of Commandment 9 and 10?
2. What is the influence of Commandments 9 and 10 on people's relationship with others?
3. What are some bible examples that reflect Commandments 9 and 10?

Values:

- Truthful and honest in Commandment 9 and 10

Attitudes:

- Critical about Commandment 9 and 10

Skills:

- Deconstruct Commandments 9 and 10 to identify their purpose and relevance.

Knowledge:

"You shall not bear false witness against your neighbour" (Exodus 20:16).

"Thou shalt not covet thy neighbour's house, thou shalt not covet thy neighbour's wife, nor his manservant, nor his maidservant, nor his ox, nor his ass, nor anything that is thy neighbour's (Exodus 20:17).

Content Background

Topic 1: Purpose and Relevance of Commandments 9 and 10

Meaning and Purpose of Commandment 9

First of all, what is Commandment 9? The New King James version says, "You shall not bear false witness against your neighbour". Another translation called God's Word says, "Never lie when you testify about your neighbour" (Exodus 20:16). In the strict sense of the word, a neighbour would be someone who resides next to you or within your neighbourhood. But the extension of this word

could also mean someone you know and may very well be your relative, peer, schoolmate or church member. In other words, your neighbour is someone you know but more so a person who has a certain degree of trust in you and holds you in good faith.

In a modern day court of law, the act of giving a false witness under an oath is referred to as perjury.

In essence, this commandment teaches us two things. First, is to not spread a lie about our neighbour and second is to not believe a lie about our neighbour. When we spread a lie about someone or even believe a lie then we are in effect partaking in the act of slandering or bad-mouthing someone. This commandment teaches us to not believe instantly what we are being told about another person. People who spread lies about others are easily picked out from the crowd and avoided by good, peace-loving people. The bible also associates the act of giving a false testimony with a fool and a naïve person. It is better to display wisdom or prudence instead by not spreading lies or believing everything we hear concerning our neighbour.

Meaning and Purpose of Commandment 10

First of all, what is Commandment 10? The King James Version (KJV) says, “Thou shalt not covet thy neighbour’s house, thou shalt not covet thy neighbour’s wife, nor his manservant, nor his maidservant, nor his ox, nor his ass, nor anything that is thy neighbour’s (Exodus 20:17).

Covetousness is the act of desiring what is not yours. Covetousness is a signal of discontent. Covetousness can also spring from greed and pride. Covetousness can also lead to the begrudging of the person who possesses what is being coveted. Covetousness (Commandment 10) can lead us to breaking the other commandments like not honouring your father and your mother (Commandment 5), murder (Commandment 6), adultery (Commandment 7), stealing (Commandment 8) and bearing false witness against your neighbour (Commandment 9). In developed societies, children have gone to the extent of even murdering their parents so they could claim their financial benefits from their parents because of coveting their parents’ wealth.

People with pride and an ego can hurt or harm a person who has more of what the world considers to be flashy. But let us be reminded of what John says in 1 John 2: 15-17, “Do not love the world or the things in the world. If anyone loves the world, the love of the Father is not in him.¹⁶For all that is in the world- the lust of the flesh, the lust of the eyes, and the pride of life- is not of the Father but is of the world. ¹⁷And the world is passing away, and the lust of it, but he who does the will of the Father abides forever”. The Lord Jesus also said in Matthew 6:19-21, “Lay not up for yourselves treasures upon Earth, where moth, and rust doth corrupt, and where thieves break through and steal: ²¹For where your treasure is, there will your heart be also”.

The Significance and Influence of Commandments 9 and 10

Adopting Commandments 9 and 10 as the basis for our value system can contribute towards building personal character as well as an individual's relationship with other people in the community. For instance, a person who resists speaking ill against a neighbour is often held in high regard by others as he is seen as a person of integrity and prudence. A person who spreads lies about others is often regarded as a gossip or whisperer and looked at with scepticism. Gossip is sweet to the ears of a whisperer and he carries destruction with it where he goes. But the person who delights only in the truth promotes peace, trust and friendship wherever he goes. A gossip is easily known and gains a negative fame because of the trail of destruction left behind by gossip. On the other hand, the person who loves truth and tests everything he hears is silently praised by those around them.

People whose lives are guarded by Commandment 10 are patient, wise, strong and humble. They display a spirit of contentment rather than greed. In this age, it is very difficult for individuals to be content with what they have because of the deception created by the media through advertisements on television, radio, newspapers, internet and billboards. This deception stirs up covetousness for what they do not already have. There is general discontent in the level of education held by people as well as the type of employment and the remunerations that come with the job. People have been further deceived into believing that their spouses are not good enough based on absurd grounds such as physical beauty leading to unfaithfulness, divorces and fragmented families. For instance, how many people around you have gone back to universities for a second degree because they were not content with their first degree? And how many marriages are in shambles because of a husband or a wife's unfaithfulness. How many of your classmates or schoolmates come from a broken family unit and how are they affected by this?

The media has propagated a sense of discontentment in the community to a level where individual's perceptions have changed. Pride and competition have crept into people's minds and hearts and they are willing to go to any length to gratify their desires. These desires are what the bible considers as vanity and grasping for the wind. Vanity refers to an excessive pride in or admiration of one's appearance, qualities, abilities, achievement etc. It is the quality of being worthless, futile or vain. Vain refers to having or showing an excessively high opinion of one's appearance, abilities or worth. Vain also means producing no results; useless, futile or pointless. As you have already seen in the scriptures (1 John 2:15-17) the world and everything in it is passing away but he who does the will of the God abides forever. Finally, Proverbs 14:6 states "A wise man fears and departs from evil, but a fool rages and is self-confident".

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

Resources**Assessment**

- Study commandment 9 and 10 and explain its meaning and purpose with Bible texts

Performance Standards

- Explain the meaning and purpose of Commandment 9
- Read and interpret Bible texts on Commandment 10

Strand 1

Biblical Values and Principles

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

Content Standard 12.1.2: Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour, and practice in different contexts.

Benchmark 12.1.2.2: Analyse and evaluate the underlying biblical values and principles of Commandments 9 and 10.

Topic 2: Underlying Values and Principles of Commandments 9 and 10

Learning Objective:

- Identify and explain the principles and values of Commandment 9
- Identify and explain the principles and values of Commandment 10

Essential Questions:

1. What are the values and principles of Commandment 9?
2. What are the values and principles of Commandment 10?

Values:

- Self-discipline in analysing the influence of commandment 9 and 10.

Attitudes:

- Confident and positive about the influence of commandments 9 and 10 on peoples' relationship with others.

Skills:

- Analyse and explain the influence of commandment 9 and 10 on peoples' relationship with others.

Knowledge:

- Character Values, Work Values and Personal Values

Content Background

Topic 2: Underlying Values and Principles of Commandments 9 and 10

Let us begin this topic by defining and differentiating the two key terms in the topic. So what are values and what are principles? "Values are part of our internal system that guides our behaviour whereas principles are external. Values are subjective, personal, emotional and arguable, while principles are objective, factual, impersonal, and self-evident because they are indisputable" (dazne.net). Principles are rules and laws that are permanent while values are situation dependent and may change over time. Values are qualities or standards that govern the behaviour of a person. Values are beliefs, attitudes and opinions that people hold regarding specific issues. They are standards of behaviour about what is important in life. Integrity, kindness, compassion, patience and honesty are examples of commonly held values.

Christians we can derive values and principles from the Bible. We will now explore the values and principles that we can derive from Commandments 9 and 10.

Obedying Commandments 9 and 10 can help to form the following values in an individual. The principles are drawn directly from the scriptures.

Values	Principles
Truth	Lying lips are an abomination to the LORD but those who act faithfully are his delight, (Proverbs 12:22) Truthful lips endure forever, but the lying tongue is but for a moment (Proverbs 12:19) A truthful witness saves lives, but one who breathes out lies is deceitful (Proverbs 14:25)
Love	Love is patient, love is kind. It does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs (1 Corinthians 13:4-5) ...Love your neighbour as yourself. (Mark 12:31) Love does no harm to a neighbour. Therefore love is the fulfilment of the law. (Romans 13:10)
Peace	Make every effort to live in peace with everyone and to be holy; without holiness no one will see God (Hebrews 12:14) Peacemakers who sow in peace reap a harvest of righteousness. (James 3: 18) Great peace has those who love your law, and nothing can make them stumble. (Psalm 119:165)
Goodness	And who is he that will harm you, if ye be followers of that which is good? (1 Peter 3: 13) Beloved, do not imitate evil but imitate good, whoever does good is from God; whoever does evil has not seen God. (3 John 1:11) Depart from evil and do good, so you will abide forever. (Psalm 37:27)
Patience	A hot-tempered person stirs up conflict, but the one who is patient calms a quarrel. (Proverbs 15:18) The end of a matter is better than its beginning, and patience is better than pride. (Ecclesiastes 7:8) Be still in the presence of the LORD, and wait patiently for him to act. Don't worry about evil people who prosper or fret about their wicked scheme. (Psalm 37:7)
Humility	...Therefore it says, God opposes the proud but gives grace to the humble. (James 4:6) He has told you, O man, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God? (Micah 6:8) The reward for humility and fear of the LORD is riches and honour and life. (Proverbs 22:4)

Trust	<p>Whoever goes about slandering reveals secrets, but he who is trustworthy in spirit keeps a thing covered. (Proverbs 11:13)</p> <p>There are six things that the LORD hates, seven that are an abomination to him: haughty eyes, a lying tongue, and hands that shed innocent blood, a heart that devises wicked plans, feet that make haste to run to evil, a false witness who breathes out lies, and one who sows discord among brothers. (Proverbs 6: 16-19)</p> <p>Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, he will make straight your path. (Proverbs 3:5-6)</p>
Gentleness	<p>To speak evil of no one, to avoid quarrelling, to be gentle, and to show perfect courtesy towards all people. (Titus 3:2)</p> <p>A soft answer turns away wrath, but a harsh word stirs up anger. (Proverbs 15:1)</p> <p>But the wisdom from above is first pure, then peaceable, gentle, open to reason, full of mercy and good fruits, impartial and sincere. (James 3:17)</p>
Kindness Compassion	<p>Whoever is generous to the poor lends to the LORD, and he will repay him for his deed. (Proverbs 19:17)</p> <p>Kind words bring life, but cruel words crush your spirit. (Proverbs 15:4)</p> <p>Whoever pursues righteousness and kindness will find life, righteousness, and honour. (Proverbs 21:21)</p> <p>Therefore, as God's chosen people, holy and dearly loved, clothe yourself with compassion, kindness, humility, gentleness and patience. (Colossians 3:12)</p>
Courage	<p>And do not fear those who kill the body but cannot kill the soul. But fear Him who is able to destroy both soul and body in hell. (Mathew 10:28)</p> <p>The LORD is my light and my salvation; Whom shall I fear? The LORD is the strength of my life; Of whom shall I be afraid? (Psalm 27:1)</p> <p>Be strong and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; he will never leave you nor forsake you. (Deuteronomy 31:6)</p>
Faithfulness	<p>A faithful man will abound with blessings, But he who makes haste to be rich will not go unpunished. (Proverbs 28:20)</p> <p>For the LORD loves the just and will not forsake his faithful ones. (Psalm 37:28)</p> <p>For the eyes of the LORD run to and fro throughout the earth, to show himself strong on behalf of those whose heart is loyal to Him.... (2 Chronicles 16:9)</p>

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

Resources: (KJV, NIV Bibles, or any other Holy Bibles)

Assessment

- Describe how does the Bible talks about the commandment 9 and 10 and how it influences people's relationship

Performance Standards

- Identify and explain how Commandments 9 and 10 influence people's relationship with others
- Analyse authentic relationship situations where commandment 9 and 10 can have an impact on self and others.

Strand 1

Biblical Values and Principles

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

Content Standard 12.1.2: Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour, and practice in different contexts.

Benchmark 12.1.2.3: Identify and correlate God's attributes to Commandments 9 and 10 and assess the reasons for God regulating these attributes.

Topic 3: God's Attributes in Commandments 9 and 10

Learning Objective:

- Identify and explain God's attributes depicted in Commandment 9.
- Identify and explain God's attribute depicted Commandment 10.

Essential Questions:

1. What attributes of God are embedded in Commandments 9 and 10?
2. What are the reasons for God enforcing the attributes embedded in Commandments 9 and 10?

Values:

- Trust in God's attributes to commandment 9 and 10
- Truthful in presenting reasons for regulating God's attributes to commandments 9 and 10.

Attitudes:

- Appreciate God's attributes to commandment 9 and 10.
- Respect and cautious about reasons for regulating God's attributes to commandment 9 and 10.

Skills:

- Interpret ideas and communicate God's attributes to commandments 9 and 10.
- Break down reasons for regulating God's attributes to commandments 9 and 10.

Knowledge:

- God is not a man that He should tell and act a lie, neither a son of man that He should feel repentance or compunction for what He has promised (Numbers 23:19) Expand on CB

Content Background

Topic 3: God's Attributes in Commandments 9 and 10

Let us begin by defining the term attributes. Attributes are the qualities or characteristics of a person, place or thing. In this instance, we are going to explore the attributes of God as reflected in Commandments 9 and 10.

Before reflecting on God’s attributes, let us first ponder over three things that God cannot do. This might sound awkward because we know that God is Almighty and therefore he can do everything and anything. However, the three things that God cannot do are directly tied in with his attributes.

The first thing God cannot do is lie. The scripture says in Numbers 23:19, “God is not a man, that he should lie; neither the son of man, that he should repent: hath he said, and shall he not do it? Or hath he spoken, and shall he not make it good?” That is, God cannot contradict what he has told us in his word- the Bible. Psalm 119:60 states “All your words are true; all your righteous laws are eternal”. God is truth for Jesus said in John 14:6, “I am the way, the truth and the life, no one comes to the Father except through me. He also said in John 17:17, “Sanctify them in the truth; your word is truth”. And concerning the Holy Spirit, Jesus said, “When the Spirit of truth comes, he will guide you into all truth, for he will not speak on his own authority, but whatever he hears he will speak, and he will declare to you the things that are to come”(John 16:13). Finally, “God is spirit, and those who worship him must worship him in spirit and truth” (John 4:24). Worshipping God in truth requires his worshippers knowing what the acceptable and true form of worship is according to His word- the Bible.

The second thing that God cannot do is change. That is, God is unchanging in his character, will and covenant promises. God’s attributes and promises will not change. The book of Hebrews 13:8 states, “Jesus Christ is the same yesterday, today, and forever”. Jesus also said, “...Truly, truly, I say to you, before Abraham was, I am” (John 8:58). Therefore, God (Father, Son, Holy Spirit) never change.

The third thing God cannot do is that He cannot allow sinners into heaven. This is because God is holy. Psalm 77:11 says, “Your way, O God, is holy, What god is great like our god”? Leviticus 19:2 says, “Speak to all the sons of Israel and say to them, “You shall be holy, for I the LORD your God am holy.” Being holy is respecting the rules God gives you, and handling those rules carefully and correctly. To say God is holy means there is no trace of evil in his character. Only God is holy because he is absolutely pure and sinless. God, therefore, hates sin and loves the good. Sin separates man from God because God is only as such, sinners will not dwell with God in heaven. Now let’s explore the attributes of God that are manifested in Commandments 9 and 10. These attributes are essentially the values embedded in Commandments 9 and 10. They include: (i) truth (ii) love (iii) peace (iv) goodness (v) patience (vi) humility (vii) trust (viii) gentleness (ix) kindness (x) compassion (xi) courage (xii) faithfulness. Any values contrary to these values defies God’s attributes and creates a separation between God and the one who does not abide by these godly values.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

Assessment

- Search the scriptures and explain God's attribution to commandment 9 and 10

Performance Standards

- Explain to others God's attribute in commandment 9 and 10.

Strand 1

Biblical Values and Principles

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

Content Standard 12.1.2: Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour, and practice in different contexts.

Benchmark 12.1.2.4: Investigate and explain how Commandments 9 and 10 are represented, promoted, and validated in the Bible.

Topic 4: Principles and Values of Commandment 9

Learning Objective:

- Research and explain how Commandment 9 is represented and promoted in the Bible.

Essential Questions:

1. How do you feel about the 9th Commandment?
2. Where and how is commandment 9 represented, promoted and validated in the Bible?

Values:

- Value the principles and values of commandment 9 with dignity

Attitudes:

- Appreciate the principles and values of command 9

Skills:

- Deconstruct commandment 9 to derive values and attitudes

Knowledge:

“You shall not bear false witness against your neighbour” (Exodus 20:16)

Content Background

Topic 4: Principles and Values of Commandment 9

The 9th Commandment is found in Exodus 20:16: “You shall not bear false witness against your neighbour.” This principle includes all forms of lying.

The 9th Commandment has its roots in integrity and honesty. Truly obeying the command to not lie requires changing how we think.

Why does God hate lying?

Jesus identifies Satan the devil as “the father” of lies. Dishonesty is in opposition to the character and identity of God because it distorts and twists the truth, damaging relationships and creating uncertainty.

The 9th Commandment explicitly prohibits making false statements against our neighbour. What does this mean and what else does this commandment cover?

Who is your neighbour?

Jesus expanded on “who is my neighbour?” in the parable of the Good Samaritan in Luke 10:25-37. He showed us that we are good neighbours to everyone. Obviously the good neighbour Jesus Christ wants us to be will not lie about anymore.

Preventing perjury, slander, and perversion of justice

“You shall not pervert the judgement of your poor in his dispute. Keep yourself far from a false matter; do not kill the innocent and righteous. For I will not justify the wicked. And you shall take no bribe, for a bribe blinds the discerning and perverts the words of the righteous” (Exodus 23:1-2, 6-8). Lying and dishonesty pervert and corrupt hearts and are an abomination to God.

Is Lying a sin?

All lying is against God’s law, so it is sin. Lying is clearly labelled sin in Leviticus 6:2: “If a person sins and commits a trespass against the Lord by lying to neighbour...” This is reinforced in scriptures that show that God hates lying and that liars will not be in God’s Kingdom.

- These six things the Lord hates, yes, seven are an abomination to Him: ... a lying tongue, a false witness who speaks lies” (Proverbs 6:16, 19).
- “Lying lips are an abomination to the Lord, but those who deal truthfully are His delight” (Proverbs 12:22).
- But the cowardly, unbelieving, abominable, murderer, sexually immoral, sorcerers, idolaters, and all liars shall have their part in the lake which burns with fire and brimstone, which is the second death” (Revelation 21:8, emphasis added throughout).
- Blessed are those who do His commandments, which they may have the right to the tree of life, and may enter through the gates into the city (New Jerusalem). But outside are dogs and sorcerers and sexually immoral and murderers and idolaters, and whoever loves and practises a lie” (Revelation 22:14-15).

God of Truth

God is a God of truth. He wants us to learn to hate lying and dishonesty and to love truth. Consider these scriptures about how important truth is to God:

- Deuteronomy 32:4
- Psalm 100:5
- John 14:6
- John 17:17
- John 18:37

God Does not lie

Is there anything that is impossible for God? Yes!

Numbers 23:19 says, “God is not a man, that He should lie.” The Bible even says “it is impossible for God to lie.” (Hebrews 6:18) and that He “cannot lie” (Titus 1:2). He will not do it.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

Assessment

- Deduce the principles and values that are embedded in commandment 9

Performance Standards

- Explain the principles and values of Commandment 9

Strand 1

Biblical Values and Principles

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

Content Standard 12.1.2: Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour, and practice in different contexts.

Benchmark 12.1.2.4: Investigate and explain how Commandments 9 and 10 are represented, promoted, and validated in the Bible.

Topic 5: Principles and Values of Commandment 10

Learning Objective:

- Research and explain how Commandment 10 is represented and promoted in the Bible.

Essential Questions:

1. How do you feel about the 10th Commandment?
2. Where and how is commandment 10 represented, promoted and validated in the Bible?

Values:

- Value the principles and values of commandment 10 with dignity

Attitudes:

- Appreciate the principles and values of command 10

Skills:

- Deconstruct commandment 10 to derive values and attitudes

Knowledge:

"You shall not bear false witness against your neighbour" (Exodus 20:16)

Content Background

Topic 5: Principles and Values of Commandment 10

10th Commandment: You Shall Not Covet

God recorded the 10th Commandment for us in Exodus 20:17:

"You shall not covet your neighbour's house; you shall not covet your neighbour's wife, nor his male servant, or his female servant, or his ox, or his donkey, or anything that is your neighbour's."

In Deuteronomy 5:21: "you shall not covet your neighbour's wife; and you shall not desire your neighbour's house, his field, his male servant, his female servant, his ox, his donkey, or anything that is your neighbour's.

"But those things which proceed out of the mouth come from the heart, and they defile a man. For out of the heart proceed evil thoughts, murders, adulteries, fornications, thefts, false witness, blasphemies. These are the things which defile a man" (Matthew 15:18-20).

Antidotes to Covet

- **Contentment**
Paul “learned how to be content with whatever I have” (Philippians 4:11). He wrote, “I know how to be abased, and I know how to abound. Everywhere and in all things I have learned both to be full and to be hungry, both to abound and to suffer need. I can do all things through Christ who strengthens me” (Verses 12-13)
- **Generosity**
If we learn to be “rich in good works, ready to give, willing to share,” we will be storing up treasure “for the time to come, that (we) may lay hold on eternal life” (1 Timothy 6:18-19).
- **Faith**
We can trust in “the living God, who gives us richly all things to enjoy” (1 Timothy 6:17). We can know that God has a glorious inheritance for those who have faith in Him. “But without faith it is impossible to please Him, for he who comes to God must believe that He is, and that He is a reward of those who diligently seek Him” (Hebrews 11:6).

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

Assessment

- Research and derive the principles and values that are embedded in commandment 10

Performance Standards

- Explain the principles and values of Commandment 10

**Strand
2**

**Christian Identities
and Civic Principles**



Strand 2

Christian Identities and Civic Principles

Unit.1: Christian Identities

Content Standard: 12.2.1 Students will be able to examine and analyse Christian 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: 12.2.1.1 Compare and contrast how Christian civic identities are constructed, represented, and universally utilised in different global contexts.

Topic:

- How Christian and Civic Identities are Constructed, Represented Globally.
- How Christian and Civic Identities are Utilised in Different Global Contexts.

Learning Objectives: Students will be able to:

- Identify how Christian and civic identities are constructed, represented globally.
- Identify how Christian and civic identities are utilised in different global contexts.

Essential Questions:

1. What is your thought on Christian and Civic identities?
2. How are Christian and civic identities constructed and represented?
3. How are Christian and civic identities utilised in different global contexts?

Values: Support

Attitudes: Confidence, Clarity

Skills: Research, Compare, Discuss, Reflect

Knowledge: Christian and civic identities and the global context

Content Background

How Christian and civic identities are constructed, and represented globally?

The Archbishop of Canterbury addressed the 9th meeting of the World Council of Churches in Porto Alegre, Brazil. In his speech on 'Christian Identity and Religious Plurality', the Archbishop outlines what it means to identify oneself as a Christian. He pointed out 21 Christian identities, five of which are as follows:

1. We carry the name of Christ
2. Our lives are supposed to be living testimony to the faithfulness of God to his commitments.
3. Christians identify themselves not only as servants of the anointed king, but as Christ
4. To be a Christian is not to lay claim to absolute knowledge, but to lay claim to the perspective that will transform our most deeply rooted hurts and fears and so change the world at the most important level.
5. Christian identity is a faithful identity, an identity marked by consistently being with both God and God's world.

Three basic types of argument have a proper place as Christians engage in public life. These are arguments from the common good, from institutional independence, and from conscientious witnesses. They are all authentic expressions of the Christian political tradition, well-grounded in Scripture. They express three principles for Christian citizens. However, all three are being stifled by a new political absolutism in the name of ‘equality and human rights’. This is ironic, because equality and human rights are a contemporary expression of the same Christian tradition. In response, Christians will want to rearm all three principles – not only for our own sake, but for the benefit of everyone.

1. The Common Good

When it comes to making judgments about what is good, what to do next within the context of the church, our families, and our personal life, we should use all available arguments from Scripture, spiritual insight, Christian tradition, experience and reason. If we believe in a government of the godly and is biblically mandated then we should commit to democratic equality that all fellow citizens are capable of sharing.

The Bible asserts the moral unity of the human race. There is consistent teaching that God made all people from ‘one’. In the image of God we were created male and female to be one extended family that fills the earth. As an entire family we fell from a state of natural innocence to be at war with God and with each other. But God chose his people Israel to be a living witness to the nations of the goodness of living under his law. And now by one supreme act of self-disclosure in Jesus, one sacrifice and one public vindication, God is reconciling the whole world to himself. The resurrection is public proof of God’s intentions! The good news that we can enjoy the privilege of being sons and daughters of God is for everyone. And – making all due allowances for differences of taste and talent – there is one way of living as adopted children, which is to model our lives on the humble love of God’s own beloved Son, in the power of the Spirit he has poured out on us. Spanning all the differences of gifting and calling is a single way of being and doing which leads to universal human wellbeing and well-doing.

2. Institutional Independence

Under God, authority is divided. This general principle is most obvious in Paul’s discussion of the jurisdiction of the church in 1 Corinthians: the church is to judge disputes between those ‘inside’; it is not to judge those ‘outside’. The church here is clearly being understood institutionally, as occupying a certain social space: appointing to offices, preaching the word, administering the sacraments and disciplining the errant. But the division of authority also emerges in Paul and Peter’s discussions of civil rulers. Notwithstanding the universal kingship of Christ, kings and all other civil rulers have a genuine authority from God to reward good and punish evil. Marriage and family seem also to represent another domain of authority, prior even to government and civil authority in the creation narrative, and with their own internal principles of mutual submission, love and obedience. Family is also – in the same way as civil authority – a limited jurisdiction for the present age to be subsumed at the end of time in the full authority of the Son, the heavenly bridegroom, the King of kings.

Under Christ the authority to determine the requirements of the good has been divided up. Law is plural. And it follows that attempts to conflate the different domains of authority, as in state absolutism, is a form of idolatry, because it asserts a fullness of authority which properly belongs only to Christ.

3. Conscientious Witness

As regards conscientious witness, it is important to notice that the New Testament actually contains the roots of two different ideas. The first is that there is a domain of personal liberty or discretion, in which each individual is free to exercise judgement as he or she thinks best. This is really an extension of the principle of institutional independence applied to the personal sphere. It is at work in 1 Corinthians 9 as Paul defends his decisions about marriage and salary. His liberty 'to become all things to all men so that by all possible means [he] might save some' presupposes a certain freedom of action. Without trying to develop a complete biblical account of the proper scope of personal liberty, we can note that Jesus treats the practices of generosity with money, personal devotion and fasting in a way which implies a similar individual discretion.

We can distinguish the domain of personal liberty from an ultimate appeal to conscience in all matters. It is this second idea that we associate with conscientious witnesses, and it is at work in the apostles' refusal to stop preaching when prohibited. This was a collective act of dissent from an illegitimate attempt by the government to suppress the church's freedom to preach the gospel. Later on, one can sense Paul's frustration as he is left to carry that responsibility on his own. The Christian tradition contains many examples of similar dissent, from the refusal to participate in civil idolatry and the refusal to act as a judge or participate in military action, to the refusal to swear oaths, join trades unions, or participate in abortions. The Christian's ultimate appeal to conscience derives from submission to Christ. God has full and supreme authority, which is exercised through his Son. In Paul's letter to the Philippians some of the consequences of this are traced out: it is Jesus, not Caesar, who is our 'Lord'. Our citizenship is heavenly, not Roman, so we eagerly await the arrival not of Caesar, but of the real Saviour (or 'Liberator') Jesus. So there are limits to the subordinate authority of the government over us. The Christian should be characterised by independence of thought, frankness of speech and integrity of action, all rooted in a strong grasp of the purposes of God for his creation, and revealed in Christ and through the Scriptures. At times it means the simple and courageous assertion to the world: 'you're wrong!'

In short, cultural and individual variation in the effects of sin on moral beliefs makes all three arguments both possible and necessary. The Bible elevates the arguments into principles for Christian citizens: seek the common good, divide authority, and respect conscience. For there is always a hope of consensus around the good, always a need to divide authority, and always a call to bear conscientious witness.

(Sourced <https://www.jubilee-centre.org/cambridge-papers/three-principles-for-christian-citizens>)

Supporting Bible Texts

1 John 4:8 -12

He that loveth not knoweth not God; for God is love. In this was manifested the love of God toward us, because that God sent his only begotten Son into the

world, that we might live through him. Herein is love, not that we loved God, but that he loved us, and sent his Son [to be] the propitiation for our sins. Beloved, if God so loved us, we ought also to love one another. No man hath seen God at any time. If we love one another, God dwelleth in us, and his love is perfected in us.

Romans 7:7-8

The mind governed by the flesh is hostile to God; it does not submit to God's law, nor can it do so. Those who are in the realm of the flesh cannot please God.

Note: Christian Beliefs and Teaching are paramount and it has been contextualised throughout, in all parts of regions of the world. Hence the comparison and contrast on how Christian civic identities utilised are depends on its global contexts. Perhaps the Christian beliefs and principles are equally observed throughout the globe. For e.g. God is love
Expanding upon this binding theme of love, the Bible declares simply but powerfully that, “God is love” When Scripture speaks of God’s love for us, it speaks of the highest level of love-or, agape love.

Agape is the Greek word for the highest form of love. Agape love is everlasting and sacrificial, freely given whether or not the giver receives the same level (or any level) of love in return. Agape love is the perfect love that God showed for humanity when He sent His only Son to be sacrificed in atonement for our sins so that, through our belief in Jesus, we may have eternal life.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

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<http://aoc2013.brix.fatbeehive.com/articles.php/1781/what-we-mean-by-christian-identity-world-council-of-churches-address>

Ref: Global Citizenship Education: Topic and Learning Objective pdf (pages 12 and 13)

Strand 2

Christian Identities and Civic Principles

Unit.1: Christian Identities

Content Standard:12. 2.1 Students will be able to examine and analyse Christian 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: 12.2.1. 2: Analyse the characteristics of Christian and civic identities in different parts of the world.

Topic: The characteristics of Christian and Civic Identities in Different Parts of the World.

Learning Objectives: Students will be able to evaluate and explain core Christian values and principles underlying (re) construction and representation of individual Christian identities.

Essential Questions:

1. What are some of the characteristics of Christian and civic identities in different parts of the world?
2. How do you feel about the Christian and Civic identities in different parts of the world?

Values: Promote

Attitudes: *Confidence, Clarity*

Skills: *Research, Compare, Discuss, Reflect*

Knowledge: characteristics of Christian and civic identities and the global context

Content Background

What are the characteristics of Christian and civic identities in different parts of the world?

The Christian religion has developed in stages with different groups, known as denominations or Churches, emerging over time. Today, the three main Christian traditions are Orthodox, Protestant and Roman Catholic – each of which contains a range of denominations.

It is very important to recognize that while all Christians share some common beliefs there are also different teachings, beliefs and practices between different Churches and individual Christians.

Christians base their beliefs about God on:

- the Bible
- the official teachings of their Church
- the views of Christian leaders, writers and other Christians
- personal experience.

Things that influence a person's religious beliefs are known as sources of wisdom and authority.

Some Christian denominations do not believe in the Trinity. For instance, the founder of the Mormon church taught that God the Father, God the Son and God the Holy Spirit were three completely distinct, omnipotent Gods. The Unitarian and Jehovah's Witness denominations believe that Jesus and the Holy Spirit are inferior or subordinate to God. Most Christians, however, do believe in the Trinity and the Oneness of God.

The Apostles' Creed is another Christian creed or statement of belief. It is called The Apostles' Creed because it summarises the teachings of the Apostles, a name given to the original twelve disciples of Jesus. The Apostles' Creed is regarded as an ecumenical symbol of faith. This means that it promotes unity between the different Christian churches. It represents the beliefs of most Christians. It is recited by Christians during daily prayer and worship.

The Apostles' Creed

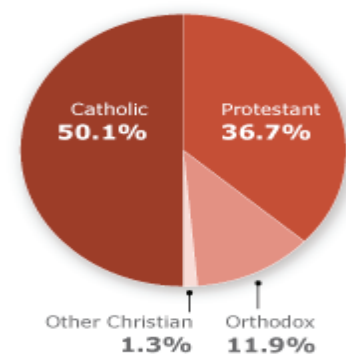
I believe in God, the Father almighty,
creator of heaven and earth.
I believe in Jesus Christ, his only Son, our Lord,
who was conceived by the
Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended to the dead.
On the third day he rose again;
he ascended into heaven,
he is seated at the right hand of the Father,
and he will come to judge the living and the dead.

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and life is everlasting.

I believe in God, the Father almighty,
creator of heaven and earth.
I believe in Jesus Christ, his only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended to the dead.
On the third day he rose again;
he ascended into heaven,
he is seated at the right hand of the Father,
and he will come to judge the living and the dead.

Major Christian Traditions

Percentage of Christian population that is ...



Percentages may not add to 100 due to rounding.

Pew Research Center's Forum
on Religion & Public Life
Global Christianity, December 2011

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the resurrection of the body,
and life is everlasting.
Amen.

Christians are diverse theologically as well as geographically, the new study finds. About half are Catholic. Protestants, broadly defined, make up 37%. Orthodox Christians comprise 12% of Christians worldwide. Other Christians, make up the remaining 1% of the global Christian population.

Supporting Bible Texts

Proverbs 16:13-14

Righteous lips [are] the delight of kings; and they love him that speaketh right. The wrath of a king [is as] messengers of death: but a wise man will pacify it.

Hebrews 1:3

Who being the brightness of [his] glory, and the express image of his person, and upholding all things by the word of his power, when he had by himself purged our sins, sat down on the right hand of the Majesty on high;

Note: Every Christian civics is subjected to Christianity, the Christian believes and followed, example of Jesus Christ. With the values and principles of the word of God. Perhaps obedience is the core value that every Christian, civic identities in different parts of the world have to submit.

Someone has said

Righteous lips are the delight of kings, And they love him who speaks what is right. – “People don’t follow leaders who lack integrity,”. “Integrity involves actions as well as words. Now, I am not so much referring to things like not stealing as I am to hypocrisy. Integrity involves practising what we preach, being consistent.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

Strand 2

Christian Identities and Civic Principles

Unit.1: Christian Identities

Content Standard:12. 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: 12.2.1. 3 Research and explain how Christian civic identities are utilised and evaluate the purposes for utilising those identities.

Topic:

- Utilisation of Christian and Civic Identities
- Purpose of Utilising Christian and Civic Identities

Learning Objectives: Students will be able to:

- Explain how Christian and civic identities are utilised
- Identify the purposes for utilising Christian and civic identities.

Essential Questions:

1. How are Christian and civic identities utilised?
2. What are the purposes for utilising Christian and civic identities?

Values: Exemplify

Attitudes: Confidence, Clarity

Skills: Research, Compare, Discuss, Reflect

Knowledge: Utilising Christian and civic identities \

Content Background

How are Christian and civic identities utilised?

The purpose and reasons for utilising Christian and civic identities are as follows:

- this endeavour aims to promote mutual understanding among adherents of various belief systems;
- to demonstrate an appreciation and respect for their own faith and that of others;
- to cultivate critical thinking skills through challenging activities based on the learner-centred approach;
- conversely, Christian religious traditions have also created a strong backbone that helped shape the importance of peace, justice, equality, toleration, and brotherhood;
- to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world.
- To show that Judaism, Christianity, and Islam, which account for more than half of the world's total population at present.
- Both Christianity and Islam are considered universalizing religions because they attempt to operate on a global scale and are not inextricably linked to any nation, ethnicity, or place as opposed to ethnic religions that attract one group of people residing in one locality.

Supporting Bible Texts

John 1:15

That whosoever believeth in him should not perish, but have eternal life.

Mark 10:30

But he shall receive an hundredfold now in this time, houses, and brethren, and sisters, and mothers, and children, and lands, with persecutions; and in the world to come eternal life.

Ephesians 3:11

According to the eternal purpose which he purposed in Christ Jesus our Lord:

Note: What are the goals of the Christian groups going to the church on Sabbath and Sunday, and another word “why Christian civic upholding their Christian civic identities? According to the eternal purpose which he purposed in Christ Jesus our Lord, every Christian civic utilised their identities to achieve the eternal purpose that God has promised.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

Strand 2

Christian Identities and Civic Principles

Unit.1: Christian Identities

Content Standard: 12.2.1 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: 12.2.1. 4 Investigate and explain how Christian civic identities are misrepresented globally and develop appropriate technological solutions.

Topic:

- How Christian and Civic Identities are Misrepresented Globally
- Appropriate Technological Solution to Misrepresentation of Christian and Civic Identities

Learning Objectives: Students will be able to:

- Identify how Christian and civic identities are misrepresented globally
- Identify appropriate technological solutions to misrepresentation of Christian and Civic Identities.

Essential Questions:

1. How can Christian and civic identities be misrepresented?
2. What is the impact of technology on Christian and Civic identities?

Values: Advocate

Attitudes: Confidence, Clarity

Skills: Research, Compare, Discuss, Reflect

Knowledge: Technology and Christian civic identities

Content Background

(1) How are Christian and civic identities misrepresented globally?

The Christian and civic identities are misrepresented when;

1. Christians deviate from the focus which is Jesus Christ and ultimately GOD, but rather on themselves and their personal gains or reputations.
2. Use Jesus and God's name in-vain for their own benefits.
3. Try to win the competition of ideas and convince others of their ideas and fail to realise and appreciate that the other is also entitled to his/her own worldview.
4. Fail to put themselves into the shoes of the other to see what the other sees and make what the other see to be a part of the world the Christian sees.

(2) Identify the appropriate technological solution to avoid abuse of Christian and Civic identities.

These are:

- i. Ensuring transparency and trust in democratic processes.
- ii. Improving the information environment.
- iii. Building well-networked, empowered communities.

In this section we shall outline the ways in which digital technologies might support delivery of this aspiration for democracy.

i. Ensuring transparency and trust in democratic processes

Reflecting on what citizen-powered democracy could look like at the national level, we identified the need to focus on creating the right conditions under which democratic processes might be strengthened.

Participants insisted that any initiatives that invite citizens to contribute to policy making processes must be based on transparent communication, guarantees of how the inputs collected will be used and, most crucially, a commitment to provide feedback on what actions or decisions are taken as a result of the inputs given. It was felt that such communication is vital to convincing people that their efforts to participate are worthwhile. Moreover, providing such feedback offers the potential to mobilise greater citizen engagement and participation, creating a 'virtual cycle' such that citizens are more aware of, and have greater confidence in, their ability to influence the policymaking processes. It was suggested that the third sector could also have a role to play in promoting such civic feedback loops, particularly for less digitally literate groups or for groups with lower levels of political engagement.

Internet voting (or i-voting) was raised as another area of technological development that offers significant potential for strengthening citizen-powered democracy. There is, however, a lack of trust and confidence in i-voting solutions that is currently impeding progress. Participants suggested that small i-voting pilots or demonstrations might help to build both public and government buy-in for i-voting solutions, by developing familiarity, and therefore confidence, in these technologies. It was noted, however, that the advancement of the i-voting agenda will rely on the development of robust identity verification mechanisms, which would, in turn, require government efforts to address negative public perceptions of, for example, ID cards or NID.

ii. Improving the information environment

Throughout our discussions on citizen-powered democracy at both the local and the national level, the importance of providing easily accessible information was reiterated as being key to supporting improved decision making and action in the public sphere. The group's thinking focused particularly on the importance of better synthesis and analysis of data, presented in a more user-friendly and engaging way. For example, the gamification of decision-making processes was suggested as one way to help make the policymaking process clearer and more interesting for citizens. Another example is the synthesis of geo-located data, such as the initiative being undertaken in certain London boroughs, where digital tools are used to map CO₂ levels or rubbish collection facilities, in order to improve services and develop local policy response.

It was suggested that government services should also consider making it a stated responsibility to analyse the data they collect and to present it in an accessible format that can be interrogated more easily by citizens. The group did, however, recognise that the government cannot be expected to do all the interpretation and visualisation of public data; this would require significant investment in terms of time and money. The development of a standards-driven approach was therefore recommended as a way to enable a wider range of actors to interpret raw, open-source data in a more consistent manner. Such standards would allow for the harmonisation of data across services and according to different uses. As regards the development of improved public datasets, a national data strategy needs to be established with specific, time-bound objectives, and participants emphasised that such a data strategy should be based on a robust understanding of the specific informational needs of different stakeholders.

Finally, it was suggested that the improved use of public data might also help government services to anticipate, rather than react to, the needs of citizens, thus offering further benefits to citizens.

iii. Building well-networked, empowered communities

Returning to the issue of social cohesion and community support highlighted earlier in this report, the group reflected on what a citizen-powered democracy might look like at a local level, and considered how digital technologies might be able to build better-networked communities.

Such communities could be empowered to more effectively connect needs with solutions and to help broker more productive relationships, where relevant opportunities can be identified. For example, it was suggested that a digital platform might be able to connect restaurants or shops with households experiencing deprivation and who might benefit from any surplus of food or commodities that would otherwise be thrown away.

It was felt that the development of this and similar tools will require citizens to be involved from the start in the design of such tools in order to ensure that they really meet end user needs. Participants also reflected on the need to proactively engage citizens in the use of such tools, for example, by demonstrating new digital services in the community, at sports events or at supermarkets, in order to drive uptake of these tools and help ensure that their potential is realised.

Specific efforts also need to be made in terms of working with harder-to-reach groups. For example, wider benefits could be generated if young people had a forum in which they could help older generations to understand and use digital technologies; equally, the provision of publicly accessible IT resources would help lower the barriers to engagement for some community members who may not have the resources to own such technologies themselves, or who have yet to be convinced of their value. On this point, it was highlighted that shared physical spaces for community interactions should complement shared digital spaces, in order to maximise connectedness.

Finally, it was suggested that self-proclaimed ‘community leaders’ may not always be best placed to drive citizen-powered democracy at a local level, and that greater efforts should be made to involve as wide a range of stakeholders as possible and to promote spontaneous as well as intentional – and physical as well as virtual – connections between different elements of the community to reduce the risk of partial representation.

References : For any expansion on the content background related to unit & benchmarks

- https://www.researchgate.net/publication/249802812_Religion_and_the_Construction_of_Civic_Identity
- https://assets.publishing.service.gov.uk/media/5c6c2e74e5274a72bc45240e/488_What_is_Civil_Society.pdf
- http://constitutionnet.org/sites/default/files/religion-state_relations.pdf
- https://circle.tufts.edu/sites/default/files/2019_12/WP06_CivicSkillsFosteringCivicEngagement_2003.pdf

Supporting Bible Texts

Proverbs 3:1-9

My son, forget not my law; but let thine heart keep my commandments: For length of days, and long life, and peace, shall they add to thee. Let not mercy and truth forsake thee: bind them about thy neck; write them upon the table of thine heart: So shalt thou find favour and good understanding in the sight of God and man. Trust in the LORD with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths. Be not wise in thine own eyes: fear the LORD, and depart from evil. It shall be health to thy navel, and marrow to thy bones. Honour the LORD with thy substance, and with the first fruits of all thine increase:

Matthew 10:31-33 - KJV

But the very hairs of your head are all numbered. Fear ye not therefore, ye are of more value than many sparrows.

Whosoever therefore shall confess me before men, I will also confess before my Father which is in heaven. But whosoever shall deny me before men, I will also deny before my Father which is in heaven.

Proverbs 1:3-9

To know wisdom and instruction; to perceive the words of understanding; To receive the instruction of wisdom, justice, and judgement, and equity; To give subtlety to the simple, to the young man knowledge and discretion. A wise [man] will hear, and will increase learning; and a man of understanding shall attain unto wise counsels. To understand a proverb, and the interpretation; the words of the wise, and their dark sayings. The fear of the LORD [is] the beginning of knowledge: [but] fools despise wisdom and instruction. My son, hears the instruction of thy father, and forsakes not the law of thy mother: For them [shall be] an ornament of grace unto thy head, and chains about thy neck.

Note: The Christian values and principles are more compliable and it is value that identifies the Christians civic identities in the secular world. Hence misappropriation of the Christian civic identities, it is more comparable to compromising Christian civic identities, which leads us to sinning against God.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

Christian Civic Identities and Principles

Unit.2: Civic Principles

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

Benchmark: 12.2.2.1 Research and explain how Christian beliefs, principles, and values shape the civic identities of different political leaders in the global context.

Topic: How Christian Beliefs, Principles and Values Shape Civic Identities of Different Political Leaders Globally.

Learning Objectives: Students will be able to Identify How Christian beliefs, principles and values shape civic identities of different political leaders globally.

Essential Questions:

1. How do Christian beliefs, principles and values shape civic identities of different political leaders globally?

Values:

- Trustworthy and honest
- Servant leader.
- Promote equality.
- Faithful servant
- Justice/ fair/ kindness
- Self-control
- Prudence
- Compassion
- Wisdom
- Humility

Attitudes:

- Leading by example
- Makes wise decisions.
- Upholding integrity of being a Christian leader.
- Christian Ethical leader
- Being wise and compassionate.

Skills:

- Analyse and discuss the civic identities of world political leaders.
- Evaluate the underlying Christian values and principles of global political leaders.
- Compare and contrast global political leaders with civic engagement.

Knowledge:

- Christian values and principles
- Civic identities (character and behaviours) of global political leaders
- Examples of Global political leaders with civic identities.

Content Background

How Christian beliefs, values and principles shape civic identities of different political leaders globally.

In the global context! Some of the nations are built by the principles of God's Word (e.g. United State of America and others) and Christian beliefs, principles and values shape civic identities of different political leaders globally, therefore the some political leaders that built on their Christian ethics, have no limits but to obey the Christian ethics to shape their identities

Religion creates meaning in our lives by articulating values about how we relate to one another. But just as it can unite us, religion can also be a source of division – used to “other” people who are not of the faith and don't share the same traditions and rituals.

The Russian Leader Putin seems to have his own ideas about acceptable Christian behaviour. Like most people, his recent speech showing Russia's bigger, badder nuclear arsenal with mixed feelings of surprise and horror. Terrifying, when in the hands of a leader who believes he is, in a deeply religious sense, the saviour of a beleaguered nation now being resurrected.

Spin your globe around and there's a leader in the White House making similar moves to bolster his nuclear power: the previously apparently non-religious (in an American context, unelectable) Donald Trump. Playing to a base that equates Christianity not with humble morality but with power and cultural purity, Trump performed Mephistophelean manoeuvres to harden opposition to abortion and gun control. In doing so, he won the vote of a conservative Christian right, and provoked criticisms of hypocrisy.

The National Executive Council has approved a proposal to declare Papua New Guinea as a Christian Country.

PNG is founded on two basic principles on, 'our cultural heritage and our Christianity', as declared in the preambles to the Constitution, which provides the cornerstone to its' existence.

The Prime Minister, Hon. James Marape, MP said PNG has more than 20 different Christian churches with the Catholics leading in membership at 27 per cent, Lutheran at 19.5 per cent, United Church at 11.5 per cent and Seventh Day Adventists at 10 per cent.

“Many who claim to be Christian, integrate their Christian faith with some indigenous beliefs and practices.

“The influence of the Church has over the years have transformed many societies across the country to the extent of replacing some of their cultural beliefs whilst some have been merged with culture and or with religion.

“These Christian churches are also providing 60-80 percent of social and welfare services in the country and therefore the networks of the churches are mostly trusted by the people in the country,” he said.

Prime Minister Marape said the proposal of declaring PNG as a Christian country in the Constitution is justified by the overwhelming number of citizens following the Christian religion and the influence it has on the people of this country is to some extent immense and life changing.

“Whilst the preamble of our Constitution begins with our noble traditions and the Christian principles that are ours, section 45 of the Constitution; however, not only recognizes Christian religion or Christianity but others as well. “Every person is given the freedom of religion and to practise it as long as it does not interfere with the freedom of others, but this freedom is not complete freedom.

“It can be regulated or restricted by the government for purposes of defence, public safety, public order, welfare and public health as per section 38 (general qualifications and qualified rights) requirements,” said Prime Minister Marape. He said Section 55 further promotes equality of all citizens irrespective of religion; but again, the Government can enact laws against these sets of qualified rights as long as that law complies with Section 38 and Section 55 (2) of the Constitution.

“Consequently, from preliminary assessment, any constitutional amendment to declare PNG as a Christian country will not have any major constitutional implications.

“The proposal is to clearly declare Christianity as the Official State Religion in the Constitution with respect to the 4 percent of followers for other religions in the country.

“Other religions will be allowed to practise their faith in the country but with respect to the Christianity as the Official State Religion,” he said.

Prime Minister Marape also said that the approval by NEC of the proposal to declare PNG a Christian country will now secure the long term peace and safety of our country.

“This is true because most civil war, chaos and instability and events unfolding in other countries like the Middle East are due to clashes of conflicting religious ideologies that are reportedly perpetrated by religious extremists.

“Should the Constitution of PNG protect the freedom of religion by limiting it to Christianity, potential religious bigotry that could give rise to civil war, chaos and instability will be averted.

“Therefore, political directives should favour this proposal as this will affirm the constitutional declaration of PNG as a Christian country as intended in the preamble of our constitution,” Prime Minister Marape said.

Supporting Bible Texts

Genesis 12:2 KJV

And I will make of thee a great nation, and I will bless thee, and make thy name great; and thou shalt be a blessing:

And I will bless them that bless thee, and curse him that curseth thee: and in thee shall all families of the earth be blessed.

Genesis 18:18 KJV

Seeing that Abraham shall surely become a great and mighty nation and all the nations of the earth shall be blessed in him?

Psalms 106:5 KJV

hat I may see the good of thy chosen, that I may rejoice in the gladness of thy nation, that I may glory with thine inheritance.

Isaiah 60:22 KJV

A little one shall become a thousand, and a small one a strong nation: I the LORD will hasten it in his time.

Malachi 3:9 KJV

Ye [are] cursed with a curse: for ye have robbed me, [even] this whole nation.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

Christian Civic Identities and Principles

Unit.2: Civic Principles

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

Benchmark: 12.2.2. 2 Examine how Christian principles and values influence the civic agenda, behaviour, and practices of different political leaders and governments globally.

Topic:

- How Christian Principles and Values Influence the Civic Agenda and Behavior
- How Christian Principles and Values Influence the Practices of Different Political Leaders and Governments Globally

Learning Objectives: Students will be able to;

- Identify how Christian principles and values influence the civic agenda and behaviour.
- Identify how Christian principles and values influence and practices of different political leaders and governments globally.

Essential Questions:

1. How do Christian principles and values influence the civic agenda and behaviour?
2. How do Christian principles and values influence the practices of different political leaders and governments globally?

Values:

- Trustworthy and honest
- Servant leader.
- Faithful,
- Justice/ fair/ kindness
- Self-control
- Prudence
- Compassion
- Wisdom
- Humility

Attitudes:

- Leading by example
- Makes wise decisions.
- Upholding integrity of being a Christian leader.
- Christian Ethical leader
- Peace and for Charity

Skills:

- Discuss Christian values and principles and its links to civic program goals.
- Describe the behaviours of world Christian political leaders.
- Analyse civic programs and their underlying Christian principles and values.

Knowledge:

- Christian principle and values and its links to civic programs.
- Behaviour and practices of world Christian political leaders.
- World political leaders with Charisma of Christian principles, values and ethics.

Content Background***How Christian principles and values influence the civic agenda and behaviour.******Religion and Social Behavior***

The importance of helping others is a common theme in many religious traditions. Helping actions are not just a set of behaviours but also the language that we use to make a sense of such behaviours. There are many studies that found a connection between religiosity and prosocial behaviour such as psychological studies of volunteer motivation (Hoge et al., 1995, Smidt, 2003, Lim et al., 2010).

It was shown that those who go to church more often are more likely to do volunteer work as they often felt the influence of divine love to help others. Those who could recall the story of The Good Samaritan and those who stated that their religious beliefs made them more kind and caring were also more likely to volunteer.

The story of The Good Samaritan shows us that a difference between our religions does not mean that we can't help others who are not equal with us. It teaches us to help everyone regardless of their skin colours nor their social status. Religiosity is a subjective matter and a potentially important motivation for helping by translating into action only among individuals who belong to a religious community (Hoge et al., 1995).

“I believe that in living you should not harm yourself and not harm other people, and beyond that do things that are good for yourself and do things that are good for other people, and I think there's kind of a progression there, and I think that religions help you along the way. I think that the purpose of religion is to bring out the good and to suppress the evil that's in all of us.” Both statements were taken from a survey conducted to identify the relationship between religion and volunteering. The practice of religion also promotes better mental health which includes less depression and more self-esteem and acts as an aid in recovering from emotional damage due to substance abuse. Religious belief and practice are among the strongest social forces against most social ill. This is due to the real cause of all these social ills is simply the absence of God which is a definition for the word 'sin'. Therefore, the cure is to introduce God into our lives and into our culture. Research has proven that God is the answer for sin (Smith & Denton 2004).

Question/Statement # 2

How Christian principles and values influence the practices of different political leaders and governments globally.

Religion and Leadership Styles

Leadership styles is a key area where religion manifests itself with several authors indicating that there is a significant relationship between religion and the dimensions of leadership styles. According to Hage and Posner (2013), Christians use their religious beliefs and practices to model, encourage, enable, inspire and challenge, key dimensions of leadership styles. The paper holds the position that the impact of Christianity on leadership shows in the varied leadership styles adopted. Christianity influence is felt in all forms of leadership they deem appropriate be it democratic leadership, servant, transformational, charismatic, or strategic leadership as shown in the following discussions.

Autocratic leadership is exercised by various leaders in the Bible including King Solomon and King David. Such leadership involves having the leader exercise total authority bestowed upon him or her by people. In autocratic leadership, the leader is in control over all decisions with little or no input from group members. While this is not the kind of leadership widely accepted, there are various instances where leaders exercised autocratic leadership (Kagama, 2012). Under Christianity, followers are expected to be submissive to leaders while leaders are advised to exercise responsibility. Leaders in autocratic leadership have a lot of power over the people. However, the leadership style is incredibly efficient. Making decisions is easy and quick and work gets done efficiently (Laub, 2018). Unfortunately, owing to checks and balances, most people resent being governed through an autocratic style. In Kenya, autocratic leaders have emerged in times of crisis riding on religion. Autocratic leaders such as Daniel Arap Moi kept invoking the name of God to cultivate legitimacy of their actions. It is common for the Kenyan political leadership to name their opponents *shetani* or the devil during campaigns or when challenged over their policies and practices further showing the impact of religion on leaders. Autocratic political leaders keep asserting that they are chosen by God and thus their policies and actions should not be challenged (Rule, 1984).

Democratic style on the other hand refers to leadership style in which leaders are the final decision makers with the input of followers. Leaders in this category encourage creativity while members are highly engaged. Democratic leadership style fosters high job satisfaction and productivity because followers are involved in decision making. Followers feel in control of their destiny. The downside of democratic leadership is participation takes time contributing to slow decision-making process. In religion, democratic leadership is exemplified in both Islam and Christianity. Islamic democracy holds that people are to elect their leaders. "Sharia", the Islamic law, commits to practising consultation (Mohsen, 2013). Christianity is also deemed to be the cornerstone of democratic values. The Christian democratic values are based in Jesus' sovereign authority. While Jesus Christ is depicted as the infinite powerful rule, the teachings show the need to exercise democratic leadership by involving his followers in decision making processes as well as building relationships with followers while at the same time striving for consensus from followers (Wambura, 2010). Therefore, it is evident that religion has powerful lessons on the need for democratic leadership which

empowers them to make decisions. The political leadership in Kenya keeps on arguing that the voice of the people is the voice of God to emphasise the importance of democratic processes. The Christian practices such as swearing using the bible are also incorporated into the democratic practice among the Kenyan leadership.

Servant leadership is also the centre stage of each religion. Coined by Robert Greenleaf in 1977, servant leadership involves serving followers, searching for opportunities to serve followers, and training servants to lead as servants (Sendjaya & Sarros, 2002). In Christianity, Jesus demonstrated various traits of servant leadership more so exemplified in washing his disciples' feet. Servant leaders lead by example. In servant leadership, values are increasingly important, helping leaders achieve power because of ideals, values, and ethics (Brubaker, 2013). The Kenyan political leaders regularly posture as servants in a bid to endear themselves to the public.

Charismatic leadership is a leadership style that resembles transformational leadership. In charismatic leadership, leaders evoke nonetheless, charismatic leaders tend to focus on themselves, thus high belief in oneself as opposed to followers. Succession of leaders in spaces that implore charismatic leadership may be difficult because replacing such a leader is extremely difficult. Charismatic leaders such as Reverend Martin Luther King are acknowledged as having fused religious teaching into their leadership enabling them to push their transformative agendas in a short period of time (McGuire & Hutchings, 2007).

According to McClendon and Riedl (2015), political leaders in Kenya use the Pentecostal and Charismatic messaging to stimulate citizens to participate in political activities. Raila Odinga has endlessly invoked Biblical charisma in his campaigns for the presidential seat in Kenya over the years. In the 2017 General Elections campaigns Raila Odinga campaigned under the theme of the walk to Canaan promising his supporters of reaching the promised land once elected (BBC, 2017).

Strategic leadership on the other hand focuses on leaders with overall responsibility for an organisation (Gaitho, Ogutu, Awino & Kitiabi, 2018). Strategic leadership is exercised by top management or executives in an organisation. Gaitho and Awino (2018) further indicated that strategic leaders often focus on creating organisational vision, meaning and purpose. Strategies are adopted to enable the leader to achieve the vision of the organisation as well as help subordinates execute their tasks efficiently. Religion incorporates strategic leadership extensively exemplified through various rulers in the history of religion. For instance, leaders exhibited strategic leadership in battlegrounds while engaging with their opponents. In addition, to achieve the best outcomes, leaders such as Moses and Jesus utilised strategic leadership to guide followers (Worden, 2005). The political leadership in Kenya fashions their visions in line with religious beliefs with an aim of achieving desired political ends through religious effects among their followers. The politicians share their strategic visions using Biblical language to give hope and inspiration.

Supporting Bible Texts

Galatians 3:24-25

Wherefore the law was our schoolmaster to bring us unto Christ, that we might be justified by faith, But after that faith is come, we are no longer under a schoolmaster.

2 Corinthian 5:17

Therefore if any man [be] in Christ, [he is] a new creature: old things are passed away; behold all things are become new.

Note: we're justified by Faith into the Newness of Life, where you think positively and build an individual moral character and ethics conduct, like Self-respect, positive attitude etc.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

**Strand
3**

Christian Citizenship and Society



Strand 3

Christian Citizenship and Society

Unit 1: Christian Citizenship

Content Standard 12.3.1 Students will be able to investigate and explain various Christian Civic Systems and examine how they influence citizens' perceptions, values, behaviours and civic responsibilities and engagement.

Benchmark: 12.3.1.1: Explore how Christian Civic Systems leverage service delivery in various contexts.

TOPIC: How Christian and Civic Systems influence service delivery in various contexts.

Learning Objective:

- Identify and explain how Christian and Civic Systems leverage efficient service delivery in various contexts.
- Identify leverage factors used by Christian and civic political systems to maximise and regulate service delivery in various contexts.

Essential Questions:

1. Why do Christian and civic organisations leverage political systems to aid efficient delivery of services in PNG?
2. How do Christian civic organisations leverage political systems to aid efficient delivery of services in PNG?

Essential VASK

Values

- | | |
|-----------------|--------------------|
| • Care | • Reliability |
| • Commitment | • Respect |
| • Cooperation | • Responsibility |
| • Determination | • Results-oriented |
| • Hard Work | • Sharing |
| • Leadership | • Team work |
| • Positivity | |

Attitudes

- Demonstrate gratitude and respect for Christian civic systems that help to maximise and regulate service delivery in various contexts.
- Be optimistic and enthusiastic of Christian civic systems that help to maximise and regulate service delivery in various contexts.

Skills

- Debating skills
- Public speaking skills
- Research skills
- Advocacy skills

Knowledge

- Various Christian civic systems :
- How Christian civic political systems are leveraged to regulate service delivery in various contexts. How Christian civic systems leverage the delivery of services in various contexts.
- Leverage used by Christian civic systems to maximise and regulate service delivery in various contexts.

Content Background

Sub-topic: How Christian civic organisations leverage political systems to aid efficient delivery of services in PNG

Papua New Guinea Government leverages Christian Civic political systems to maximise and regulate service delivery in various contexts.

For the Papua New Guinea (PNG) government choosing delivery partners is critical to ensuring the effectiveness of service delivery in PNG. Different delivery partners bring unique strengths and expertise to maximising and regulating service delivery in various contexts. Civic political systems must achieve a balance between supporting government, the private sector and multilateral institutions in order to maximise the strengths of each sector and reflect its ability to achieve results and deliver sustainable development outcomes.

Service delivery in Papua New Guinea (PNG) clearly needs significant improvement. As a recent study noted: “Despite significant increases in resourcing over the last two decades, service delivery in Papua New Guinea is still failing to reach most citizens.”

Wide-ranging changes in national and subnational government arrangements have been undertaken in PNG in recent years with the aim of improving service delivery at all levels of government. Since 2012, there has been a major allocation of public resources, through Services Improvement Programs (SIPs), to the provinces through the Provincial Services Improvement Program (PSIP), to districts through the District Services Improvement Program (DSIP), and to Local Level Governments (LLGs) through the Local Level Government Services Improvement Program. These SIP grants are intended as funding for projects and are not available for recurrent expenditure such as salaries and wages. However, as SIP funds are delivering services in the form of infrastructure supporting services such as transport, they are also of concern as regards the effectiveness of services delivery.

Roles of Civic Political Systems

Civil society comprises organisations that are not associated with government—including schools and universities, advocacy groups, professional associations, churches, and cultural institutions (business sometimes is covered by the term civil society and sometimes not). Civil society organisations play multiple roles. They are an important source of information for both citizens and the government. They monitor government policies and actions and hold the government accountable. They engage in advocacy and offer alternative policies for government, the private sector, and other institutions. They deliver services, especially to the poor and underserved. They defend citizen rights and work to change and uphold social norms and behaviours. Some of the most critical jobs of civic political systems involve:

The roles of civic political systems are always changing. They're shaped by world events, struggles, and creative, technological and economic advances. Civil societies provide a way to engage productively in this process — to keep tabs on new developments and partner with other organisations working for the common good.

- **Social accountability.** Hold corporations, faith-based and other organisations accountable for their actions (or inactions). Social accountability prizes transparency and honesty and makes sure everyone — from government officials to local school children — follows the same rules.
- **Empowering communities.** Civil society organisations give voice to the disorganised, voiceless segments of society. They raise awareness of social issues and advocate for change, empowering local communities to develop new programs to meet their own needs.
- **Ensuring good governance.** Civil society works hand-in-hand with the government, striving to develop policy and implement new strategies. Beyond that, civil society builds so-called social capital by providing a way for participants to build relationships and make connections based on their values, behaviours and beliefs.

In totality these contribute to maximising and regulating service delivery in various contexts for citizens of a nation.

Teaching Strategies

- Use field trips or excursions.
- Invite an expert or civic society representative to give a brief on how and who supports the society.
- Use multimedia to present research findings.
- Use the library to read and research.
- Concept mapping.

Learning Strategies

- Observe and creatively report on an excursion or a field trip.
- Video review
- Book review
- Audio review
- Debates
- Oral presentations

Steam Activity

Students will use available materials to construct a life size collage using pictures and emblems of civic political systems.

Resources

Retrieved from <https://www.missionbox.com/article/418/social-change-whats-the-role-of-civil-society> Retrieved from <https://www.dfat.gov.au/geo/papua-new-guinea/development-assistance/Pages/enhancing-human-development-png>

Retrieved from <https://www.brookings.edu/blog/up-front/2020/04/06/civil-society-an-essential-ingredient-of-development>

Strand 3

Christian Citizenship and Society

Unit 1: Christian Citizenship

Content Standard 12.3.1 Students will be able to investigate and explain various Christian Civic Systems and examine how they influence citizens' perceptions, values, behaviours and civic responsibilities and engagement.

Benchmark: 12.3.1.2: Investigate how Christian and civic organisations use technology to advocate for good health, better education and for protection of the natural environment.

TOPIC: Use of Technology to Advocate for Better Health, Education and Protection of the Natural Environment.

Learning Objective:

- Identify and discuss how Christian and civic Organisations use technology to advocate for better health, better education and for the protection of the natural environment and its sustainability.
- Demonstrate the use of various forms of technology that Christian and civic Organisations use to advocate for better health, better education and for the protection of the natural environment and its sustainability.

Essential Questions:

1. Why do Christian and civic organisations use technology to advocate for better health, better education and for the protection of the natural environment and its sustainability?
2. How do Christian civic organisations use technology to advocate for better health, better education and for the protection of the natural environment and its sustainability?
3. How effective is the use of technology by Christian civic organisations to advocate for good health, better education and for the protection of the natural environment and its sustainability in PNG?

Values

- Respect
- Love
- Care
- Cooperation
- Sharing
- Team work
- Empathy
- Various mediums through the aid of technology that Christian civic organisations use to advocate for better health, better education and for the protection of the natural environment and its sustainability in PNG.

Attitudes

- Appreciate the job of Christian and civic Organisations and their roles advocate for good health, better education and for protection of the natural environment and its sustainability.
- Apply care whilst using and caring for media technology equipment.
- Demonstrate respect and care for the natural environment by willingly participating in school or community activities.
- Confident speaker and a negotiator
- Innovative

Knowledge

- Various Christian and civil Organisations and their roles to advocate for good health, better education and for protection of the natural environment and its sustainability.
- Natural and non-natural causes that exploit and destroy the natural environment.
- The impact of various forms and techniques of technology used to advocate for the protection of the natural environment.
- Endangered flora and fauna in the community.
- Christian practices when promoting good health practices, quality education and when conserving the natural environment.
- Various technology etiquettes and copyright infringements.

Skills

- Correct use of modern multimedia technology in a variety of contexts to promote and educate others on the importance of protecting the natural environment.
- Demonstrate how to conserve the natural environment by doing simple things in the school and community.
- Advocacy strategies used by Christian and civic Organisations to promote Christian values.
- Use, care, and storage of various forms of technology.

Content Background

Sub-topic 1: How Christian and Civic Organisations can use Technology to Advocate for Good Health, Better Education and for the Protection of the Natural Environment and its Sustainability?

What is a Civil Society?

Civil society groups represent citizens and communities to the government, and provide service and advocacy to improve the lives of their stakeholders. In PNG, civil society groups have built upon a strong tradition of community membership to provide services and where necessary- advocates for political and social change. At the foundation of PNG's civil society are traditional language and ethnic groups that serve as the society's social support network. Beyond this, the Christian churches are a dominant feature of civil life with more than 99 percent of Papua New Guinea identifying as Christian. The mainline churches play a central role in community life. Many of these churches also serve agencies delivering primary services including health and education, especially in areas where government delivery is weak.

Non-church Organisations are also prominent, many supported by their international affiliates and development donors, working in areas such as the environment and anti-corruption efforts. PNG government does not regulate NGO and Civil Societies, but has at times considered such a move. Civil society has created positive social change in numerous places throughout the world.

Typologies of civil society actors include (WEF, 2013, p. 7; AfDB, 2012, p. 10):

- NGOs, CSOs and non-profit Organisations that have an organised structure or activity, and are typically registered entities and groups
- Online groups and activities including social media communities that can be “organised” but do not necessarily have physical, legal or financial structures
- Social movements of collective action and/or identity, which can be online or physical
- Religious leaders, faith communities, and faith-based Organisations

Civil Society Roles

Civil society roles include:

- service provider (for example, running primary schools and providing basic community health care services)
- advocate/campaigner (for example, lobbying governments or business on issues including indigenous rights or the environment)
- watchdog (for example, monitoring government compliance with human rights treaties)
- building active citizenship (for example, motivating civic engagement at the local level and engagement with local, regional and national governance)
- Participating in global governance processes (for example, civil society Organisations serve on the advisory board of the World Bank’s Climate Investment Funds).

Civil Societies in Papua New Guinea.

Civic societies in PNG include (in bold are Christian Civil Societies):

1. Adventist Development and relief Agency
2. Anglicare PNG
3. Anglicare Health Service
4. Callan Services for Disabled Persons
5. Caritas Papua New Guinea
6. Catholic Bishop Conference of Papua New Guinea and the Solomon Islands
7. Evangelical Lutheran Church of Papua New Guinea
8. GreenPeace PNG
9. Melanesian Institute
10. Mercy Works (sisters of Australia and PNG)
11. Salvation Army Papua New Guinea
12. United Church in PNG
13. World Vision PNG
14. Youth Against Corruption
15. YWCA Papua New Guinea
16. ActNow
17. Child Fund Australia, Papua New Guinea
18. Conservation International
19. Eco Custodian Advocates
20. Madang Country Women’s Association
21. Papua New Guinea Red Cross Society
22. Save the Children
23. VSO
24. Transparency International Papua New Guinea
25. WWF etc...

Sub-topic 2: Forms of Advocacy

Advocacy is an activity by an individual or group that aims to influence decisions within political, economic, and social institutions. Advocacy includes activities and publications to influence public policy, laws and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public. Advocacy can include many activities that a person or organisation undertakes including media campaigns, public speaking, commissioning and publishing research. There are several forms of advocacy, each representing a different approach in a way to initiate changes in the society. One of the most popular forms is **social justice advocacy**. Other forms of advocacy include:

Budget advocacy: another aspect of advocacy that ensures proactive engagement of Civil Society Organisations with the government budget to make the government more accountable to the people and promote transparency. Budget advocacy also enables citizens and social action groups to compel the government to be more alert to the needs and aspirations of people in general and the deprived sections of the community.

Bureaucratic advocacy: people considered "experts" have more chance to succeed at presenting their issues to decision-makers. They use bureaucratic advocacy to influence the agenda, although at a slower pace.

Express versus issue advocacy: These two types of advocacy when grouped together usually refers to a debate in the United States whether a group is expressly making their desire known that voters should cast ballots in a particular way, or whether a group has a long-term issue that isn't campaign and election season specific.

Health advocacy: supports and promotes patients' health care rights as well as enhancing community health and policy initiatives that focus on the availability, safety and quality of care.

Ideological advocacy: in this approach, groups fight, sometimes during protests, to advance their ideas in the decision-making circles.

Interest-group advocacy: lobbying is the main tool used by interest groups doing mass advocacy. It is a form of action that does not always succeed at influencing political decision-makers as it requires resources and organisation to be effective.

Legislative advocacy: the "reliance on the state or federal legislative process" as part of a strategy to create change.

Mass advocacy: any type of action taken by large groups (petitions, demonstrations, etc.)

Media advocacy: "the strategic use of the mass media as a resource to advance a social or public policy initiative" (Jernigan and Wright, 1996). In Canada, for example, the Manitoba Public Insurance campaigns illustrate how media advocacy was used to fight alcohol and tobacco-related health issues. We can also consider the role of health advocacy and the media in "the enactment of municipal smoking bylaws in Canada between 1970 and 1995."

Special education advocacy: advocacy with a "specific focus on the educational rights of students with disabilities."

Wikipedia, the Free Encyclopedia. (2021, June10). *Advocacy*. Retrieved on the 21st of June, 2021 from <https://en.wikipedia.org/wiki/Advocacy>

Civil Societies in Papua New Guinea deal with some of the issues listed in the table.

Health Issues	Education Issues	
<ul style="list-style-type: none"> • COVID 19 • Zika • Tuberculosis. • HIV/ AIDS • Malaria • Malnutrition • Immunisation • Maternal and children's health • Measles 	<ul style="list-style-type: none"> • Assessment and attainment • Bullying • Disciplinary policies • Education and the curriculum • Government funding for education • Government policies and spending • Health and child development • Poverty • School reform • School safety • Standardised testing • Teacher salaries • Technology in education 	
<th data-bbox="341 1070 826 1115">Environment Issues</th> <td data-bbox="826 1070 1453 1680"> <ul style="list-style-type: none"> • Population Growth • Species extinction • The Nitrogen Cycle • Transportation • Urban Sprawl continues... • Waste Production • Water Pollution </td>	Environment Issues	<ul style="list-style-type: none"> • Population Growth • Species extinction • The Nitrogen Cycle • Transportation • Urban Sprawl continues... • Waste Production • Water Pollution
<ul style="list-style-type: none"> • Acid Rain • Air pollution • Climate change • Deforestation • Genetic Modification of Crops • Greenhouse gases • Lowered Biodiversity • Natural Resource Use • Ocean Acidification • Overfishing • Ozone Layer Depletion • Polar Ice Caps 		

Sub-topic 3: The Usage of Integrated Technology by the Christian Civic Organisations to Power Advocacy

Advocacy is the active support of an idea or cause expressed through strategies and methods that influence the opinions and decisions of people and organisations.

In the social and economic development context the aims of advocacy are to create or change policies, laws, regulations, distribution of resources or other decisions that affect people's lives and to ensure that such decisions lead to implementation. Such advocacy is generally directed at policy makers including politicians, government officials and public servants, but also private sector leaders whose decisions impact upon people's lives, as well as those whose opinions and actions influence policy makers, such as journalists and the media, development agencies and large NGOs.

Buckley, S. (7 May 2018) Advocacy strategies and approaches: Overview. Association for Progressive Communication. <https://www.apc.org/en/advocacy-strategies-and-approaches-overview>

Using a variety of communication methods helps the Christian Civic Organizations advocate effectively. Advocacy, at its most basic level, is communication. It is one person or a group of people sending messages for the purpose of persuading or influencing others. Whilst various tools aid with the communication process, technological advances, including software and associated devices, are expanding advocates' communication options. With these options comes the potential to make advocacy efforts more effective and efficient.

Tactics for Using Technology in Advocacy

Advocates using these technologies can share information at a faster pace, recruit more people and use a variety of tools to implement the necessary action for social change. Specifically, youth advocates can use cell phones and SNS for 1) recruiting people to join the cause, 2) organising collective action, 3) raising awareness and shaping attitudes, 4) raising funds to support the cause, and 5) communicating with decision makers. While both cell phones and SNS can be used for these advocacy-related purposes there are advantages and disadvantages to using one over the other in various situations.

Table 2. Comparative qualities of social networking sites and cell phones in advocacy

Technology	Advantages for Advocacy	Disadvantages For Advocacy
Social Networking Sites	Message sent on SNS can be stored indefinitely	Not all advocates may be able to attend in-person events because of geographic distances inherent in an online community
	Easy to invite friends and fans to join the advocacy cause	Older decision makers may not give as much credence to this form of communication
	Can organise events and post specifics about location, time, and purpose	Requires Internet access
	Reach a large number of people quickly	
	One central location for advocates to find information about the advocacy cause	
	Can post videos or photos	
	Unlimited space to post information	
	Can update posts from a web-enabled cell phone or mobile device	
	Can check posts from a web-enabled cell phone or mobile device	
Cell Phones	Reach a large number of people quickly in real-time	A text or video message may be quickly erased
	Text or video message will be received immediately	Decision makers may not be able to answer the phone when in a meeting
	Can use phones to take photos	Have to limit messages to 160 characters
	Decision maker can read a text message while in a meeting	Advocates cell phone calling plans may be limited by the number of text messages they can send
	Can be used to send quick, brief reminders of events	Not all advocates may own a cell phone.
	No need for Internet access	Cell phone numbers may be changed and contact with advocates is lost.
	Can talk to the other individual in-person.	
	Can forward text or video messages to friends and other advocates	
Technology	Advantages for Advocacy	Disadvantages for Advocacy
	No need for Internet access	Cell phone numbers may be changed and contact with advocates is lost.
	Can talk to the other individual in-person.	
	Can forward text or video messages to friends and other advocates	

Importance of protecting of the natural environment for

Teaching Strategies

- Teachers can use an expert or a Christian civil society representative to give a talk to the class.
- Take students out on an excursion to a place of interest.
- Arrange for students to participate with a Christian civil society organisation to use technology to advocate for good health, better education and for protection of the natural environment and its sustainability.
- Play an audio or show a video based on aspects of the benchmark.

Learning Strategies

- Students can do a comparative case study.
- Produce a documentary using simple technology.
- Conduct research and present findings.
- Use technology and selected techniques to advocate for good health, better education and for protection of the natural environment and its sustainability.

Steam Activity

Students conduct a roadshow using various forms and techniques of technology to creatively advocate for good health, better education and for protection of the natural environment and its sustainability.

Resources

Retrieved from <http://www.globalactionplan.org.uk/>

Retrieved from <http://eu.earthwatch.org/>

Retrieved from <http://www.rff.org/home>

Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1083-6101.2009.01503.x>

**Strand
3****Christian Citizenship and Society****Unit 2: Christian Citizens and Active Participation**

Content Standard 12.3.2 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 12.3.2.1: Investigate and explain how Christian citizens can advocate for laws and policies that contribute to human liberation and advancement.

Topic: How Christian Citizens can Advocate for Laws and Policies

Learning Objectives:

- Explore and explain how Christian citizens advocate for laws and policies that contribute to human liberation and advancement.

Essential Questions:

1. How can Christian citizens advocate for laws and policies that contribute to human liberation and advancement?

Values:

- Betterment of humankind
- Good citizenship

Attitudes:

- Respect for oneself, others and rule of law
- Cooperative
- Responsible
- Authentic
- Confident
- Vocal

Skills:

- Research
- Critical analysis

Knowledge:

- Laws that contribute to human liberation and advancement.
- How Christian citizens can advocate for laws and policies that contribute to human liberation and advancement.

Content Background

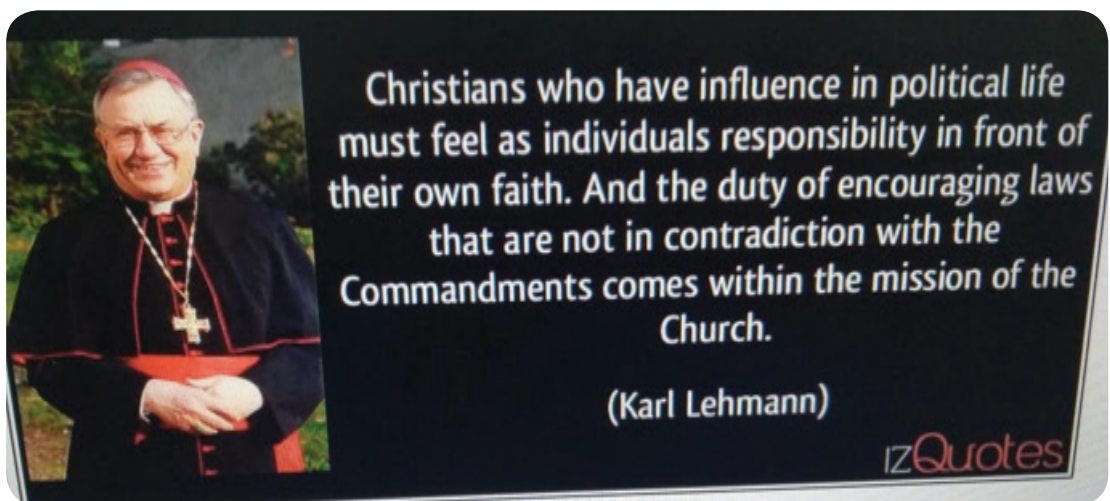
How Christian citizens can advocate for laws and policies

What is Advocacy?

Advocacy is an action taken by individuals, groups, or organisations to defend, support, or protect others. Generally, advocacy is standing with or standing for a person or group that is disadvantaged or denied justice in society. In the effort to bring about justice, advocacy may include education, affecting public policy, joining coalitions, and participating in nonviolent direct actions. Effective advocacy enables and supports individuals and groups working to correct the injustices or abuses to which they are subjected.

Adapted from the website of the Latin American Working Group.

Christian citizens as Individual and groups can advocate for laws and policies



Christians believe that justice is at the heart of God's plan for humanity. He demonstrated his desire for justice and showed compassion for those who suffered. For Christians, religious freedom is essential because our faith compels us to act – to seek the good of our neighbours and follow God's word daily. What happens when there is a system, or a structure, or underlying reasons behind laws and policies that deny Christians the right to practise their faith? Church leaders, faith based organisations, community groups and youths can advocate for laws and policies that ensure that people of all faiths are free to exercise their beliefs in their day-to-day lives. These groups can conduct advocacy through the media such as Television, conference, postures and pamphlets and social media to create. Christian leaders and faith based organisations can develop strategic relationships with key elected officials who can impact religious policies on behalf of Christians because as voters in their province or electorate, the voters' issues and challenges matter to the elected leaders.

As we work alongside communities to build a better world for children, our advocacy work challenges the very policies, systems, practices, and even attitudes that make it difficult for vulnerable children and families to live life free of violence and poverty.

Bible reference on advocacy.

Proverbs 31:8-9 tells us, "Speak out for those who cannot speak, for the rights of all the destitute.* Speak out, judge righteously, defend the rights of the poor and needy."

Scripture is full of stories that exemplify God working alongside advocates. Once you know firsthand the nervousness of planning to meet with a leader □ the diligent prayer and preparation that happens before a call or meeting and the peace that comes when your task is finished, regardless of the outcome □ these stories of people like Esther, Moses, Daniel, and others become instantly relatable.

Remember that before her noble advocacy, Esther was an orphan living with her cousin, Mordecai, among Jewish exiles. Moses was one of many Hebrew newborn sons ordered to be killed until he was saved by his mother and adopted by the Egyptian royal family. Daniel was one of a group of Israelite youths taken captive to serve a king. They're all proof that God uses ordinary people (like all of us) to do extraordinary things.

Why is it important to advocate at the national and local levels?

The importance of civic responsibility is paramount to the success of democracy. By engaging in civic responsibility, citizens ensure and uphold certain democratic values and rights. Those values or duties include justice, freedom, equality, diversity, authority, privacy, due process, property, participation, truth, patriotism, human rights, rule of law, tolerance, mutual assistance, self-restraint and self-respect. Schools teach civic responsibility to students with the goal to produce responsible citizens and active participants in community and government.

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

Resources: (KJV, NIV Bibles or any other Holy Bible Version)

Strand 3

Christian Citizenship and Society

Unit 2: Christian Citizens and Active Participation

Content Standard 12.3.2 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 12.3.2.2: Research and discuss ways Christian citizens could influence and can bring about change in different societies.

Topic: How Christian Citizens Influence and Bring About Change in Societies

Learning Objectives:

- Investigate and discuss how Christian citizens can influence and bring about change in societies.

Essential Questions:

1. How do you feel when Christian citizens influence and bring about change in societies?
2. How can Christian citizens influence and bring about change in societies?

Values:

- The power of Christian influence for positive changes
- Christianity

Attitudes:

- Vocal
- Active
- Keen learner
- Persuasive
- Enthusiastic
- Respectful

Skills:

- Research
- Persuasive
- Public speaking

Knowledge:

- Ways Christian citizens could influence and bring changes in different societies

Content Background

The impact of Christianity

“Christianity is responsible for the way our society is organised and for the way we currently live. So extensive is the Christian contribution to our laws, our economics, our politics, our arts, our calendar, our holidays, and our moral and cultural priorities that historian J. M. Roberts writes in *The Triumph of the West*, ‘We could none of us today be what we are if a handful of Jews nearly two thousand years ago had not believed that they had known a great teacher, seen him crucified, dead, and buried, and then rise again.’ (From the book *What’s So Great about Christianity* by Dinesh D’Souza.)

- **Human Rights** - The concept of universal human rights and equality comes exclusively from the biblical idea that all people are created in the image of God.
- **Compassion and Mercy** - An important aspect of Jesus' ministry was his emphasis on helping the neediest and lowliest in society. For example, his Parable of the Good Samaritan (Luke 10:30-37) is a classic illustration that is still part of our language today.
- **Marriage and Family** - As explained by D'Souza, before the Christian era, pederasty and homosexuality were not considered wrong: "Christianity exalted heterosexual monogamous love, which would provide the basis for a lasting and exclusive relationship between husband and wife, oriented toward the rearing of children. We take the family so much for granted—it remains such a powerful ideal in our society, even when actual family life falls short— that we forget the central premise on which it is based. Those premises were introduced by Christianity into a society to which they were completely foreign.
- **Education** - From the beginning of Judaism, from which Christianity is derived, there was an emphasis on the written word. But the phenomenon of education for the masses has its roots in the Protestant Reformation.
- In order to promote Bible literacy, Christians have been leaders in education. This trend was accelerated with the advent of the printing press at about the same time as the Protestant Reformation. Many of the world's languages were first set to writing by Christian missionaries in order for people to read the Bible.
- **Government of the People** - While America's constitutional government is not specifically Christian; it can be argued that its roots are taken from biblical doctrines. Papua New Guinea's constitution's roots are also taken from biblical doctrines.
- An overarching theme given to the world by Christianity is the equality of human beings, and the preciousness and worth of every human life. As put by D'Souza, "This Christian idea was the propelling force behind the campaign to end slavery, the movement for democracy and popular self-government, and also the successful attempt to articulate an international doctrine of human rights.

How Christian citizens influence and bring about change in societies

- **Ways Christians Can Exemplify Faith and Peace during COVID-19**

Everyone will react to crisis and fear in different ways, but in trying and uncertain times like these, how should Christians respond? When the rest of the world is afraid and loses hope, how can Christians still bring the life and love of Jesus Christ to a sick and dying world?

Here are 10 things Christians can do in faithful response to COVID-19:

Stay Informed and Only Spread Truthful Information (***Philippians 4:8, Proverbs 11:14***).

Do Not Surrender to Fear (*Isaiah 41:10, 1 Timothy 1:7, Isaiah 26:3, Isaiah 26:3*)

1. Practise Personal Hygiene (***Leviticus 19:32, 1 Timothy 1***).
2. Choose Compassion over Personal Convenience (*Romans 12:15, Philippians 2:4-5*)

3. Don't Buy What You Don't Need (Luke 11:1-4, Philippians 4:19, Matthew 6:25-34).
4. Donate to Shutdown Schools and Contribute to Employees Out of Work (1 John 3:17, (Matthew 25:40)

Ryan, J. (29 April, 2020). 10 Ways Christians Can Exemplify Faith and Peace during COVID-19. CXcrosswalk.com. <https://www.crosswalk.com/faith/spiritual-life/10-ways-christians-can-exemplify-faith-and-peace-during-covid-19.html>

Teaching Strategies

Get students to research on ways Christian citizens can influence and bring about change in societies and analyse which would be appropriate to use in PNG.

Learning Strategies

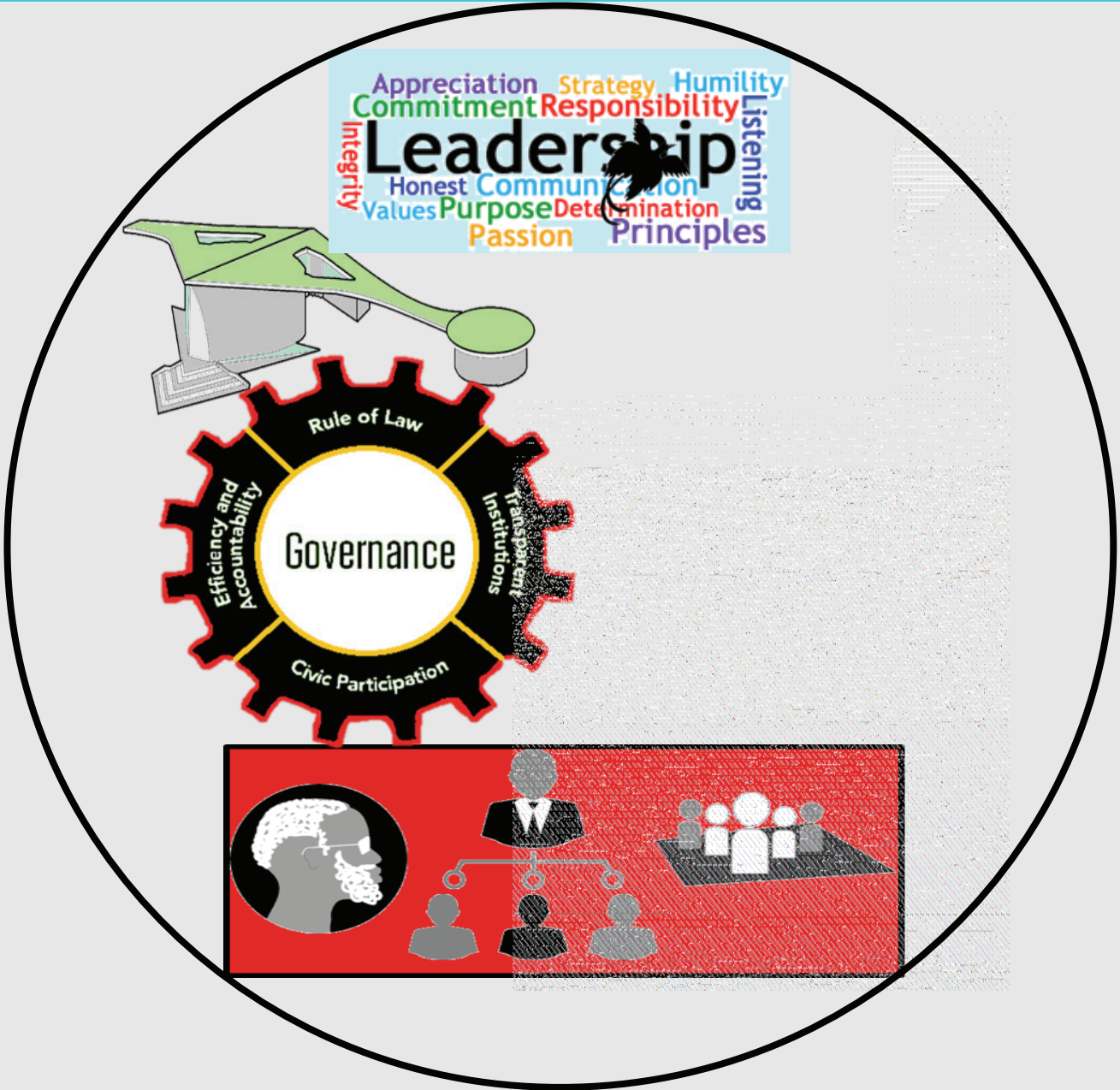
Research ways Christian citizens can influence and bring about change in societies and identify which would be appropriate to use in PNG.

Resources

Faith Facts, (2021). The Impact of Christianity. Finding Facts for Life's Tough Questions. <https://www.faithfacts.org/christ-and-the-culture/the-impact-of-christianity#government>

Strand 4

Christian Leadership and Governance



Strand 4

Christian Leadership and Governance

Unit 1: Christian Leadership

Content Standard 12.4.1 Students will be able to investigate and analyse the principles, values, behaviours, characteristics and practices of Christian leadership.

Benchmark: 12.4.1.1: Analyse and classify biblical leaders and the type of leadership portrayed.

Topic: Biblical Leadership

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

- Identify biblical leaders
- Discuss the types of leadership they portrayed

Essential Questions:

1. Who were the biblical leaders in biblical times?
2. What type of leadership did they portray?

Values: Ensure there is peace and harmony for all

Attitudes: Appreciate the efforts of leaders

Skills: Appropriately apply leadership roles

Knowledge: Portray biblical leadership

Content Background

Biblical Leaders

The Bible is full of stories about leadership, featuring many inspiring and passionate leaders who faced various challenges in their social, political, and religious duties. These leaders demonstrated commitment, credibility, purpose, gifts, accountability, and self-discipline. Here are some examples of great leaders in the Bible:

Biblical Leaders	Vision in leading
1. Abraham	He was promised a better land and a great nation.
2. Joseph	His destiny was to preserve people in the land.
3. Moses	He led the deliverance of the people from Egypt.
4. Joshua	He led the conquest of the Promised Land.
5. Ezekiel	He prophesied about the final judgment on nations.
6. Daniel	He witnessed God's sovereign rule over all and His purposes being fulfilled.
7. Hosea	He experienced God's reconciling love bringing His people to Himself.
8. Jeremiah	He proclaimed God's final judgment on nations.
9. Nehemiah	He rebuilt the fortified city of Jerusalem.
10. Haggai	He reestablished centralized religion by rebuilding the temple.
11. Paul	He preached about resurrection life and the acceptance of Gentiles by God.
12. John	He saw the vision of the new heaven and the bride in place.

These leaders' stories can inspire us to find our best path to success with the help of our Almighty Savior. (Source: 12 Leaders in the Bible – Inspirational and Passionate (bibilium.com) <https://newspring.cc/articles/what-the-bible-says-about-leadership>).

Biblical Leadership Portrayed

These biblical leaders provided the right leadership over the cause of their lives serving their people fair and just. Students must foresee themselves as leaders and provide the right leadership where needed. They must provide the Godly leadership as a leader by;

1. Leading and honouring to God's authority
2. Serving
3. Knowing and caring for their people
4. Age
5. Attracting people to follow them.

Therefore, students should become aware that they have leadership traits they are born with. To be upright leaders wherever they are situated they must trust God (Jehovah) and believe in him to build up their leadership capability to lead right.

Performance Standard

Identify 3 biblical leaders and compare their leadership styles.

Purpose of Assessment

The purpose of the assessment is to ensure students can evaluate the practices of their members of the parliament and suggest better ways to correct these bad practices. It aims to encourage students to critically assess political situations and express their views in terms of writing.

Assessment Strategy: Project - Portfolio

Duration: Four weeks

Time/Date of Administration

This project information must be given to the students in the first week with clear explanation on its execution as per the instructions given.

Due Date/Time: This project is due at the end of week 4 this term.

Performance Standard: By the end of this project students can;

- Critically evaluate or assess the bad practices of their members of the parliament and suggested ways to correct this practices

Performance Tasks

1. Maintain a portfolio of at least three critiqued articles for each week
2. Keep copies or attachment of articles and written critics intact- work neat and tidy
3. Demonstrate working together as a team (collaboration)

Performance Assessment Criteria: Students should

1. Write a critique for each of the articles. The report must be dated
2. Ensure copies of articles must be attached
3. Work as a team through cooperation and collaboration.
4. Submit work on the set due date. You are given ample time so use your time wisely to complete the project and submit according to the due date

Assessment Scoring: Develop a rubric to assess this project-Portfolio

Scoring Tool: Rubrics- Analytical

Analytical Rubrics

PS: S4.U1.B4

Group #: _____

Date: _____

Member: _____

Criteria	Advance 5	Proficient 4	Progressing 3	Beginning 2	Novice 1	SCORE ____/20 marks
Write a critic on the newspaper article	Critic was exceptionally written	Critic was well written	Critic was fairly written	Critic was satisfactorily written	Critic lacked cohesion	
Attach appropriate copies of the article	Additional appropriate articles and attachments were sought	Appropriate articles were sought	Some appropriate article were sought	Few appropriate articles were sought	Too little appropriate articles were sought	
Team Collaboration	Very evident	Evident	Somewhat evident	A little evident	Lack evidence	
Due date	Submitted ahead of due date	Submitted on the due date	Submitted a day after the due date	Submitted two days later	Did not submit at all	
Total						

Score Range	Grade	Descriptor
15-20	A	Excellent
10-14	B	Very Good
05-09	C	Good
0-04	D	Need improvement

Suggested References

Bilum.com, (2023), *12 Leaders in the Bible — Inspirational and Passionate*. Retrieved from <https://newspring.cc/articles/what-the-bible-says-about-leadership>.

DeWeil J, (2020), *What the Bible says about leadership*. New Church. Retrieved from <https://newspring.cc/articles/what-the-bible-says-about-leadership>.

Strand 4

Christian Leadership and Governance Unit 1: Christian Leadership

Content Standard 12.4: Students will be able to investigate and analyse the principles, values, behaviours, characteristics and practices of Christian Leadership.

Benchmark: 12.4.1.2: Examine how technology can be utilised in performing leadership roles.

Topic: How Technology can Enhance Leadership Roles

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

- Explain how technology can be utilised in performing leadership roles

Essential Questions:

1. How has technology enhanced leadership roles?

Values: Empowerment

Attitudes: Appreciate the importance of technology

Skills: Appropriately apply technology to leadership roles

Knowledge: How technology can be utilised by leaders to perform their roles

Content Background

Use of technology to enhance leadership roles

Leadership is not the same as management, “Management is doing things right; leadership is doing the right things.” – Peter F. Drucker (Author and Educator)
Leadership is all about doing the right things at the right time. It’s about motivating employees to deliver their best and achieve a common goal despite the impediments.

It involves creating a workplace environment that makes employees feel empowered to deliver solutions in the most effective manner.

A number of leadership styles and strategies have evolved over the last decade. Leading people through delegation, recognition, and encouragement has become the new mantra for all leaders and managers.

Technology has the potential to **transform leadership roles** by automating routine tasks and enabling leaders to focus on strategic transformation and staff well-being¹. Here are some ways technology can enhance leadership:

1. **Flexibility:** Remote working has become the norm, and technology enables employees to work from anywhere.
2. **Real-time Management:** Technology provides various communication tools that allow leaders to manage teams in real-time, regardless of their location.
3. **Overcoming Language Barriers:** Technology can help leaders communicate with people from different backgrounds by providing translation services.

4. Automating Management: Advances in analytics and artificial intelligence have made it possible to automate many management tasks, freeing up leaders' time for more strategic activities.

By leveraging technology, leaders can empower their teams, improve communication, and drive organisational success.

Please note that while technology can enhance leadership, it is essential for leaders to strike a balance between leveraging technology and maintaining human connection and empathy in their roles.

“Technology can liberate leaders from the day-to-day tasks of running an organisation, leaving them to focus on strategic transformation and staff well-being.”

“With the help of technology, leaders can view the number of tasks accomplished by team members in real-time. It also helps them communicate any change in the tasks they are doing, no matter where they are.”

(Source: Patel, 2023)

Performance Standard

Identify and discuss the impact of the use of technology in improving leadership roles.

Suggested Reference

PATEL A, (2023), *How Technology Can Be Used to Empower Leadership*. Retrieved from <https://aboutleaders.com/technology-empower-leadership>.

Strand 4

Christian Leadership and Governance

Unit 1: Christian Leadership

Content Standard 12.4.1 Students will be able to investigate and analyse the principles, values, behaviours, characteristics and practices of Christian leadership.

Benchmark 12.4.1.3: Evaluate good practices displayed by prominent leaders in PNG

Topic: Good Practice of Prominent Leaders

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

- Discuss the attitudes and behaviours of prominent leaders.
- Assess good practices displayed by prominent leaders.

Essential Questions:

1. Who are prominent leaders?
2. What are the good practices of prominent leaders?

Values: Promote common good for all people

Attitudes: Appreciate the contributions of prominent leaders

Skills: Apply good practices as prominent leaders

Knowledge: Good practices displayed by prominent leaders in PNG

Content Background

There are many examples of good leaders throughout history. Mahatma Gandhi is one such example. He was a leader of India's independence movement and accomplished extraordinary feats with nonviolent civil disobedience. Martin Luther King Jr. is another celebrated civil rights activist who employed a wide range of techniques in his leadership, such as influence, motivation, consideration, and stimulation. Oprah Winfrey is a media mogul who has been recognized for her philanthropic work and leadership in the entertainment industry.

In addition to these prominent figures, there are several good leadership practices that can be emulated. Here are some examples:

1. **Mentor relationships:** Leaders can foster mentor relationships with their employees to help them grow and develop.
2. **Promoterelationships:** Leaderscanpromoterelationshipsamongemployees rather than competitiveness to create a positive work environment .
3. **Encourage employees to advance:** Leaders can encourage their employees to advance in their careers by providing opportunities for growth and development .
4. **Take chances on people:** Leaders can take chances on people within reason to help them grow and develop.
5. **Always be on the lookout for new talent:** Leaders should always be on the lookout for new talent to bring into their organisation.

6. **Make your goals public:** Leaders can make their goals public to create accountability and transparency within their organisation.
7. **Give real-time feedback:** Leaders can give real-time feedback to their employees to help them improve and grow.
8. **Compliment sandwich:** Leaders can use the compliment sandwich method when giving feedback to balance constructive criticism with positive feedback.

These practices can help leaders create a positive work environment, foster growth and development among employees, and drive organisational success. *“Good leaders share a level of brilliance that enables them to inspire the masses toward new ideas and innovations.”*

“Display the qualities you want to see in your employees Strive to continually improve your leadership skills Research new technologies that could benefit your industry Make practical decisions within a timely manner Demonstrate accountability for your actions”.

(Team builders, 2023)

Performance Standard

Choose one of the prominent leaders in PNG and identify and discuss the good practices displayed to bring PNG this far.

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

Suggested References

Teambuilding, 2023, *11 Examples of Good Leaders in Modern History*. Retrieved from, <https://teambuilding.com/blog/good-leaders>

Strand 4

Christian Leadership and Governance

Unit 1: Christian Leadership

Content Standard 12.4.1 Students will be able to investigate and analyse the principles, values, behaviours, characteristics and practices of Christian Leadership.

Benchmark 12.4.1.4: Propose strategies that can be adapted to combat bad practices by PNG leaders (Members of Parliament).

Topic: Strategies to Combat Bad Practices of Parliamentary Leaders

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

- Suggest strategies for combating bad practices for parliamentary leaders.

Essential Questions:

1. What are the strategies for combating bad practices for parliamentary leaders?

Values: Ensure due process of law

Attitudes: Become responsible by reporting the bad practices of Parliamentary Leaders

Skills: Be advocators of anti-corrupt Parliamentarians

1. Knowledge: Strategies that can be adapted to combat bad practices by PNG leaders (Members of Parliament)

Content Background

Strategies for combating bad practices for parliamentary leaders

Promoting good practices and combating bad practices in the parliament is crucial for the development of a nation. Given are some general strategies that can be effective in addressing such issues.

1. **Promote Transparency and Accountability:** Encourage leaders to be transparent in their actions and accountable for their decisions. This can be achieved through mechanisms such as public disclosure of assets, regular reporting, and independent oversight.
2. **Strengthen Anti-Corruption Measures:** Implement and enforce robust anti-corruption laws and institutions to prevent and punish corrupt practices. This includes measures such as establishing anti-corruption commissions, promoting transparency in public procurement, and ensuring effective investigation and prosecution of corruption cases²³.
3. **Enhance Civic Engagement:** Foster an environment that encourages citizen participation and engagement in political processes. This can be achieved through initiatives such as public consultations, citizen feedback mechanisms, and awareness campaigns to educate citizens about their rights and responsibilities.
4. **Promote Ethical Leadership:** Encourage leaders to uphold high ethical standards and lead by example. This includes promoting integrity, honesty, and ethical behaviour among leaders through training programs, codes of conduct, and ethical guidelines.

5. Strengthen Democratic Institutions: Support the development and strengthening of democratic institutions such as the judiciary, electoral bodies, and civil society organisations. These institutions play a crucial role in ensuring checks and balances, promoting transparency, and safeguarding democratic principles.

6. Invest in Education: Promote education and awareness about democratic values, human rights, and good governance among citizens. This can help build an informed and engaged citizenry that actively participates in democratic processes.

It is important to note that addressing bad practices requires a comprehensive approach involving multiple stakeholders, including government institutions, civil society organisations, the media, and citizens themselves. By working together, it is possible to combat bad practices and promote good governance in the Parliament of Papua New Guinea.

“Identifying good practices in the promotion of gender equality and women’s empowerment through parliamentary bodies in national legislatures has been an increasing focus of study.”

“The National Anti-Corruption Strategy 2020-2030 sets out a comprehensive framework for preventing corruption.”

“Here are 10 ways to fight corruption”

“UN Women has been engaging traditional and cultural leaders and authorities to re-energize their influence of culture, customs, traditions, and norms as key catalysts in the efforts to end child marriage”

“This Guidance Note explores the strategies and good practices used by the UNDP in supporting parliaments in their own promotion of gender equality.” (Hunja, 2015)

Performance Standard

Research and identify the penalties in place for corrupt practices of the members of parliament.

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

Suggested Reference

HUNJA R, 2015, *Here are 10 ways to fight corruption.* Retrieved from <https://blogs.worldbank.org/governance/here-are-10-ways-fight-corruption>.

Strand 4

Christian Leadership and Governance.

Unit 2: Good Governance

Content Standard 12.4.2 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 12.4.2.1: Research and assess the consequences of poor governance on the overall development process.

Core Concept: Poor governance and development

Topic: Consequences of Poor Governance on the Development Process

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

- Investigate and discuss the consequences of poor governance on the development process.

Essential Question:

1. What are the consequences of poor governance?

Values: Show self-determination and rationality when researching and assessing

Attitudes: Open minded and being diligent in identifying the consequences of poor governance.

Skills: Analytical and evaluative skills (critical thinking skills)

Analysing the consequences of poor governance and evaluating how it affects the development process

Knowledge: Consequences of poor governance on development process

Content Background

For us to understand the consequences of poor governance, let us firstly explore what governance, democracy and development means in the context of a country's governance and Christian governance.

Before we go into looking at good governance as a social concept, let us firstly look at what governance means in the bible context. The story of Joseph in Genesis 41:

Joseph became Governor of Egypt (Genesis 41)

The story of Joseph relates to today's scenario. For instance;

- Pharaoh's dream/vision: Liken to a country's vision/plan/policies/Mama Law
- Interpretation of dreams: Understanding the vision/plan/policies and strategising to implement them.
- The dream was about famine; however, we can relate to today's increasing problems of law and order, lack of access to education, the global issues such as Covid-19 pandemic etc affecting all sectors of our society.
- Joseph came into the picture as a slave sold into slavery. But God blessed Joseph with a gift to interpret dreams. We each have been entrusted with a gift from God. How do we use this gift to serve the people God entrusted

in our care? Being at school ready to venture into university each of you have gifts from God that should be utilised according to God's will.

What is governance?

A governor governs the people and things of an area. Governs means to rule or administer what happens, who is responsible and how things happen.

Therefore, governance is "the process of decision-making and the process by which decisions are implemented or not implemented" which simply means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal (Source: https://en.wikipedia.org/wiki/Good_governance).

Only a good governor makes sure the entire process of governing runs smoothly without hiccups.

What were some good qualities Joseph displayed while being the governor of Egypt?

- He was humble and wise
- Joseph was a hard worker
- He was honest/faithful/truthful
- He served and feared God and did what was right even if no one was watching.
- Joseph had self-control (he was able to resist Pharaoh's wife's temptation into adultery).
- He was accountable to all the barley and wheat that was in the store house as well as accountable to the King and the government of Egypt with all the money from the sale of wheat and barley.
- Joseph was transparent while he was rationing and distributing wheat and barley (resources) to Egypt and other countries. He kept proper records of all the trade that was happening and reported it back to the King and others.

Good governance versus poor governance

Good governance is governing according to the principles of governance resulting in a strong institution while poor governance lacks the principles of governance leading to a weak institution. (Kindly revise the principles of governance learnt in the preceding grades).

“Good governance is perhaps the single most important factor in eradicating poverty and promoting development.” (UN Secretary-General Kofi Annan).

According to Abdellatif, A. M. (2003, May), good governance is the key element in measuring the development of a country.

In international development, good governance is a way of measuring how public institutions conduct public affairs and manage public resources in a preferred way, this is supported by Sharma, S. D.2007.pg1 which states “governance encompasses all aspects of the way a country is governed”.

Furthermore, the World Bank emphasises good governance in terms of the development efforts it supports and views the key dimensions and elements of good governance as shown in the diagram below;



Therefore, 'good governance is the manner in which public officials and institutions acquire and exercise the authority to shape public policy and provide public goods and services (*World Bank, 2007*).

Graham, (2003) summarised that good governance is a **process** whereby societies and organisations make important decisions, determine whom they involve in the process and how they render account.

These processes include; agreements, procedures, conventions or policies that define who gets power, how decisions are taken and how accountability is rendered. For example, we give power through our votes to candidates through the National General Election. The system that enables us to cast our votes is the Limited Preferential Voting system.

Good governance and economic development

Some multilateral organisations such as the United Nations Development Program and World Bank have reflected relationships between good governance and development.

The challenge of development is to improve the quality of life which demands higher income. According to the United Nations Development Program's Human Development Report of 1990, it was noted that human beings main essential objectives are for "better education, higher standards of health and nutrition, a cleaner environment, more equality of opportunity, greater individual freedom, and a richer cultural life (*Sharma, S. D.2007, pg.12*).

Therefore, good governance is vital in order to monitor the process of development to improve the quality of life.

This brings us to the two most important questions for this topic;

1. What are the consequences of poor governance on the development process?
2. How has this impacted on development in PNG?

A weak institution is a result of poor governance which eventually leads to;

- people living in fear,
- lack of safety;
- people are deprived of their choices to make fair decisions;
- lack of participation in the decision-making process;
- poor systems that enable people to hold to account those in decision making arena which leads to increase in corruption such as misappropriation, fraud, money laundering, law and order issues etc, lack of stronger systems (welfare) that builds stronger family foundations;
- low income per capita (GDP);
- poor living standards.

These consequences directly slow economic growth and development.

According to *Woods, N.2000*, the International Monetary Fund and World Bank have embraced “good governance” as a set of principles to guide their objectives in member countries. The challenge is that some institutions like PNG are now pressured to apply similar standards of transparency, accountability and participation to themselves. Lack of transparency, accountability and participation and weak institutions has increased corruption in PNG and has negatively impacted development efforts in all sectors of PNG.

Note for teacher:

Engage the students by asking provoking questions to discuss the state of development in Papua New Guinea.

Discuss how Papua New Guinea as a democracy performs in terms of economic growth?

Is PNG economically growing?

Reflect on PNG’s National General Elections and think about how people vote (decision making) in exercising their democratic rights? Is our election free, fair and safe? If you answer yes or no, then why?

PNG has seen economic growth in all sectors of the economy because it has a strong governance system. (Debate)

Performance Standard

Identify examples of poor governance in your school.

Purpose of the Assessment

The purpose of this assessment is to get students to utilise the critical thinking skills to identify the bad practices involved in the development process and how it affects Papua New Guineans. Also to find out if the students can work collaboratively and organise debates and build communication skills and confidence.

Assessment Strategy: Project - Debate

Duration: one week; 4 days for preparation and 1 day for actual debate

Due Date/Time: At the end of the 5th day after the debate, the write-up should be submitted to the teacher.

Performance Standard: By the end of this project students should be able to;

- Debate 'the consequences of poor governance on the development process in PNG'.

Performance Tasks

1. Organise the group members with tasks for each student to perform for the project.
2. Research and gather relevant and updated information about the topic to support the arguments apart from the article.
3. Analyse and organise the findings (facts, figures and examples) to be presented in the debate.
4. Present points for and against by the affirmative and negative teams (actual debate)
5. Prepare a write-up for the teacher after the debate.

Performance Assessment Criteria

1. Organisation of the group members and allocation of tasks to be executed by each student. (collaboration, submissive, fairness & team work)
2. Data collection - relevant and current information with facts and examples for PNG.
3. Arrangement of information collected in logical order and under specific headings with presentations of data on tables and graphs.
4. Presentation of points for and against in the actual debate – respect, confidence, conversation etiquette
5. Final write-up for submission

Supporting information for the debate

Topic of Debate: The healthier a country does in measures of good governance, the better it does in terms of development.

The topic of the debate is extracted from the following article. You may read the article to gather information for the debate.

Corruption a PNG disease

March 14, 2019, [The National Letters](#)

THERE is a relatively large body of evidence that demonstrates the direct relationship between good governance and development.

The healthier a country does in measures of good governance, the better it does in terms of development.

It stands to reason that if money and resources are siphoned off to low-priority areas, being badly spent and badly administered, or being awarded to contractors who are not qualified or who do not win the job in an open tender, the State is going to get less than the best possible result.

Today's leaders should seriously be concerned about the issues of good governance, the deterioration of public infrastructure PNG-wide, the breakdown in law and order and open defiance to the rule of law as well as the neglected but necessary capacity building needed for the delivery of rudimentary services to the populace.

The wealth received from gold, oil and copper exports, and others running into billions of kina over the past few years should have put PNG in an excellent position, but to date there has been no indication of that happening.

The wealth is not trickling down to the bulk of the masses.

There's no improvement in their lives, compounded by the appalling lack of services over the years. There is an obvious lack of competent political leadership and commitment over the past few years to combat the impediments that have congested PNG's way in laying a solid foundation for the prosperity of future generations.

The political and administrative elite have so far failed to deal with widespread corruption that is becoming a major destroyer of our future progress, notwithstanding the exceptional effort of some anti-corruption organisations.

Our leaders have paid only lip service to the battle against corruption. Efforts to deal with corruption through the political process have been almost non-existent with only paper-thin commitments to meet those serious matters head on.

The simple question is who will enthusiastically fight corruption if all citizens, both leaders and followers, have been infected by the disease.

Eric Mumson Piuk

Format of the debate

1. Opening Statement Presenter (1) :
Gather the main arguments into an introductory statement. Provide a general overview of the main arguments, and do not provide specific information.
2. Topic Presenters (3-4):
Present the main arguments for the team. Each presenter gives specific details that **prove** points A, B and C.
3. Rebuttal Presenters (2):
Answer the arguments of the other team. The presenters must take notes as the other team is presenting their arguments and respond to every argument, using specific information to **disprove** them.
4. Closing Statement Presenter (1):
Presents the closing arguments for the team. Repeats the main idea for this and states the reasons (with necessary changes.)

Assessment Scoring: Develop a rubric to assess this assessment**Scoring Tool:** Rubrics**Analytical Rubric****PA:** S4.U2.BM12.4.2.1**Date:** _____**Class:** _____**Group:** _____**Names of students in the group:**

- 1.
- 2.
- 3.

Criteria	Proficiency Levels				Score / 20
	Excellent 4	Satisfactory 3	Good 2	Needs Improve- ment 1	
Organisation of the group members and allocation of tasks to be executed by each student. (4marks)	An organised group with clear and specific tasks for each student attached to a schedule. There is teamwork and collaboration in executing the tasks towards meeting the deadline by updating the progress of work by each group member.	An organised group with clear and specific tasks for each student. There is minimal evidence of teamwork and collaboration in reporting on the update.	The group met only once and allocated tasks to each student. There is no sign of group members meeting to update on the progress of each student's task.	Tasks are unevenly distributed; some students do not have any task to do. Only a few students worked on the project in isolation.	/4
Data collection - relevant and current information with facts and examples for PNG (4 marks)	Information collected is relevant and appropriate. Data contains current facts and figures from various sources.	Relevant information collected from one source only dated 10 years back	Research has no facts and figures to support information. No indication of the sources consulted.	No evidence of research	/4
Understanding of the debate topic (4 marks)	Clearly understood topic in-depth with supporting details	Understood topic in-depth	Seemed to understand main points	Unclear about debate topic	/4

<p>Delivery of the arguments of the debate in sequence.</p> <p>(4 marks)</p>	<p><u>Presenter 1</u> gathers the main arguments into an introductory statement. Provides a general overview of the main arguments. Presents the main arguments for the team. Each presenter gives specific details that prove points A, B and C.</p> <p><u>Rebuttal Presenters</u> take note of the arguments of the opposing team and respond to every argument, using specific information and evidence to disprove them.</p> <p><u>Closing Statement Presenter</u> presents the closing arguments for the team.</p>	<p><u>Presenter 1</u> gathers the main arguments into an introductory statement. Provides a general overview of the main arguments. Presents the main arguments for the team. Each presenter gives specific details that prove points A, B and C.</p> <p><u>Rebuttal Presenters</u> take note of the arguments of the opposing team and respond to every argument, using specific information and evidence to disprove them.</p>	<p><u>Presenter 1</u> gathers the main arguments into an introductory statement. Provides a general overview of the main arguments. Presents the main arguments for the team. Each presenter gives specific details that prove points A, B and C.</p> <p><u>Rebuttal Presenters</u> lack evidence and specific information to support their arguments and most of the time not responding to the arguments of the opposing team.</p>	<p><u>Presenter 1</u> gathers the main arguments into an introductory statement. Provides a general overview of the main arguments.</p> <p><u>Rebuttal Presenters</u> did not have any information to respond to opposing team</p>	/4
<p>Communication skills and attitude during the delivery of the debate</p> <p>(4marks)</p>	<p>Excellent command of English with clear variations in the tone of the voice, listened attentively to the opposing groups' arguments, took notes in order to respond well, arguments were persuasive and a very high level of confidence with direct eye contact with the audience displayed by all the presenters.</p>	<p>A few errors in using English, especially sentence structure and tenses. Listened very carefully and took notes and responded. However, arguments were not very persuasive to maintain the interest of the audience.</p>	<p>Some grammatical errors in using English. Rebuttal presenters did not listen well to take notes of the opposing team's arguments so did not respond well.</p> <p>Presenters were not very persuasive in presenting their arguments</p>	<p>Poor command of English with so many grammatical errors.</p> <p>Rebuttal presenters were disruptive and disrespected the opposing team</p> <p>Presenters lacked confidence</p>	/4
<p>Write-up of the debate</p> <p>(4 marks)</p>	<p>Well organised materials and presentation in logical order and under specific headings with neat and clear presentations of data on tables and graphs. Evidence of research with sources; a list of references sighted.</p>	<p>Organised materials and presentation under specific headings with presentations of data on tables and graphs. Evidence of some research.</p>	<p>Presented information under headings</p> <p>No references listed</p>	<p>Poor presentation of information and data; no sequence, titles and sub-heading, no graphs and tables presented. Shows no sign of research done.</p>	/4
<p>Total Score</p>					/24

Score Range	Grade	Descriptor
19-24	A	Excellent
13-18	B	Very Good
07-12	C	Good
0-06	D	Need improvement

Suggested Resources

Abdellatif, A. M. (2003, May). Good governance and its relationship to democracy and economic development. In *Global Forum III on Fighting Corruption and Safeguarding Integrity, Seoul* (Vol. 20, p. 31).

Barro, R. J. (1996). Democracy and growth. *Journal of economic growth*, 1(1), 1-27.

Fayissa, B., & Nsiah, C. (2013). The impact of governance on economic growth in Africa. *The Journal of Developing Areas*, 91-108.

Fosu, A., Bates, R., & Hoeffler, A. (2006). Institutions, governance and economic development in Africa: An overview. *Journal of African economies*, 15(suppl_1), 1-9.

Sharma, S. D. (2007). Democracy, good governance, and economic development. *Taiwan journal of democracy*, 3(1), 29-62.

Transparency International Inc. (2016). *Civic Education in PNG Schools-Background Book of Readings*, National Library Services of Papua New Guinea.

Wohlmuth, K., Harsch, E., Collier, P., Amoako, K. Y., & Nyerere, M. J. K. (1997, July). Good governance and economic development. In *International Conference on Governance for Sustainable Growth and Equity; UN* (Vol. 28, p. 30).

Strand 4

Strand 4: Christian Leadership and Governance.

Unit 2: Good Governance

Content Standard 12.4.2 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 12.4.2.2: Research good governance principles, values and practices used globally and analyse their implications for PNG.

Core Concept: Good Governance

Topic: Impacts of Adapting Global Principles, Values and Practices of Good Governance on PNG

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

- Examine the principles, values and practices of good governance used globally.
- Identify and evaluate the implications of good governance on PNG.

Essential Questions:

1. What are the principles, values and practices of good governance used globally?
2. How does good governance impact PNG?

Values: Self-reflection and self-discipline on the principles, values and practices of good governance.

Attitudes: Have the desire to learn the principles, values and practices of good governance.

Skills : Analytical skills to research the principles, values and practices applied globally.

Knowledge: Principles, values and practices of good governance used globally and its implications for PNG.

Content Background

As we learn in the last topic, governance is made up of all the processes of governing whether it is undertaken by a country or state, a market or by a network over a social system (family, tribe, formal or informal organisation, a territory or across territories whether through the laws (PNG Mama Law, norms (customs), power or language of an organised society.

Governance is the way rules, norms and actions are structured, sustained, regulated, and held accountable (*Source: <https://en.wikipedia.org/wiki/Governance>*).

Before we go into looking at the principles of good governance, let us firstly look at the context in which governance occurs and the zones governance is relevant in.

According to *Graham, J., Plumptre, T. W., & Amos, B. (2003)*, governance can be applied in different contexts;

- i. global,
- ii. national,
- iii. institutions
- iv. communities.

Graham, J. (2003), also stated that, governance is any form of collective actions and is relevant in four zones or areas (pg.4):

1. Governance in ‘global space’ or global governance deals with issues outside the perimeters of the individual government.
2. Governance in ‘national space’ deals with issues within a country and consists of different levels of government; national, provincial, local. It is important also to note that governance is concerned with how other actors such as civil society organisations lay a role in taking decisions on matters of public interests.
3. Governance in ‘organisational space’ or organisational governance comprises activities of organisations that are usually accountable to the board of directors. Some are privately owned and operated, e.g business corporations and others such as hospitals, schools, government corporations etc.
4. Community governance (governance in ‘community space’) this includes activities at the local level where the organising body may not assume legal form and where there may not be a formally constituted governing body. For example, tribes and clans in villages and remote areas.

According to *Woods, N.2000*, the International Monetary Fund and World Bank have embraced “good governance” as a set of principles to guide their objectives in member countries.

Principles of good governance

Let us look at the principles of good governance that are universally used in countries, societies and organisations. The *United Nations Development Program (UNDP), Governance and Sustainable Human Development, 1997*, articulated a set of principles that are universally recognized.

In grouping them as shown below we can notice that they overlap or are conflicting at some point and it can be noted the principles are complex when applied in different contexts and where power is located and how well it is exercised.

Principles of good governance	UNDP principles and related UNDP text on which they are based
Legitimacy and Voice	Participation All men & women should have a voice in decision making
	Consensus Orientation Good governance mediates differing interests to reach a broad consensus on what is in the best interest of the group, policies and principles.
Strategic Vision	Strategic Direction Leaders and the public have a broad and long-term perspective on good governance and development.

Performance	<p>Responsiveness Institutions and processes try to serve all stakeholders</p> <p>Effectiveness and efficiency Processes and institutions produce results that meet needs while making the best use of resources.</p>
Accountability	<p>Accountability Decision-makers in government, the private sector and civil society organisations are accountable to the public as well as to institutional stakeholders.</p> <p>Transparency Transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned with them.</p>
Fairness	<p>Equity All men and women have opportunities to improve or maintain their well-being.</p>
	<p>Rule of Law Legal frameworks should be fair and enforce impartially, particularly the laws on human rights.</p>
<p>Source: http://peacebuildingcentre.com/psc_documents/Five_Principals_of_Good_Governance.pdf</p>	

Of the five principles, it can be noted that “Legitimacy and Voice” and “Fairness” strongly recognized universally and the table below links governance principles with key clauses in the United Nations Declaration of Human Rights adopted in 1948 (includes eight treaties and five protocols), which together make up the international human rights law.

(Source: Graham, J., Plumpton, T. W., & Amos, B. (2003).

Principles of good governance	UNDP principles and related UNDP text on which they are based	United Nations Universal Declaration of Human Rights
Legitimacy and Voice	Participation	<p>Everyone has the right to freedom of opinion and expression (Article 19)</p> <p>Everyone has the right to freedom of peaceful assembly and association (Article 20)</p> <p>Everyone has the right to take part in the government of his or her country directly or through freely chosen representatives (Article 21)</p> <p>Everyone has duties to the community (Article 29)</p>
	Consensus Orientation	<p>The will of the people shall be the basis of the authority of government: these shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage ... (Article 21).</p> <p>In the exercise of his/her rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society (Article 29)</p>

Fairness	Equity	All human beings are born free and equal in dignity and rights (Article 1). Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status (Article 2) Whereas the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world (Preamble).
	Rule of Law	Whereas it is essential.... That human rights should be protected by the rule of law (Preamble) All are equal before the law (Article 7) Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal ... (Article 10) No one shall be subjected to arbitrary arrest, detention or exile (Article 5). No one shall be subjected to arbitrary deprived of his property (Article 17)
<i>Source: http://peacebuildingcentre.com/pbc_documents/Five_Principals_of_Good_Governance.pdf</i>		

Implications of good governance in PNG

PNG is part of the UNDP and has signed to use these governance principles as a guide and have developed regulations, plans, policies and laws to ensure it achieves the Eight Millennium Development Goals.

Outlined below are some national plans and policies of PNG that emphasise on the global principles, values and practices of good governance.

1. The National Constitution of PNG emphasises on the rule of law and the basic human rights
2. The Vision 2050 focuses on strategies and directions to achieve the nation's goals.
3. National Public Service – Ethics and values Based Executive Leadership and Management Capability Framework. This document underpins the core values of leaders and their acceptable behaviours on leadership practices in PNG.

There are other documents that also emphasise on the principles of good governance. You may do further research and read.

However, the fundamental question is; does PNG implement what is being written in these documents? How far? etc.... As a democracy, how can we improve good governance in all levels of our society?

The correlation between good governance and economic growth has been a topic of debate recently. According to the Abdellatif, A. M. (2003, May), he pointed out that countries with good systems of governance that improve democracies are linked to growth. This means that good governance constraints the actions of corrupt officials and reducing corruption stimulates technological change and encourages economic growth.

Without good governance, people have no voice and control on the risks their

government assumes. With good governance, people can fully participate in economic development, they do not fear but live in full freedom from abuse, threat and discrimination. They participate during elections without fear and intimidation and they hold those in decision making accountable. Education is thriving, health standards have improved and there is an increased level of income per capita. This leads to an increase in standard of living.

Performance Standard

Investigate good practices of governance used by world leaders that can be adapted by PNG.

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

Suggested Resources

Abdellatif, A. M. (2003, May). Good governance and its relationship to democracy and economic development. In *Global Forum III on Fighting Corruption and Safeguarding Integrity, Seoul* (Vol. 20, p. 31).

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Strand 4

Christian Leadership and Governance.

Unit 2: Good Governance

Content Standard 12.4.2 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 12.4.2.3: Investigate and critique the ethical and moral principles of good governance practised internationally.

Core Concept: Ethical and moral principles

Topic: Ethical and Moral Principles of Good Governance

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

- Identify and discuss ethical and moral principles of good governance.
- Explain the importance of ethical and moral principles in good governance.
- Describe how ethical and moral principles are applied in good governance.

Essential Questions:

1. What are the ethical and moral principles of good governance practised internationally?

Values	Sensitive and open-minded to learn about the ethics and moral principles of good governance.
Attitudes	Being appreciative and positive about the ethical and moral principles of good governance.
Skills	Analytical skills to find out the ethical and moral principles of good Governance.
Knowledge	Ethical and moral principles of good governance.

Content Background

In this topic, we will firstly explore what ethics and morals are and how it is applied in the context of good governance.

Ethical and moral practices

Ethics is the branch of philosophy that focuses on morality and the way in which moral principles are applied to everyday life. Ethics has to do with fundamental questions such as “What is fair” “What is just” “What is the right thing to do in this situation?”

Ethics involves an active process of applying values which may range from religious principles to customs and traditions.

Some people also define ethics as the rules that govern the ordering of values, or the rules or standards which govern the conduct of a person or a group, while others define it as the principles of and standards of moral behaviour that are accepted by society as right or wrong (as opposed to wrong or bad).

The diagram shows ethics and moral principles that govern one's behaviour.



Ethics and moral principles and its practices

Practices of ethics are different for different contexts. For example,

- **military ethics** are concerned with questions regarding the application of force and the ethos of the soldier and are often understood as applied professional ethics.
- **political ethics** (also known as political morality or public ethics) is the practice of making moral judgements about political action and political agents.
- **public sector ethics** is a set of principles that guide public officials in their service to their constituents, including their decision-making on behalf of their constituents. Fundamental to the concept of public sector ethics is the notion that decisions and actions are based on what best serves the public's interests, as opposed to the official's personal interests (including financial interests) or self-serving political interests.
- **business ethics** (also corporate ethics) is a form of applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment, including fields like medical ethics.

Ethical and unethical behaviours

Ethical behaviour can be defined as behaviour that promotes moral principles portrayed as being honest, fair, and equitable in interpersonal, professional and academic relationships (Falkenberg & Herremans, 1995). Ethical behaviour respects an individual or a group's dignity, diversity and their human rights. In the workplace settings, ethical behaviour includes being punctual to attend meetings, managing personal time very wisely, possessing good and effective communication skills, and being conscious to promote employee convenience and safety at all times.

Unethical behaviour is defined as behaviour that lacks moral principle such as unwilling to obey proper rules of conduct. Ugwu (2011), defines unethical behaviour as those that are illegal and morally unaccepted and brings harm to the larger society. Behaviour can be unethical based on the context in which they are practised, for example;

...lying, corruption, cheating, stealing, divulging official secrets or interpersonal aggression (Ugwu, 2011, p. 21).

In the workplace or a formal setting, unethical behaviour is seen as calculated dishonesty and violating another person or group of their conscience, failing

to respect commitments and disrespect of organisation's policy and code of conduct. Ugwu (2011), contends that the individual's beliefs and values coupled with organisational practices, and wider external environments are factors influencing unethical behaviour.

Individuals are not islands. They live with members of their tribes and learn the norms and values of the society. In a workplace context, it is no different. Employees come to the workplace with their needs, desires, expectations, cultural values, and even with their own ideologies of the business world (Falkenberg & Herremans, 1995). Their personal experiences and background affect the way they perceive and obey work ethics and their family needs influence their ethical conduct in any given circumstances (Aquino & Reed, 2002). The need to recognize the pressures employees often face is noted in Frederick (1983) observation;

Importance of ethics and moral principles in good governance

As we explore this topic, remember the four zones or context of good governance practices.

According to Noor, A. (2008) the increasing role of leaders in countries and states means that there is a need for effective decision making for the greater public good. This again demands for good governance.

While making decisions, bureaucrats and leaders are faced with conflicting situations between serving the personal or group interest and serving public interest. This situation is often called the ethical dilemma. A serious challenge facing mankind in organised social life is ethics. The problem of choice between good and bad, do's and don'ts. However, we cannot predict human behaviour in the same way and no two people will behave the same way today and the same tomorrow. That is why, philosophers and scholars emphasised on ethical development of human beings to ensure rational behaviour in society. When we understand ethical development, we can be able to understand why people behave in certain ways (Noor, A. 2008).

Ethical leadership, good governance, and its application

If we look at the four zones where good governance is practised, we can be able to notice that good governance is about leadership. We know that a good leader leads a country, organisation or business transparently, and sets good examples at all levels of governance (Othman, Z., & Rahman, R. A.2014).

According to Kings Report (2002), corporate governance is essentially associated with leadership emphasising on power of leadership in relation to governance of a corporation.

Leadership in the corporate governance space is about efficiency, probity, responsibility, transparency and accountability. With such traits it is predicted that the leaders show exemplary corporate governance practices (Othman, Z., & Rahman, R. A. 2014 pg.360).

When we try to look at ethical and moral principles of good governance it leads us to look at what ethical leadership is and how it is applied to contribute to good governance.

In the context of corporate governance, ethical leadership attributes also contribute to good governance.

There are claims that link the survival of a system with leadership. A good leader leads an organisation transparently and sets a good example at all levels of governance (Nnablife, 2010).

Due to their significant influence in governing corporations, leaders are expected to make ethical decisions (Banerji and Krishnan, 2000).

Banerji and Krishnan (2000) also noted the importance of leaders' beliefs, values, visions and actions that set the tone and standard of governance in corporations.

Specifically, leaders are said to influence ethical choice (Banerji and Krishnan, 2000). Moreover, it is also suggested that ethical corporations depend on the values and moral principles held by individuals, in particular the leaders, in the corporations (Ferrell, Fraedrich and Ferrell, 2000).

It is very important that ethics and moral principles are applied in good governance. Principles of good governance will be effectively practised in different contexts when there are strong ethics and moral principles. When ethics and morals are practised as required we will see effective governance.

Performance Standard

Note for teacher:

Allow for open class discussions on the lesson topics. For instance, Ask students to study these diagrams and explain how ethics can influence governance or

Define PNG's 'wantok system' and discuss how wantok system practices influences ethics and good governance.

Debate for or against this: Wantok system can improve good governance in PNG.

Through these discussions students will be able to express their views and be well versed on governance in PNG. They help each other to improve on their weak areas.

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

Suggested Resources

Aquino, K., & Reed, I. (2002). The self-importance of moral identity. *Journal of personality and social psychology*, 83(6), 1423.

Banerji, P., & Krishnan, V. (2000). Ethical Preferences of Transformational Leaders: An Empirical Investigation. *Leadership and Organization Development Journal*, 21(8), 405-413.

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Strand 4

Christian Leadership and Governance.

Unit 2: Good Governance

Content Standard 12.4.2 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 12.4.2.4: Investigate international laws on good governance and assess their influence on PNG's good governance laws.

Core Concept: International Laws on Good Governance

Topic: Influence of International Laws on Good Governance Laws in PNG

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

- Analyse international laws on good governance.
- Explain the influence of international laws on good governance on PNG's governing practices.

Essential Questions:

1. What are the international laws on good governance?
2. How do international laws on good governance influence PNG's governing system?

Values Justice and fairness in the practices of the rule of law (international laws)

Attitudes Respect for the rule of law

Skills Analytical skills to identify international laws on good governance

Knowledge Influence of international laws on good governance

Content Background

What are international laws?

Bentham, J, 1789, defines international law as “**public international law** and **law of nations** is defined as a set of rules, norms, and standards generally accepted in relations between nations”, pg.6)

International law sets guidelines with a common plan and vision to guide nation states across a broad range of concerns including war, diplomacy, trade and human rights. International laws allow for the practice of stable, consistent, and organised international relations between and across different jurisdictions (Slomanson, William, 2011 pp.4-5).

International laws are different from the state-legal system because it is not exclusively applicable to countries rather than individuals and operates largely through consent by member states.

The source of international law include international custom (general state practice accepted as law), treaties, and general principles of law recognised by most national legal systems (Slomanson, William, 2011).

Why do we need international law?

Due to political strain and tensions arising from wars, diplomacy, trade and human rights in the globalised interconnected world, there is an increased need for appropriate regulatory decision making in the domestic context and systematically deployed when making policy decisions at the international level (OBrien, J.2001).

International law has emerged from an effort to deal with conflict among states, since rules provide order and help to mitigate destructive conflict. Treaties are the most important source of **international law** and also serve as the origins of IGOs, which in turn are important sources of **law**.

Are international laws effective?

"**International law** Is the best way to protect Human Rights." Wishful thinking. Academic research suggests that **international** human rights treaties have had little or no impact on the actual practices of states. ... States that do not respect human rights simply ignore their treaty obligations.

What is the role of international law in international relations?

International law constitutes the legal basis of **international relations**, and it plays a vitally important **role** in the conduct of **relations** among nations. It is used by every nation as a shield for advocating her rights and a legal weapon for criticising the demands and policies of other nations.

Examples of international laws on good governance

The term international law is sometimes divided into “public’ and “private” international law by civil law scholars. They differentiate *‘jus gentium’* which refers to the law of nation and *‘jus inter gentes’* which is agreements between nations.

Public **international law** deals mostly with the rights and responsibilities that countries have toward each other. The rules of **international law** are found in treaties, conventions, declarations, agreements, customs and other sources. For **example**, the Kyoto Protocol is an **international** agreement on climate change.

A. Public international laws

1. Treaty
2. International Criminal Law
3. Law of Sea
4. The Laws of War
5. International Humanitarian Law
6. International Human Rights Law
7. Refugee Law

List down an example of treaties, conventions, declarations, and agreements (public international laws). Discuss what Kyoto Protocol contains and identify one policy in PNG that effect Kyoto Protocol?

B. Private international law

This is commonly termed as “conflict of laws' ' and is concerned whether courts within countries claim jurisdiction over cases with foreign elements, and which countries' laws applies.

'Supranational law' is an example of a concept which concerns regional agreements where laws of nation states may be held inapplicable when conflicting with supranational laws. For example; the Melanesian Spearhead Group.

Why do countries obey international law?

This is because norms matter when they create a particular pattern of behaviour that a different agreement **would** not. States may conform but not necessarily **obey**. Due to the State of Nature, Hart argued **international law** contains rules that **nations** comply out of a moral, not legal, obligation.

Read this article and discuss how international laws such as the Kyoto Protocol influence PNG's policy decisions and dialogues.

"This Thursday the Prime Minister will present PNG's progress update on the Sustainable Development Goals (SDGs) to the UN High Level Political Forum. This meeting is usually held in New York but due to the travel restrictions imposed by Covid-19, it will be virtually presented.

The discussion will be based on the Voluntary National Review report PNG presents to the UN.

As a prelude to the above forum, a side event was held today led by Minister for Environment, Conservations and Climate Change, Minister for Agriculture & Livestock, Secretary for National Planning, Secretary for Foreign Affairs and Trade, Dame Meg Taylor -Secretary General of PIF, UN ESCAP Secretary General on the "Accelerating Transformative Pathways for Equitable Rural Development in Small Islands Developing Countries: A focus on Environment, Climate Action and Agriculture in PNG and Asia Pacific Region".

PNGAAA has thoughtfully organized the symposium on SDGs last year and discussed several important researches, projects and policies that our Alumni were engaged in. A forum for learned people, it was the right kind of activity PNGAAA should be more engaged in. PNGAAA alumni are in strategic roles to allow for PNGAAA to lead such high-level policy dialogues.

It would be great if we come together again to discuss the report on PNG's progress update presented to the UN. I have been fortunate to serve as the lead consultant writing the report. I am keen to put a concept note and we can organize a panel for a webinar forum or physical presentation".

After reading the above article, watch the video of the presentation of the "Accelerating Transformative Pathways for Equitable Rural Development in Small Islands Developing Countries: A focus on Environment, Climate Action and Agriculture in PNG and Asia Pacific Region" access through this link: <https://www.youtube.com/watch?v=IRxzArvJjP0>.

Then answer the following questions.

1. PNG is a signatory to the **millennium declaration** (a total of 189 countries) at the United Nations **Millennium Summit** held each year. This year, PNG's Prime Minister will present at the summit which will be held online (virtual). Discuss why it is a must that PNG's Prime Minister presents PNG's progress update on the Sustainable Development Goals at this UN High Level Political Forum?

2. Why do you think it is important for PNG to follow SDGs?
3. What is the Marine Conservation Reserve and how can Pacific Learn from PNG as part of the Coral Triangle Initiative?
4. List down examples of Public and Private Laws mentioned in the video and explain what each is aimed to achieve.
5. How does the Ocean Policies mention influence PNG's marine sustainable development goals?
6. How do such private laws influence PNG Sustainable Forest Management Practices?
7. How can PNG address the One Road Belt approach as Minister Wera Mori presents in the video?

Influence of international law on good governance on PNG's governing practices Zanger, S. C. (2000).

- International laws address corruption and lead to efficient economic outcomes.
- It increases positive impact on long-term foreign and domestic investments.
- The existing anti-corruption laws lower the transaction cost and improves on certainty in an economy.
- Anti-corruption laws assist in identifying misallocations and improve procurement processes when awarding contracts. This improves sectoral priorities and technology choices (addresses problems of inflated contracts for little work).
- It contributes to stable political parties and party policies that lead to stable government.
- Increase citizens' participation in all sectors and improves people's living standards.

Performance Standard

List examples of treaties, conventions, declarations, and agreements (public international laws) and explain how they relate to PNG.

Discuss what the Kyoto Protocol contains and identify one policy in PNG that affects the Kyoto Protocol.

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

Suggested Resources

Bentham, J. (1790). *An Introduction to the Principles of Morals and Legislation* (1789), ed. by J. H Burns and HLA Hart, London. p. 6, retrieved 2020-07-12

Craig, Paul; Grainne De Burca; P. P. Craig (2011). *EU Law: Text, Cases and Materials* (5th ed.). Oxford: Oxford University Press. p. 362. ISBN 9780199576999.

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Video of the presentation of the "Accelerating Transformative Pathways for Equitable Rural Development in Small Islands Developing Countries: A focus on Environment, Climate Action and Agriculture in PNG and Asia Pacific Region" access through this link: <https://www.youtube.com/watch?v=IRxzArvJp0>.

Zanger, S. C. (2000). Good governance and European aid: The impact of political conditionality. *European Union Politics*, 1(3), 293-317.

Strand 4

Christian Leadership and Governance.

Unit 2: Good Governance

Content Standard 12.4.2 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 12.4.2.5: Investigate and discuss international laws on corruption and evaluate their implications for PNG.

Core Concept: International Laws on good governance

Topic: Influence of international laws on corruption in PNG

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

- Analyse international laws on corruption.
- Explain the influence of international laws on corruption in PNG's.
- Evaluate the application of international laws on PNG's corrupt practices.

Essential Questions:

1. What are international laws on corruption?
2. How do international laws on corruption influence PNG's governing system?

Values Perseverance in the application of international laws to address corruption

Attitudes Corporative and confident in using international laws to combat corruption

Skills Analytical skills to address corruption using international laws on good governance

Knowledge International laws on corruption

Content Background

Before we go into looking at international laws on corruption, let us define corruption; understand examples of corrupt practices and what they are, why corruption occurs and what can be done to address corruption. We can then move into studying international laws that address corruption and how PNG is responding to it.

What is corruption?

According to Transparency International PNG, the word corruption has been widely misunderstood by many people. "The root meaning is that something has been changed from what it was originally intended so that it is unable to fully carry out its proper function" pp.146.

For this topic, we will be utilising the definition of corruption as defined by Transparency International and other international agencies.

- **Corruption** - the abuse of entrusted power for personal benefit.
- **Abuse** - to use in a wrong way.
- **Entrusted power** – where we have a job or position e.g., chairman, who gives us the power/authority to make decisions which will affect others.

Personal benefit – any gain goes to an individual not a group and not to those who should receive it.

Corruption = Abuse of entrusted power for personal benefit

In other words, people use their positions of authority and responsibility to illegally gain something which should go to the whole group not to just them alone. Examples of positions of authority are members of parliament, and government officers, and community committee members.

Levels of corruption

There are three levels of corruption

1. Grand corruption – actions taken at a high level of government that distorts policies and central functions of the state, enabling leaders to benefit at the expense of public good (citizens)
2. Political corruption – Any contributions made in cash or in kind to support a political cause/interest, E.g. Giving gifts of property or services.
3. Petty corruption – Everyday abuse of entrusted power by low-mid-level public officials in their interactions with ordinary citizens, who often try to access basic services in places like hospitals, schools, police departments & others.

Types of corrupt practices



What causes corruption?

Gray, C. W., & Kaufman, D. (1998)

- Poorly designed laws.
- Lack of openness (transparency).
- Lack of accountability.
- When only a few people have the authority to provide a particular service that others are dependent on.
- Greed
- Ignorance
- Lack of integrity

Do you think we can stop corruption?

When we looked at the first topics, we were discussing and looking at principles of good governance, morals and ethics values and principles.

Now that you understand the different levels of corruption and the types of corrupt practices, you have goose bumps because you see it every day in PNG. We are faced with so much corruption affecting all levels of our society. Corruption has affected the development and progress of PNG in all sectors. Let us look at how **integrity** as one of the principles of good governance can address and stop corruption.

Integrity, a cure for corruption

What is integrity and its impact on eradicating corruption and improving good governance?

Integrity means following your inner convictions to do the right thing when no one is watching you.

- Remaining true to yourself and NOT doing anything that DISRESPECTS YOU!
- The quality of being honest and having strong moral principles that guides your actions every day.

Examples of integrity

How to have everyday integrity

- Keep your promises even if it takes extra effort.
- Go back to a store and pay for something you forgot to pay for.
- Never betray a friend's trust even if you get in trouble.
- Inform the cashier he gave you too much change back.
- Do not gossip or talk badly about someone.
- Remain true to your spouse or partner.
- When in a serious relationship, don't keep secrets from each other.
- Return money that you noticed someone dropped without expecting a reward.
- Ignore someone's advice on how to cheat on your taxes and not get caught.
- Do not let someone else take the blame for something you did.
- If someone gives you confidential information, never tell anyone what you know.
- When it is obvious to you a relationship is over, don't drag it out but discuss it openly.

Integrity in the workplace

- Work when you are supposed to and save socialising, snacking, searching the internet and personal phone calls for break time.
- Show respect to co-workers with appropriate conversation and empathy.
- If you are in management, keep your employees informed so they will know what is coming and what needs to be done.
- Adhere to company policies and procedures.
- Be responsible. Do what you say you will do.
- Use materials for work and not personal use.
- If you make a mistake and a team's project gets messed up or you miss a deadline, own up to your mistake. Don't let teammates take the fall.
- Work together as a team. This builds trust and shows integrity.
- Never steal supplies from the workplace.
- If you find yourself in a conflict of interest, get out of it as soon as possible.
- Don't accept praise or acclaim for someone else's work. That includes stealing someone's idea or pretending to have worked on a successful project.
- When making a business deal, make sure everything is on the table and nothing is left out.
- If your company asks you to do something against your personal code of conduct, refuse. If it means losing a good paying job, so be it. Find a more ethical company to work for.

Discuss how integrity can impact on eradicating corruption and improving good governance?

How does corrupt practices mentioned above impact economic growth and good governance?

International laws on corruption

The United Nations Convention against Corruption is the only legally binding universal anti-corruption instrument. The Convention's far-reaching approach and the mandatory character of many of its provisions make it a unique tool for developing a comprehensive response to a global problem. The vast majority of United Nations Member States are parties to the Convention (Retrieved from: <https://www.unodc.org/unodc/en/corruption/uncac.html>).

Adopted by the UN General Assembly 31 October 2003, by resolution 58/4

Entry into force: 14 December 2005, in accordance with article 68(1)

Signatories: 140

Parties: 187 (as of 6 February 2020)

The text of the United Nations Convention against Corruption was negotiated during seven sessions of the Ad Hoc Committee for the Negotiation of the Convention against Corruption, held between 21 January 2002 and 1 October 2003.

The Convention covers five main areas:

1. Preventive measures

An entire chapter of the Convention is dedicated to prevention, with measures directed at both the public and private sectors.

2. Criminalization and law enforcement measures,

The Convention requires countries to establish criminal and other offences to cover a wide range of acts of corruption, if these are not already crimes under domestic law.

3. International cooperation,

Countries are bound by the Convention to render specific forms of mutual legal assistance in gathering and transferring evidence for use in court, to extradite offenders.

4. Asset recovery,

A highlight of the Convention is the inclusion of a specific chapter on asset recovery, aimed at returning assets to their rightful owners, including countries from which they had been taken illicitly.

5. Technical assistance and information exchange.

The Convention covers many different forms of corruption, such as bribery, trading in influence, abuse of functions, and various acts of corruption in the private sector.

What are the 5 principles of law?

It requires measures to ensure adherence to the principles of supremacy of the law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness, and procedural and legal transparency (Kelsen, H. 2003). Some institutions across the globe that combats corruption to promote transparency, accountability and good governance for the countries and the world. (Posadas, A.1999).

Transparency International PNG

Transparent International is a global movement with more than 100 countries around the globe to end the injustice of corruption by promoting transparency, accountability and integrity. They have one vision and that is a world in which government, business, civil society and the daily lives of people are free of corruption.

Transparency International PNG is a Chapter that aims to TIPNG founded in 1997 by a group of like-minded Papua New Guinean business leaders such as Sir Anthony Siaguru, Dame Meg Taylor and Richard Kassman with the aim of protecting & nurturing the people, society and the young Nation.

TIPNG aims to combat corruption & promote openness, honesty and accountability in public & private dealings with a core business to create awareness on the damaging effects of corruption and empower people in PNG to make an active choice against it. TIPNG has been very vocal and has held the PNG government to account in ensuring anti-corruption laws are passed by PNG Parliament.

The Independent Commission Against Corruption (ICAC) Bill was initiated by TIPNG in partnership with the Ombudsman Commission, the Public Solicitor's Office and PNG Task Force. The ICAC Bill was passed in 2015 and is now an Act; this means that people who are guilty of certain acts of corruption are punishable by this Act (Posadas, A.1999).

The need to have anti-corruption laws has increased over the past years due to increased corruption practices, weak government systems and legislative systems making PNG one of the most corrupt countries in the world according to the Corruption Perception Index Report of 2020 (Mo, P. H.2001).

Performance Standard

Read the two articles below extracted from the TIPNG Civic Education Book of Background Reading pg.148.

Is a little corruption actually good?

Some people say that a little bit of corruption is actually good for business. They say it makes government services more efficient. This is very clearly wrong thinking. If government services are very slow to do their work, then the right answer is to make sure they improve by; making sure they are trained giving them the resources to do their work more efficiently improving the processes used

In many countries the way this has been dealt with is by reducing the number of things governments are involved with.

Measuring corruption

Despite corruption being a hugely serious problem, it is very difficult to compare and measure corruption in one country to another. This is because if you ask the leaders of countries about corruption, they will always say that it does not happen in their country or if it does, they are not involved. They are also usually very reluctantly to allow an independent investigation.

However, it is usually fairly obvious it is a problem when you look around a country and find that it is rich in resources, but that a few a very wealthy whiles most people are poor and have no access to services. To overcome this problem Transparency International runs a survey in most countries every year where they ask business and community leaders and others how bad they think corruption is and what experiences they have had. In 2014, 175 countries were reported on. The results were compiled into the Annual Corruption Perceptions Index (CPI) which comes out in November each year.

Countries that are often listed as the five least corrupt include Norway, Sweden, New Zealand and Denmark. However, it must be understood that, even in these countries, there still will occasionally be some form of corruption. It is rare and the chance of getting caught and going to prison is high – regardless of who you are. Countries that are listed as the five most corrupt are North Korea,

Afghanistan Somalia and Iraq. In 2014 PNG was ranked in 145th position out of 175, alongside Kenya, Laos and Bangladesh. Samoa was in 50th position, Singapore 7th, Australia 11th, China in 100th position and Indonesia 107th position.

Looking at the 2014 results, the 20 countries that are ranked as being mostly free of corruption that they have free and fair elections, strong rule of law, independent media, and very active civil society. They are also rich and peaceful.

Discuss some bad practices you have witnessed, read or heard about by some leaders you know of.

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

Suggested Resources

Anaya, J., & Anaya, S. J. (2004). *Indigenous peoples in international law*. Oxford University Press, USA.

Arnone, M., & Borlini, L. S. (2014). *Corruption: economic analysis and international law*. Edward Elgar Publishing.

Birnie, P. W., & Boyle, A. E. (1994). *International law and the environment*.

Charney, J. I. (1993). Universal international law. *The American Journal of International Law*, 87(4), 529-551.

Gray, C. W., & Kaufman, D. (1998). *Corruption and development*.

Goldsmith, J. L., & Posner, E. A. (2005). *The limits of international law*. Oxford University Press.

Goodwin-Gill, G. S., & McAdam, J. (2007). *The refugee in international law*. Oxford University Press.

Jain, A. K. (2001). Corruption: A review. *Journal of economic surveys*, 15(1), 71-121.

Kelsen, H. (2003). *Principles of international law*. The Lawbook Exchange, Ltd..

Klitgaard, R. (1988). *Controlling corruption*. Univ of California Press.

Kofele-Kale, N. (2000). The right to a corruption-free society as an individual and collective human right: elevating official corruption to a crime under international law. *The International Lawyer*, 149-178.

Mo, P. H. (2001). Corruption and economic growth. *Journal of comparative economics*, 29(1), 66-79.

- Posadas, A. (1999). Combating corruption under international law. *Duke J. Comp. & Int'l. L.*, 10, 345.
- Shleifer, A., & Vishny, R. W. (1993). Corruption. *The quarterly journal of economics*, 108(3), 599-617.
- Snider, T. R., & Kidane, W. (2007). Combating corruption through international law in Africa: A comparative analysis. *Cornell Int'l LJ*, 40, 691.
- Svensson, J. (2005). Eight questions about corruption. *Journal of economic perspectives*, 19(3), 19-42.
- Transparency International Inc. (2016). *Civic Education in PNG Schools-Background Book of Readings*, National Library Services of Papua New Guinea.

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 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 12 CCVE

Christian and Citizenship Values Education has 4 Strands and 8 Units.

Strand	Unit
Biblical Values and Principles	Biblical Values and Principles
	The Ten Commandments: God's Core Principles
Christian Identities and Civic Principles	Christian Identities
	Civic Principles
Christian Citizenship and Society	Christian Citizenship
	Christian Citizen and Active Participation
Christian Leadership and Governance	Christian Leadership
	Good Governance

Step 2: Identify the total number of Content Standards, Benchmarks and Number of Topics 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 12 CCVE Content Matrix

Strand	Unit	Content Standard	Benchmark	Topic
1	2	2	6	9
2	2	2	6	10
3	2	2	4	4
4	2	2	8	8
Total	8	8	24	31

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)

WEEK	TERM 1	TERM 2	TERM 3	
	Strand 1 Biblical Values and Principles	Strand 2 Christian Civic Identities and Principles	Strand 3 Christian Citizenship and Civic Systems	Strand 4 Christian Leadership and Governance
1	12.1.1.1	12.2.1.3	12.4.1.1	
2	12.1.1.2	12.2.1.4	12.4.1.2	
3				
4	12.1.2.1	12.2.2.1	12.4.1.3	
5	12.1.2.2	12.2.2.2	12.4.2.1	
6				
7	12.1.2.3	12.3.1.1	12.4.2.2	
8	12.1.2.4	12.3.1.2	12.4.2.3	
9	12.2.1.1	12.3.2.1	12.4.2.4	
10	12.2.1.2	12.3.2.2	12.4.2.5	

Standards-Based Sample Lesson

TOPIC: International laws on corruption

Lesson Topic: Corruption - Corrupt practices

Grade: 12

Length of Lesson: 40 minutes

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 12.4.2.5: Investigate and discuss international laws on corruption and evaluate their implications for PNG.

Essential Values, Attitudes, Skills and Knowledge

Values: Self-reflection of your actions towards doing what is right and just

Attitudes: Being confident, cooperative and participative in activities to fight against corruption

Skills: Identify and discuss types of corrupt practices

Knowledge: Corrupt practices

Materials: markers, butcher papers/charts, sticky tape/blu tac, old newspapers/



Lesson Objectives: By the end of the lesson students will be able to;

- Be sensitive and avoid corrupt practices. (affective)
- Conduct awareness on eradicating corrupt practices in the school. (psychomotor)
- Identify and discuss corrupt practices (cognitive)

Essential Questions:

- What is corruption?
- What are the corrupt practices?
- How can you address corruption at your level (as a student)?

Lesson Procedure

Teacher Activities	Student Activities						
Introduction							
(10minutes) 							
<p>1. Write this news headline on the blackboard.</p> <p>‘Corruption, a PNG disease’</p> <p><i>Eric Mumson Piuk, March 14, 2019. The National Newspaper, Retrieved from: https://www.thenational.com.pg/</i></p> <p>2. Ask questions in relation to the news headline?</p> <ol style="list-style-type: none"> i. What is corruption? ii. Have you witnessed some form of corruption? iii. Were you involved in some form of corrupt practices? How did you feel after the corrupt practice? iv. Why did the writer refer to ‘corruption’ as a disease in PNG? <p>3. Allow students to give their points of view on ‘Corruption, a PNG disease’.</p>	<p>1. Observe and ponder over the news headline.</p> <p>2. Listen very carefully and answer questions in groups.</p> <p>3. Outline points for and against the news headline.</p>						
Body							
(25 minutes) 							
<p>Modeling</p> <p>4. Distribute the article on ‘Corruption, a PNG disease’ to the students to read and identify the corrupt practices mentioned in the article.</p> <p>5. Discuss the identified corrupt practices in the article</p>	<p>4. Read and listen to the corrupt practices identified from the article ‘Corruption a PNG disease’</p> <p>5. Listen carefully and take note of the identified corrupt practices identified and participate in the discussion.</p>						
<p>Guided Practice</p> <p>6. Get students into groups of 5 and give out old newspapers to each group.</p> <p>7. Allow students to skim through the newspapers and identify articles that talk about corruption and the corrupt practices mentioned in the articles and how these could have been addressed.</p> <p>8. Supervise to make sure students have understood the concept and instructions and are doing what is asked of.</p> <p>9. Allow each group to report to the whole class what has been identified and ways to address these corrupt practices and reinforces students’ answers.</p> <p>10. Group the students’ findings under the different levels of corruption and explain each one of them.</p> <table border="1" data-bbox="134 1612 774 1736"> <thead> <tr> <th data-bbox="134 1612 341 1691">Grand corruption</th> <th data-bbox="341 1612 555 1691">Political corruption</th> <th data-bbox="555 1612 774 1691">Petty corruption</th> </tr> </thead> <tbody> <tr> <td data-bbox="134 1691 341 1736"></td> <td data-bbox="341 1691 555 1736"></td> <td data-bbox="555 1691 774 1736"></td> </tr> </tbody> </table>	Grand corruption	Political corruption	Petty corruption				<p>6. Form groups of 5 and appoint a group leader for organising and reporting purposes.</p> <p>7. Skim through the old newspapers and identify articles that talk about corruption and take note of the corrupt practices stated and how to address them.</p> <p>8. Participate actively in carrying out the activity. Have group discussions too.</p> <p>9. Group leaders with the support of the group members do a presentation on the corrupt practices identified and strategies to address them.</p> <p>10. Observe and ponder over the different levels of corruption and copy the table into their exercise books.</p>
Grand corruption	Political corruption	Petty corruption					
<p>Independent Practice</p> <p>11. Ask students to make a list of all the corrupt practices evident at their homes, school, province and the nation and place them under the various levels of corruption.</p> <p>12. Allow group leaders to do a quick rundown of the group’s findings and reinforces after each group’s reporting.</p>	<p>11. Execute the activity in groups and display on charts and butcher papers.</p> <p>12. Observe, listen and take note of the main points.</p>						

Conclusion (5 minutes)



13. Ask students the following question and tell them to write the answer on a piece of paper and submit to the teacher.
'Who will fight corruption? How?'

13. Write the question and the answer on a piece of paper and submit to the teacher.

Corruption a PNG disease

March 14, 2019 The National Letters

Article used in the introduction and the modeling stages of the lesson

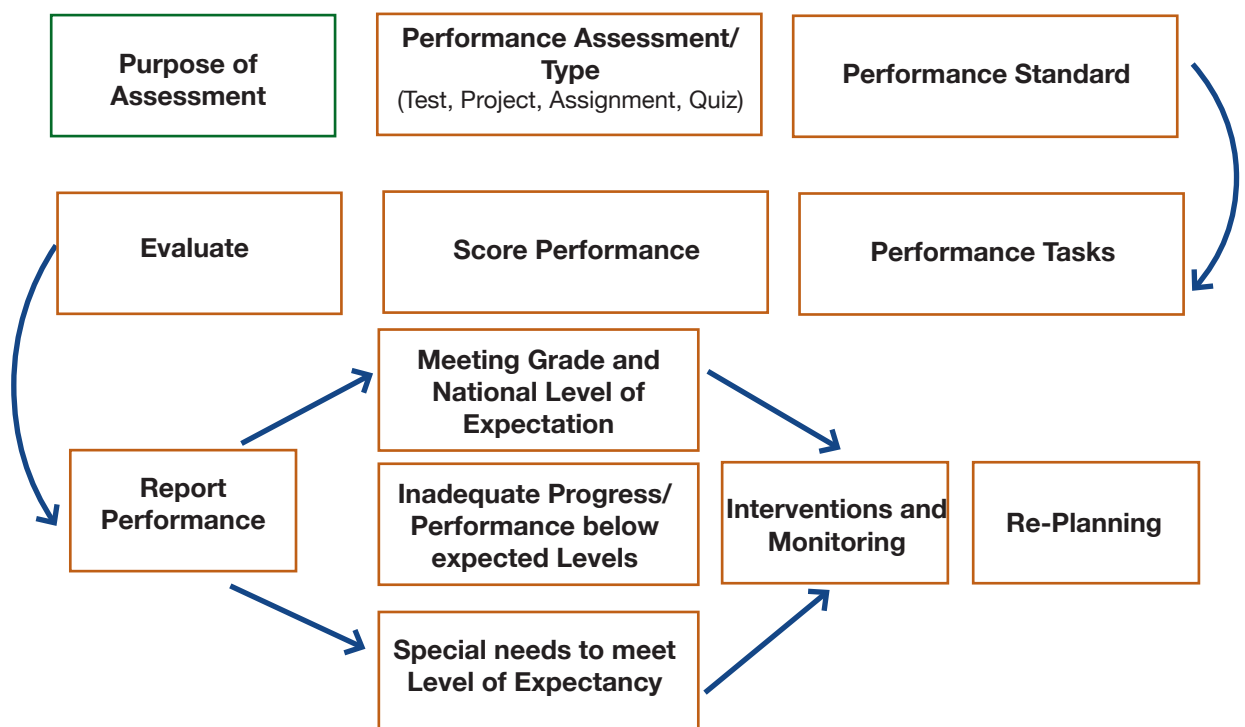
Assessment Monitoring and Reporting

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

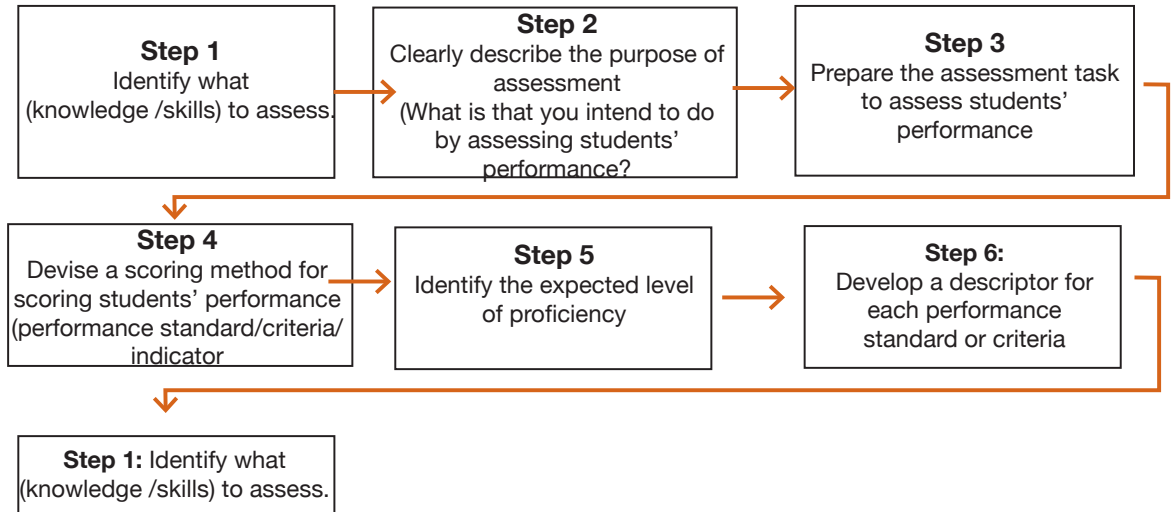
Principles of Standards-Based Assessment

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"> • Portfolios, demonstrations, field work, case studies, assignments, lab reports • Students take an active role in process • Qualitative • Interpretive • Focuses on performance, process and product • High level thinking • Use of rubric • Use of criterion levels evaluation • Part of teaching and learning Process • Shows mastery and learning performance • Generally extends over time 	<ul style="list-style-type: none"> • Multiple choice tests, true-false, fill in the blanks, sentence completion, matching, diagram completions • External –(teacher driven – assessing performance of teacher rather than the student) • Teacher-centred (what is appropriate and convenient for the teacher and what teacher thinks is good for students and decides what should be and should not be learnt) • Quantitative (driven to collect marks) • Objective • End product (only looking for the end product and not concerned about the performance and process) • Standardised or norm referenced • Isolated facts • Low level content • Generally occurs in “one setting

Standards-Based Assessment Types

In SBA, there are three broad assessment types.

1. Formative Assessment

Formative assessment includes ‘assessment *for* and *as*’ and is conducted during the teaching and learning of activities of a topic.

Purposes of assessment for Learning

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning
- *Purposes of assessment as Learning*
- Occurs when students reflect on and monitor their progress to inform their future learning goals
- Helps students to continuously evaluate, reflect, and improve their own learning
- Helps students to understand the purpose of their learning and clarify learning goals

2. Summative Assessment

Summative assessment focuses on ‘*assessment of learning*’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of assessment of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for next stage of learning

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers then judge the quality of the student's work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

i. Products-Oriented

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster
- Video a class game or performance and write a broadcast commentary
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
- Write the skill cues for a series of skill photos
- Create a brochure to be handed out to parents during education week
- Develop an interview for a favourite sports person
- Write a review of a dance performance
- Essays
- Projects

ii. Performances-Oriented

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 measurement standards that are observed through evidence outcomes and performance indicators. Evidence outcomes and Performance Indicators are used to measure students' performances, proficiency, competency, progression and achievement of the desired grade or level of expectation.

Performance Standards are concrete statements of how well students must learn what is set out in the content standards and benchmarks, often called the "be able to do" or "what students should know and be able to do." Performance standards indicate the quality that specifies 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
 - A stem statement for Performance Standards will begin with...."Students will be able to....."
 - A stem statement for Performance Indicator will begin with"Students can be able to....."

Assessment Strategies

It is important for teachers to know that the assessment of CCVE is mainly focused on the assessment of values and attitudes, skills and knowledge emphasising the assessment of the affective domain.

Provided in the appendices is a list of suggested strategies you can use to assess student's performances especially in the affective domain. These strategies are applicable in all the standards-based assessment types.

Scoring Methods for Performance Assessment

Assessment can be scored during or after the students have completed the assessment task. However, it is best done during a lesson- using a checklist, rating scales & rubrics.

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance. Rubrics include;

- (1) Descriptions of the of task
- (2) The scales to be used
- (3) The dimensions of the task
- (4) The description of each dimension on the scale

A Rubric

- is a scoring guide that helps teachers evaluate student performance, based on a range of criteria.
- A rubric lists the criteria, or characteristics, that student work should exhibit and describes specific quality levels for those criteria.
- Rubrics are a great way to improve communication, learning, and grading fairness.
- Knowing how to create and use rubrics gives you a better understanding of assessment and another option for assessing student performance.
- are descriptive and not evaluative.
- Of course, rubrics can be used to evaluate, but the operating principle is to match the performance to the description rather than "judge" it.
- Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each.
- Effective rubrics have appropriate criteria and well-written descriptions of performance

Purpose of Rubrics

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. *The main purpose of rubrics is to assess performances.* For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

1. Support authentic assessment

While traditional tests measure how well students recall content, rubrics measure how well students can apply knowledge to authentic contexts or real-world tasks.

2. Clearly communicate expectations

Because rubrics define student "quality" in terms of objective criteria and standards, they clearly communicate how instructors will evaluate student performance.

3. Improve performance

Rubrics lead to better student performance. When students understand assignments and expectations before they begin, they are more likely to fulfil them. They know what specific criteria and standards of excellence will be used to rate their performance.

4. To inspire fairness

Because rubrics have detailed assessment information, students don't feel that grades are assigned subjectively or arbitrarily. Also, when you have more than one grader, a rubric allows all graders to apply the same criteria in the same way.

Although rubrics have many benefits--and make grading faster and easier--a good rubric takes time, effort and patience to construct. You'll probably need to change (change, not add to) your grading and assessment methods, based on what you believe about learning assessment. Rubrics are best for critical assessments, major projects, and other assignments that require a multi-dimensional performance evaluation. The trick is to know what type of rubric to create for your situation.

Reasons for Creating Rubrics/Marking schemes

Rubrics or marking schemes are created for;

1. Categories to assess-different components or elements that will assess
 - Factual information
 - Application
 - Analysis
 - Writing Skills
2. Criterion for assessment
 - Accuracy
 - Completeness
 - Length or number of examples
 - Supported with research
 - Range of answer
 - Description and support
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.

Performance Standard/ Criteria	Advanced	Proficient	Progressing	Not Yet
Identify reasons for developing caring relationships	Identify and explain all the reasons for developing caring relationships	Identify all the reasons for developing caring relationships	Identify only a few of the reasons for developing caring relationships	Identify only one reason for developing caring relationships
Explain the reasons for developing caring relationships	Explain all the reasons for developing caring relationships and provide an in-depth justification for some of the reasons	Explain all the reasons for developing caring relationships	Explain only a few of the reasons for developing caring relationships	Explain only one reason for developing caring relationships

Types of Rubrics

1. Analytical Rubric

Analytic rubrics describe work on each criterion separately. For most classroom purposes, analytic rubrics are best. Focusing on the criteria one at a time is better for instruction and better for formative assessment because students can see what aspects of their work need what kind of attention. Focusing on the criteria one at a time is good for any summative assessment (grading) that will also be used to make decisions about the future—for example, decisions about how to follow up on a unit or decisions about how to teach something next year.

Template for Analytic Rubrics

Criteria	Beginning	Developing	Accomplished	Exemplary	Score
Criteria 1	Description reflecting beginning	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
Criteria 2	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
Criteria 3	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	
Criteria 4	Description reflecting beginning level performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting of highest level of performance	

Sample Analytic Rubric

Holistic Rubrics

Holistic rubrics describe the work by applying all the criteria at the same time and enabling an overall judgement about the quality of the work. Holistic rubrics are based on criteria for good work and on observation of how the work meets those criteria.

One classroom purpose for which holistic rubrics are better than analytic rubrics is the situation in which students will not see the results of a final summative assessment and you will not really use the information for anything except a grade. Some high school final examinations fall into this category. Grading with rubrics is faster when there is only one decision to make, rather than a separate decision for each criterion.

Decide on type of rubric to be used (Holistic or Analytic)

1. When to use Holistic Rubric

- There is no single correct answer/response to a task
- The focus has no overall quality, proficiency, or understanding of a specific content or skills.
- You are assessing large numbers (eg. 150 portfolios)

Holistic Rubric						
Score	5	4	3	2	1	0
Description	Demonstrate complete understanding of the problem. All requirements of task are included in response .	Demonstrate considerate understanding of the problem. All requirements of task are included .	Demonstrate partial understanding of the problem. Most requirements of task are included .	Demonstrate little understanding of the problem. Many requirements of task are missing .	Demonstrate no understanding of the problem.	No response/ not attempted task

When to use Analytic Rubric

- Several subjects are assessing the student work.
- Descriptions promote consistent scoring.
- Stakeholders will be examining the rubric scores.
- Substantial feedback to students or the subjects is desired.
- Outlines of specific strengths/weaknesses are anticipated.

Analytic Rubric				
Criteria	4	3	2	1
Criteria # 1	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 2	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 3	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.
Criteria # 4	Description reflecting highest level of performance.	Description reflecting mastery level of performance.	Description reflecting movement towards mastery level of performance.	Description reflecting beginning level of performance.

General Rubric Matrix

This is a sample of a general rubric matrix that can be used for projects or other assessments. The table presents information that you can use or choose from to develop your own rubrics.

Criteria	Performance Standards (Descriptors)
BEYOND	Beyond Standard (s) -Advanced in Performance and Understanding
	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
CONSISTENT	Meet Standard (s)-Proficient in Performance and Understanding
	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

INCONSISTENT	Progressing-Not Yet Proficient in Performance and Understanding
	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
SELDOM	Not Yet -Limited Performance and Understanding
	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.

Refer to the general matrix and select an appropriate descriptor under each of the qualifiers to suit your assessment and place it in the table as shown below.

Criteria	Beyond	Consistent	Inconsistent	Seldom
1	Consistently demonstrates advanced conceptual mathematical understandings	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematic ideas at grade level

Note: The descriptors are taken from the general matrix. The descriptors do not have to be in the order as they appear in the general matrix.

If the assessment tasks consist more than one criteria (performance tasks) the appropriate descriptors from the general matrix can be used in the rubrics

Criteria	Beyond	Consistent	Inconsistent	Seldom
1	Consistently demonstrates advanced conceptual mathematical understandings	Consistently demonstrates understanding of mathematical standards and cluster at the grade level	Inconsistently uses tools appropriately and strategically	Exhibits minimal understanding of key mathematic ideas at grade level
2	Consistently generates tasks that make connections between and among mathematical ideas	Consistently demonstrated conceptual understanding	Demonstrates inconsistent conceptual understanding of key mathematical ideas at grade level	Rarely demonstrates conceptual understanding
3	Constructs logical mathematical arguments of thinking and reasoning	Constructs logical mathematical arguments of thinking and reasoning	Depends upon assistance of teacher and/or peers to understand and complete tasks	Consistently requires assistance and alternative instruction

Note: Ensure that the descriptors must not be repeated.

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 mathematic 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:

Frequency Rating Scales

Grade Rating Scales

Number Rating Scales

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 focuses 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	disorganised

6. Words that describe the skill of **analysing information or data** at varying levels of quality

Excellent	Proficient	Adequate	Limited
accurate	logical	partially accurate	flawed
insightful	logical	simplistic	unsupported
astute	credible	plausible	inaccurate
precise	relevant	basic	irrelevant

7. Words that describe the skill of **presenting or communicating information or selecting appropriate visuals** at varying levels of quality

Excellent	Proficient	Adequate	Limited
vivid	interesting	simplistic	lacks appeal
compelling	effective	predictable	does little to sustain interest
enhances	supports	partially supports	interferes with
engaging	interesting	straightforward	ineffective
skillful	effective	appropriate	inappropriate
intriguing	interesting	predictable	ineffective

2. Scoring assessment using a Checklist

Check lists are one of the easiest methods of scoring assessment tasks. The criteria i.e. skills, cues or tasks are considered separately according to whether they have been accomplished.

Types of Checklists include

- Yes/No
- Tick/Cross
- Circling
- Narrow scale, e.g. Sometimes, rarely, never
- Colouring
- Symbols (signifiers), e.g. pictures, facials, artefacts, signs, drawings, concept maps)

Sample Scoring using Yes/No Checklist Scale to assess “Collaboration”

No	Criteria	Write Yes (score 2) or No (score 1)
1	<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 12 CCVE Syllabus. The final assessment should be based on a range and balance of assessment strategies and instruments. Assessment must be both normative and criterion.

Component	Weighting	Tasks	Assessment Referencing
Practical work and applications	60 % (of mandatory total)	Active Participation Project-Based Performances,	Criterion Referencing Rubrics?
Theory (Tests, Quizzes', Exams)	40 % (of mandatory total)	Theory and also applications in theory	Normative
Marks	100 %	A combination practical work applications, active participation and Theory tests and examinations.	

CCVE Assessment Overview, Planning and Programming (to be inserted by CV)

Grade 12 Assessment Schedule

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2		S2_U1_Test #1 BM 12.2.1.1 and 12.2.1.2 (Construction, and representation of Christian and Civic Identities in PNG and different parts of the world)	S3_U1_Test #1 BM 12.3.1.1. and 12.3.1.2 (Christian and Civic Systems in service delivery)	
3	S1_U1_Test #1 BM 12.1.1.1 and 12.1.1.2 (God's Plan of Salvation and Christological Values and Principles)	S2_U1_Project #1 BM 12.2.1.3 (Use of Christian and Civic Identities).	S2_U1_Assignment #1 BM 12.3.2.1 and 12.3.2.2 (Research and present on for laws and policies that contribute to human liberation and advancement).	
4				
5	S1_U2_Project #1 BM 12.1.2.1 and 12.1.2.2 (Research and Share to others on either Commandment 9 or 10).	Project # 1 due		
6			Assignment # 1 due	
7	Project # 1 due	S2_U2_Test # 2_End of Strand Test (Summary of Strand 2 Concepts)	S3_U2_Test # 2_End of Strand Test (Summary of Strand 3 Concepts)	
8	S1_U2_Project #2 BM 12.1.2.3 and 12.1.2.4 (Skit on demonstrating Commandment 9 and 10)	S2_U2_Project #2 BM 12.2.1.3 and 12.2.1.4 (Skit on demonstrating Influence of Christianity on Civic Identities)	S4_U1_Project # 1 BM 12.4.1.1. to 12.4.1.4 (Research and present on how to fight bad practices in PNG politics)	
9	S1_U1 and U2_Assignment # 1 BM 12.1.2.1 to 12.1.2.4 (Derive God's core principles from Commandments 9 and 10)			
10	Project # 2 Due S1_U1 and U2_Test # 2_End of Strand Test (Summary of Strand 1 Concepts)	Project # 2 due	Project # 1 due S4_U2_Test # 2_End of Strand Test (Summary of Strand 4 Concepts)	

CCVE Affective Test and Examination Items (to be inserted by CV)

CCVE Assessment Scoring, Grading (to be inserted by CV)

Glossary

WORD	MEANING
Assertiveness	A skill where a person is able to stand up for their own rights without putting down the person they are communicating with. For example, an assertive person can state feelings, ask a favour, deal with criticisms and disagree in a positive way.
Aggressive behaviour	A type of behaviour where someone wants to be right or win at all costs. Aggressive people never consider the rights or feelings of others in the group. Aggressive people use criticisms, threats, put-downs, rumours or shouting down other people to get what they want.
Adulthood	A stage in life when a person is physically mature and more in control of his or her life, being responsible for their own choices and actions. They should be in a position to set their own goals and works towards. achieving their goals
Adolescence	Period of life after puberty when a child goes through the physical, emotional and social changes to become an adult.
Abusive	Using unkind, cruel or rude language or actions.
Accountability	To be liable, responsible and answerable to anything that belongs to a group of people or a community.
Beliefs	A way of life based on certain values and attitudes from a particular culture or cultural group.
Bullying	Maltreatment or harassment or abuse of power and position.
Character	The set of qualities that makes an individual unique.
Civic Participation	Working to make a difference in the communities and the country by promoting the quality of life through political and non-political processes.
Civic Principles	Fundamental truth that serves as the foundation for a system of belief or behaviour belonging to a community.
Civic Values	Civic Values are the values we learn to respect as citizens, as set forth in the Declaration of Independence and the Preamble to the Constitution.
Customs	An established way of living which is typical for a particular group of people, for example, bride price or feast.
Ceremony	A formal celebration that is always performed in the same way such as a wedding.
Counselling	Giving people advice as part of your job. For example, a school counsellor gives advice to students who need it.
Culture	All the ways of believing and acting associated with a certain group of people including customs, ideas, beliefs, values and tools.
Decision Making	The steps or process taken for one to choose between options and coming to a conclusion.
Disability	When normal human activity is affected by the loss of a body part or body function
Discrimination	Treating a person differently because they belong to another group.
Domestic violence	Violence that occurs within families: for example, mother against father, parent against children or adult children against younger children.
Drugs	A drug is any chemical substances that changes the physical, mental or emotional state of the body.
Depression	Is a mental state in which the person feels extremely unhappy and has no enthusiasm for anything.
Extended family	A large family group that includes children, parents, grandparents, aunts, uncles, cousins and other relatives.
Gambling	The act or habit of betting money, for example, in card games, horse-racing or poker machines.
Humiliation	The feeling of embarrassment by having lost your pride and seem to be helpless and stupid.

Harassment	Actions that are unwelcome and intended to trouble or annoy someone, for example, repeated attacks on them or attempts to cause them problems.
Identity	Refers to the individuality, uniqueness, character's of an individual or a group of people.
Leaders	Individuals who lead or command a group, an organisation or a country.
Leisure	A time free of work or duty when we can choose to do things for fun, enjoyment and relaxation.
Menarche	The time at which the period begins in a girl. Menarche may occur at any time between the ages of 10 and 18.
Nuclear family	A family consisting only of parents and their children, not including aunts, uncles, cousins and other family members.
National identity	The pride, respect and love that we have for our country that we show through our actions to other countries.
Passive smoking	When someone breathes in smoke from another person's smoking.
Personality	A person's attitudes, interests, behavioural patterns, emotional responses, social roles, and other individual traits that endure over long periods of time.
Potentials	Person having or showing hidden qualities or abilities and capacity that may be developed and lead to future success or usefulness.
Prejudice	Prejudgment is the formation of an opinion or feeling without sufficient knowledge, thought or reason.
Physiological	Changes due to the way a person's body functions.
Psychomotor Domain	The area of learning about 'doing' and is concerned about the use of motor skills and physical movement.
Qualities	An individual's characteristic.
Rituals	One or more ceremonies or customary acts, which are always done in the same way, for example initiation and mass procession.
Roles	A prescribed or expected behavior associated with a particular position or status in a group or organization.
Role Model	A person with acceptable behaviour and good characters at all times.
Rule of Law	The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.
Self-esteem	An individual's confidence in his or her own merit.
Self-image	The opinion that one has of his or her own worth, attractiveness or intelligence.
Sin	A person's act, thought or behaviour that is against the law or teachings of a religion.
Social Problem	A problem that affects societies.
Social pressure	The pressure from events and customs happening around you, the way people relate to each other and the impact this has on your situations and behaviour.
Virtue	The quality of being morally good or righteous.

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Appendices

Appendix 1: Action Verbs to Assessment Strategies

Action Verbs to Assessment Strategies		
Cognitive Learning	Action Verbs	Assessment Strategies
Knowledge - to recall or remember facts without necessarily understanding them	Arrange, define, duplicate, label, memorise, name, order, recognise, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote	Prior knowledge inventory, misconception/preconception check Focused listing, empty outlines Pre-post test, quiz, quick poll
Comprehension – 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	Minute paper, muddiest (or clearest) point Observe and evaluate a student artefact or performance task using a rubric Directed paraphrasing Pre-post test, quiz Interviews
Application – to put ideas and concepts to work in solving problems	Apply, choose, demonstrate, dramatise, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover	Observe and evaluate a student artefact, performance, or task using a rubric Directed paraphrasing, real-world application (apply learning in a new context) Test, quiz Job/internship evaluation, skill ratings
Analysis – 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	Pro and con grid, categorising grid, compare and contrast, concept maps Observe and evaluate a student artefact, performance, or task using a rubric Journaling Job/internship evaluation, skill ratings
Evaluation – 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, summarise	Reflection component of a portfolio or experience Journaling Peer evaluation
Affective Learning	appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support	Reflection component of a portfolio or experience Journaling Observe and evaluate group work Surveys, interviews, focus groups

Appendices 2: BLOOM'S TAXONOMY

LEVEL OF UNDERSTANDING	KEY VERBS
CREATING Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesise, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
EVALUATING Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritise, provoke, rank, rate, select, support, monitor,
ANALYSING Can the student distinguish between the different parts?	Analysing, characterise, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organise, outline, relate, research, separate, experiment, question, test,
APPLYING Can the student use the information in a new way	Apply, change, choose, compute, dramatise, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
UNDERSTANDING Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
REMEMBERING Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

Appendices 3: 21ST CENTURY SKILLS

WAYS OF THINKING	Creativity and innovation Think creatively Work creatively with others Implement innovations Critical thinking, problem solving and decision making Reason effectively and evaluate evidence Solve problems Articulate findings Learning to learn and meta-cognition Self-motivation Positive appreciation of learning Adaptability and flexibility
WAYS OF WORKING	Communication Competency in written and oral language Open minded and preparedness to listen Sensitivity to cultural differences Collaboration and teamwork Interact effectively with others Work effectively in diverse teams Prioritise, plan and manage projects
TOOLS FOR WORKING	Information literacy Access and evaluate information Use and manage information Apply technology effectively ICT literacy Open to new ideas, information, tools and ways of thinking Use ICT accurately, creatively, ethically and legally Be aware of cultural and social differences Apply technology appropriately and effectively
LIVING IN THE WORLD	Citizenship – global and local Awareness and understanding of rights and responsibilities as a global citizen Preparedness to participate in community activities Respect the values and privacy of others Personal and social responsibility Communicate constructively in different social situations Understand different viewpoints and perspectives Life and career Adapt to change Manage goals and time Be a self-directed learner Interact effectively with others

Appendices 4: TEACHING AND LEARNING STRATEGIES

STRATEGY	TEACHER	STUDENTS
<p>CASE STUDY Used to extend students' understanding of real life issues</p>	Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.	Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.
<p>DEBATE A method used to increase students' interest, involvement and participation</p>	Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/ standard to be achieved.	Conduct researches to gather supporting evidence about the selected topic and summarising the points. They are engaged in collaborative learning by delegating and sharing tasks to group members. When debating, they improve their communication skills.
<p>DISCUSSION The purpose of discussion is to educate students about the process of group thinking and collective decision.</p>	The teacher opens a discussion on certain topic by asking essential questions. During the discussion, the teacher reinforces and emphasises on important points from students responses. Teacher guide the direction to motivate students to explore the topic in greater depth and the topic in more detail. Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.	Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.
<p>GAMES AND SIMULATIONS Encourages motivation and creates a spirit of competition and challenge to enhance learning</p>	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.	Go into groups and organise. Follow the instructions and play to win

<p>OBSERVATION Method used to allow students to work independently to discover why and how things happen as the way they are. It builds curiosity.</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 Observe and ask essential questions Record Interpret</p>
<p>PEER TEACHING & LEARNING <i>(power point presentations, pair learning)</i> 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.</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>
<p>PERFORMANCE-RELATED TASKS <i>(dramatisation, song/lyrics, wall magazines)</i> Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date</p>	<p>Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria</p>	<p>Go into their established working groups. Being creative and create dramas, songs/lyrics or wall magazines in line with the topic.</p>
<p>PROJECT (individual/group) Helps students complete tasks individually or collectively</p>	<p>Teacher outline the steps and procedures of how to do and the criteria</p>	<p>Students are involved in investigations and finding solutions to problems to real life experiences. They carry out researches to analyses the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.</p>
<p>USE MEDIA & TECHNOLOGY to teach and generate engagement depending on the age of the students</p>	<p>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</p>	<p>Viewing can provoke questions, debates, critical thinking, emotion and reaction. After viewing, students engage in critical thinking and debate</p>

Appendices 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/>

Appendices 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 summarise 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 visualise 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>

Appendices 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 to;

.....

Essential Questions:

.....

Knowledge:

.....

Skill(s):

.....

Values:

.....

Teaching and Learning Strategies
Recommended Resources

Appendices 8: ASSESSMENT STRATEGIES

Strategy	Description
Analogies	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
Classroom Presentations	A classroom presentation is an assessment strategy that requires students to 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.
Conferences	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed
Discussions	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
Essays	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesise information.
Exhibitions/	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 <u>individual achievement of specific skills and knowledge.</u>
Interviews	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, <u>determine positions, and probe for motivations.</u>
Learning Logs	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can <u>be used to assess student progress and growth over time.</u>
Observation	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.
Peer Assessment	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.
Performance Tasks	During a performance task, students create, produce, perform, or present works on "real world" issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.

Portfolios	A portfolio is a collection of samples of a student's work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student's achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
Questions And Answers (Oral)	In the question-and-answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
Quizzes, Tests, Examinations	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for reteaching and retesting.
Questionnaires	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
Response Journals	A response journal is a student's personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
Selected Responses	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
Student Self-Assessments	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student's own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.

